



HCPA

2nd Grade Distance Learning- Week 5

Monday May 4th - Thursday May 7th

Student Name: _____

Families: Please sign below to confirm your second grader's completion of each day's work in their packet. Also, please remember to check for online updates and resources on See-Saw and Schoology.

Thanks!

	Adult Signature	Student Signature
Monday, May 4th		
Tuesday, May 5th		
Wednesday, May 6th		
Thursday, May 7th		

Friday, May 8th

No School for Students



HCPA

Monday May 4th Schedule

If you are able, login to Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #25 Day 1 (Pg. 3)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	<u>Reading data charts and line plots:</u> Line plots scoot 1- 5 "Students in Second Grade" data chart (Pg. 3-5)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	Read short passages and identify the <i>problem</i> of the story. (Save the <i>solution</i> for tomorrow) (Pg. 6)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional) Access Lalio phonics website for more practice	Watch Brainpop Jr (optional) https://jr.brainpop.com Draw compound words (Pg. 7-8)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	Read the teaching pages. Complete the Fact vs. Opinion worksheets. (Pg. 9-12)	<input type="checkbox"/>

*Guidance videos available on Schoology and See-Saw!

Sign-Up for a video conference time with your teacher if you need help!

Thank you for all your hard work! See you tomorrow.

Monday, May 4th: Math

Spiral Review

DAY 1	Bar Graph	<p>▶ 1. Which grade level sold the most raffle tickets?</p> <p>2. How many grade levels were selling raffle tickets?</p>

Line Plot	<p>▶ 1. What is the most common height of students?</p> <p>2. How many students are 40 inches tall?</p>	<p>Matt has 3 pennies, 1 nickel, and 2 quarters. How much money does Matt have in all?</p>

Learning Target:

I can read a line plot and bar graph in order to answer questions about the data.

Vocabulary

Line Plot

How many books did you read this month?

Number of Books

- ✓ A graph to show numerical data
- ✓ has "x" to show data
- ✓ Looks like a number line

Bar Graph

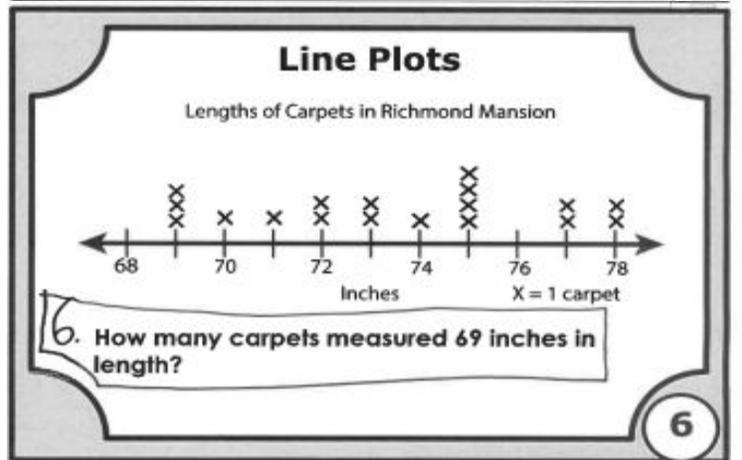
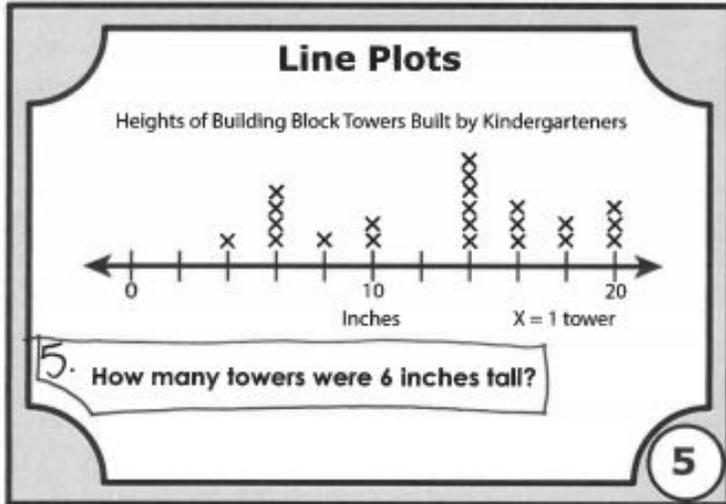
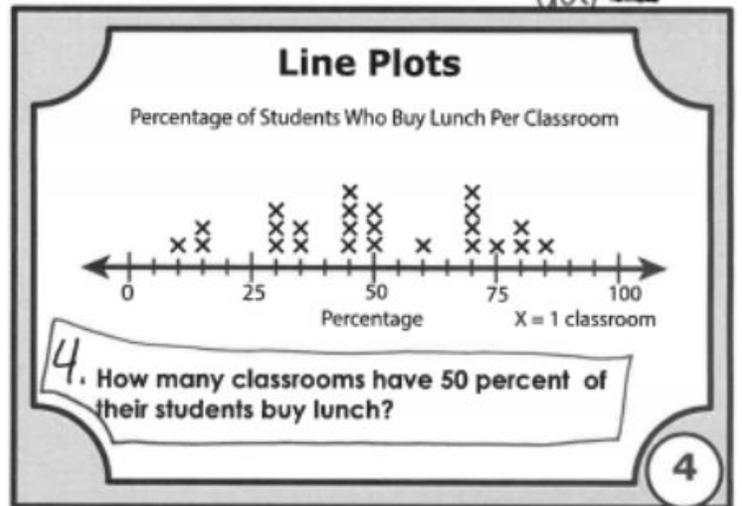
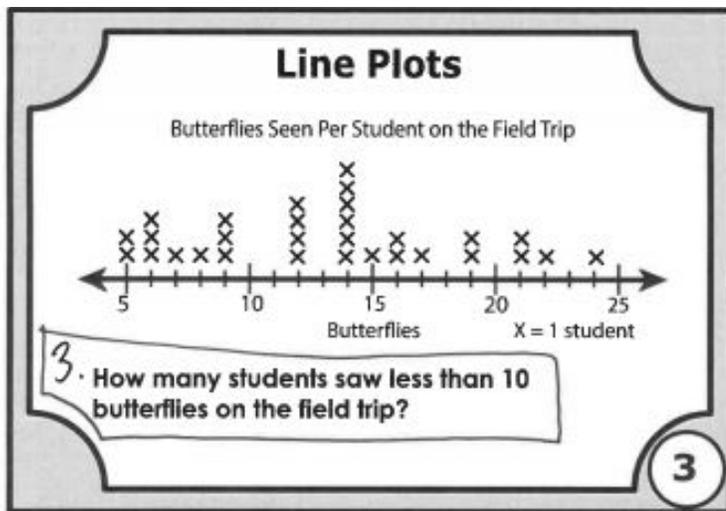
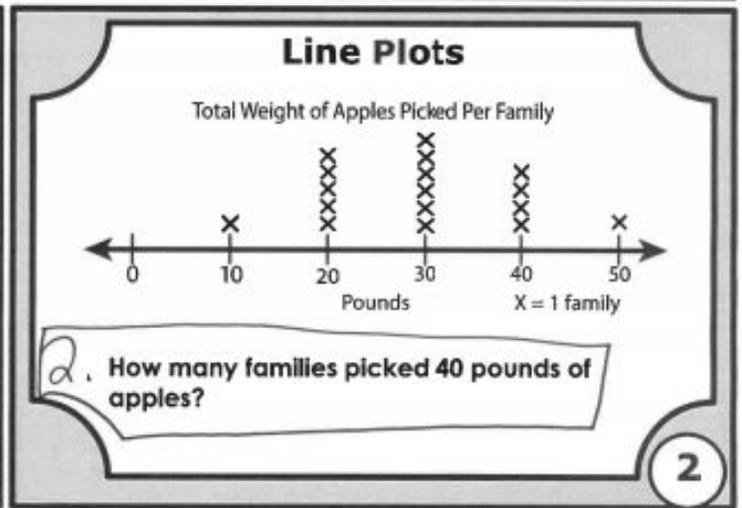
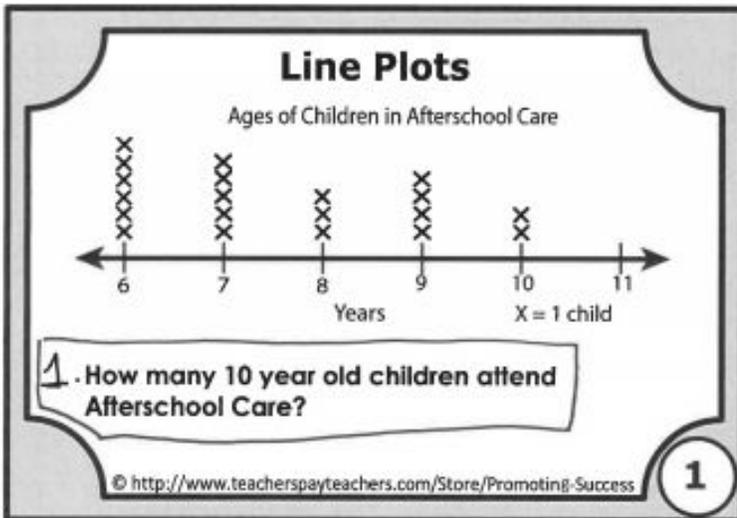
Favorite Pets

Number of Students

Pets

- ✓ graph with categories
- ✓ has "bars" to show data
- ✓ can be represented vertically or horizontally

Read (or have someone read) the question and write the answer on the lines below



1. _____

2. _____

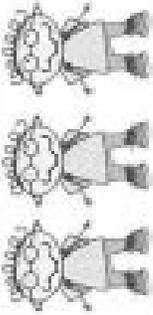
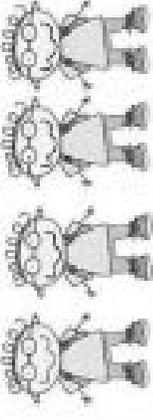
3. _____

4. _____

5. _____

6. _____

Students in Second Grade

Mrs. C	
Ms. K	
Mrs. L	
Mrs. J	
Ms. N	
Ms. S	


= 5 students

1. How many students are in Mrs. L's class?

2. How many students are in Ms. S's class?

3. How many more students are in Mrs. L's class than Ms. N's class?

4. How many fewer students does Mrs. J have than Mrs. C?

5. How many students are in Ms. S, Ms. K, and Mrs. J's class?

teachers

Monday, May 4th: Reading

Learning Target: I can identify the problem of a short story.

Directions: 1. Read each short story.

2. Jot down the problem in each story. (save the solution for tomorrow)

Name: _____



Story Elements

Problem and Solution

For each passage below, write the problem and solution in the correct column.

Passage	Problem	Solution
1. John didn't know what to take to school for Show and Tell. He asked his mother for an idea. She suggested he take the ribbon his dog won at the pet parade.		
2. Emily knew she had to get to school on time, but her mother said she couldn't drive her. Emily decided to leave early and walk to school.		
3. Mrs. Anderson wanted a fresh pineapple for her cake. The store near her did not have any fresh ones, so she went to another store and bought it there.		
4. Robert was afraid the flooding river would reach his home. His parents were away, and he was watching with his little sister. He saddled his horse, and he and his sister rode to the top of the hill.		

Monday, May 4th: Phonics

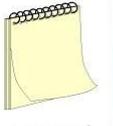
Learning Target: I can identify compound words.

Vocabulary: *compound word*: two words put together to make a new word with a new meaning

Compound Words

Two words put together to make a **NEW** word with a **NEW** meaning!

butter	+	fly	=	butterfly
				
base	+	ball	=	baseball
				
rain	+	bow	=	rainbow
				
Cup	+	cake	=	cupcake
				
snow	+	man	=	snowman
				

 butterfly	 crossword	 firework	 goldfish	 hosepipe
 lighthouse	 rainbow	 scarecrow	 snowman	 strawberry
 sunflower	 toothbrush	 motorbike	 windmill	 notepad

Name: _____

Compound Words

Write a compound word for each pair of pictures.

	+		=	_____
	+		=	_____
	+		=	_____
	+		=	_____
	+		=	_____

Now try this: On the back of this page, draw a pair of words to represent a compound word. Have a classmate guess the word.

Directions: Watch the Brainpop Jr. video.

<https://jr.brainpop.com/readingandwriting/word/compoundwords/>

Username: hmongacademy

Password:hmongacademy651

Brainpop Directions:

- 1. Go to google and type Brainpop Jr and click on the first link.*
- 2. Log in with the username and password*
- 3. In the search bar, type compound words and the video will pop up*
- 4. Enjoy the video :) There is usually a quiz afterward that you could take for extra practice*

Draw a picture of the compound words and draw a line between the 2 words.

cupcake	football	sailboat
snowball	airplane	popcorn
butterfly	rainbow	goldfish

Monday, May 4th: Writing

Learning Targets:

1. I can distinguish (or tell the difference between) facts and opinions.
2. I can write two opinions and two facts.

Directions:

1. Read the teaching page about facts and opinions.
2. Complete the Facts vs. Opinion worksheets.

Today I want to teach you that writers can distinguish (or tell the difference) between facts and opinions. Before you write about your opinions, first you have to notice the difference between opinions and facts.

Facts: A statement that can be tested and proven true or false.

Opinions: What someone feels or believes about something (can't be tested and proven true or false).

Distinguish: To tell the difference between two things.

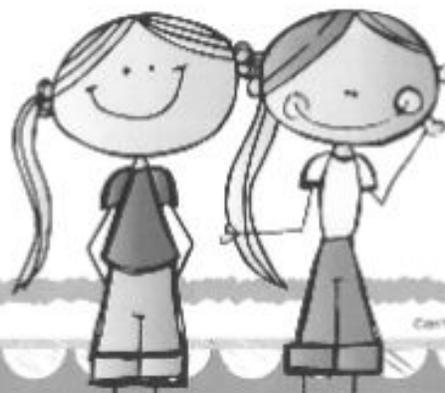
What is an opinion?

An opinion is something you believe or think. Others may have different opinions.



Your opinion is yours!

No one can prove your opinion wrong. It is yours!



Personal connections make our opinions stronger!

Writers can bring in personal experiences to support their reasons.

Example: I think dogs are better pets than cats, because I had a dog and a cat, and our dog made a good watch dog when a stranger came to the door. Our cat just hid under the couch.



Strong opinions are supported by reasons!

Writers have important reasons for stating their opinions. We don't say "just because."

Example: I think cookies are better than cupcakes because you don't have to peel off the wrappers.



Choose the fact:

Jack has a dog named Bingo.

Bingo is a nice dog.



Choose the fact:

My favorite star is the North Star.

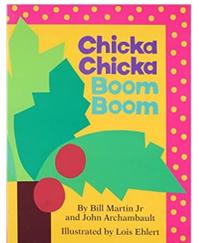
There are stars in the sky.



Choose the opinion:

Reading is enjoyable.

Some books have pictures.



Choose the opinion:

A baseball game has two teams.

Baseball is a boring game.



FACT OR OPINION

1. Read each sentence carefully.

2. Write an F if the sentences is a fact. Write an O if the sentence is an opinion.

- 1. I think the newborn baby is absolutely adorable.
- 2. The pig in the pen at the farm is pink and muddy.
- 3. I really hate spiders because they are big and scary.
- 4. The letter E comes after the letter D in the alphabet.
- 5. Liquorice is the most disgusting food in the world.
- 6. Canberra is the capital city of Australia.
- 7. Most Cats have whiskers, a tail and two ears.
- 8. Winter is the best out of all the seasons.
- 9. There is no milk left in the refrigerator.
- 10. Everyone knows that chocolate is better than ice cream.

Write down 2 facts of your own.

- 1. _____
- _____
- 2. _____
- _____

Write down 2 opinions of your own.

- 1. _____
- _____
- 2. _____
- _____



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2nd Grade Distance Learning

Tuesday, May 5th Schedule

If you are able, login to Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #25 Day 2 (Pg. 14)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	<u>Reading data charts and bar graphs</u> Pg. 816/817 Extra practice pages - "Lost and Found" and "Favorite Color" Bar Graph (Pg. 14-17)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	Use the short passages from Monday May 4th to identify the <u>solution</u> of a short story. (option) Identify the problem and solution of a story on see-saw . (Pg. 18)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional) Access Lallo phonics website for more practice	Read and find the compound words and write your own sentences. Read Gus' story. (Pg. 19-20)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	List 3 reasons to persuade the Pigeon not to stay up late! Flip your opinion: write about a time you tried to persuade your family to stay up late. (Pg. 21-23)	<input type="checkbox"/>

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Thank you for all your hard work! See you tomorrow.

Tuesday, May 5th: Math
Spiral Review

DAY 2

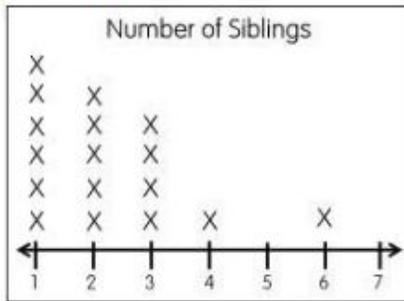
Picture Graph



1. Which flavor of snow cone had the most sales?

2. Which flavor of snow cone had the fewest sales?

Line Plot



1. How many people have one sibling in their family?

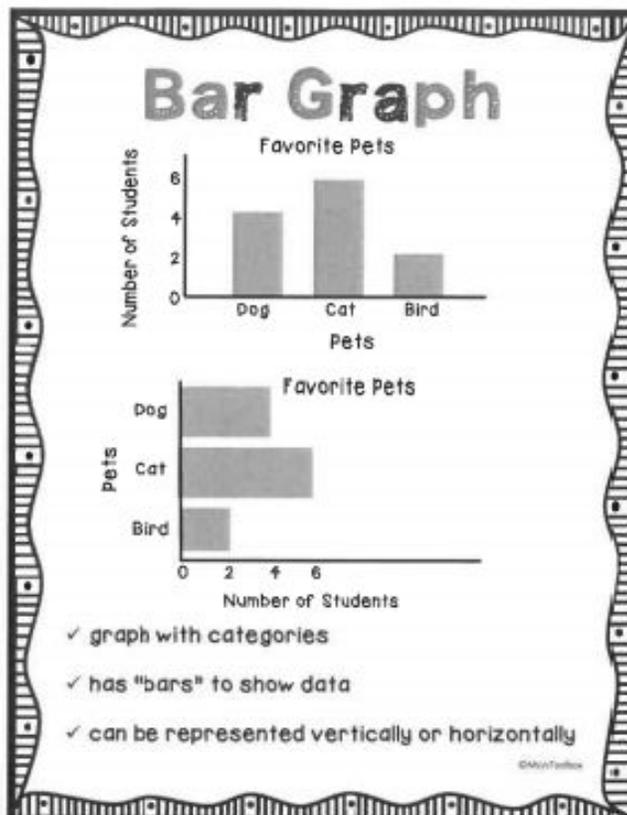
2. How many people have 3 or more siblings in their family?

Tina has 4 nickels, 2 dimes, 1 quarter, and 1 half dollar. How much money does she have altogether?



I can: I can read a bar graph and use the data to answer questions.

Vocabulary:



Directions: Look at the bar graphs to read the data and answer the questions about the information.

Use the table to make a bar graph. First, write a title and label the graph.

Favorite Activities	
Music	3
Dance	4
Art	1
Drama	6

Activity

Favorite Activities	
Music	
Dance	
Art	
Drama	

Number of Students

0 1 2 3 4 5 6

Then color boxes for each activity to match the data.

Favorite Activities	
Music	3
Dance	4
Art	1
Drama	6

Activity

Favorite Activities	
Music	
Dance	
Art	
Drama	

Number of Students

0 1 2 3 4 5 6

The length of the bars tell you how many students like each activity.



Do You Understand?
Show Me! Which activity did the most students choose? Explain how you know.

☆ Guided Practice Use the table to complete the bar graph. Then use the bar graph to solve the problems.

Favorite Pet	
Cat	4
Dog	6
Bird	2
Turtle	3

Favorite Pet	
Cat	
Dog	
Bird	
Turtle	

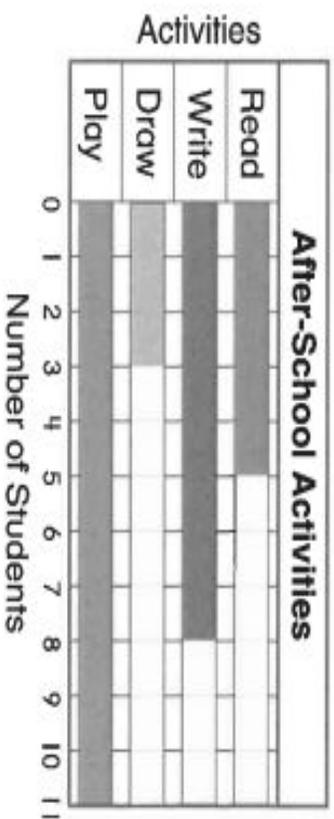
Number of Students

0 1 2 3 4 5 6

- How many students chose cat?
- Which pet did the most students choose?

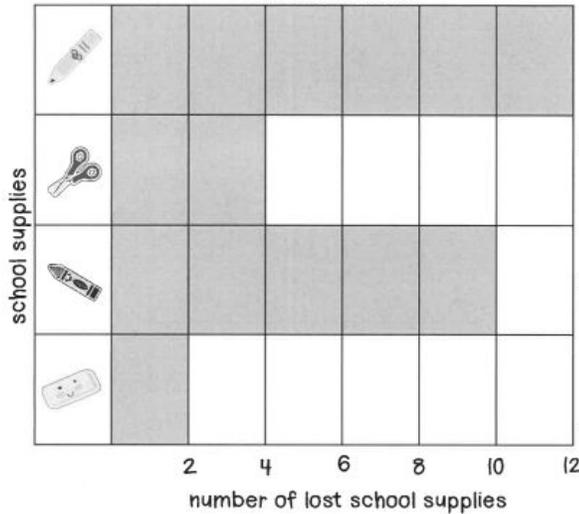
Independent Practice

Use the bar graph to solve the problems.



- How many students write after school? _____
- Which activity do exactly 5 students do after school? _____
- How many students write after school? _____
- Which activity do the fewest students do after school? _____
- How many students read or draw after school? _____
- How many more students play than read after school? _____
- Which activity do the most students do after school? _____
- Higher Order Thinking How would the graph be different if 2 students changed their after-school activity from Play to Read?

Lost And Found



1. How many pencils were in the Lost and Found?

2. How many more crayons than erasers were in the Lost and Found?

3. How many fewer erasers than pencils were in the Lost and Found?

4. How many crayons and pencils were in the Lost and Found?

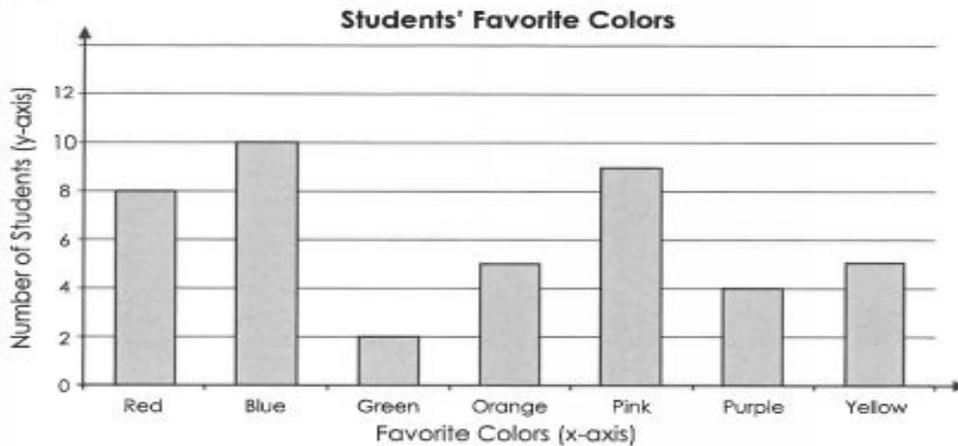
5. How many supplies were in the Lost and Found?



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Favorite Color Bar Graph

The three third grade classes at Elm Tree Elementary School took a vote of their favorite colors and graphed the results. Use the graph to answer the questions.



- How many students chose blue as their favorite color? 1. _____
- How many more students chose red than green? 2. _____
- How many more students voted for pink than purple? 3. _____
- Which two colors had the same number of votes? 4. _____
- How many students chose either pink or purple? 5. _____
- If three more students voted for green, how many votes would green have? 6. _____
- If two less students voted for green, how many votes would green have? 7. _____
- List the colors in order, from most votes to least votes.

Tuesday, May 5th: Reading

Learning Target: identify the solution of short passages.

Directions:

Materials you will need:

- Monday short reading passages ----->
- Identified problems from those passages
- See-Saw activity

Story Elements		
Problem and Solution		
Passage	Problem	Solution
1. John didn't know what to take to school for Show and Tell. He asked his mother for an idea. She suggested he take the ribbon his dog wore at the pet parade.		
2. Emily knew she had to get to school on time, but her mother said she couldn't drive her. Emily decided to leave early and walk to school.		
3. Mrs. Anderson wanted a fresh pineapple for her cake. The store near her did not have any fresh ones, so she went to another store and bought it there.		
4. Robert was afraid the flooding river would reach his home. His parents were away, and he was watching with his little sister. He saddled his horse, and he and his sister rode to the top of the hill.		

1. Using your **Monday reading passages**, complete the rest of the worksheet by identifying the *solution* to the problems in the short stories.
2. Jot down the solutions
3. (Option) Log into See-Saw. Complete the problem/solution activity



Mrs. Amy Cohn



Assign...

Student Instructions

Reading Response Problem and Solution

Start this activity by listening Big AI by clicking the link above.. Once you have listened to the story, then respond to the reading response activity below.

1. Tap the add button.
2. Tap your name and add this to your journal.
3. Type in the problem box tell about the character's problem. In the solution box tell how the problem was solved. Write as much as you can.
4. Tap the checkmark to save your work.

Tuesday, May 5th: Phonics

Learning Target: I can identify compound words in sentences and then write the compound words into my own sentences.

Directions: Read the sentences below and underline the compound words. Then use the compound words in your own sentences. Then read Gus's story and circle all the compound words.

1. We woke up in the daylight.
2. Did you see the popcorn pop?
3. I put toothpaste on my toothbrush.
4. The cupcake has the best pink frosting on it.
5. A sunflower blooms in the summer.

Write 5 sentences using the compound words from above.





It was nighttime on Sunday. Suddenly,
there was a firestorm! Gus woke up and
ran outside. He dove behind a snowwoman
like a stuntman. He threw snowballs
right at the firestorm! It fizzled out!
Gus had saved the village! He was a
fireman superstar!

Tuesday, May 5th: Writing

Learning Target: I can list reasons to support my opinion!

Directions:

- You need to persuade the Pigeon not to stay up late! List 3 reasons why the Pigeon should go to bed.**
 - You will use this tomorrow to help you write a letter to the Pigeon!
 - Challenge: For each reason, explain why with an example from your life!
 - Example - Reason 1: Sleep is good for your brain. For example, one time I stayed up late and then I didn't do my best at school because I was tired.
- Flip your opinion! Write about a time you tried to persuade an adult to let you stay up late! List 4 reasons. What happened? Did you persuade your family?**

Today I want to teach you that writers give reasons for their opinions.

If you can explain your reasons with examples from your life, you might persuade your reader to change their mind and agree with you!

Persuade: to change someone's mind so that they agree with you.



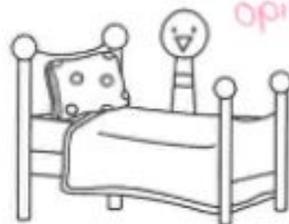
Day 12

Name _____

Hint: this is your ~~opinion~~ opinion.

Don't Let the Pigeon Stay Up Late!

Pigeon needs to get some sleep. Use this page to plan a letter to persuade him to go to bed! Then write your letter.



Opinion: _____

Reason: _____

Reason: _____

Reason: _____

Name _____

Don't Let the Pigeon Stay Up Late!

Write about a time that you tried to *persuade* someone to let you stay up late. What *reasons* did you give? Did you get to stay up later?

Challenge: Include examples from your life in your reasons!

I should be able to stay up late because:

1.

2.

3.

What happened? Circle one:

I persuaded my family! I did not persuade them.



2nd Grade Distance Learning

Wednesday, May 6th Schedule

If you are able, log onto Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #25 Day 3 (Pg. 25)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	<u>Reading tally charts and making pictographs</u> Pg. 822/823 Extra practice page - "Favorite Ice Cream Toppings" (Pg. 25-27)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	Identify the character's challenge and response in a short story. (Pg. 28-29)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional) Access Lallo phonics website for more practice	Compound Words Word Search (Pg. 30-31)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	Write a letter to the Pigeon to persuade him to go to bed! (Pg. 32-36)	<input type="checkbox"/>

*Guidance videos available on Schoology and See-Saw!

Sign-Up for a video conference time with your teacher if you need help!

Thank you for all your hard work! See you tomorrow.

Wednesday, May 6th: Math
Spiral Review

DAY 3	Bar Graph	<p>1. How much money did 4th grade earn in popcorn sales?</p> <p>2. How much money was raised in all by all grade levels?</p>

Line Plot	<p>1. How many rabbits were seen at the park?</p> <p>2. How many dogs, birds, and squirrels were seen at the park?</p>	<p>Tim has 6 pennies, 3 nickels, and 3 quarters. How much money does he have altogether?</p> 

Learning Target: I can read tally charts and pictographs to answer questions about data.

Vocabulary:

Frequency Table

Number of Pets You Own

Number of Pets	Tally	Frequency
0		3
1		7
2		10
3		2

Pets You Own

Pets	Tally	Frequency
Dog		3
Cat		7
Bird		10
Snake		2

- ✓ A table with 3 columns
- ✓ has tallies to show data
- ✓ Can be categorical or numerical

Pictograph

Favorite Pizza

Pepperoni	
Cheese	
Sausage	
Pineapple	
	= 2 students

- ✓ A table with 2 columns
- ✓ has pictures to show data
- ✓ Has a key
- ✓ Has categories

Directions: Use the graphs to answer the questions about the data

The tally chart shows the favorite ball games of Ms. Green's class.

Favorite Ball Games	
Baseball	II
Soccer	THLIII
Tennis	IIII

You can show the same data in another way.
Choose a **symbol** to represent the data.

The symbol will be . Each  represents 1 student.

A **picture graph** uses pictures to show data.
You can draw the symbols to show the data.

8 students chose soccer!

Favorite Ball Games	
Baseball	 
Soccer	      
Tennis	   

Each  = 1 student

Do You Understand?
Show Me! How are the tally chart and picture graph for the favorite ball games of Ms. Green's class alike?

Guided Practice Use the tally chart to complete the picture graph. Then use the picture graph to solve the problems.

Favorite Colors	
Blue	THL
Red	THLI
Purple	IIII

Favorite Colors	
Blue	    
Red	
Purple	

Each  = 1 vote

- How many students like blue best?
5
- Which color is the favorite of most students?

Independent Practice Use the tally chart to complete the picture graph. Then use the picture graph to solve the problems.

3.

Favorite Season	
Spring	IIII
Summer	THL THL
Fall	THL I
Winter	II

Favorite Season	
Spring	
Summer	
Fall	
Winter	

Each  = 1 vote

- How many students like fall best?

- Which season do the fewest students like?

- Which season do the most students like?

- How many students like the season with the most votes?

- Which season do exactly 4 students like best?

- How many students like the season with the fewest votes?

- How many students like the season with the most votes?

10. **Higher Order Thinking** Look at the picture graph above. How would the graph change if 2 students changed their votes from Summer to Fall?

Favorite Ice Cream Toppings

toppings	
cherry	
chocolate sauce	
M n M's	
peanuts	
rainbow sprinkles	

1. How many people like chocolate sauce?

2. Which topping is the least favorite?

3. How many people like peanuts and M n M's?

4. How many fewer people like rainbow sprinkles than cherries?

5. How many people like toppings on their ice cream?

6. Write a sentence about M n M's and peanuts.



Wednesday, May 6th: Reading

Learning Target: Identify a character's challenge and response in a short story.

Vocabulary: Challenge: A problem a character has.

Response: How the character reacts to the problem. (Think...What do they feel, hear, say, and do with the challenge?)

Solution: How the problem is solved.

Directions:

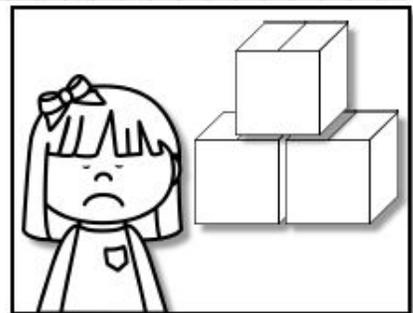
1. Read the short story.
2. As you read, identify a CHALLENGE the character has. Underline the challenge.
3. Then, circle the RESPONSE the character has to that challenge
4. Record the character challenges and responses onto the graphic organizer
5. At the end, record the *solution* to the story. How did the character solve the problem?
6. Check **see-saw** for problem-solution activity-->



K

Moving

Name _____



Alexa was very upset. Summer was supposed to be a fun season of water sports, lazy days, and fun with friends. This year, instead of having a fun summer, Alexa was moving. The boxes were packed. The walls were empty. Everywhere Alexa turned, there were brown cardboard boxes staring her in the face. It reminded her that her life was going to change in big ways. She wasn't just going across town; she was moving to a new state. A new state meant a new school, new friends, and new teachers. To say that she was sad was the understatement of the year.

The day finally came when it was time to leave. They traveled in a moving truck for three days and two nights. They were finally home, but it didn't feel like home. Alexa grudgingly unpacked her things over the next few weeks. Each day, her mom tried to do something fun with her to cheer her up. It wasn't working. Things weren't the same, and Alexa was afraid that things never would be the same again. It was finally time to go to school. Alexa's mom took her shopping for a back-to-school outfit. "What are you most scared

of?" asked her mom. "I'm afraid of not making any friends," said Alexa.

On the first day of school, Alexa couldn't help but notice another girl in her class. This girl looked so sad, a feeling Alexa definitely knew well. "What's wrong?" Alexa asked the girl. "I'm new. I just moved here. I'm scared that I won't make any friends," said the girl. In that moment, Alexa knew that she was not alone. She also knew that everything was going to okay.



Challenge	Response

Challenge	Response

Wednesday, May 6th: Phonics

Learning Target: I can identify compound words.

Directions: Put the two smaller words together to make a compound word.

1. sun + shine = _____
2. camp + fire = _____
3. back + pack = _____
4. base + ball = _____
5. sun + flower = _____
6. pepper + mint = _____
7. foot + prints = _____
8. water + melon = _____
9. cheese + burger = _____
10. blue + berry = _____

Directions: Circle one compound word in each sentence.

11. My grandma found a rattlesnake hiding in her rose bush.
12. We will be riding on the beach horseback tomorrow.
13. My favorite thing at home is my skateboard.
14. I love to go out and catch butterflies when I'm with my family.
15. There is something that has been bothering my little brother lately.
16. After my mom took me to the doctor, we had to stop by the drugstore for my medicine.
17. On the way to school, I always get a doughnut to eat.
18. I joke with my Grandma and tell her that I'm her favorite grandchild.
19. I have a newborn baby cousin and she is so adorable!
20. During the summer, I love to drink strawberry shakes.

Directions: Complete the compound word wordsearch.

SNOWMAN
LUNCHBOX
LIPSTICK
OUTSIDE
SHOEBOX
SUNFLOWER

MAILMAN
SUNLIGHT
SIDEWALK
INSIDE
RAINDROP
RAINBOW

DOGHOUSE
HOUSEBOAT
MAILBOX
SANDBOX



S A N D O X S N O W M A N W
S L O E I N S I D E W A L K
R I D I B R S A I N S I D E
A I D O T M L U N C H B O X
I N O E G R A I N D R O P I
N S I S W H M I A L B A X O
B O R U H A O O L O I O I T
O U A N O E L U I M B G X K
W T I F U D B K S H A R H C
I S N L S L I T C E D N I T
N I D O E S U N L I G H T O
S D R W B O U S H O E B O X
I E O E O L L I P S T I C K
D N P R A M A I L B O X O E
E W A L T I W T C U D U B I

Wednesday, May 6th: Writing

Learning Targets:

1. I can write a persuasive letter to persuade the Pigeon not to stay up late!
2. I can support my opinion with reasons and personal connections.

Persuade: To change someone's mind so they agree with you

Personal connections: Examples from your life

Directions:

1. Read the example letter. Notice all the letter parts!
2. Use your planning sheet from yesterday to write a letter to the Pigeon!

Your letter must include:

- The date
- A greeting (Dear ____,)
- An introduction sentence that tells your opinion.
- 3 reasons (Use your planning sheet from yesterday!)
- Transition words: "One reason is", "Another reason is", "Also", "Next", "Last", or "Finally"
- A closing sentence (This is why...)
- A closing and your name (Sincerely, ____)
- Challenge: Give personal connections from your life! This will really help persuade the pigeon.

Day 23



Greeting

March 20, 2020

Date

Dear Pigeon,

Opinion

You should not stay up late! One

reason is that sleep is good for your brain. For example, one time I stayed up late and then I didn't do my best at school because I was tired.

Reason #1

You should not stay up late also because you might wake up other people in your house.

Reason #2

Last, you should not

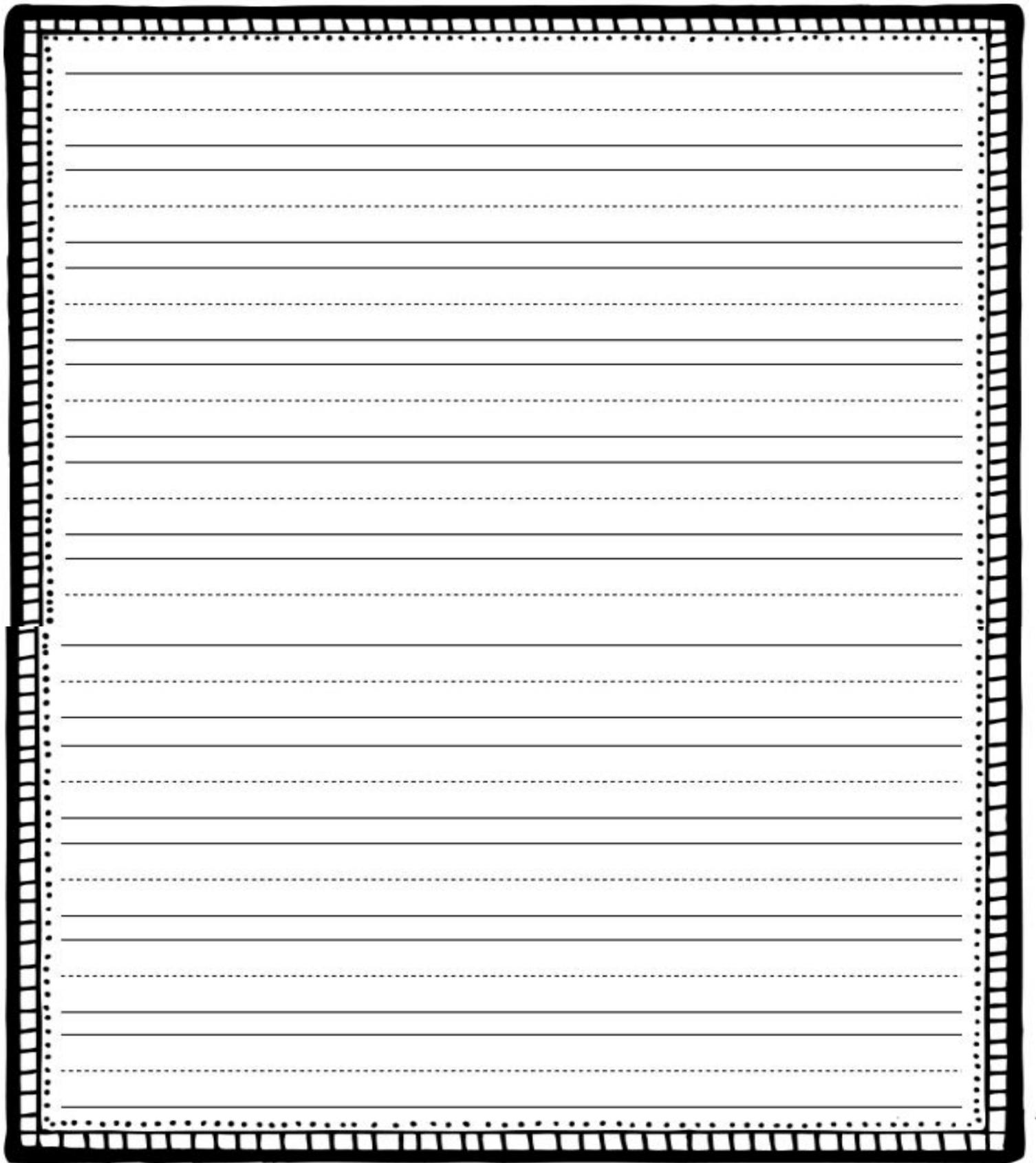


stay up late because it's important
to be ready for your day. For example,
I have a great morning when I
feel rested and have enough time
to get ready for school. These
are the reasons why you should
not stay up late!

Conclusion →

Closing → Sincerely,

Name → Ms. Hollander





HCPA

2nd Grade Distance Learning

Thursday, May 7th Schedule

If you are able, log-on to Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #25 Day 4 (Pg. 38)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	<u>Answering questions about graphs/charts</u> Baseball Bar Graph Soccer Bar Graph (Pg. 38-40)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	-Read the short passage. Identify the main events in the beginning, middle, and end of the story. -Explain how the <i>character</i> changes from the beginning to the end of the story. (Pg. 41-42)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional) Access Lallo phonics website for more practice	Building Compound Words & Breaking Apart Compound Words Compound Word Sort (Pg. 43-44)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	Brainstorm and plan for a new opinion writing paragraph Topic: favorite subject! (Pg. 45-50)	<input type="checkbox"/>

*Guidance videos available on Schoology and See-Saw!

Sign-Up for a video conference time with your teacher if you need help!

Thank you for all your hard work! See you tomorrow.

Spiral Review

DAY 4	Picture Graph	<p>1. How many shoe stores are there in Westview Mall?</p> <p>2. How many total stores are in Westview Mall?</p>
	<p>Stores in Westview Mall</p> <p>Clothing Shoe Hobby Home</p> <p>1 shoe icon = 5 stores</p>	

Line Plot	<p>1. How many students read for 25 minutes?</p> <p>2. How many more students read 30 minutes compared to 5 minutes?</p>	<p>Amy has 4 nickels, 3 dimes, and 1 half dollar. How much money does Amy have in all?</p>
<p>Minutes of Reading</p>		

Learning Target: I can use a bar graph to look for data and answer questions.
Vocabulary

Bar Graph

Favorite Pets

Number of Students

Dog Cat Bird

Pets

Favorite Pets

Pets

Dog

Cat

Bird

Number of Students

- ✓ graph with categories
- ✓ has "bars" to show data
- ✓ can be represented vertically or horizontally

©KASU/Toolbox

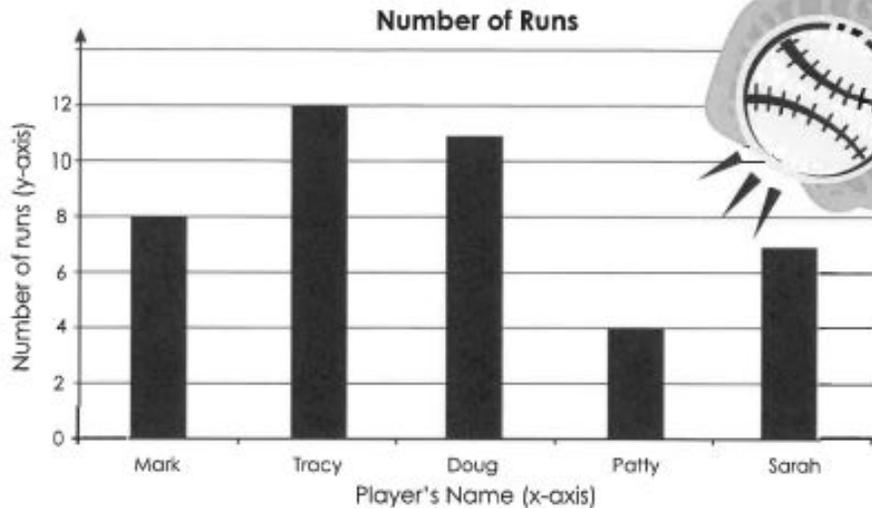
Directions: Read the data on the bar graphs and answer the questions

day 24

Name: _____

Baseball Bar Graph

The school baseball team keeps track of how many runs each player gets. Use the graph below to answer the questions.



1. How many runs did Sarah have? 1. _____
2. How many runs did the player with the most runs have? 2. _____
3. How many more runs did Doug have than Sarah? 3. _____
4. How many fewer runs did Mark have than Tracy? 4. _____
5. How many runs did Mark and Patty have? 5. _____
6. Who has more runs: Mark and Doug or Tracy and Patty? 6. _____
7. Which two players' runs added together are less than Tracy's? 7. _____
8. Jose scores five more runs than Tracy.
How many runs did he score? 8. _____
9. List the players in order, from fewest runs to most runs.

Goal!

Dontrell									
Michael									
Sophia									
Ruby									

soccer players



1. How many goals did Michael score?

2. How many more goals did Sophia make than Dontrell?

3. Who scored the fewest goals?

4. How many more goals did Michael make than Ruby?

5. How many fewer goals did Michael make than Sophia?

6. How many goals did Michael and Ruby make?

Learning Target: Identify the main events in the beginning, middle, and end of a story. Identify how the character changes.

Directions:

1. Read the passage (or story of your choice)
2. Think about the main events of the story. What happens in the beginning, middle and end? Write and draw to complete the graphic organizer
3. Think about the character. What were they like from the beginning to end? Explain how they changed.

K

Unicorn Rainbows

Name _____

There once was a little boy playing in a nearby field. The field was full of tall grass on this warm and sunny day. The boy was running in the field when he noticed a rainbow in the distance. He ran toward it. As he did, he could see something sliding down the rainbow. He couldn't believe his eyes. It was a unicorn. The unicorn slid down the rainbow as if it was going down a slide at the park. Then came another unicorn and another. The unicorns were having a blast!



The boy wanted to approach the unicorns and ask if he could slide down the rainbow, as well. He continued to run, and even though it seemed as though he was getting closer to the rainbow and the unicorns, he still wasn't close enough. The boy started to get tired, but he reminded himself of how fun it would be once he actually got there. Soon enough, the boy was near a unicorn. It twinkled in a way that he had never seen anything twinkle before. "Excuse me, unicorn, do you think that I could slide down the rainbow with you?" he asked. "Of course you can!" replied the unicorn. "Hop on my back, and I will

take you to the top of the rainbow." The boy climbed atop the unicorn. It was white, and there was gold glitter everywhere. The unicorn started to ride back toward the rainbow. The boy had never had so much fun in his life, and he still hadn't even gone down the rainbow slide! They were almost there when...

"Jacob! Wake up, my darling. You've been napping all day!" said Jacob's mom as she tugged on his shoulder. Jacob was confused for a minute. "Oh, Mom, you woke me up too soon!" Jacob said as he giggled.



Name: _____

STORY structure

Describe what major events happened at the beginning, middle, and ending of the story using key details from the text.

BEGINNING	
MIDDLE	
END	

How did the character change in the story?

One way the character changed in the story from the beginning to end is _____

Learning Target: I can build and take apart compound words.

Compound Words

Directions: Read the compound word. Write down the two words that make up the compound word.

Example: lunchbox = lunch + box

1. cupcake = _____ + _____

2. sunflower = _____ + _____

3. popcorn = _____ + _____

4. sunshine = _____ + _____

5. sailboat = _____ + _____

Directions : match two words from the box to make your own compound word equation.

sun	flower	lady	time	pan
rain	bed	cake	bug	bow

1. _____ + _____ = _____

2. _____ + _____ = _____

3. _____ + _____ = _____

4. _____ + _____ = _____

5. _____ + _____ = _____

Directions: Sort the words into compound words and not compound words.

Name: _____

Compound Word/Not a Compound Word sort

tugboat

fishing

sunny

window

outside

sidewalk

monkey

pencil

bedroom

cupcake

boxes

starfish

Compound Word

Not a Compound Word

Learning Target: I can put all the writing steps together to write my final opinion writing piece about my favorite subject!

Today I want to teach you that writers brainstorm, plan, write, and check their writing. Now that you've practiced in other ways, today you will put all the steps together for your last opinion paragraph!

Directions:

- 1. Brainstorm what you know about different subjects.**
 - a. Use the word bank for ideas and spelling help
- 2. Complete the “My Important Reasons” worksheet to plan your opinion paragraph**
 - a. 3 reasons *with personal connections***

Example: My favorite subject is science because:

 1. I like doing experiments to discover for myself what will happen. One time I did a science experiment with plants!

Example: My favorite subject is art because:

 1. I like making people happy with my art. One time I made my mom a card in art class, and it made her so happy!
- 3. Read the example, then write your last opinion paragraph!**
 - a. Rewrite reasons from your plan with transition words (“first”, “next”, “another reason”, “last”)
- 4. Use the checklist to make sure you have all the parts. Revise if you need to.**

Congratulations! You have put all the pieces together into an opinion paragraph! I hope you persuade someone that your favorite subject is the best!

Challenge: Record yourself reading your opinion paragraph. Share it on Seesaw!

Day 24

★ MY SUBJECTS ★

1

Write what you like about each subject.

Math



Word Bank: numbers, adding, subtracting, time, money

Reading



Word Bank: books, book bin, chapter books

Writing



Word bank: spelling, stories, opinion, information

Science



Word bank: experiment, test, grow, discover, rocks, plants

Can't Stop Smiling

MY Important REASONS 4



Now, you will support your opinion with reasons.

I think the best subject is _____
because:

Reason #1:

Three horizontal lines for writing the first reason.

Reason #2:

Three horizontal lines for writing the second reason.

Reason #3:

Three horizontal lines for writing the third reason.



Can't Stop Smiling

write your opinion!



topic sentence (combined with first reason)



I think the best subject is writing because

first, I can share my ideas with others. For

example, one time I wrote a fiction story

and shared it with my family! I also like

writing because I can persuade people.

One time I wrote an opinion letter to the

z personal connection

pigeon, and I think I changed his mind!

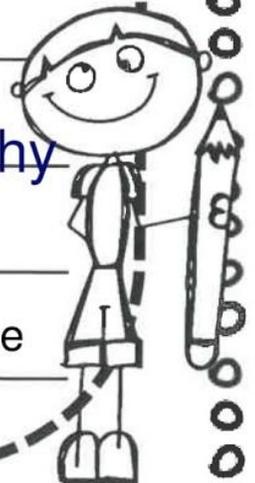
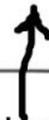
Finally, writing is the best subject because

it makes me feel creative, like art. I can

make pictures with my words! That is why

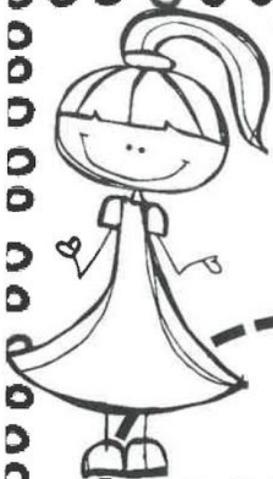
writing is the best subject.

closing sentence



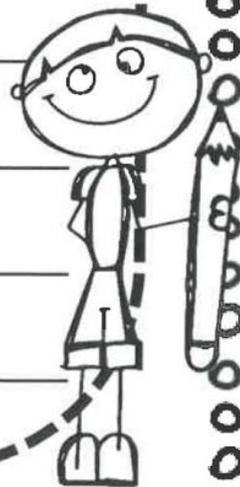
Can't Stop Smiling

write your opinion!



I think the best subject is _____ because

Handwriting practice lines consisting of 12 horizontal lines within a dashed border.



Can't Stop Smiling

MY OPINION CHECKLIST

I started with a **topic sentence** to introduce my opinion. Example: I think that winter is the best season.

I used the word **because** to explain my reasons.

I supported my opinion with **at least 3** good reasons.

I ended my opinion writing with a concluding statement where I restate my opinion.
Example: These are the reasons I think that winter is the best season.

Super Sentence Starters

- *Also...
- *Another reason...
- *Last...
- *Finally



Can't Stop Smiling



HCPA

2nd Grade Distance Learning- Week 6

Monday May 11th - Friday May 15th

Student Name: _____

Families: Please sign below to confirm your second grader's completion of each day's work in their packet. Also, please remember to check for online updates and resources on See-Saw and Schoology.

Thanks!

	Adult Signature	Student Signature
Monday, May 11th		
Tuesday, May 12th		
Wednesday, May 13th		
Thursday, May 14th		
Friday, May 15th		

2nd Grade Distance Learning

Monday, May 11th Schedule

If you are able, log onto Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #25 Day 5 (Pg. 3)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	<u>Reading data and making graphs</u> Ice cream data to make: My Tally Chart and Bar graph (Pg. 3-5)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	-Read "The Crayon Story" or any student choice of book/story - Fill in the graphic organizer to determine how a character has changed and why they changed (Pg. 6-7)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional) Access Lalio phonics website for more practice	Brainpop Jr-Prefixes (optional) Prefix Anchor Chart Prefix Worksheet (Pg. 8-9)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	What is in a narrative? Character traits Character organizer (Pg. 10-12)	<input type="checkbox"/>

*Guidance videos available on Schoology and See-Saw!

Sign-Up for a video conference time with your teacher if you need help!

Thank you for all your hard work! See you tomorrow.

Monday, May 11: Math

Spiral Review

DAY 5

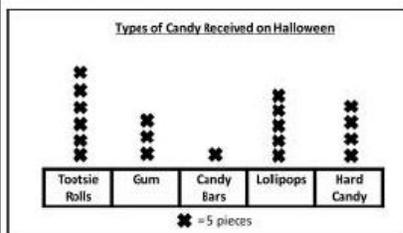
Bar Graph



1. How many scissors were collected in the school supply drive?

2. How many fewer folders were collected compared to glue?

Line Plot



1. How many different candies are shown on the graph?

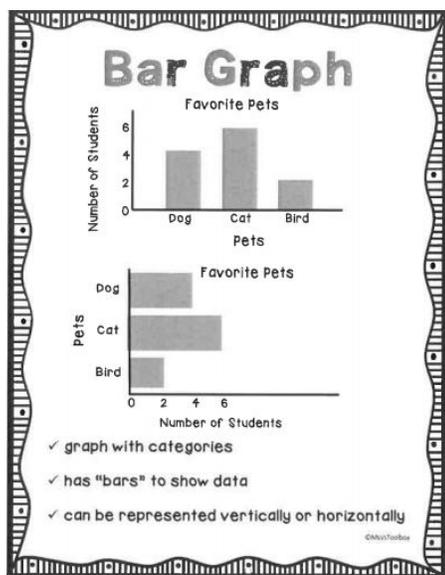
2. Which type of candy has the fewest number collected?

Adam has 4 dimes, 2 quarters, and 3 pennies. How much money does Adam have altogether?



Learning Target: I can use provided data to make my own tally chart and bar graph.

Vocabulary:



Number of Pets	Tally	Frequency
0		3
1		7
2		10
3		2

Pets	Tally	Frequency
Dog		3
Cat		7
Bird		10
Snake		2

- ✓ A table with 3 columns
- ✓ has tallies to show data
- ✓ Can be categorical or numerical

Directions: Use the data about favorite ice cream flavors to make a tally chart and bar graph.

ICE CREAM	NUMBER OF STUDENTS
CHOCOLATE	8
STRAWBERRY	3
VANILLA	5
MINT	1
DONT LIKE ICE CREAM	5

My Tally Chart

Bar Graph

Title: _____

15					
14					
13					
12					
11					
10					
9					
8					
7					
6					
5					
4					
3					
2					
1					

Monday, May 11th: Reading

Learning Target: identify how a character changes in a story, and why they change.

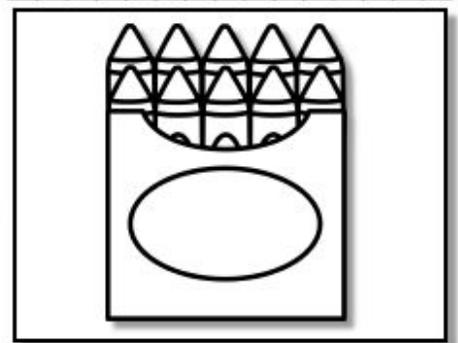
Directions:

1. Read the short story "The Crayon Story," or your own choice book.
2. Fill in the graphic organizer "How and why Characters Change" based off of the passage or story you choose to read.

K

The Crayon Story

Name _____



Bonnie and Charlie were both in the same class at school. However, their lives were definitely not the same. Every day when it was time to color at school, Charlie would pull out her giant box of crayons. She had a total of ninety-six colors to choose from. Charlie made sure that she used as many as possible.

When it was time for Bonnie to color, she colored everything in shades of black. Sometimes, the black would be really light and almost gray. Other times, it was very dark black.

One day, Charlie was looking over at Bonnie's artwork. She noticed how everything was colored in black. Bonnie looked over at Charlie's beautiful artwork. She noticed how everything was colored so well. "Wow, I love your coloring," Bonnie said to Charlie. "Thank you," stated Charlie. "You are very creative. Can I ask you a question?" asked Charlie. "Sure," said Bonnie. "Why is your entire page in different shades of black? You did a good job on it. I'm just curious as to why you only use the color black," Charlie said. "Well,

it's a bit embarrassing," said Bonnie. "You see, I only have one black crayon. My mom and dad do not have any extra money to buy me more crayons. For now, I am going to do the best I can with black." Charlie was impressed with Bonnie's answer. She also had an idea. She didn't need ninety-six colors. Charlie began to separate her crayons in half. She took half of her crayons to Bonnie. "Bonnie, you do such a good job with one crayon. I can't imagine what you will do with forty-eight. These are for you!"

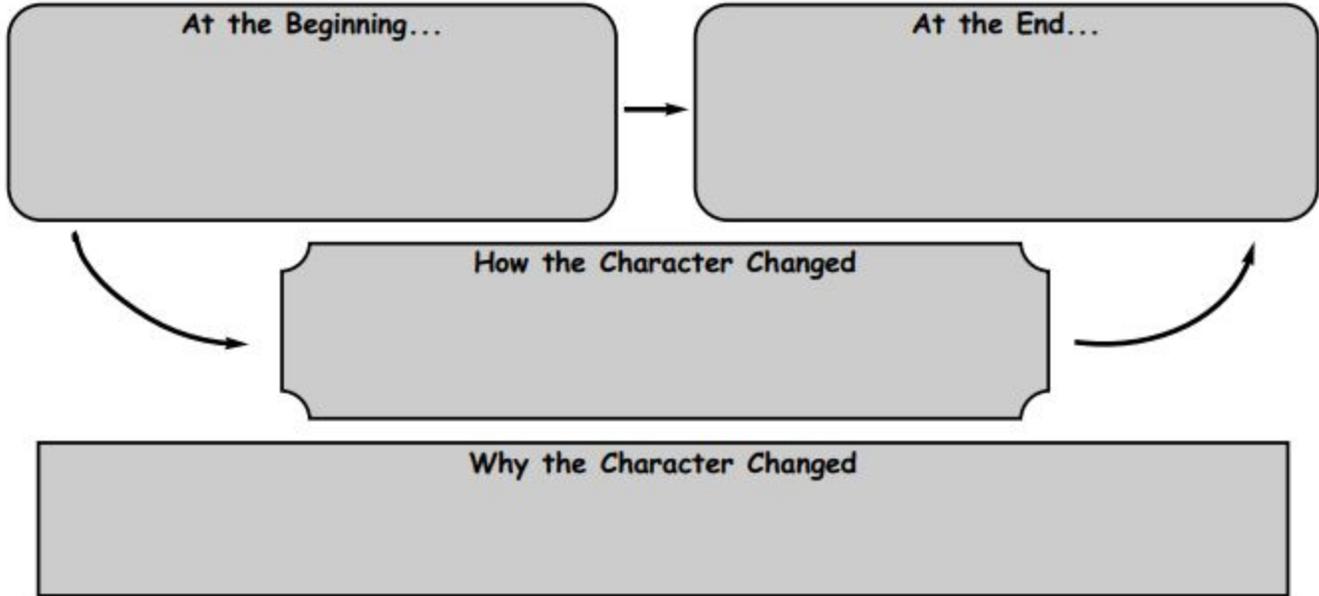


HOW AND WHY CHARACTERS CHANGE

Title of Text: _____ Author: _____

Character's Name: _____

Directions: Provide evidence from the story to support your conclusions.



read with think:



Think about it....

What would you do if you were Charlie? Why?

If I were Charlie I would _____

because _____

_____.

Learning Target: I can identify prefixes and how it changes the base word.

Vocabulary:

Base Words

A base word is a word that can stand by itself and still have meaning. A base word can have a prefix or suffix added to it to change its meaning.

Prefix	•	Base Word	=	New Word
re	+	read	=	reread

read = to comprehend a text
 re = to do again
 reread = to read a text over again

Base Word	•	Suffix	=	New Word
thank	+	ful	=	thankful

thank = to express appreciation
 ful = full of
 thankful = to be full of appreciation

Prefix	•	Base Word	•	Suffix	=	New Word
un	+	love	+	able	=	unlovable

un = not
 love = care, devotion, strong feeling of like
 able = can do
 unlovable = not able to love, not lovable

Prefix

A prefix is added to the beginning of a base or root word. It provides meaning to the word.

re-

pre-

un-

dis-

to do again before not no, not

When you add a prefix to a base or root word it changes the meaning.

pre = before view = to see
 preview = to see before

If you preview a movie, you are seeing it before it is released.

Words with Common Prefixes

re	pre	un	dis
refill	preview	unsafe	dislike
reheat	prepay	uneven	dishonest
redo	prewrite	unlikely	disappear
replay	pretest	unfair	disown
reread	preteen	unhappy	disagree
rewrite	preschool	uncommon	disobey

Prefix

a word part added in front of a base word to change the meaning

Prefix	Meaning	Examples
re-	again	rewrite
un-	not	unkind
pre-	before	premade
dis-	not, opposite of	dishonest
im-	not, opposite of	impolite
non-	not	nonsense
mis-	wrong, bad	misbehave

Directions: Watch Brainpop Jr-prefixes

Username: hmongacademy

Password: hmongacademy651

Brainpop Directions:

1. Go to google and type Brainpop Jr and click on the first link.
2. Log in with the username and password
3. In the search bar, type prefixes and the video will pop up
4. Enjoy the video :) There is usually a quiz afterward that you could take for extra practice

Complete the worksheet.

Prefixes

Prefix	Meaning	Example
dis-	not	dislike
im-	not	impossible
in-	not	inactive
mis-	wrong or badly	misunderstood
pre-	before	prepay
re-	again or back	redo
un-	not	untied

Part 1: Write single a word with a prefix that matches each definition.

example: to pay back - repay

1. not polite - _____
2. charge again - _____
3. not safe - _____
4. spell wrong - _____
5. behave badly - _____
6. tie again - _____

Part 2: Highlight the prefix in each word. Then write a definition for each word.

example: refill - to fill again

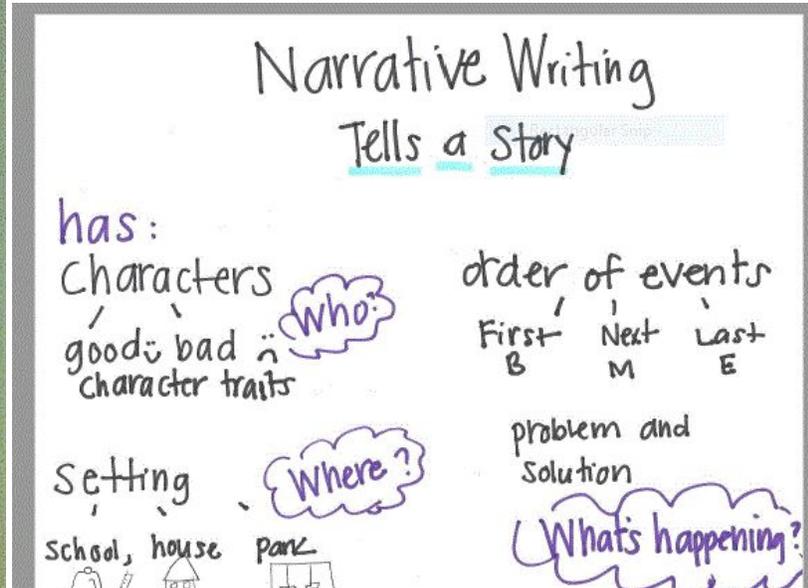
7. unusual - _____
8. misunderstand - _____
9. rehear - _____
10. preview - _____

Monday, May 11th: Writing

Learning Target:

I can write a narrative story that includes: characters, setting, a problem, a solution, and dialogue.

I can brainstorm about a character to add to my story and add some character traits.



Character Traits

How is my character as a person?

nice	mean	Sad
bright	angry	antisocial
cheerful	bossy	comfortless
caring	cruel	depressed
charming	dark	down
considerate	disrespectful	friendless
delightful	evil	gloomy
encouraging	harsh	glum
friendly	hateful	heartbroken
kind	impolite	heavy-hearted
likable	insensitive	hopeless
loving	raging	isolated
peaceful	rude	lonely
pleasant	selfish	lonesome
polite	spoiled	miserable
respectful	thoughtless	moody
sensitive	uncaring	sorrowful
sweet	unfriendly	unhappy
thoughtful	unpleasant	withdrawn

positive	negative
cooperative	uncooperative
calm	reactive
dependable	undependable
fair	unfair
honest	dishonest
humble	conceited
mature	immature
patient	impatient
responsible	irresponsible
trustworthy	untrustworthy

confident	nervous
assertive	anxious
brave	concerned
certain	fearful
courageous	hesitant
fearless	uncertain
independent	uneasy
sure	unsure

Does a lot	Does very little
active	bored/boring
adventurous	dull
ambitious	indifferent
bold	lazy
busy	neglectful
energetic	sluggish
hard-working	uninterested

Opposites	
calm	hyperactive
funny	serious
gentle	rough
glamorous	simple
shy	loud
quiet	noisy

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Directions:

- Use the organizer to brainstorm the type of characters you would like in your story.
NOTE: This is not a fantasy story so the story cannot have any talking animals or objects.
- Fill out the character traits of the way your character looks and acts. You will come up with a main character.
- Draw a picture of them.

Character- the who

Outside	Inside -
<i>Clothes</i>	What kind of person are they? (See character traits list)
<i>Hair</i>	
<i>Face</i>	
<i>Body</i>	

Draw your character below!

Tuesday May 12th Schedule

If you are able, log onto Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #26 Day 1 (Pg. 14)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	<u>Reading data and making graphs</u> Ice cream data (same data from yesterday) Picture Graph Graph Project Questions (Pg. 14-16)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	-Read "The Boy Who Cried Wolf" -Retell the story's most IMPORTANT events (key details) in order (beginning, middle end) using the graphic organizer (Pg. 17-18)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional)Access Lallo phonics website for more practice	Prefix worksheet (Pg. 19-20)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	Brainstorm a problem for narrative (Pg. 21)	<input type="checkbox"/>

*Guidance videos available on Schoology and See-Saw!

Sign-Up for a video conference time with your teacher if you need help!

Thank you for all your hard work! See you tomorrow.

Tuesday, May 12th: Math
Spiral Review

DAY I	<p>Solve.</p> $\begin{array}{r} 40 \\ 26 \\ +33 \\ \hline \end{array}$	<p>Line Plot</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Average Shoe Size in Mrs. Hill's Class</p> </div>	<p>→ 1. How many students wear a size 6 shoe?</p> <p>2. How many more students wear a size 4 compared to a size 7 shoe?</p>
--------------	--	---	---

<p>Jamie has 3 quarters, 1 dime, and 1 half dollar. How much money does Jamie have altogether?</p> <div style="text-align: center;"> </div>	<p>Label the minutes on the clock.</p> <div style="text-align: center;"> </div>
---	---

Learning Target:

I can use provided data to make a picture graph and answer questions.

Vocabulary

Pictograph

Favorite Pizza

Pepperoni	
Cheese	
Sausage	
Pineapple	
	= 2 students

- ✓ A table with 2 columns
- ✓ has pictures to show data
- ✓ Has a key
- ✓ Has categories

Directions: Use the provided data to make a pictograph. Then use the data to answer questions.

ICE CREAM	NUMBER OF STUDENTS
CHOCOLATE	8
STRAWBERRY	3
VANILLA	5
MINT	1
DON'T LIKE ICE CREAM	5

Name: _____ **Picture Graph**

Title: _____

Key

Name _____

Graph Project Questions

1. What is the most popular choice?

2. What is the least popular choice?

3. What is the difference between the most popular choice and the least popular choice?

_____ 0 _____ = _____

4. How many more students chose _____ ice cream over _____ ice cream?

_____ 0 _____ = _____

5. What is the sum of your 3 most popular choices?

_____ 0 _____ 0 _____ = _____

6. What is the sum of your 2 least popular choices?

_____ 0 _____ = _____

7. How many students voted in all?

8. Does this number match the number of students in class? Why or why not is that important?

Tuesday, May 12th: Reading

Learning Target: Retell the main events of a story in sequential order.

Directions:

1. **Read** "The Boy Who Cried Wolf"
2. Think about the story. What happened in the beginning, middle, and end?
3. **Retell** the story by writing the events in order **using TRANSITION words (first, next, then, last)**
4. **Challenge-** Think about the lesson the boy learned. Write the lesson onto the graphic organizer.

The Boy Who Cried Wolf

Once upon a time, in a beautiful village near lush rolling hills, there was a boy who watched over the village's sheep. Being alone up in the hills was very boring. To liven up his day, the boy thought it would be fun to scare the villagers and scream, "Wolf, wolf!" The villagers grabbed whatever they could, and ran up the hill to scare off the wolf.



When they reached the top, they realized they had been tricked by the mischievous boy. He laughed and laughed until the villagers angrily walked back down the hill. Even the sheep were not amused. The boy continued to call wolf, and the villagers warned him that the next time they would no longer believe him. The boy shrugged off the warning and laid down for a nap.

One lazy afternoon, the boy heard a terrible sound. Before he could even prepare himself, a wolf appeared right before him, and was chasing all the village's sheep! The boy screamed, "Wolf, wolf!", but having lied so many times, the people of the village just ignored him. With no one to help him fend off the wolf, the sheep all ran away, and the boy was left crying on the hill.





Name: _____ Date: _____

Fable & Folktale Story Map

Directions: Fill in the parts of the story, then the lesson or moral.

Title: _____

Beginning	Middle	End

Lesson or Moral



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Think about it....

Why is it important to tell the truth and be honest?

It is important to be honest and tell the truth because _____

Wednesday May 13th: Phonics

Learning Target: I can add prefixes to words and determine their meaning.

Directions: Read the directions on the worksheet. Then on the next page, write 8 sentences using any of the words.

Prefix Practice Worksheet

Part One: Write which word is being described.

1. To heat before: _____

2. To not like: _____

3. To do the opposite of tie: _____

4. To write again: _____

5. To pay before: _____

6. To do the opposite of pack: _____

7. To use again: _____

Part Two: Add a prefix (pre-, re-, un-, dis-) to the base word to create a new word.

8. _____ play

15. _____ read

9. _____ honest

16. _____ true

10. _____ do

17. _____ use

11. _____ known

18. _____ obey

12. _____ heat

19. _____ school

13. _____ pay

20. _____ charge

14. _____ fund

21. _____ agree

Write 8 sentences using any of the words from the worksheet.

1.

2.

3.

4.

5.

6.

7.

8.

Draw a picture of one of your sentences in the space below

Tuesday, May 12th: Writing

Learning Target: I can brainstorm a problem and solution to write in my narrative story.

Problem/challenge: the “uh oh” in the story. The *trouble* the character gets in. It is usually in the middle of the story.

Solution/response: How the problem/challenge gets *fixed*. Usually at the end of the story.

Directions:

1. Brainstorm (think about) ideas of a problem that can happen to your character and how the problem could get solved (solution)
2. Use the organizer as you fill out ideas and then choose ONE problem by circling it.

Problem (uh oh)	Solution (how it gets solved)
Example: Character lost money for groceries	Example: Character's friend helped and gave them their own money
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

Wednesday May 13th Schedule

If you are able, log onto Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #26 Day 2 (Pg. 23)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	<u>Identifying 2d and 3d shapes</u> Color the Shape Color the 3D Shape (Pg. 23-25)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	-Read "The Princess Mouse" -Think about the character's problem and response to the problem. Then, think about the solution--fill in the graphic organizer. -Write about the lesson learned. (Pg. 26-27)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional)Access Latio phonics website for more practice	Suffix anchor charts and worksheets (Pg. 28-30)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	Setting idea for narrative (Pg. 31-32)	<input type="checkbox"/>

*Guidance videos available on Schoology and See-Saw!

Sign-Up for a video conference time with your teacher if you need help!

Thank you for all your hard work! See you tomorrow.

Spiral Review

DAY 2	Mental Math					Line Plot	<p>1. Which pencil length is the most common?</p> <p>2. Which pencil length is the least common?</p>
	Number	10 More	10 Less	100 More	100 Less		
504							

<p>Leo has 4 nickels, 5 dimes, 1 half dollar, and 2 pennies. How much money does he have in all?</p>	<p>What are 3 things you can do in the A.M.?</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

Learning Target: I can identify 2-dimensional and 3-dimensional shapes by their name and number of sides, angles and vertices.

Vocabulary

2D
Two dimensional Figures

vertices

sides

- Circle
- Triangle
- Square
- Rectangle
- Rhombus
- Trapezoid
- Pentagon
- Hexagon
- Octagon

Quadrilateral

2D figure with 4 sides

POLYGONS

-2D
-closed
-straight sides

NOT POLYGONS

3D
Three dimensional Figures

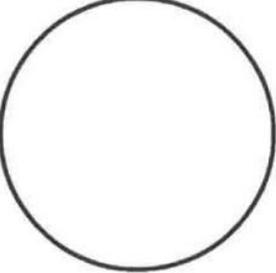
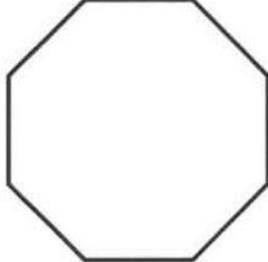
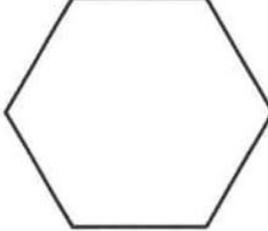
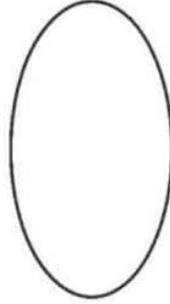
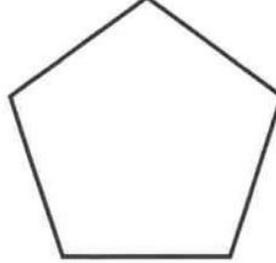
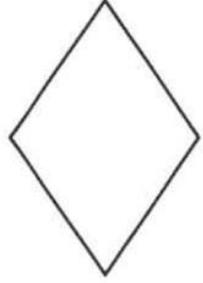
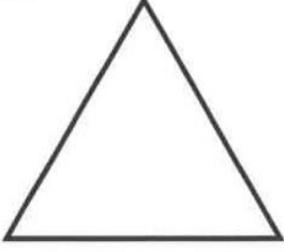
- Cube
- Rectangular prism
- Sphere
- Cone
- Cylinder
- Square Pyramid

Name: _____



COLOR the Shape

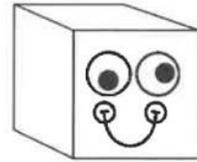
Directions: Color in the name for each shape.

1. 	circle	2. 	pentagon
	square		octagon
	oval		triangle
3. 	hexagon	4. 	oval
	cylinder		circle
	pentagon		square
5. 	rectangle	6. 	rectangle
	cylinder		oval
	pyramid		pentagon
7. 	triangle	8. 	triangle
	rhombus		square
	square		rectangle

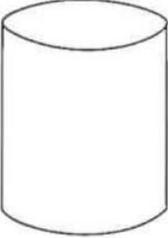
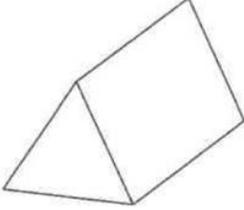
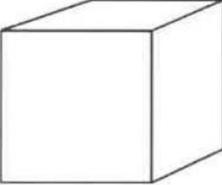
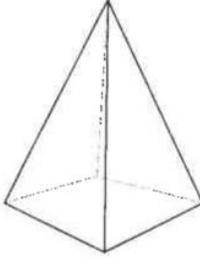
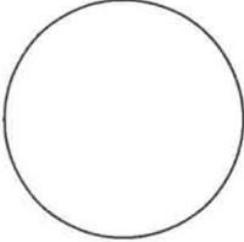
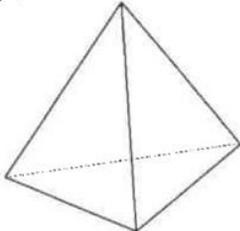
Created by Teaching with a Mountain View

Name: _____

COLOR the 3D Shape



Directions: Color in the name for each shape.

1. 	sphere	2. 	triangular prism
	cylinder		pyramid
	rectangular prism		cone
3. 	cube	4. 	sphere
	cylinder		cone
	pyramid		cylinder
5. 	rectangular prism	6. 	cube
	sphere		cylinder
	cube		pyramid
7. 	sphere	8. 	triangular pyramid
	cylinder		sphere
	cone		cube

Created by Teaching Second Grade

Wednesday May 13th: Reading

Learning Target: write about the problem, solution, and lesson learned in The Princess Mouse.

Directions:

1. Read "The Princess Mouse"
2. While you read, think about the problem. Then, find the solution. Write it on the graphic organizer.
3. Think about the story. What important lesson did the character learn? Write it on the graphic organizer.

The Princess Mouse

A Finnish Folk Tale

A folk tale is a traditional story told by a particular culture or people. Most cultures have them, and some tales can be traced back hundreds of years!

Read the folk tale, then answer the questions on the next page.

Once upon a time, there was a farmer who had two sons. When they were old enough to marry, he told them, "You must each cut down a tree. Walk in the direction it points, and you will meet your beloved."

The older brother knew whom he wanted to marry, so made sure his tree fell in the direction of her cottage. Mikko, the younger brother, did not have this skill. His tree pointed into the forest.

Mikko walked through the forest until he found a cottage. He went inside, but the cottage was empty. "I'll never find my beloved," he lamented. "Don't be so sure," said a small voice. Mikko looked around and saw a mouse.

"You are only a mouse! How can you be my beloved?" Mikko asked.

"Once you get to know me, you might like me," the mouse replied.

Mikko stayed and talked with the mouse. She was kind and smart, and Mikko liked her very much.

When Mikko got home, the farmer had more to tell his sons. "Your brides must weave a cloth for me. If it is good, you may be married," he said.

Mikko went back to tell the mouse this news. "You cannot weave, you are only a mouse," Mikko said sadly.

"All will be well," said the mouse. Mikko sat down and soon fell asleep. The mouse called over all her mouse and rat friends. Together, they wove a cloth, which they then folded into a nutshell. When Mikko woke, the mouse gave him the shell, and he carried it home to his father.

When his father opened the shell, everyone watched in amazement as he pulled out yard after yard of fabric. "Your beloved is a great weaver!" exclaimed his father.

The next day, Mikko returned to visit the mouse. "Is today the day we marry?" she asked.

"Yes it is, little mouse," said Mikko. "Though, I am worried. What will my family think when I bring home a mouse to be my bride?"

"All will be well," said the mouse. She whistled, and a tiny carriage made of a nutshell pulled up to the cottage! It was pulled by rats instead of horses, and driven by a mouse with another mouse footman



behind. Mikko's bride climbed into her carriage and he followed.

As the little carriage pulled up to Mikko's house, everyone stared. Mikko had brought a mouse for his bride!

"This won't do," said Mikko's brother, and he kicked the carriage into the river!

"What have you done?" cried Mikko. "You killed my beloved! You may think she was only a mouse, but I loved her!"

Mikko began to cry, but then his father gasped in amazement. "Look!" he said, pointing to the river. Out climbed two men, four horses, and one wet but beautiful princess.

"A witch put a spell on me and turned me into a mouse," said the princess. "She said the spell could only be broken by one brother who loved me and another who hated me. I did not think it would ever happen, but now it has!"

So the two brothers were married, and both were happy. When Mikko returned to his bride's cottage, he found it had turned into a beautiful castle! There they lived, happily ever after.

Name: _____

Book Title: The Princess Mouse

Character: Mikko



Problem:



Solution:



Lesson:

Wednesday May 13th: Phonics

Learning Target: I can identify suffixes and how they change the meaning of the base word.

Vocabulary:

Base Words

A base word is a word that can stand by itself and still have meaning. A base word can have a prefix or suffix added to it to change its meaning.

Prefix	•	Base Word	=	New Word
re	+	read	=	reread

read = to comprehend a text
 re = to do again
 reread = to read a text over again

Base Word	•	Suffix	=	New Word
thank	+	ful	=	thankful

thank = to express appreciation
 ful = full of
 thankful = to be full of appreciation

Prefix	•	Base Word	•	Suffix	=	New Word
un	+	love	+	able	=	unlovable

un = not
 love = care, devotion, strong feeling of like
 able = can do
 unlovable = not able to love, not lovable

Suffix

A suffix is added to the end of a base or root word. It provides meaning to the word

-able	-ful	-less	-ness
can do	full of	without	state of

When you add a suffix to a base or root word it changes the meaning.

fear = worry or dread less = without
 fearless = to be without fear

If you are fearless, you are without worry.

Words with Common Suffixes

able	ful	less	ness
capable	cheerful	fearless	sickness
doable	helpful	helpless	sadness
usable	thankful	spotless	kindness
lovable	fearful	careless	happiness

The suffix **-er** has more than one meaning

-er	A person who	baker, dancer, teacher
	more/comparing	bigger, louder, faster

SUFFIX

a word ending that goes after the base word

-ful = full of	-ist = person who is
-ly = in a way	-ion = act of or condition of
-less = without	-ment = condition of being
-s = present	-en = to make or become
-ed = past	-able = can be
-ing = now	-ible = can be
-er = compare 2 or person who	-y = having
-est = compare more than 2	-or = person who is
-ness = being	

Directions:

Complete the worksheet. Remember your endings rules. (See a consonant Y, give I a try!)

Suffixes: -ful and -less

The suffix **-ful** means full of.



Liz takes her time and paints with care.
Liz is a **careful** painter.

The suffix **-less** means without.



Dave paints without caring.
Dave is a **careless** painter.

Write a single word with **-ful** or **-less** to complete each sentence.

1. I am _____ to have such a loving family.
(full of thanks)
2. Will saw a _____ puppy wandering around town.
(without a home)
3. Carla, you look _____ in that dress.
(full of beauty)
4. The squirrels in the backyard are _____.
(without harm)
5. Did you see the _____ rainbow in the sky?
(full of color)
6. This broken toy is a _____ piece of junk.
(without worth)

Write 5 sentences using any of the words in the word bank.

1.

2.

3.

4.

5.

-ful (full of)	-ness (state of)
spiteful	illness
painful	quietness
watchful	fatness
fearful	closeness
stressful	kindness
delightful	freshness
cheerful	sadness
thankful	wetness
wonderful	darkness
hateful	rudeness

Wednesday May 13th: Writing

Learning Target: I can include a setting in the story I write.

Directions:

1. Think of setting ideas where your character will live in your stories.
2. Fill out the organizer. Circle ONE you want to pick to use in your story. Draw a picture



Setting - the where

Where is your character from?	What is the weather like there?	What things do you see there?



Draw your setting below!

Rectangular Snip

Thursday May 14th Schedule

If you are able, log onto Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #26 Day 3 (Pg. 34)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	<u>Identifying 2d shapes and their parts(names, sides, vertices)</u> Pg. 860/861 Labeling page: 2D shapes (Pg. 34-36)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	Mini assessment- -Choose a story from home, Raz-kids, OR a reading passage from this week. - Read it from beginning to end. -Fill in the poster to retell the whole story with words and pictures. What <i>lesson</i> can we learn from your book? -(Option) take a picture and publish on see-saw activity (Pg. 37)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional)Access Laliio phonics website for more practice	Adding the suffix -er or -est to base words -Er and -Est sort (Pg. 38-39)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	Write the beginning of narrative story Character and setting (Pg. 40-41)	<input type="checkbox"/>

*Guidance videos available on Schoology and See-Saw!

Sign-Up for a video conference time with your teacher if you need help!

Thank you for all your hard work! See you tomorrow.

Spiral Review

DAY 3	Solve.			<p>1. How many pea plants are represented on the graph?</p> <p>2. How many pea plants grew 5 inches in four weeks?</p>
	$18 - 12 =$	<input type="text"/>	<p>Line Plot</p> <p>Pea Plant Growth in Four Weeks</p> <p>1 inch 2 inches 3 inches 4 inches 5 inches</p> <p>* = 2 plants</p>	
	$16 - 7 =$	<input type="text"/>		
$13 - 4 =$	<input type="text"/>			

Lilly has 2 half dollars, 1 quarter, 5 pennies, and 6 dimes. How much money does Lilly have altogether?



Draw hands to show 5:30 on the clock.



Learning Target: I can identify 2d shapes and their parts (names, sides, vertices)

Vocabulary

<p>2D Two dimensional Figures</p> <p>vertices</p> <p>sides</p>	<ul style="list-style-type: none"> Circle Triangle Square Rectangle Rhombus Trapezoid Pentagon Hexagon Octagon 	<p>3D Three dimensional Figures</p> <ul style="list-style-type: none"> Cube Rectangular prism Sphere Cone Cylinder Square Pyramid
<p>Quadrilateral</p> <p>2D figure with 4 sides</p>		
<p>POLYGONS</p> <p>-2D -closed -straight sides</p>	<p>NOT POLYGONS</p>	

<p>Triangles</p> <p>3 sides, 3 vertices</p> <p>Not Triangles</p>	<p>Quadrilaterals</p> <p>4 sides, 4 vertices</p> <p>Not Quadrilaterals</p>	<p>Pentagons</p> <p>5 sides, 5 vertices</p> <p>Not Pentagons</p>	<p>Hexagons</p> <p>6 sides, 6 vertices</p> <p>Not Hexagons</p>
--	--	--	--

Do You Understand?
Show Me! How do sides and vertices help you name a plane shape?

Guided Practice Match each shape to its name.

1.
triangle quadrilateral pentagon hexagon

Tell how many sides and vertices. Name each shape.

2. _____ sides
_____ vertices
Shape: _____

3. _____ sides
_____ vertices
Shape: _____

Independent Practice Match each shape to its name.

4.
triangle quadrilateral pentagon hexagon

5.
triangle quadrilateral pentagon hexagon

Draw the shape. Tell how many sides and vertices.

6. Quadrilateral _____ sides
_____ vertices

7. Hexagon _____ sides
_____ vertices

8. Triangle _____ sides
_____ vertices

9. Higher Order Thinking Bianca drew a triangle and a pentagon. How many sides and vertices did she draw in all? Draw the shapes.

_____ sides _____ vertices

Name: _____

2 - D Shapes



Name: _____
Sides: _____
Vertices: _____



Name: _____
Sides: _____
Vertices: _____



Name: _____
Sides: _____
Vertices: _____



Name: _____
Sides: _____
Vertices: _____



Name: _____
Sides: _____
Vertices: _____



Name: _____
Sides: _____
Vertices: _____



Name: _____
Sides: _____
Vertices: _____



Name: _____
Sides: _____
Vertices: _____



Name: _____
Sides: _____
Vertices: _____

Thursday, May 14th: Reading

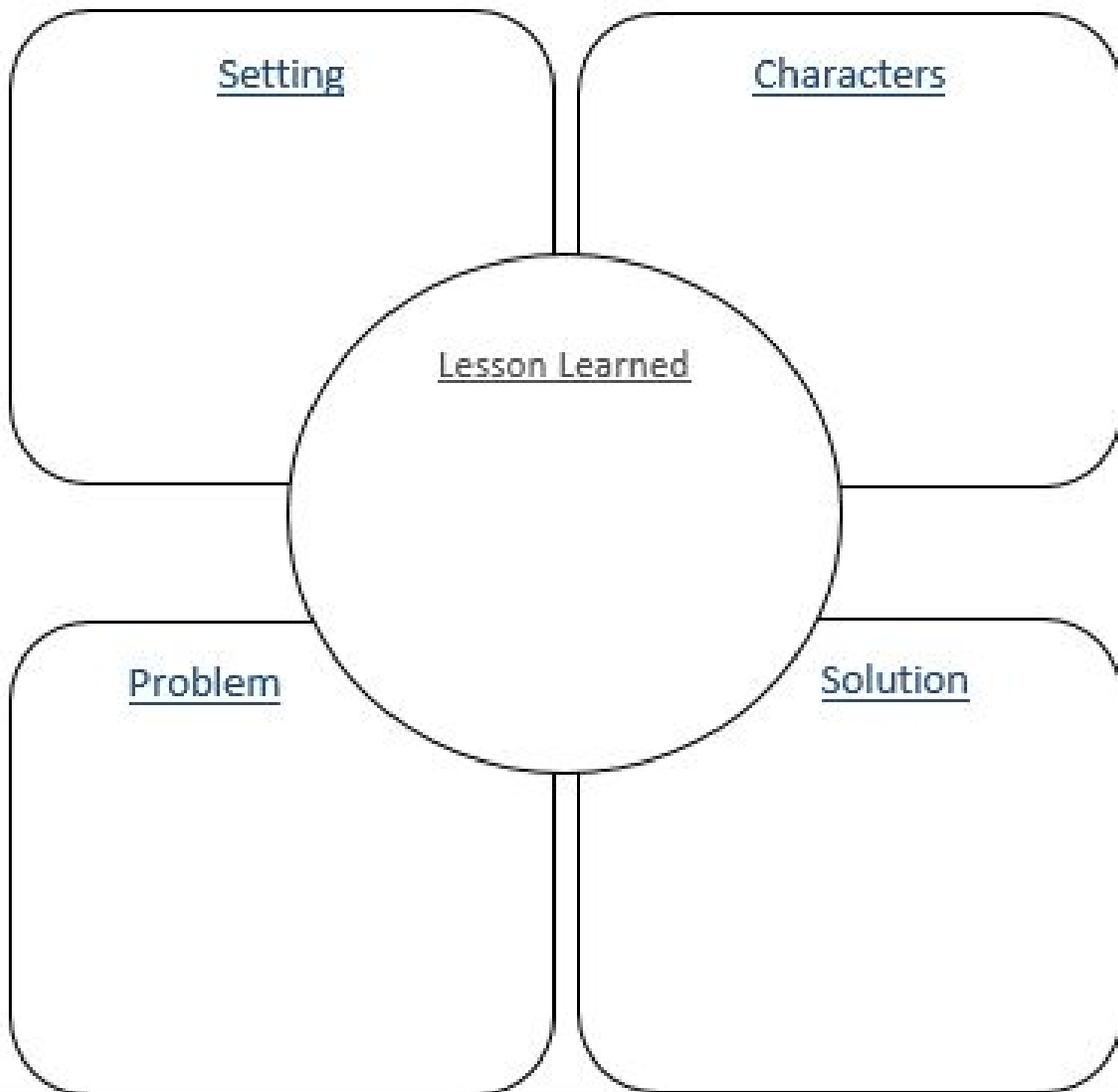
Learning Target: create a poster to retell the main events of a story and identify the lesson learned.

Directions:

1. Choose your own book from home, Raz-kids, or reading passage.
2. Read it from start to finish.
3. Create a poster with words and drawings to retell the important events.
4. In the middle bubble, write and/or draw the lesson learned. Then color!
5. (option) Take a picture of your poster, and share it on see-saw!

What is the lesson in the story?

Book:



Thursday, May 14th: Phonics

Learning Target: I can identify suffixes and add the suffix -er and -est.

Ending Rules

Just One? Double the fun!
See Two? The Ending is all you do!
See a Silent E? Drop it please!
See a consonant Y? Give I a try!

Wet, wetter, wettest
Lean, leaner, leanest
Large, larger, largest
Funny, funnier, funniest

Let's Practice Using Suffixes: -ER and -EST

Complete the table by adding the suffix -er and -est to each of the base words.

Base Word	Add the Suffix -er	Add the Suffix -est
Example: long	longer	longest
big		
pretty		
nice		
high		
wet		
thin		
easy		
mean		
wise		

Choose the correct word to complete each sentence.

- Alejandro is the _____ kid on my baseball team.
a. friendlier b. friendliest c. friendlyer d. friendlyest
- Karen's new kitten is _____ than my mean, old cat Whiskers.
a. cuteer b. cuteest c. cuter d. cutest
- My sandwich is much _____ than Jeremy's sandwich.
a. larger b. largest c. largger d. larggest
- After her slumber party, Charisma's room was the _____ it had ever been.
a. messyer b. messyest c. messier d. messiest



Directions: Sort the words into the correct columns.

Suffixes (~er and ~est)

More (er)

Most (est)

nicest

quickest

cooler

fluffier

taller

tallest

shorter

hottest

fluffiest

slowest

biggest

slower

faster

shortest

fastest

bigger

strongest

stronger

quicker

nicer

Thursday, May 14th: Writing

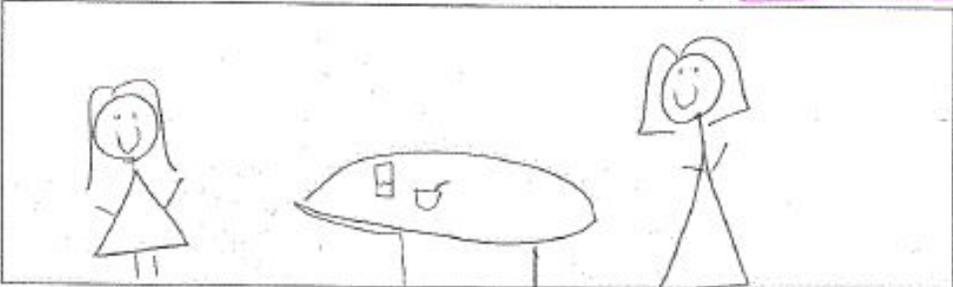
Learning Target: use all of the ideas I brainstormed about my character and setting to begin to write my story's beginning.

Directions: Today you will write the **beginning** of your story that includes the main character and setting.

1. Use your character you came up with to write a story about them.
2. Don't forget to describe where your character is (your setting).

See my example called " Mrs. Hornick's Story".

Name: Mrs Hornick Beginning **My story**



There once was a girl named Katie. **Character**

She lived with her family in a house in a quiet neighborhood. **Setting** Katie was a good sister and nice to everyone she met. One day, she woke up, brushed her long hair, and said, "Good Morning, Mom!" as she walked in the kitchen.

Friday May 15th Schedule

If you are able, log onto Schoology or See-Saw for a daily introduction video and slides!

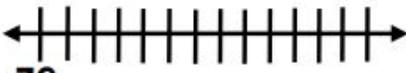
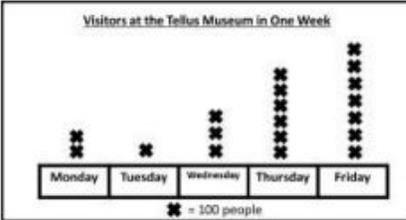
Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #26 Day 4 (Pg. 43)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	<u>Identifying 2d shapes and parts (names, sides, vertices, and angles)</u> Pg. 866/867 Labeling page: Identifying and Describing 2D Shapes (Pg. 43-45)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	-Read the Gingerbread Boy Reader's Theater matching your voice to the characters! - Retell the story onto the graphic organizer -(option) Listen to the Gingerbread man story on see-saw and complete the retell activity (Pg. 46-48)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional)Access Lallo phonics website for more practice	Prefix and Suffix mini quiz (Pg. 49-51)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	Use dialogue in narrative (Pg. 52-54)	<input type="checkbox"/>

*Guidance videos available on Schoology and See-Saw!

Sign-Up for a video conference time with your teacher if you need help!

Thank you for all your hard work! See you tomorrow.

Spiral Review

DAY 4	<p>What is 9 more than 76? Show your work on the number line.</p>  <p style="margin-left: 20px;">$76 + 9 = \square$</p>	<p>Line Plot</p> 	<p>1. Which day of the week is the busiest for the museum?</p> <p>2. Which day of the week is the least busy for the museum?</p>
--------------	---	--	--

Mia has 4 nickels, 2 pennies, and 3 quarters. How much money does she have in all?



What are 3 things you can do in the P.M.?

1. _____
2. _____
3. _____

Learning Target: I can identify 2d shapes and parts (names, sides, vertices, and angles)

Vocabulary

Angles: The insides of the corners/vertices

2D
Two dimensional Figures

vertices



sides



Circle

Triangle

Square

Rectangle

Rhombus

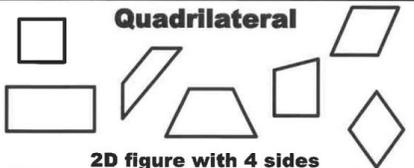
Trapezoid

Pentagon

Hexagon

Octagon

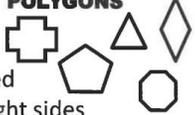
Quadrilateral



2D figure with 4 sides

POLYGONS

-2D
-closed
-straight sides

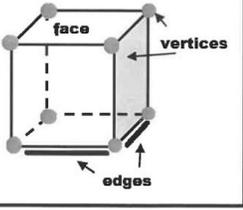


NOT POLYGONS



3D
Three dimensional Figures

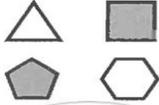
 Cube
 Rectangular prism
 Sphere
 Cone
 Cylinder
 Square Pyramid





Polygon

A closed plane shape with 3 or more sides is called a polygon.



You know the names of these polygons.

Not Polygons

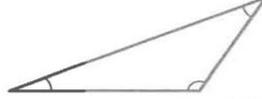
Polygons are not open shapes. Polygons do not have curved sides.



A circle is not a polygon.

Angle

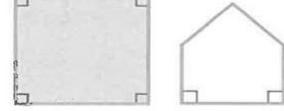
Polygons have angles. They have the same number of angles as sides and vertices.



A triangle has 3 angles.

Right Angle

A right angle forms a square corner. A square has 4 right angles. The pentagon below has 2 right angles.



Do You Understand?

Show Me! How many angles does this shape have? How many right angles? Name the shape.



☆ Guided Practice ☆

Write the number of angles and then name the shape.

1.



_____ angles

Shape: _____

2.



_____ angles

Shape: _____

3.



_____ angles

Shape: _____

4.



_____ angles

Shape: _____

866 eight hundred sixty-six

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Topic 15 | Lesson 2

NAME _____

Tools Assessment

☆ Independent Practice ☆

Write the number of angles and then name the shape.

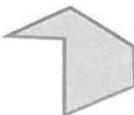
5.



_____ angles

Shape: _____

6.



_____ angles

Shape: _____

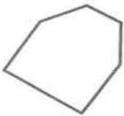
7.



_____ angles

Shape: _____

8.



_____ angles

Shape: _____

9.



_____ angles

Shape: _____

10.



_____ angles

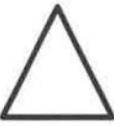
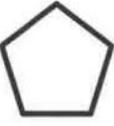
Shape: _____

11. Higher Order Thinking Draw a polygon with 2 right angles and 2 angles that are not right angles. Name the shape you draw.

How many angles will your polygon have in all?



Identifying and Describing 2 D shapes

Name	Figure	Number of Vertices	Number of Sides	Is it a polygon? Write Yes or No	Is it a quadrilateral? Write Yes or No
					
					
					
					
					
					
					
					

Friday, May 15th: Reading

Learning Target : I can retell the main events of "The Gingerbread Boy" in sequential order.

Directions:

1. Read "The Gingerbread Boy" Reader's theater in your packet **OR (option)** listen to the story on See-saw.
2. Retell the story using the graphic organizer in your packet **OR (option)** in the **See-Saw** activity.
3. Practice re-reading the reader's theater and matching your voice to the different characters! **(option)Share a video of your reading for your May 15th packet work on see-saw if you want to show your best reading voices!! :)**

The Gingerbread Boy

Parts(9): Narrator 1 Narrator 2 Narrator 3 Gingerbread Boy Old Woman Old Man
 Cow Horse Fox

Narrator 1: Once upon a time there was a little old woman and a little old man and they lived in a little old house.

Narrator 2: They didn't have any children. Nope, not even one!!

Narrator 3: One day the little old woman decided to make a boy out of gingerbread.

Old Woman: I'm going to make a little gingerbread boy. I'm rolling out the dough, and putting him on a pan to bake. Into the oven you go!

Old Man: I love gingerbread. Yum! Yum!

(The microwave beeps.)

Old Woman: Oh, the Little Gingerbread Boy is done.

Narrator 1: Out jumped the Little Gingerbread Boy.

Narrator 2: Out of the door and down the street he ran.

Narrator 3: The Little Old Woman and the Little Old Man ran after him.

Gingerbread Boy: Run, run as fast as you can! You can't catch me, I'm the Gingerbread Man!

Narrator 1: The little Gingerbread Boy ran on and on until he saw a cow.

Cow: Stop little Gingerbread Boy I want to eat you!

Gingerbread Boy: I've run away from a little old woman and a little old man and I can away from you, too, I can! Run, run, as fast as you can! You can't catch me I'm the Gingerbread Man!

Narrator 2: And the cow couldn't catch him.

Narrator 3: The little Gingerbread Boy ran on and on until he saw a horse.

Horse: You look good enough to eat.

Gingerbread Boy: I've run away from a little old woman, a little old man, and a cow, and I can run away from you, too, I can! Run, run, as fast as you can! You can't catch me I'm the Gingerbread Man!

Narrator 1: And the horse couldn't catch him.

Narrator 2: The Little Gingerbread Boy ran on and on until he saw a fox.

Narrator 3: By this time, the Little Gingerbread Boy was sure that nobody could catch him.

Gingerbread Boy: I've run away from a little old woman, a little old man, and a cow, and a horse, and I can run away from you, too, I can! Run, run, as fast as you can! You can't catch me I'm the Gingerbread Man!

Fox: Why I would not catch you if I could. I would not catch you if I could. I would not even think of it.

Gingerbread Boy: Oh no a river!

Fox: Jump on my tail and I will take you across.

Narrator 1: The Gingerbread boy jumped on the fox's tail.

Narrator 2: The fox swam into the river.

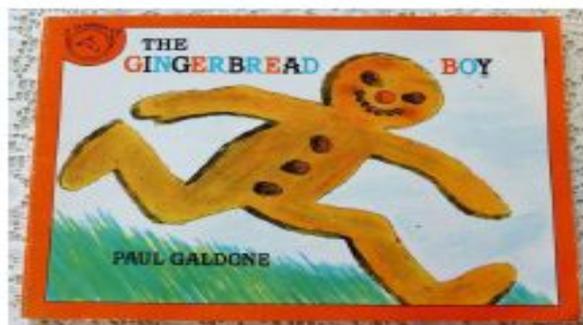
Fox: Little Gingerbread boy you better get on my back or you'll get wet.

Narrator 3: The fox swam deeper.

Fox: My back is tired. Little Gingerbread boy you better get on my nose.

Narrator 1: As soon as the fox reached the shore, the fox threw back his head and gobbled him up!

Everybody: And that was the end of the gingerbread boy!



Name: _____

RECOUNT THE STORY

STORY TITLE	
CHARACTERS	
SETTING	
BEGINNING	
MIDDLE	
END	

TUTTYBYGARDEN

Draw a picture of your favorite character or event of the story:

Friday, May 15th: Phonics

Learning Target: I can show what I know about prefixes and suffixes.

Directions: Do the best that you can to show me what you learned about prefixes and suffixes :)

Use the words to write the prefix, root word, and the meaning in each box.

Word	Prefix	Root Word	Meaning
Unhappy			
Restart			
Dishonest			
Misbehave			
Unfair			
Disappear			
Review			
Misspell			
Redo			
Unsafe			
Disagree			
Retell			

Pick one word to write in a sentence:



remember, the PREFIX (OR THE FLOWER) CAN CHANGE....

but the ROOT ALWAYS STAYS THE SAME!

Use the words to write the suffix, root word, and meaning in each box.

Word	Suffix	Root Word	Meaning
Careful			
Slowly			
Calmly			
Wonderful			
Careless			
Playful			
Happiness			
Colorful			
Loudly			
Softly			
Kindness			
Restless			

Pick one word to write in a sentence:



Remember, the SUFFIX (OR the FLOWER) CAN CHANGE....

but the ROOT ALWAYS STAYS THE SAME!

Prefixes and Suffixes

Directions: Circle the best answer for each question.

1. A **suffix** is a word part attached to -
 - a. the beginning of a base word
 - b. the middle of a base word
 - c. the end of a base word
2. What is the meaning of the word **pregame**?
 - a. after the game
 - b. before the game
 - c. without the game
3. What is the meaning of the word **trainer**?
 - a. a person who trains
 - b. before training
 - c. without training
4. A **prefix** is a word part attached to -
 - a. the beginning of a base word
 - b. the middle of a base word
 - c. the end of a base word
5. What is the meaning of the word **harmful**?
 - a. without harm
 - b. full of harm
 - c. a person who harms
6. What is the meaning of the word **reappear**?
 - a. a person who appears
 - b. without appear
 - c. appear again
7. What is the meaning of the word **nonsense**?
 - a. not full of sense
 - b. full of sense
 - c. a person who senses
8. What is the meaning of the word **unfriendly**?
 - a. in a friendly way
 - b. not in a friendly way
 - c. not with friends
9. What is the meaning of the word **fearless**?
 - a. without fear
 - b. with fear
 - c. full of fear
10. What is the meaning of the word **boxes**?
 - a. without boxes
 - b. one box
 - c. more than one box

Friday, May 15th: Writing

Learning Target: I can use dialogue to make my story interesting.

Dialogue: words characters say in your story.

Dialogue * Makes our Writing Stronger!

What a character says

“ ” = quotation marks

said	demanded	whispered	growled
asked	yelled	exclaimed	

Example: The teacher said, "Let's get ready for recess."

Directions: Write in some words your character can say to another character in the beginning of your story. Look at my example.

Name: Mrs. Hornick's story Middle (problem)

dialogue ↓

"Katie, could you go to the store and buy the things on this list?" asked Katie's Mom. Katie replied, "yes". Her mom gave her the money and the list and Katie went. One she got to the store she put all of the items in her cart and walked to go pay. Katie realized that she lost the money on the way to the store. "Oh no!", Katie said out loud.

← dialogue



2nd Grade Distance Learning- Week 7

Monday May 18th - Friday May 22nd

Student Name: _____

Families: Please sign below to confirm your second grader's completion of each day's work in their packet. Also, please remember to check for online updates and resources on See-Saw and Schoology.

Thanks!

	Adult Signature	Student Signature
Monday, May 18th		
Tuesday, May 19th		
Wednesday, May 20th		
Thursday, May 21st		
Friday, May 22nd		



Monday, May 18th Schedule

If you are able, log onto Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #26 Day 5 (Pg. 3)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	<u>Identifying 3d shapes and their parts</u> Color the Number of Faces /Vertices 3-D Shapes (Pg. 3-5)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	-Compare and contrast reading passages or stories on the same non-fiction topic - Read alouds on youtube/see-saw(optional) -Reading passages in packet (Pg. 6-9)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional)Access Laliu phonics website for more practice	Long A anchor charts Long A worksheets (Pg. 10-11)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	Writing the middle of the story that includes the problem Dialogue (Pg. 12-13)	<input type="checkbox"/>

*Guidance videos available on Schoology and See-Saw!

Sign-Up for a video conference time with your teacher if you need help!

Thank you for all your hard work! See you tomorrow.

Spiral Review

DAY 5	Write the number seven hundred thirteen in standard form.	<p>Line Plot</p> <p>2 feet 3 feet 4 feet 5 feet 6 feet</p> <p>* = 1 athlete</p>	1. How many athletes had a standing long jump of 6 feet?
	<div style="border: 1px solid black; height: 80px; width: 100%;"></div>		2. How many fewer athletes had a long jump length of 5 feet compared to 4 feet?

<p>Troy has 7 dimes, 10 pennies, and 1 half dollar. How much money does Troy have in all?</p>	<p>Write the digital time to match the analog clock.</p>
	<div style="border: 1px solid black; width: 100px; height: 50px; display: flex; align-items: center; justify-content: center;"> <div style="width: 10px; height: 10px; background-color: black; border-radius: 50%; margin-right: 10px;"></div> <div style="width: 10px; height: 10px; background-color: black; border-radius: 50%;"></div> </div>

Learning Target: I can identify 3-dimensional shapes by their name, number of faces, number of edges and number of vertices.

Vocabulary

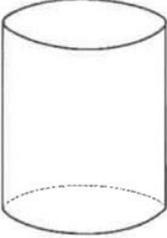
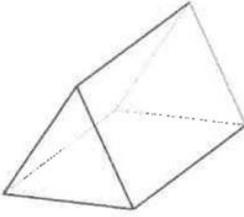
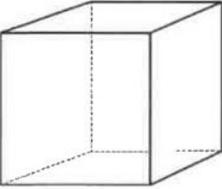
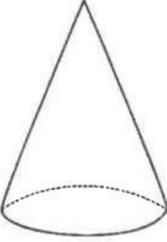
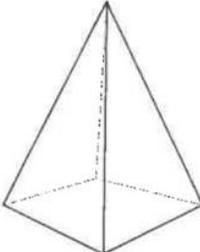
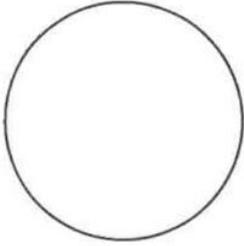
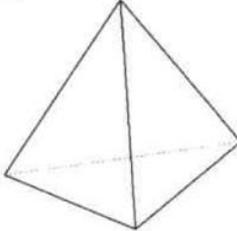
<p>2D Two dimensional Figures</p> <p>vertices</p> <p>sides</p>	<ul style="list-style-type: none"> Circle Triangle Square Rectangle Rhombus Trapezoid Pentagon Hexagon Octagon 	<p>3D Three dimensional Figures</p> <ul style="list-style-type: none"> Cube Rectangular prism Sphere Cone Cylinder Square Pyramid
<p>Quadrilateral</p> <p>2D figure with 4 sides</p>		
<p>POLYGONS</p> <p>-2D -closed -straight sides</p>	<p>NOT POLYGONS</p>	

Name: _____

COLOR the Number of Faces



Directions: Color in the number of faces for each shape.

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

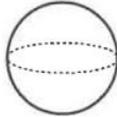
Created by Teaching Second Grade

Name: _____

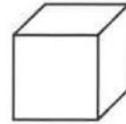
3 - D Shapes



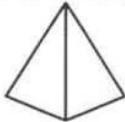
Faces: _____
Edges: _____
Vertices: _____



Faces: _____
Edges: _____
Vertices: _____



Faces: _____
Edges: _____
Vertices: _____



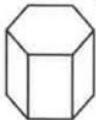
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Edges: _____
Vertices: _____



Faces: _____
Edges: _____
Vertices: _____



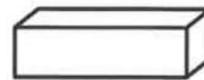
Faces: _____
Edges: _____
Vertices: _____



Faces: _____
Edges: _____
Vertices: _____



Faces: _____
Edges: _____
Vertices: _____



Faces: _____
Edges: _____
Vertices: _____

Monday, May 18th: Reading

Learning Target: I can compare and contrast stories about sound.

Directions:

1. Read the two passages about sound **OR (option)** listen to the read alouds “Zin ZIn Zin” and “All About Sound” on youtube (see slides for links to the videos)
2. Complete the compare and contrast graphic organizer to show how the two books are the same and how they are different. (The differences go in the outside circles, the SAME go in the inside circle)

Packet Reading Passage #1:

READING MATERIAL

Read About Sound

DEFINITION OF SOUND

Sound is caused by vibrations that travel through the air. These vibrations can cause other things to vibrate, too. We hear sound with our sense of hearing, which is made possible by our ears.

To better understand how sound works...

LET'S BREAK IT DOWN!

Instruments make vibrations.

When you play an instrument such as a guitar, you are causing vibrations that make sound. The guitar strings move back and forth really fast when you pluck them.



Your voice makes vibrations.

If you place your hand on your throat and hum, you can feel the vibrations of your vocal cords. Your vocal cords vibrate to make sound.

It's hard to see vibrations.

You can't always see sound waves because they are vibrating so fast. Placing a vibrating tuning fork in water can help you see the vibrations.



Sound makes some objects vibrate.

Loud sounds can make other things move. If you place sprinkles on a flat surface near a speaker, the sprinkles will vibrate.

Some very loud sounds cause strong vibrations.

Some sound vibrations are so strong they can even break glass! A very loud and deep sound caused this glass to break.



SOUND VOCABULARY

Vibrating

Moving back and forth really fast.

Sound Wave

A vibration that travels through the air.

Sound

A noise we can hear.

Packet reading passage #2:



Imagine you're a movie director shooting a creepy nighttime scene in a forest. It's spooky, but you want to make it even spookier. You contemplate what to do. Then it hits you: Add the sound of an eerie owl hooting! You look around but there are no owls nearby. What to do?



Sound designers work to layer all the sounds you hear during a scene. For example, two characters may be talking in a crowded restaurant with lots of background noise: other diners' conversations, forks clanging against dishes, chairs scraping, and so on. They also have to balance all these sounds with the music.

Ever since it became possible to play sound in movies, filmmakers have been adding in all kinds of sound effects to help tell the story. If you need an owl's hoot, all you have to do is record it anytime, then place it in the movie at the right moment. Even easier, you can get it from sound libraries where all kinds of sound effects are available, from a door slamming to an audience clapping to a phone ringing.



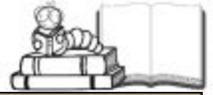
Put on your favorite movie and watch five minutes of your favorite part. Write down ALL the sounds you hear. Listen carefully: some sounds are sneaking in the background to set the mood!



Now watch the whole film, paying close attention to just the music. You've probably noticed any singing, but what about just the score, or the orchestra music? Write about how the score sets the tone or mood of the scene and any observations you have, such as whether the music tempo is fast or slow, if it's loud or soft, etc.

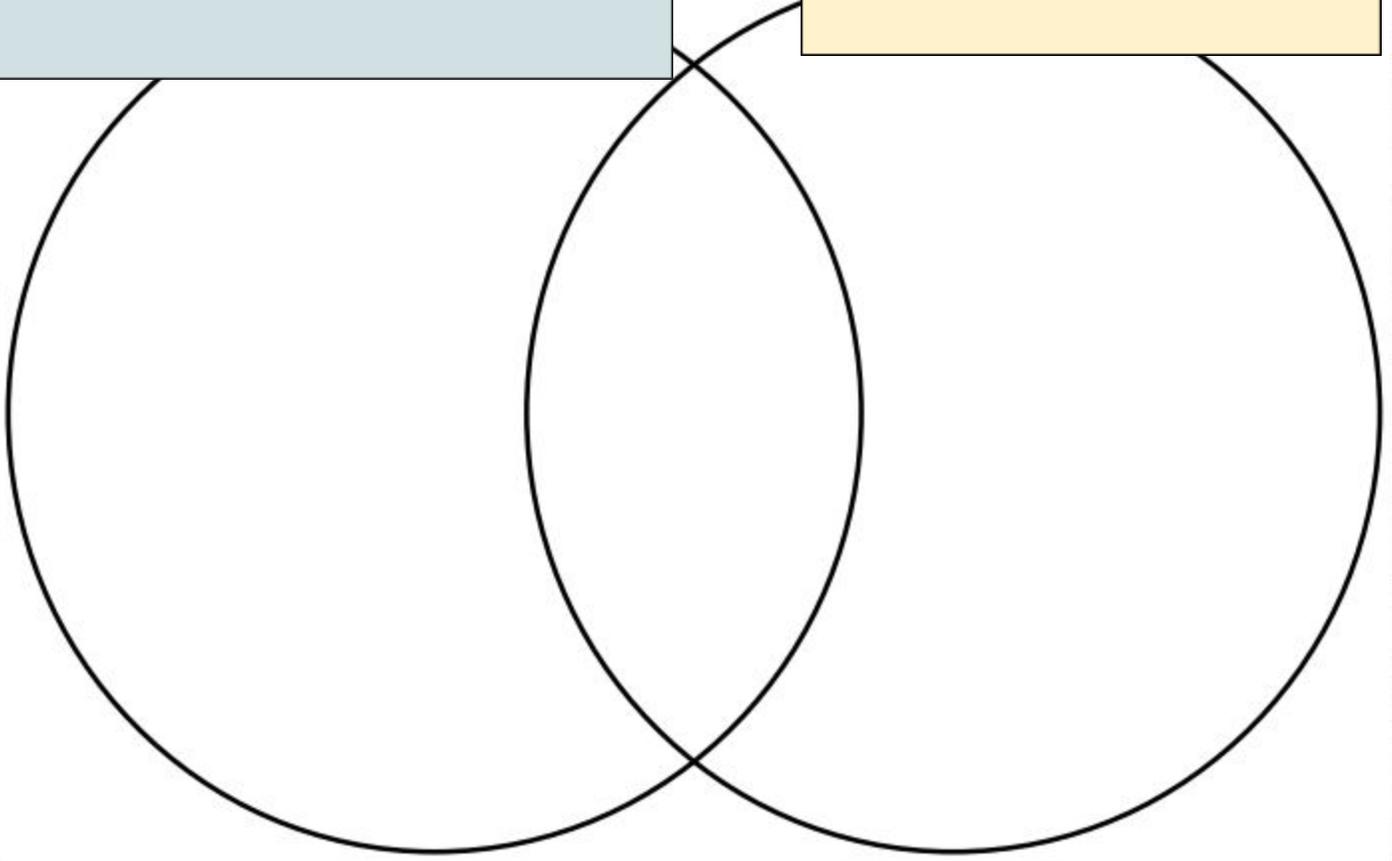
* Write on the back of this worksheet.

NAME _____



Story 1:

Story 2:



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Monday, May 18th: Phonics

Learning Target: I can identify and spell the long A sound.

Vocabulary:

a_e		ai		ay	
	taste		tail		bay
	cake		nail		May
	lake		rain		say

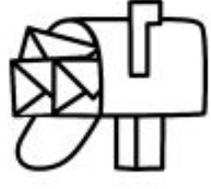
Directions: Complete the worksheets.

Long A

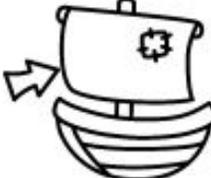
Use these long "a" letter patterns in the blanks below to spell words with the long "a" sound.

a	a_e	ai	ay	ea	ei
t__k__		ch__ __n		c__k__	
pl__ __		g__m__		sn__ __l	
cl__ __		__ __ght		__corn	
f__c__		b__gel		n__ __l	
sn__k__		__ngel		r__ __nbow	
bluej__ __		gr__ __t		cr__ __on	
sl__ __gh		fl__m__		spr__ __	

Write the word under each picture.

Write the word under each picture.

Write 5 sentences using any of the long A words.

1.

2.

3.

4.

5.

Monday, May 18th: Writing

Learning Target:

I can write the **middle** of my story.

I can include the **main character** and the **problem** the character has.

Directions:

1. Look at your Problem Planning sheet you completed on May 12th Week 6.
What problem did you circle?
2. Write in full sentences the middle of your story that includes the main character from the beginning and the **problem the character has**.
3. See my example labeled "Mrs. Hornick's Story"

Name: Mrs. Hornick's Story Middle (problem)

Rectangular Snip

"Katie, could you go to the store and buy the things on this list?" asked Katie's mom. Katie replied, "yes". Her mom gave her the money, and the list and Katie went. One she got to the store she put all of the items in her cart and walked to go pay. Katie realized that she lost the money on the way to the store. **Problem** "Oh no!", Katie said out loud.



HCPA

Tuesday, May 19th Schedule

If you are able, log onto Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #27 Day 1(Pg. 15)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	<u>Identifying 3d shapes and their parts</u> Names, Faces, Edges, Vertices (Pg. 15-16)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	Read passage Graphic organizer Seesaw activity (option) (Pg. 17-18)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional)Access Lallo phonics website for more practice	Long E anchor charts and worksheets (Pg. 19-20)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	Writing the ending (solution) Dialogue (Pg. 21-22)	<input type="checkbox"/>

*Guidance videos available on Schoology and See-Saw!

Sign-Up for a video conference time with your teacher if you need help!

Thank you for all your hard work! See you tomorrow.

Spiral Review

DAY I	Bar Graph <table border="1" style="margin-top: 10px;"> <caption>Favorite Soda Pop</caption> <thead> <tr> <th>Soda Pop</th> <th>Number of People</th> </tr> </thead> <tbody> <tr> <td>Dr. Pepper</td> <td>9</td> </tr> <tr> <td>Fanta</td> <td>8</td> </tr> <tr> <td>Pepsi</td> <td>2</td> </tr> <tr> <td>Coke</td> <td>4</td> </tr> </tbody> </table>	Soda Pop	Number of People	Dr. Pepper	9	Fanta	8	Pepsi	2	Coke	4	<p>1. How many different kinds of soda pop are on the graph?</p> <p>2. How many people prefer Coke compared to Pepsi?</p>	<p>Susan has 4 dimes, 5 pennies, and 5 quarters. How much money does Susan have in all?</p>
	Soda Pop	Number of People											
Dr. Pepper	9												
Fanta	8												
Pepsi	2												
Coke	4												

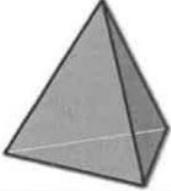
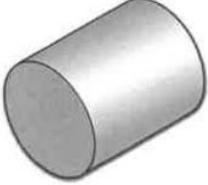
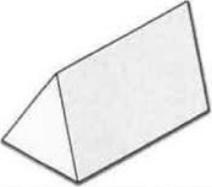
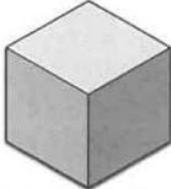
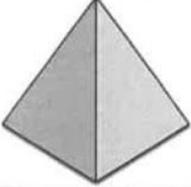
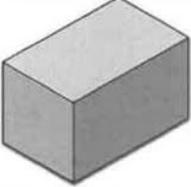
<p>1 minute = ____ seconds 1 hour = ____ minutes 1 day = ____ hours 1 week = ____ days 1 year = ____ days</p>	<p>Lisa went to swimming lessons after school at <input type="text"/> : <input type="text"/> AM. <input type="text"/> : <input type="text"/> PM.</p>
---	---

Learning Target: I can identify 3-D shapes by their name, number of faces, number of edges, and number of vertices.

Vocabulary

<p style="text-align: center;">2D Two dimensional Figures</p> <p style="text-align: center;">vertices</p> <p style="text-align: center;">sides</p>		<p style="text-align: center;">3D Three dimensional Figures</p>
<p style="text-align: center;">Quadrilateral</p> <p style="text-align: center;">2D figure with 4 sides</p>		

Directions: Fill in the name, number of faces, number of edges and number of vertices for each 3-D shape

	Names	Faces	Edges	Vertices
				
				
				
				
				
				
				
				

Tuesday, May 19th: Reading

Learning Target: I can ask questions before, during, and after I read

Directions:

1. Take a sneak peak of the article "How Coins are Made"
2. Before you read, think of a question about the article, What are you wondering? Use your question words to ask a THICK question (who, what, where, when, why, how) Record your before reading questions on your graphic organizer.

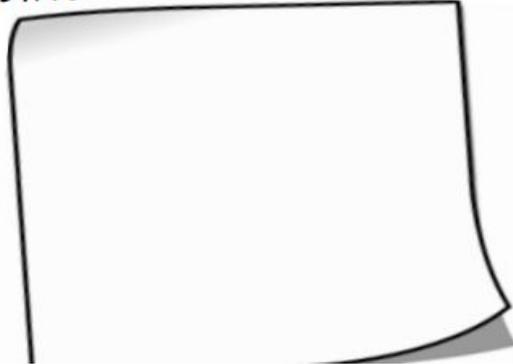
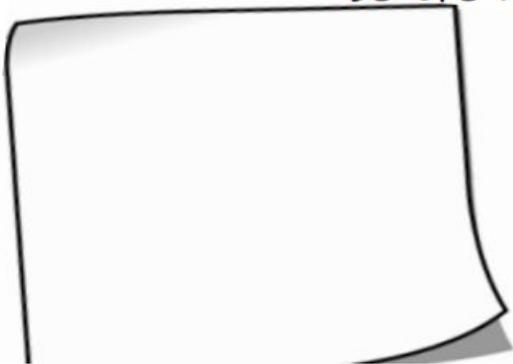
K	<u>How Coins Are Made</u>	Name _____
<u>Vocabulary</u> <input type="radio"/> currency <input type="radio"/> converted <input type="radio"/> design		
<p>Creating currency is an extensive process that involves many people. Have you ever thought about how coins are made? In the United States, coins are made at the U.S. Mint. It takes a long time. First, an artist draws both sides of the coins. It is an oversized drawing so that many details can be added. Next, the design is sent to a sculptor. The sculptor uses a computer or clay to recreate the design. Then, the design is converted into a plaster cast. They sharpen any loose details on the coin design and transfer it to a computer using special software. The software turns the design into data that controls a cutting machine. The cutting machine creates a stamp out of the coin design. The best stamps are saved. Next, the U.S. Mint uses machines to cut long metal sheets into blank discs. The discs are heated, cooled, and bathed. This ensures that the coins will be</p>		

Good Readers

ASK QUESTIONS

WHO? WHERE? WHY?
WHAT? WHEN? HOW?

BEFORE READING



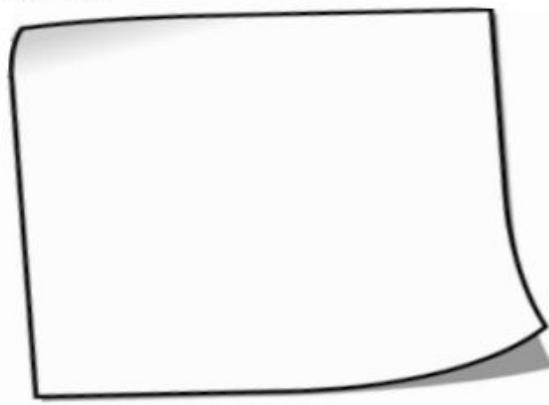
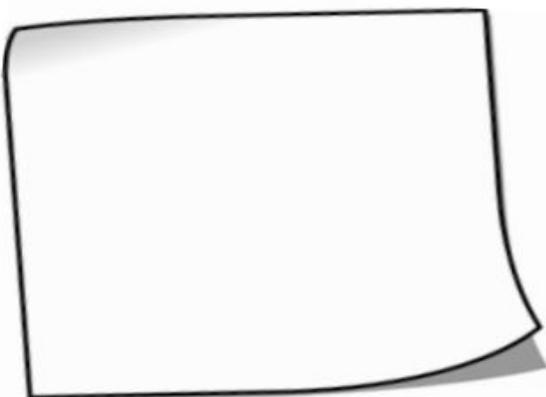
3. Read the article. As you read, record questions on your graphic organizer using question words.

DURING READING



4. When you are done reading, reflect on what you read. What are you still wondering? Ask questions on your graphic organizer

AFTER READING



5. Record before, during, and after questions on Seesaw. (option)

Tuesday, May 19th: Phonics

Learning Target: I can identify the long E sound.

Vocabulary:

WAYS TO MAKE LONG E				
ee	ea	e__e	Y at the end of a word	At the end of a syllable
te <u>e</u> th	be <u>a</u> ch	athle <u>e</u>	happ <u>y</u>	re <u>m</u> ind

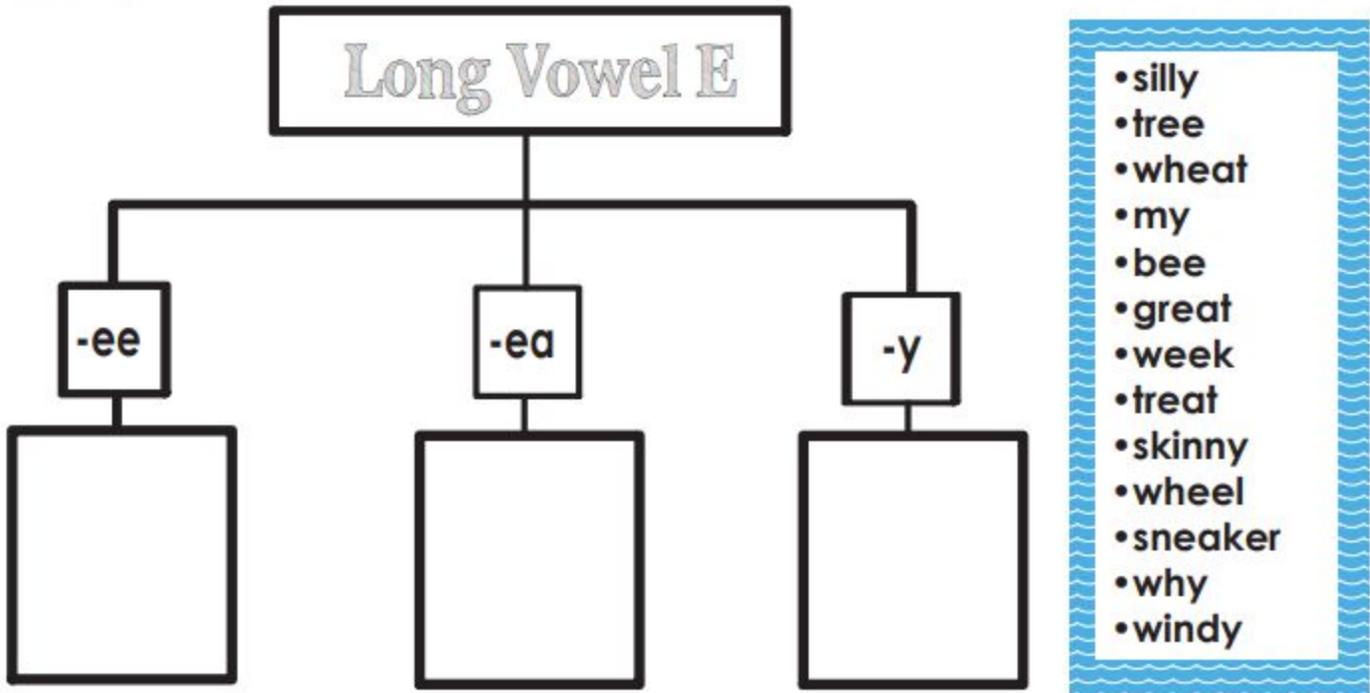
Circle the correctly spelled word.

leef	leaf		reed	read	
beech	beach		tea	tee	
eagle	eegle		team	teem	
pees	peas		cheese	chease	
sleep	sleap		bee	bea	

Directions: Complete the worksheets.

Long Vowel E

The letters **-ee**, **-ea** and **-y** all make the long vowel **e** sound like in the word **feet**. Read the words on the right, if you hear the long vowel **e** sound write them inside the tree map where they belong.



Write 5 sentences using any of the long E words.

- 1.
- 2.
- 3.
- 4.
- 5.

Tuesday, May 19th: Writing

Learning Target: I can add an ending to my story that makes sense with my problem the character had.

Directions:

1. Look and read my example

Name: Mrs. Hornback's story End (solution)

The man standing in line behind Katie heard her. He asked, "What is wrong? Can I help?" Katie said in a quiet, sad voice, "I lost the money my mom gave me." The man noticed how sad she was and decided to pay for her items. Katie was so thankful and learned to be more careful with her money next time.

Lesson learned

2. Write in full sentences the end of your story
3. Include the main character from the beginning and how the problem gets fixed (solution)
4. Add dialogue (characters talking)

Dialogue *Makes our Writing Stranger!

• What a character says

“ ” = quotation marks

said	demanded	whispered	growled
asked	yelled	exclaimed	

Example: The teacher said, "Let's get ready for recess."



HCPA

Wednesday, May 20th Schedule

If you are able, log onto Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #27 Day 2 (Pg. 24)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	<u>Shape City:</u> Picture with checklist Blank paper for shape city (Pg. 24-26)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	Read article Answer questions (Pg. 27-28)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional)Access Latio phonics website for more practice	Long I anchor charts & worksheets (Pg. 29-31)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	Rereading beginning, middle, and end pages Make a goal (Pg. 32-33)	<input type="checkbox"/>

*Guidance videos available on Schoology and See-Saw!

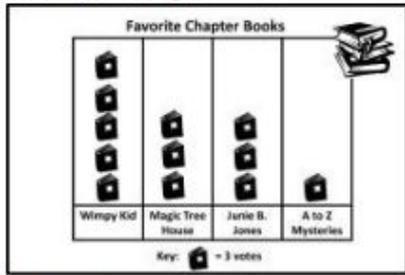
Sign-Up for a video conference time with your teacher if you need help!

Thank you for all your hard work! See you tomorrow.

Spiral Review

DAY 2

Picture Graph



1. How many different people voted for their favorite chapter book?

2. How many people love the A to Z Mysteries books?

Bob has 7 nickels, 3 quarters, and a half dollar. How much money does he have altogether?



Draw hands to show 8:45 on the clock.



Tara went shopping for some new toys at

:
 : AM.
 : PM.

Learning Target: I can use what I know about 2-D and 3-D shapes to build a shape city!

Vocabulary

2D
Two dimensional Figures

vertices

sides

- Circle
- Triangle
- Square
- Rectangle
- Rhombus
- Trapezoid
- Pentagon
- Hexagon
- Octagon

Quadrilateral

2D figure with 4 sides

3D
Three dimensional Figures

- Cube
- Rectangular prism
- Sphere
- Cone
- Cylinder
- Square Pyramid

Directions: Imagine you are making a map of a town called Shape City. Use the checklist to draw your own shape city. Draw streets and shapes like in the example. Look at the example for more ideas of what to add to your city.

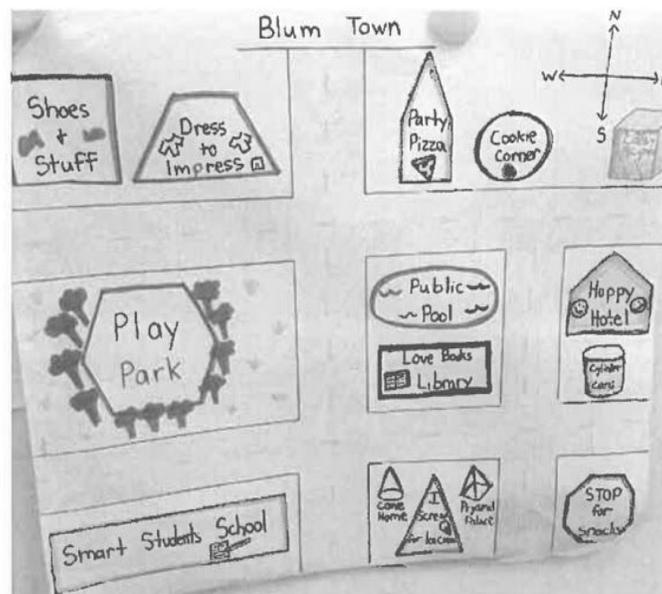
SHAPE CITY!

YOU MUST DRAW IN PENCIL FIRST!!!

Check off to make sure you have everything!

You Need:

- A park in the shape of a hexagon _____
- An ice cream shop the shape of a triangle _____
- A pizza place the shape of a pentagon _____
- A swimming pool in the shape of an oval _____
- Two buildings with 4 sides and vertices _____
- One building with 6 sides and vertices _____
- At least three 3-D shapes with labels of shape name (For example a cube building named Cube Store)
- A compass rose _____



My Shape City

Learning Target: I can answer questions about the key details of “Arctic Fox”

Directions:

1. Read the article “Arctic Fox”

Lexile Level 840L
DRA Level 40

Arctic Fox

An arctic fox lives in the Arctic regions of the Northern Hemisphere. It lives in northern Europe, northern Asia, and North America. Here are some interesting facts about the arctic fox.

What are some of the arctic fox’s adaptations?

An arctic fox has many adaptations that help it live in the cold climate. It has a thick fur coat that is brown in the summer and white in the winter to help it blend into the snow. The arctic fox also has fur on the bottom of its paws to help it walk on the ice.

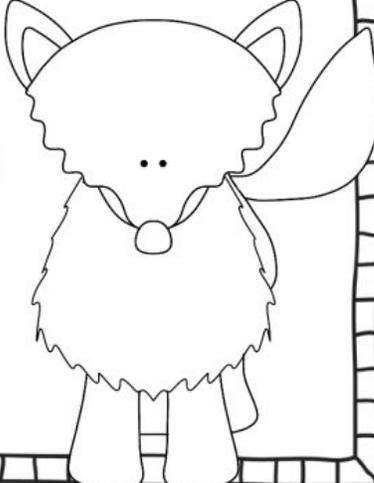
The arctic fox also has great hearing! It can hear small animals moving under the snow. Then, it jumps towards the animal and punches through the snow to grab its prey.

What do arctic foxes eat?

Arctic foxes normally eat small animals. These small animals include lemmings, voles, hares, fish, and birds. They are also scavengers and will eat dead animals that the larger predators leave behind. Arctic foxes also eat bird eggs, seaweed, and berries.

How big are arctic foxes?

Both male and female arctic foxes are different sizes. The male arctic fox is about 22 inches in length and weighs about 7 pounds. The female arctic fox is about 20 inches in length and weighs about 6 pounds. The arctic fox’s tail is about 12 inches in length.



2. Think...what is this article mostly about? This is the **main idea**

3. Respond to the questions following the story. These are questions about the **key details**.

Name _____ Date _____

Arctic Fox

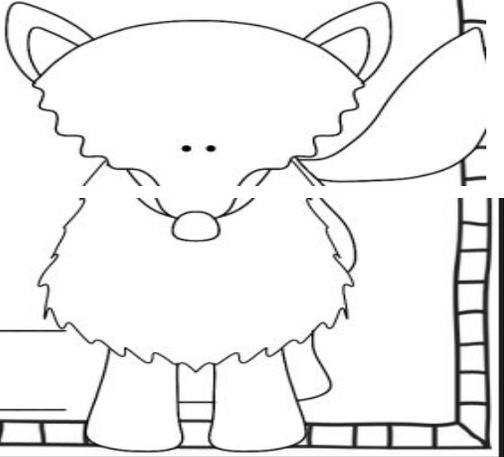
1. Where do arctic foxes live?

2. How does an arctic fox adapt to the cold climate?

3. How do arctic foxes use their good hearing?

4. What are two things that arctic foxes eat?

5. How long is an arctic fox's tail?



Stephanie Chambers 2014

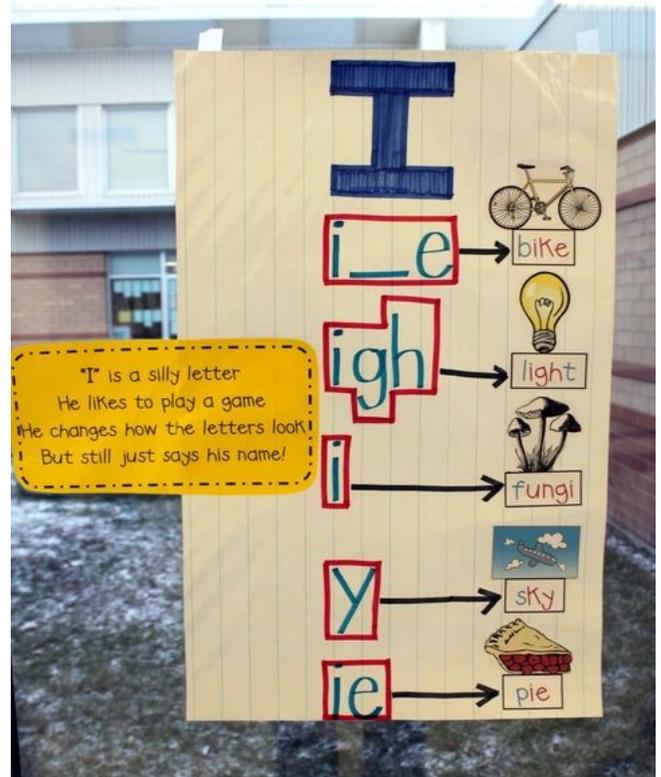
4. For FUN: What was the coolest fact you learned about the arctic fox?! Upload your response to **See-Saw in the reading folder! (option)**

Wednesday, May 20th: Phonics

Learning Target: I can identify the long I sound.

Vocabulary

i_e	igh	i	y
Mice	high	giant	my
nice	light	pilot	try
advice	right	Friday	shy
hide	delight	lion	sky
ride	brighter	tidy	July
inside	flights	final	supply
line		silent	multiply
mine		tiny	
sunshine		idea	
like		dinosaur	
drive			
mile			
wise			
kite			



Directions: Complete the following worksheets.

Word Bank for Long I Riddles worksheet (on the next page)

lion	kite	time	light
spy	fly	fries	dime

Solve the riddles using words with the long "i" sound.

l_e i y ie

I am fun to use on a windy day. I am a _____.

I like to watch people in secret. I am a _____.

You might order me with a burger. I am _____.

My roar can be heard through the jungle. I am a _____.

You can keep track of me with a watch. I am _____.

I'm larger than a nickel, and smaller than a quarter. I am a
_____.

You turn me on to see in the dark. I am a _____.

A bird can do this high above the trees. I am _____.

Look for and circle the long "I" words hidden in the puzzle.

K	H	R	D	E	D	T	I	L	E	F	S
I	K	L	I	G	H	T	G	D	M	B	T
T	S	Y	E	S	I	T	O	P	S	G	I
E	H	S	I	E	G	R	L	S	E	P	E
Y	F	I	N	E	H	L	I	K	E	N	P
E	A	P	E	N	H	E	E	R	D	B	I
A	T	C	F	I	N	D	B	G	M	G	C
R	I	L	R	D	K	A	Y	I	D	N	N
P	R	I	B	I	K	E	S	E	S	M	I
W	E	R	K	P	E	N	I	D	I	A	G
P	A	C	A	N	I	G	H	T	G	P	H
R	I	D	E	Y	A	R	E	A	N	Z	T



KITE
BIKE
TIE
LIGHT
FINE

RIDE
TIRE
TILE
NIGHT
LIE

FIND
DIE
LIKE
SIGN
HIGH



Wednesday, May 20th: Writing

Learning Target: I can make a goal to edit my writing and make it the best it can be

Directions:

1. Reread your writing
2. Look over the checklist and choose one thing you have not done in your writing you would like to work on.
3. Write that down on your goal sheet
4. Reread your writing again to start to work on your goal!

Name _____

Rectangular Snip

What do I want to make better in my writing?

Choose 1 thing from the rubric

My goal is _____

because _____

Narrative Writing Checklist

What I need to have:	Check mark ✓
I wrote about a character <i>Boy, girl, bully, friend</i>	
I wrote about an event <i>Going to a birthday, going to a store</i>	
I included a setting <i>House, school, park</i>	
I wrote a beginning, middle and end page	
I wrote a problem	
I wrote a solution	
I included dialogue (characters talking) <i>"Hello Katie", said Jill</i>	



Thursday, May 21st Schedule

If you are able, log onto Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #27 Day 3 (Pg. 35)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	Coin anchor chart Vocabulary practice Counting coins (Pg. 35-37)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	Article and questions about main idea (Pg.38-39)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional)Access Lallo phonics website for more practice	Long O anchor charts and worksheets (Pg. 40-41)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	Goal setting Rewrite pages (Pg. 42-45)	<input type="checkbox"/>

*Guidance videos available on Schoology and See-Saw!

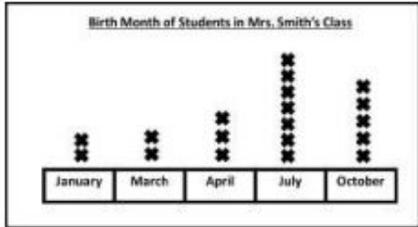
Sign-Up for a video conference time with your teacher if you need help!

Thank you for all your hard work! See you tomorrow.

Spiral Review

DAY 3

Line Plot

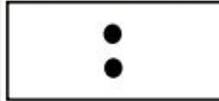


1. Which month has the most birthdays from Mrs. Smith's class?
2. Which months had 2 student birthdays?

Molly has 3 quarters, 2 half dollars, and 1 nickel. How much money does Molly have in all?



Write the digital time to match the analog clock.



Jill cooked her family a nice breakfast at

: AM.
 : PM.

Learning Target: I can review money and count up coin totals.

Vocabulary

Coin Anchor Chart	
<p>PENNY</p>  <p>One cent 1¢ \$0.01</p>	<p>NICKEL</p>  <p>Five cents 5¢ \$0.05</p>
<p>DIME</p>  <p>Ten cents 10¢ \$0.10</p>	<p>QUARTER</p>  <p>Twenty-five cents 25¢ \$0.25</p>
<p>HALF DOLLAR</p>  <p>Fifty cents 50¢ \$0.50</p>	

Directions: Circle the correct coins then find the coin totals

Vocabulary

1. Circle the penny.



2. Circle the nickel.



3. Circle the dime.



4. Circle the quarter.



5. Circle the half dollar.



Thursday, May 21st: Reading

Learning Target: I can identify the main topic and 2 key details of a nonfiction article.

Directions:

1. Read the article "animal parts"

Name _____

Date _____

ANIMAL BODY PARTS



Animals have important body parts that help them to survive. Dolphins have fins that help them to swim. Polar bears have

thick fur to keep them warm in the cold and icy temperatures. Elephants have trunks that they use to pick up food. Their trunks are super long! Beavers have long teeth to cut tree branches. Beavers like to live in groups with other beavers. Woodpeckers have sharp beaks to peck wood. They make a noise while they peck. Gorillas use their feet to climb trees and to pick up food. The different body parts of animals allow them to live in different places around the world and it helps them to survive.



2. Respond to the questions: what is the main idea? What are 2 supporting details?

1. What is the main idea?

2. Write two key details that support the main idea.

3. Draw a picture.



Draw a picture support the main idea of the article!

Thursday, May 21st: Phonics

Learning Target: I can identify the long O sound.

Vocabulary:

Long o

overalls

rose

robot

coat

toe

bow

© Fairy Poppins

O_E	OA	OW	O
stone	boat	grow	robot
lonely	floating	arrow	soda
rode	coach	swallow	open
explode	approach	owner	yoga
slope	soak	rainbow	donate
hopefully	croak	snow	cozy
quote			hello
remote			rotate
voted			moment
joker			
doze			

1. (The opposite of closed)	2.
3.	4.
5.	6.
7.	8.

Directions: Complete the following worksheets. Spell the words with the long O sound and complete the long O word search.

1. (opposite of closed)

2.

3.

4.

5.

6.

7.

8.

Draw a picture of 4 of the words.

Look for and circle the long O words hidden in the puzzle.

G	H	R	D	G	O	L	D	L	E	F	S
H	K	L	J	G	H	T	G	D	M	B	H
O	S	L	O	A	D	T	O	P	S	G	O
S	H	S	K	E	G	R	L	S	H	P	M
T	F	I	E	E	H	L	I	N	O	T	E
E	R	P	E	N	H	E	L	R	P	B	I
N	O	S	E	I	N	D	O	G	E	G	C
R	P	L	R	K	N	O	W	I	D	N	N
P	E	I	B	I	S	E	S	T	O	L	D
W	E	R	K	P	R	O	A	D	I	A	G
S	L	O	W	N	S	G	O	T	G	P	H
R	S	D	E	Y	A	P	I	L	L	O	W



GHOST
PILLOW
LOW
SLOW
KNOW

HOME
GOLD
NOSE
TOLD
JOKE

NOTE
HOPE
ROPE
LOAD
ROAD



Thursday, May 21st: Writing

Learning Target: I can make a goal to edit my writing and make it the best it can be

Directions:

1. Reread your writing
2. Look over the checklist and the goal you made yesterday
3. Rewrite your same story and work on your goal!

Name _____

What do I want to make better in my writing?

Choose 1 thing from the rubric

My goal is _____

because _____

Narrative Writing Checklist

What I need to have:	Check mark ✓
I wrote about a character <i>Boy, girl, bully, friend</i>	
I wrote about an event <i>Going to a birthday, going to a store</i>	
I included a setting <i>House, school, park</i>	
I wrote a beginning, middle and end page	
I wrote a problem	
I wrote a solution	
I included dialogue (characters talking) <i>"Hello Katie", said Jill</i>	



Friday, May 22nd Schedule

If you are able, log onto Schoology or See-Saw for a daily introduction video and slides!

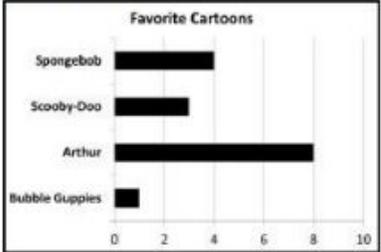
Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #27 Day 4 (Pg. 47)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	Telling Time Anchor charts Telling time wk am/pm what you doing (Pg. 47-50)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	Bats article Graphic organizer (option) share your ideas on see-saw activity (Pg.51-52)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional)Access Lallo phonics website for more practice	Long U anchor charts and worksheets (Pg. 53-54)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	Writing celebration (Pg.55)	<input type="checkbox"/>

*Guidance videos available on Schoology and See-Saw!

Sign-Up for a video conference time with your teacher if you need help!

Thank you for all your hard work! See you tomorrow.

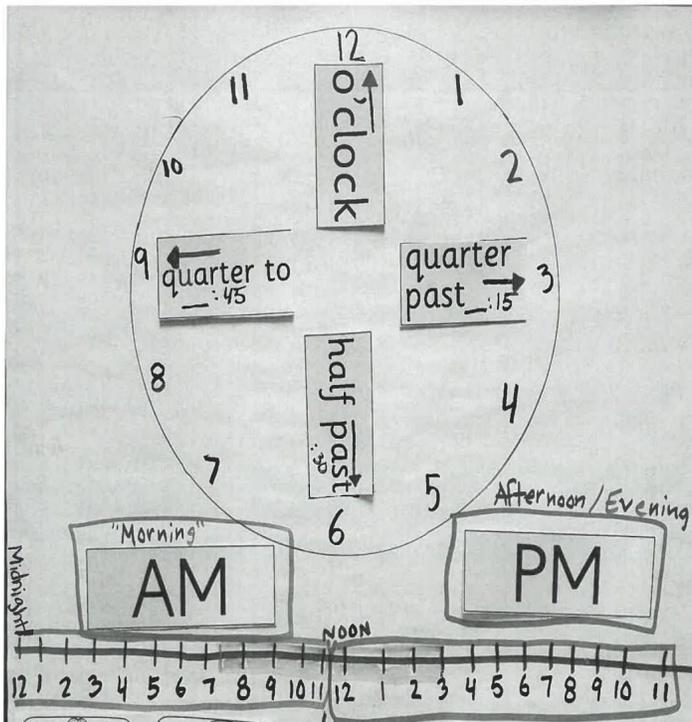
Spiral Review

DAY 4	Bar Graph	<p>1. How many kids chose Arthur as their favorite cartoon?</p> <p>2. How many more people chose Scooby-Doo compared to Bubble Guppies?</p>	<p>Nick has 1 half dollar, 3 dimes, 1 quarter, and 4 pennies. How much money does Nick have altogether?</p> 
			

<p>Draw hands to show 2:25 on the clock.</p> 	 <p>Kevin watched the evening news at</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="border: 1px solid black; width: 30px; height: 30px;"></td> <td style="font-size: 2em;">:</td> <td style="border: 1px solid black; width: 30px; height: 30px;"></td> <td style="padding-left: 5px;">AM.</td> </tr> <tr> <td style="border: 1px solid black; width: 30px; height: 30px;"></td> <td style="font-size: 2em;">:</td> <td style="border: 1px solid black; width: 30px; height: 30px;"></td> <td style="padding-left: 5px;">PM.</td> </tr> </table>		:		AM.		:		PM.
	:		AM.						
	:		PM.						

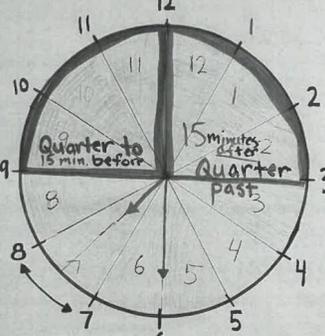
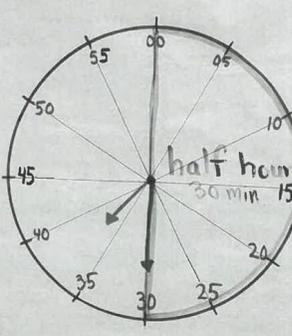
Learning Target: I can tell time to the nearest 5 min and determine events that happen in the a.m. and p.m.

Vocabulary



Telling Time

Step 1	Hour	Minute	Step 2
--------	------	--------	--------

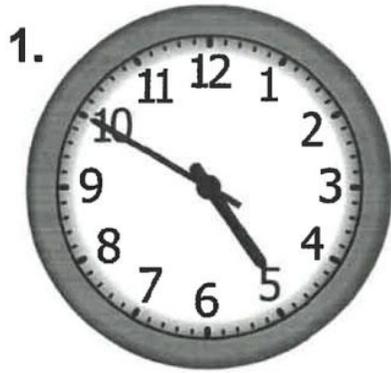



- Look at the short hand
- Look at what numbers it is between.
- The last hour it passed is the hour you are in.

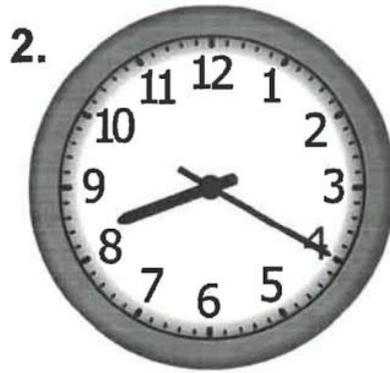
- Look at the long hand
- Start at the top and count by 5's

7	:	30
Hour		Minute

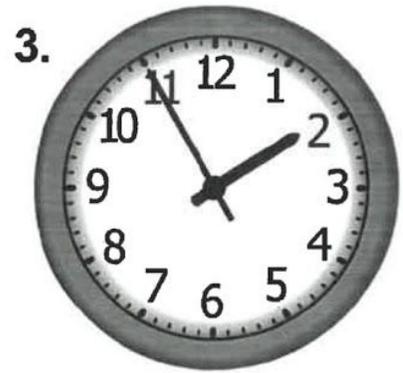
Directions: Write the time for the clock shown.



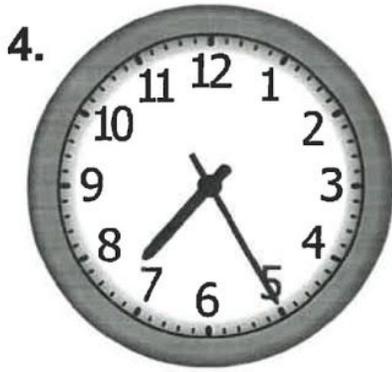
_____ : _____



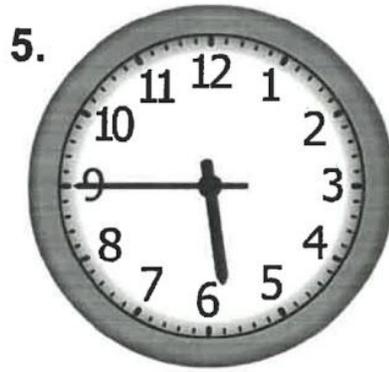
_____ : _____



_____ : _____



_____ : _____



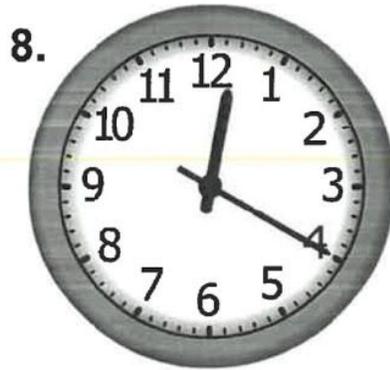
_____ : _____



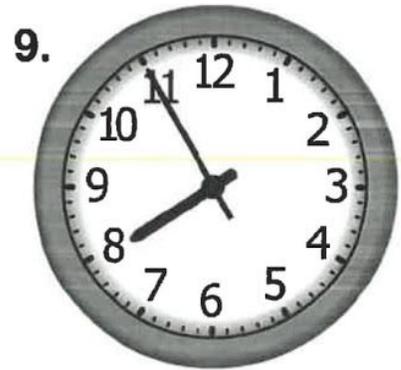
_____ : _____



_____ : _____



_____ : _____



_____ : _____

Directions: Tell something that you would usually be doing at the time of day.

Example: 12:00am (Midnight) = Sleeping

What is _____ doing at that time?

Time	What are you doing?
12:00 AM Midnight	
1:00 AM	
2:00 AM	
3:00 AM	
4:00 AM	
5:00 AM	
6:00 AM	
7:00 AM	
8:00 AM	
9:00 AM	
10:00 AM	
11:00 AM	

What is _____ doing at that time?

Time	What are you doing?
12:00 PM Noon	
1:00 PM	
2:00 PM	
3:00 PM	
4:00 PM	
5:00 PM	
6:00 PM	
7:00 PM	
8:00 PM	
9:00 PM	
10:00 PM	
11:00 PM	

Friday, May 22nd: Reading

Learning Target: I can ask questions about key details.

Directions:

1. Read the article about bats

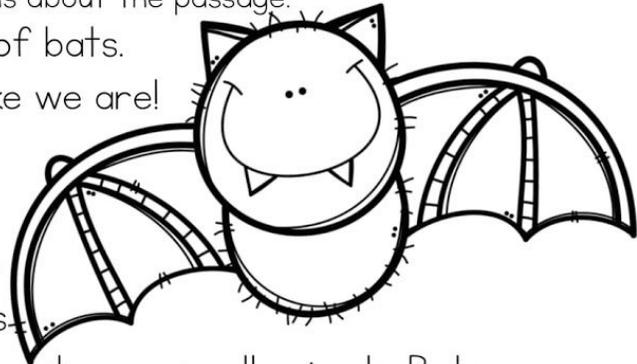
Name: _____

BATS

Directions: Read the following passage about bats. Make notes as you read. Then you will answer some questions about the passage.

Many people are scared of bats. But bats are mammals, just like we are!

Bats can weigh as little as a dime or as much as three pounds. They can live to be up to 20-30 years old. Most bats



eat bugs, but some eat fruit, nectar, or small animals. Bats are very helpful, because there would be a lot more insects around without them!

Many people also believe that bats are blind. Even though bats can't see color, they can see better at night than humans can! Bats also use echolocation to guide them. Bats make sounds that bounce off of objects that may be in their way. The sound echoes

GLOSSARY

echolocation - how bats find the location of something by measuring the time it takes for an echo to return from the object.

hibernate - to sleep through winter

mammal - kind of animal that feeds milk to its young and usually has fur

migrate - to move from one area to another during colder weather

back to the bats, telling them where the objects are. In the winter, some bats migrate to warmer areas to find food. Other bats hibernate like bears so they don't have to find food in the winter months. As you can see, bats are nothing to be afraid of!

2. Use the graphic organizer to write 2 facts you learned, the main idea, and 2 questions you still have using the question words listed

MAIN IDEA AND QUESTIONING

Two facts I learned from this text:	The main idea of this text:
1. _____ _____	_____ _____ _____
2. _____ _____	_____ _____ _____

Two questions I still have about this text:

Don't forget to use the questioning words when writing sentences:
Who, What, When, Why, Where, and How

1. _____

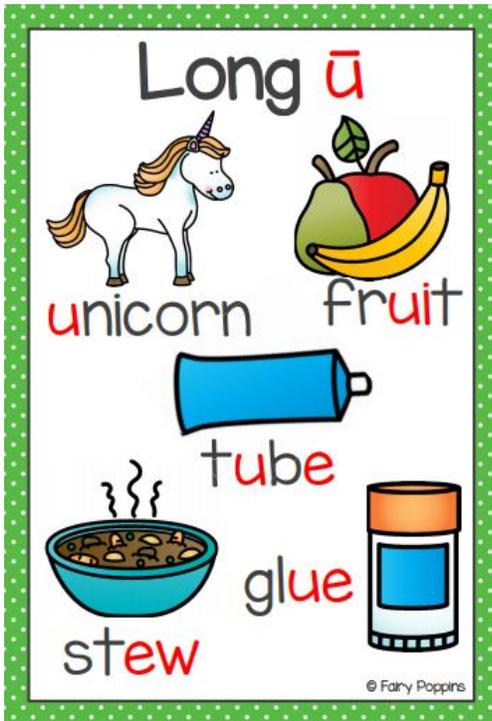
2. _____

3. **(Optional)** Upload your responses to See-Saw and see what your friends think about Bats!

Friday, May 22nd:Phonics

Learning Target: I can identify the long U sound.

Vocabulary



Long Vowel Sounds - u

Word List

The long 'u' has 2 sounds- yoo and oo

u

unicorn	bugle	cupid	human	music	duty	unit	uniform	student
---------	-------	-------	-------	-------	------	------	---------	---------

u _ e

use	cube	cute	dude	duke	fuse	huge	June	mule
mute	rude	rule	tube	tune	chute	fluke	flume	flute

ew

dew	few	mew	new	blew	brew	chew	crew	drew
flew	grew	knew	news	stew	screw	threw	jewel	

oo

too	pool	room	moon	soon	food	mood	roost	proof
scoop	bloom	school	smooth	tooth	glue	gloomy	goose	noodle
loose	spook							

ue

due	Sue	glue	clue	blue				
-----	-----	------	------	------	--	--	--	--

Directions: Complete the following worksheets.

Color the words with the long "u" sound, then print them in alphabetical order.

use	tree	fun	pail	stone
suit	tulip	ruler	brew	music

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Long u Maze!

Help the bird find its nest by coloring in the words that have the long u sound.



glum	spun	fume	duck	slug
glue	tube	flew	stuff	lunch
cute	pun	lung	drum	lump
use	brush	cue	tune	true
puke	flute	stew	punt	grew
mutt	plus	crush	bunt	mute
rude	dude	chew	fluke	crew
threw	rung	fuss	just	thud



ue words

ew words

u_e words

Friday, May 22nd: Writing

Today I want to teach you that narrative writers celebrate all the hard work they have done by reading their story to their family!

Learning Target:

I can read my narrative to a family member

Directions:

Read your finished story to your family, your pet, or favorite fuzzy friend.



2nd Grade Distance Learning- Week 8

Tuesday May 26th - Friday May 29th

Student Name: _____

Families: Please sign below to confirm your second grader's completion of each day's work in their packet. Also, please remember to check for online updates and resources on See-Saw and Schoology.

Thanks!

	Adult Signature	Student Signature
Monday, May 25th No School- Memorial Day		
Tuesday, May 26th		
Wednesday, May 27th		
Thursday, May 28th		
Friday, May 29th		



HCPA

Tuesday, May 26th Schedule

If you are able, log onto Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #27 Day 5 (Pg. 3)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	Coloring addition wk Coloring subtraction wk (Pg. 3-5)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	Graphic organizer George Washington article (Pg. 6-7)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional)Access Lallo phonics website for more practice	Brainpop Jr-Contractions (optional) Anchor Charts Worksheets (Pg. 8-9)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	Beginning of a mini fantasy fiction unit: brainstorming the character and setting! (Pg. 10-15)	<input type="checkbox"/>

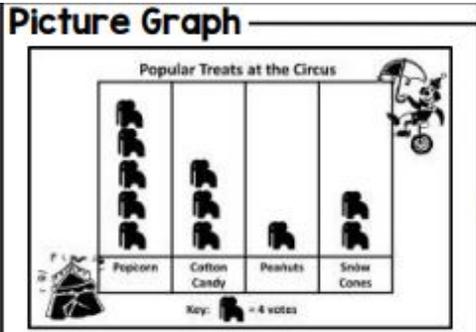
*Guidance videos available on Schoology and See-Saw!

Sign-Up for a video conference time with your teacher if you need help!

Thank you for all your hard work! See you tomorrow.

Spiral Review

DAY 5



1. What is the most popular treat at the circus?

2. What is the least popular treat at the circus?

Peg has 4 nickels, 2 dimes, 2 quarters, and 3 pennies. How much money does she have in all?

Write the digital time to match the analog clock.

:
:

Jim studied for his big test before bed at :. AM.
: PM.

Learning Target: I can review adding and subtracting multi-digit numbers

Three-Digit Addition with Regrouping
(Regroup the Ones and the Tens)

Hundreds	Tens	Ones
+		
1	1	8
3	6	3
1	3	6
5	2	4

- First, add the ones.
- If the sum is more than 10 ones, regroup 10 ones as 1 ten and carry it to the tens column.
10 ones = 1 ten
- Count the remaining ones.
- Add the tens. If the sum is more than 10 tens, regroup 10 tens as 1 hundred and carry it to the hundreds column.
10 tens = 1 hundred
- Count the remaining tens.
- Add the hundreds.

Place Value 3 Digit Subtraction

* Without Regrouping *

$$\begin{array}{r} 635 \\ - 123 \\ \hline 512 \end{array}$$

Hundreds	Tens	Ones
5	1	2

* With Regrouping *

$$\begin{array}{r} 6 \quad 13 \\ 873 \\ - 449 \\ \hline 424 \end{array}$$

Hundreds	Tens	Ones
4	2	4

Directions: Add the problems and then color the directed color. Then try with the subtraction page.

Name _____

COLOR BY NUMBER

Directions: Solve and color

81=GREEN	63=PURPLE	59=YELLOW	34=PINK
84=BLUE	75=WHITE	96=BROWN	

50+13=

71+10=

42+39=

48+15=

42+21=

52+11=

19+15=

22+12=

86+10=

24+10=

78+18=

40+23=

69+12=

46+13=

20+14=

46+17=

44+19=

59+37=

17+17=

66+30=

38+21=

36+27=

72+24=

43+38=

34+29=

32+31=

53+10=

53+43=

48+48=

20+14=

23+11=

35+28=

34+29=

32+31=

53+10=

72+24=

65+10=

22+12=

37+26=

57+18=

24+10=

51+12=

82+14=

18+16=

63+33=

38+37=

21+13=

49+26=

49+14=

47+16=

33+30=

39+36=

39+24=

67+14=

45+36=

47+16=

48+27=

17+17=

60+15=

41+22=

58+26=

31+28=

41+18=

69+15=

45+18=

52+11=

54+21=

60+15=

41+22=

58+26=

31+28=

41+18=

69+15=

45+18=

43+20=

Name _____

COLOR BY NUMBER

Directions: Solve and color

80=RED	88=ORANGE	76=YELLOW	15=GREEN
22=BLUE	55=PURPLE	66=WHITE	41=PINK

94-72= 81-59= 41-19= 32
-10 51-29= 60
44-22= 75-53= 89-34= -38

53-31= 99 83-68= 95 97-31= 84
-11 97-17= -62

70 98 91-15= 95-40= 86 76-10= 84
-15 94-79= -10 77-62= 71-30= 90 -10 98
96-16= 80-14= -18

71-49= 67 53 99-23= 73-51= 92-26= 80-14=

85-63= 35 69-47= 73-51= 92-26= 80-14=

90 66 35 90-24= 87 52-30= 78-12= 45-23= 25
-68 -44 -13 93-13= -21 84-18= -10

93 83 79-13= 77 33 50
-78 -17 -11 -18 -35

91-36= 42-27= 85 82-67= 83-42= 90-49=

81 83-28= 69 -19 93 82-67= 83-42= 90-49=

-66 76-61= 71-56= 47-32=

Tuesday, May 26th: Reading

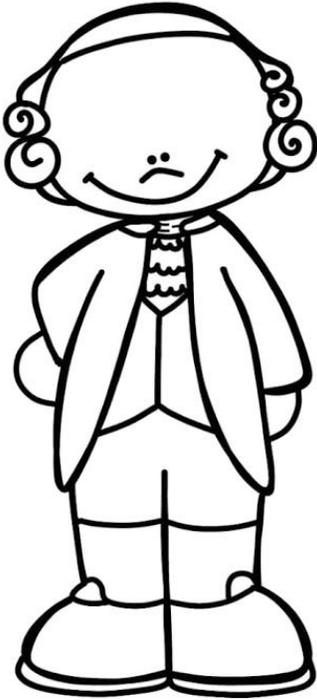
Learning Target: I can write about the main topic and supporting details of George Washington.

Directions:

1. Read the article about George Washington
2. Respond to the questions about the key details you learned

Name _____

George Washington



George Washington was the first president of the United States. He served as president for 8 years. George Washington was born on February 22, 1732 in Virginia. He was an educated man. He went to school from 6 years of age until he was 15. He was 6 feet, 2 inches tall, which makes him one of the tallest presidents. Washington was one of the founding fathers and led the army against the British which led to a victory and independence from British rule. Washington was one of the founders of the U.S. Constitution with his friend Thomas Jefferson. He also helped to establish the Bill of Rights, which are rights and freedoms that all Americans are entitled to. At the age of 57, after many years of toothaches, George Washington had all of his teeth pulled and wore false teeth made of ivory. After his death, the city of Washington D. C. was named in his honor.

1. Who was the first president of the United States? _____
2. How long did he serve as president? _____
3. When and where was George Washington born? _____
4. How long did George Washington go to school? _____
5. How tall was George Washington? _____
6. Why did George Washington lead the Army against the British?

7. What 2 important documents did George Washington help create?
_____, _____
8. What are the Bill of Rights? _____
9. What happened to George Washington at the age of 57? _____
10. What city was named in his honor after his death? _____

3. Fill out the graphic organizer with the Main topic, and 3 supporting details to share what you learned about George Washington

Main Topic

key detail

key detail

key detail

Learning Target: I can take two words and write them into a contraction.

Vocabulary:

CONTRACTIONS

• A contraction is a shorter way to say two words.

is + not = isn't

• An apostrophe takes place of the missing letters.

I + am = I'm

• The first word stays the same while the second word loses some letters.

are	have	is	not	us	will	would
they're	I've	he's	aren't	let's	he'll	I'd
we're	they've	it's	can't		I'll	he'd
you're	we've	she's	couldn't		she'll	she'd
	what've	that's	didn't		they'll	they'd
	you've	there's	doesn't		we'll	we'd
		what's	don't		who'll	who'd
		where's	hadn't		you'll	you'd
		who's	hasn't			
			haven't			
			isn't			
			shouldn't			
			wasn't			
			weren't			
			won't			
			wouldn't			

Contractions

Which letter(s) should be Kicked out?

can + o → can't

will + i → she'll

would not → wouldn't

they are → they're

we have → we've

I would → I'd*

will not → won't

let us → let's

it is → it's*

here is → here's

***Remember:** Sometimes you have to read the entire sentence!

She's nine years old. → She is

She's been late to school many times this week. → She has

Directions: (Optional) Watch Brainpop Jr-Contractions Username: hmongacademy/Password: hmongacademy651

Brainpop Directions:

1. Go to google and type Brainpop Jr and click on the first link.
2. Log in with the username and password
3. In the search bar, type contractions and the video will pop up
4. Enjoy the video :) There is usually a quiz afterward that you could take for extra practice

Complete the worksheets

Write the words that each contraction stands for.



1. don't _____

2. can't _____

3. won't _____

4. we'll _____

5. haven't _____

6. he's _____

7. isn't _____

8. she'll _____

9. I'm _____

10. you're _____

11. I'd _____

12. you'll _____



Contractions:

Open with ▾

Name _____

Fill in the Blank

1. _____ going outside. (He is)
2. _____ finished eating. (They have)
3. He _____ sing. (can not)
4. _____ go swimming. (Let us)
5. You _____ do that. (should not)
6. They _____ coming. (are not)
7. _____ leaving soon. (They are)
8. _____ a sunny day. (It is)
9. She _____ look too happy. (did not)
10. _____ better go now. (I had)
11. I _____ stay late. (will not)
12. _____ have fun at the show. (We will)

Tuesday, May 26th: Writing

Learning Target: I can brainstorm a character and setting for my fantasy fiction story!

Today you are starting a new unit on fantasy writing! I want to teach you that fantasy writers **brainstorm** their **characters** and the **setting** before they write. This is a very exciting first step!

Fantasy writing: fiction stories (not true) that could never happen in real life.

- Example: magic, time travel, talking animals, make-believe creatures

Characters: *who* is in the story

Setting: *where* the story takes place

Directions:

1. **Read the teaching pages, character traits chart, and word wall of fantasy writing to give you ideas**
2. **Read the example to show you how to brainstorm**
3. **Do the brainstorming sheets on your main character and the setting**

<h1>Realism</h1>  <p>It <u>can</u> happen.</p> <ul style="list-style-type: none"> • means "real" • has stories that are... <ul style="list-style-type: none"> - funny - fact-filled - fictional, but have elements that could happen 	<h1>Fantasy</h1>  <p>It <u>cannot</u> happen.</p> <ul style="list-style-type: none"> • means <u>make-believe</u> • has stories with... <ul style="list-style-type: none"> - animals talking or wearing clothes - magical places or things - silly characters
---	---

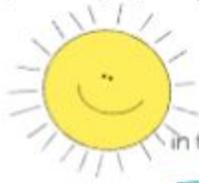


Setting

where and when the story takes place



at school



in the summer



at the beach



during a storm



on an airplane



at night time

Where

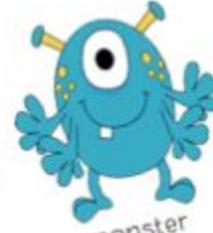
When

Characters

who the story is about:
the people, the animals, the creatures



superhero



monster



Pirate



a family



frog

Fantasy Setting and Character Vocabulary

Places:

Kingdom
Enchanted Forest
Countryside
Mountains
Village
Desert
Ocean
Underwater
Outer space

Things:

Cottage
Palace
Castle
Bridge
Ruins
Dungeon
Magic
Spaceship
Pirate ship
Planet

People:

King
Queen
Prince
Princess
Villager
Wizard
Witch
Fairy
Giant
Unicorn

Character Traits

How is my character as a person?

nice	mean	Sad	positive	negative
bright	angry	antisocial	cooperative	uncooperative
cheerful	bossy	comforless	calm	reactive
caring	cruel	depressed	dependable	undependable
charming	dark	down	fair	unfair
considerate	disrespectful	friendless	honest	dishonest
delightful	evil	gloomy	humble	conceited
encouraging	harsh	glum	mature	immature
friendly	hateful	heartbroken	patient	impatient
kind	impolite	heavy-hearted	responsible	irresponsible
likable	insensitive	hopeless	trustworthy	untrustworthy
loving	raging	isolated		
peaceful	rude	lonely	confident	nervous
pleasant	selfish	lonesome	assertive	anxious
polite	spoiled	miserable	brave	concerned
respectful	thoughtless	moody	certain	fearful
sensitive	uncaring	sorrowful	courageous	hesitant
sweet	unfriendly	unhappy	fearless	uncertain
thoughtful	unpleasant	withdrawn	independent	uneasy
			sure	unsure
Does a lot	Does very little		Opposites	
active	bored/boring		calm	hyperactive
adventurous	dull		funny	serious
ambitious	indifferent		gentle	rough
bold	lazy		glamorous	simple
busy	neglectful		shy	loud
energetic	sluggish		quiet	noisy
hard-working	uninterested			



Presley

Character- the who

Outside

Clothes - jeans, t-shirt, cap, magic wand

Hair - spiky dark hair

Face - brown eyes

Body - normal 10 year old boy

Inside -

What kind of person are they?
(See character traits list)

- ambitious
- anxious
- adventurous



Draw your character below!



Setting - the where

Where is your character from?

Fantasia (a city near a famous magician school)

The city is colorful and full of magic!

What is the weather like there?

Similar to Minnesota, except that it is snowy and hot at the same time because of magic!

What things do you see there?

- His apartment with his family
- The old scary magician school

Draw your setting below!





Character- the who

Outside

Clothes

Hair

Face

Body

Inside -

What kind of person are they?
(See character traits list)

Draw your character below!



Setting - the where

Where is your character from?

What is the weather like there?

What things do you see there?

Draw your setting below!

Wednesday, May 27th Schedule

If you are able, log onto Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #28 Day 1 (Pg. 17)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	Coloring addition wk Addition and subtraction practice wk (Pg. 17-19)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	A Useful Nose article Main idea key details graphic organizer (Pg. 20-21)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional)Access Latio phonics website for more practice	Contractions Worksheet & Write 10 sentences (Pg. 22-23)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	Brainstorm the problem and solution for fantasy stories Create a story outline (Pg. 24-28)	<input type="checkbox"/>

*Guidance videos available on Schoology and See-Saw!

Sign-Up for a video conference time with your teacher if you need help!

Thank you for all your hard work! See you tomorrow.

Wednesday, May 27th: Math

Spiral Review

DAY 1	Draw the base ten blocks that show the value of the underlined digit. 43<u>8</u>	Val has 4 nickels, 5 pennies, and 6 dimes. How much money does Val have in all?	Write the digital time to match the analog clock.
			

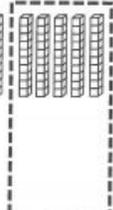
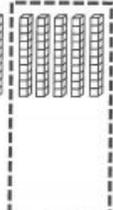
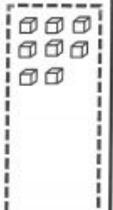
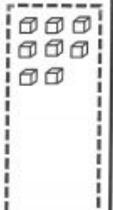
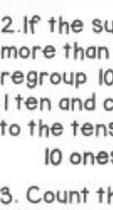
Amy shared an idea during math class at		Draw a hexagon.			
<table border="1" style="margin: auto;"> <tr><td style="width: 20px; height: 20px;"> </td></tr> <tr><td style="text-align: center;">:</td></tr> <tr><td style="width: 20px; height: 20px;"> </td></tr> </table> AM. PM.		:			
:					

Learning Target: Practice adding and subtracting multi-digit numbers.

Vocabulary

Three-Digit Addition with Regrouping

(Regroup the Ones and the Tens)

Hundreds	Tens	Ones
 + 	 + 	 + 
$\begin{array}{r} 136 \\ + 168 \\ \hline 304 \end{array}$	$\begin{array}{r} 136 \\ + 168 \\ \hline 304 \end{array}$	$\begin{array}{r} 136 \\ + 168 \\ \hline 304 \end{array}$

1. First, add the ones.
2. If the sum is more than 10 ones, regroup 10 ones as 1 ten and carry it to the tens column. 10 ones = 1 ten
3. Count the remaining ones.
4. Add the tens. If the sum is more than 10 tens, regroup 10 tens as 1 hundred and carry it to the hundreds column. 10 tens = 1 hundred
5. Count the remaining tens.
6. Add the hundreds.

Place Value 3 Digit Subtraction

* Without Regrouping *

$\begin{array}{r} 635 \\ - 123 \\ \hline 512 \end{array}$	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">□ □</td> <td style="text-align: center;"> </td> <td style="text-align: center;">• • •</td> </tr> <tr> <td style="text-align: center;">□ □</td> <td style="text-align: center;"> </td> <td style="text-align: center;">• • •</td> </tr> <tr> <td style="text-align: center;">□ □</td> <td style="text-align: center;"> </td> <td style="text-align: center;">• •</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> </tr> </tbody> </table>	Hundreds	Tens	Ones	□ □		• • •	□ □		• • •	□ □		• •	5	1	2	
Hundreds	Tens	Ones															
□ □		• • •															
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5	1	2															

* With Regrouping *

$\begin{array}{r} 873 \\ - 449 \\ \hline 424 \end{array}$	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">□ □</td> <td style="text-align: center;"> </td> <td style="text-align: center;">• • •</td> </tr> <tr> <td style="text-align: center;">□ □</td> <td style="text-align: center;"> </td> <td style="text-align: center;">• • •</td> </tr> <tr> <td style="text-align: center;">□ □</td> <td style="text-align: center;"> </td> <td style="text-align: center;">• •</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">2</td> <td style="text-align: center;">4</td> </tr> </tbody> </table>	Hundreds	Tens	Ones	□ □		• • •	□ □		• • •	□ □		• •	4	2	4	
Hundreds	Tens	Ones															
□ □		• • •															
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4	2	4															

Directions: Add to color in the picture. Then practice adding or subtracting.

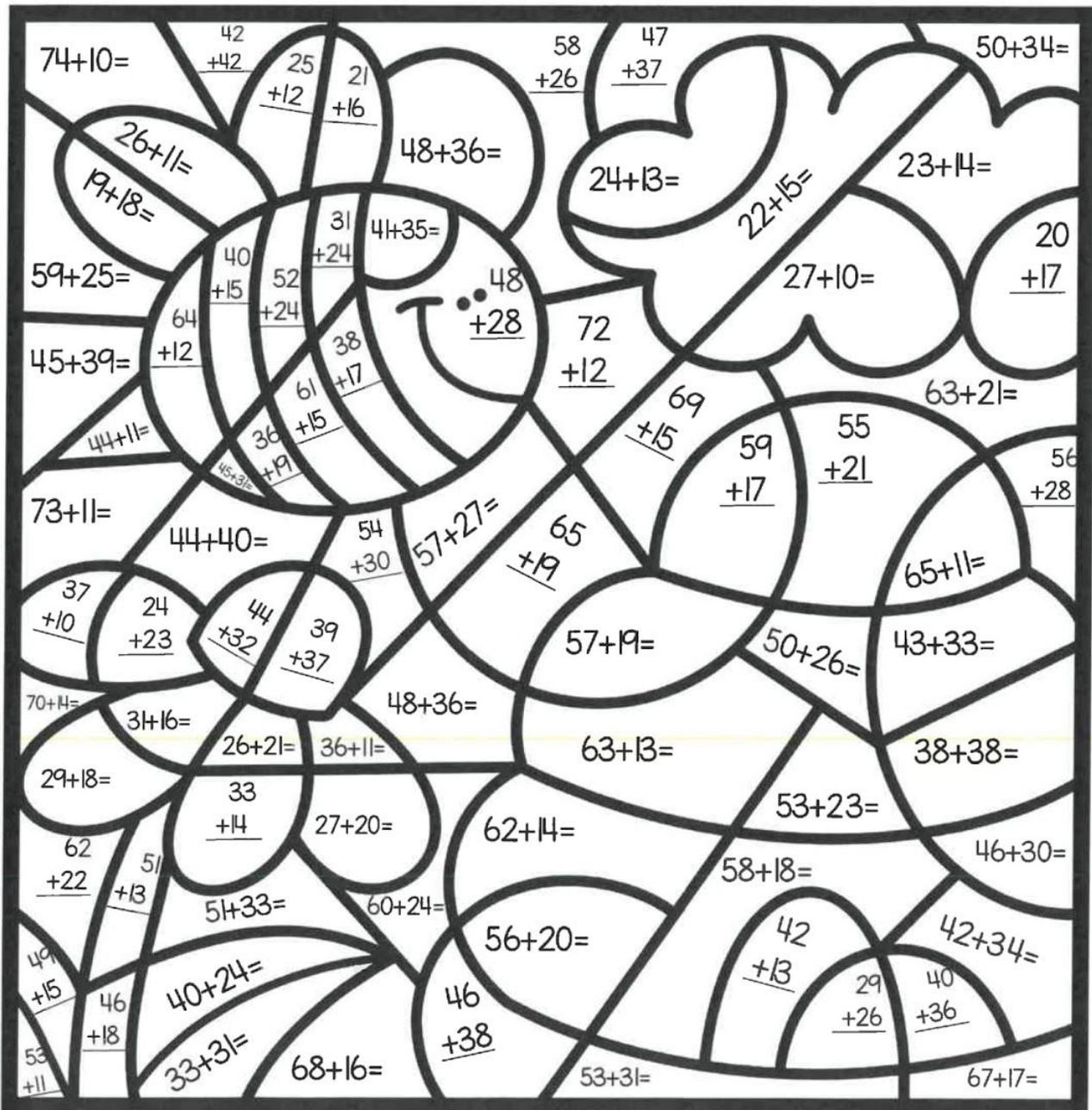
Name _____

Two-Digit Addition

COLOR BY NUMBER

Directions: Solve and color

76=YELLOW	37=WHITE	84=BLUE
47=PINK	55=BLACK	64=GREEN



Addition and Subtraction with Regrouping Rally Coach

Partner A:	Partner B:
$\begin{array}{r} + 128 \\ + 359 \\ \hline \end{array}$	$\begin{array}{r} + 432 \\ + 248 \\ \hline \end{array}$
$\begin{array}{r} - 672 \\ - 513 \\ \hline \end{array}$	$\begin{array}{r} - 926 \\ - 554 \\ \hline \end{array}$
$\begin{array}{r} + 122 \\ + 588 \\ \hline \end{array}$	$\begin{array}{r} + 281 \\ + 359 \\ \hline \end{array}$
$\begin{array}{r} - 613 \\ - 446 \\ \hline \end{array}$	$\begin{array}{r} - 425 \\ - 169 \\ \hline \end{array}$
$\begin{array}{r} + 731 \\ + 178 \\ \hline \end{array}$	$\begin{array}{r} + 545 \\ + 362 \\ \hline \end{array}$

Wednesday, May 27th: Reading

Learning Target: I can identify the main idea of an article, and 3 supporting details.

Directions:

1. Read the article "A Useful Nose"

A Useful Nose



What do you use your nose for? Do you use it to squirt water or pick up leaves? Probably not! But, did you know there *is* an animal that does all those things and more with its nose? It's an elephant!

Elephants are amazing creatures with extremely interesting noses called trunks. An elephant's trunk contains more than 40,000 muscles! The tip of an elephant's trunk is **flexible** and bends easily. Elephants use the tips of their trunks the same way you use your fingers. They can pick up items, tear leaves off branches, and scoop food into their mouths using their trunks. Trunks are also used for drinking water. Elephants do not drink water through their trunks. Instead, they use the trunk like a straw to suck up water and squirt it into their mouths.

Elephants also use their trunks to keep clean and comfortable. They will spray a shower of water out of their trunks for a quick bath. They might also spray out a shower of dust to get rid of pests, guard their sensitive skin from the sun's rays, and prevent sunburn.

Another way that trunks are useful to elephants is for communication. They use their trunks to give hugs, greet other elephants, and make sounds for other elephants to hear. An elephant trunk truly is a useful nose!

2. On your graphic organizer- record your response to this question: "What is the main idea of the article?" (think...what does the article repeat? About what animal?)
3. Write 3 facts that support the main idea (clue: look at each section of the article. What does each part teach you?)

Name: _____

Main Idea and Details

What is the main idea of the non-fiction text?

What facts support the main idea?

Main Idea

Detail 1

Detail 2

Detail 3

Learning Target: can write 2 words that make up a contraction.

Directions: Read the contraction on the left. Write the two words that make the contraction.

1. can't _____

11. I'll _____

2. wouldn't _____

12. he'll _____

3. let's _____

13. isn't _____

4. won't _____

14. don't _____

5. she's _____

15. he's _____

6. they'll _____

16. you'll _____

7. we've _____

17. here's _____

8. doesn't _____

18. I'm _____

9. I'd _____

19. I've _____

10. it's _____

20. didn't _____

Directions: Use the contractions on the previous page to write 10 sentences.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Optional: Draw a picture of one of your sentences.

Wednesday, May 27th: Writing

Learning Target: I can create an outline of my fantasy fiction story!

Today I want to teach you that fantasy fiction writers brainstorm their **problem and solution** before they write. ALL stories have a problem and a solution!

Today you will plan the rest of your story by deciding the problem and solution. Then you will create a story outline using the “somebody, wanted, but, so, then” format. **Your outline will make it a lot easier to start writing your story tomorrow.**

Outline: a plan that tells the most important parts

Solution (or resolution): how the problem is solved

Directions:

1. **Read the charts and examples**
2. **CHOOSE 1 side of the Problem and Solution Worksheet (you don't have to do both). Plan your problem and solution.**
3. **Create a story outline using the “Somebody, Wanted, But, So, Then” worksheet.**

Problem

something the characters want to change,
fix, or figure out



The boy doesn't know anyone and feels lonely.



The pig is dirty from the mud.



The dog is tangled in the kite strings.

Solution

The solution in the story is how the problem is fixed, changed, or overcome.

PROBLEM and SOLUTION

BOOK TITLE: _____

Problem AND Solution

PROBLEM

What is the problem in the story?

Presley can only do one kind of spell, and he is anxious about magician school.

EVENTS

Steps to solving the problem:

1. He tried to keep it a secret.
2. He tried to fake spells.
3. He asked for help.

SOLUTION

How is the problem solved?

Then he becomes the best magician because he learns from everyone!

PROBLEM

Presley can only do one kind of spell, and he is anxious about magician school.

EVENT 1

First, he tried to keep his mistakes a secret.

EVENT 2

Next, he tried to fake spells, but he got caught.

EVENT 3

Last, he asked for help from his family and friends.

SOLUTION

Then he becomes the best magician because he got help and learned from everyone!

STORY PLAN



SOMEBODY Who is the main character?

Presley

WANTED What did the character want?

He wanted to join the magician's school.

BUT What was the problem?

But he kept making mistakes and made everything shrink!

SO How did the character try to solve the problem?

So he tried to keep his mistakes a secret, but he didn't get better. Next he tried to fake at the magician's school test, but he got caught. Last he asked for help.

THEN What was the resolution to the story?

Then he became the best magician ever!

PROBLEM and SOLUTION

BOOK TITLE: _____

PROBLEM

EVENT 1

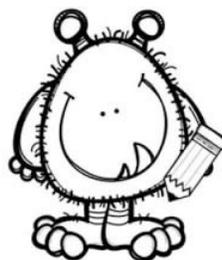
EVENT 2

EVENT 3

SOLUTION

NAME: _____

STORY PLAN



SOMEBODY Who is the main character?

WANTED What did the character want?

BUT What was the problem?

SO How did the character try to solve the problem?

THEN What was the resolution to the story?

Thursday, May 28th Schedule

If you are able, log onto Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #28 Day 2 (Pg. 30)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	2 pages of word problem practice (Pg. 30-32)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	Article: All About Clownfish Vocabulary glossary Questions/crayon response All About Clownfish Poster (Pg. 33-35)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional)Access Lalio phonics website for more practice	Pronoun Anchor Charts Pronoun Worksheets (Pg. 36-37)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	Write your first draft of your fantasy fiction story! (Pg. 38-42)	<input type="checkbox"/>

*Guidance videos available on Schoology and See-Saw!

Sign-Up for a video conference time with your teacher if you need help!

Thank you for all your hard work! See you tomorrow.

DAY 2

Use a strategy to solve $31+48$.

Jake has 7 dimes, 1 quarter, and 1 half dollar. How much money does he have altogether?

Draw hands to show 10:55 on the clock.



play here

Jared went to the store at

	:		AM.
	:		PM.

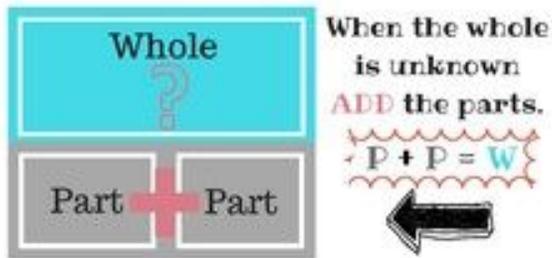
Shade in all the quadrilaterals.

Learning Target: I can solve word problems by using the CUBES method.

Vocabulary



PART-PART-WHOLE



When a part is unknown **SUBTRACT** a part from the whole.



CUBES

A problem solving strategy

C Circle key numbers and units

U Underline the question

B Box math "action" words

E Evaluate and eliminate

S Show your work and check

What steps do I take? What can I cross out?

Directions: Use CUBES to work through the word problems and think about if you need to add to find the larger number, or subtract to find a part.

Addition and Subtraction Word Problems

Solve and show your work under each problem.

1

Susie had 435 stamps she gave some of the stamps to her brother. She has 230 stamps left. How many stamps did she give to her brother?

_____ stamps.

2

Chris had 243 popsicles. He sold 183 popsicles at the fair. How many popsicles does he have now?

_____ popsicles.

3

There are 236 Lego pieces in the box. Ethan takes 138 Lego pieces out of the box. How many Lego pieces are still in the box?

_____ Lego pieces.

4

Brendan and Sam played a game. Brendan scored 281 points. Sam scored 509 points. How many points did they score in all?

_____ points.

8

Read the problem carefully and solve.

Show your work under each question.

Elena made a table showing the number of LEGO bricks she got in her new creative LEGO box.

Color of Brick	Number of Bricks
Red	299
Blue	120
Green	161
White	235

1

How many Red and Blue bricks does Elena have altogether?

2

How many Green and White bricks does Elena have altogether?

3

Elena lost 118 of her Red bricks. How many Red bricks does Elena have left?

4

How many more White bricks does Elena have than Green?

Thursday, May 28th: Reading

Learning Target: I can write about key details that support the main topic of Clownfish.

Directions:

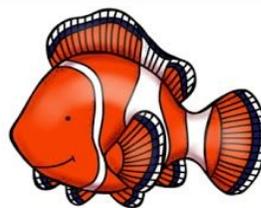
1. Review the glossary page to see what new words you will need to know in the article!

Word	Picture	What it Means
sea anemone		an ocean animal that looks like a plant, attaches to a rock, and is covered in tentacles
coral reef		like an underwater garden made of a hard, rocky skeleton with plants and animals that live together
symbiosis		when 2 species live and depend on each other to stay alive
tentacle		a flexible, thin limb of an animal used to grab, feel, or move
algae		a plant that lives in water or wet ground, including seaweed

1. Read the article "All About Clownfish"-think about the main idea and details as you read



All About Clownfish



If you have ever seen the popular movie "Finding Nemo" then you are already familiar with clownfish.

Clownfish are small fish. As an adult they can be between 2 and 5 inches long. It is easy to recognize a clownfish because of its beautiful, bright colors. They have orange, red, yellow, black or blue bodies with white stripes.

Clownfish are also called anemonefish. Their name comes from the **sea anemone** that they live in. Most clownfish live in shallow warm waters, near **coral reefs**.



The relationship between anemone and clownfish is called **symbiosis**, which means both species help each other to live. An anemone protects clownfish



from predators with its poisonous **tentacles**. Clownfish lure other fish to the anemone to help it get fish to eat. They also clean them by eating sea anemone's dead tentacles and leftover food, such as pieces of fish. Clownfish are immune to sea anemone's poison, or venom, because of a layer of mucus, or slime, that covers their bodies.

Besides dead anemone tentacles and leftover pieces of the anemone's food, clownfish also eat plankton and **algae**.

All clownfish are born male. They can change to be a female, but only to be the leading female of a group. When they change to female, they cannot change back to male.

Clownfish are such amazing fish to learn about!

2. Read the questions about the key details of the article. Answer these questions by underlining the answers in the crayon colors it tells you to (or any colors you have!)

Red How big are clownfish?

Blue Why are clownfish also called anemonefish?

Yellow Where do clownfish live?

Purple How do anemones keep clownfish safe?

Green What do clownfish eat?

Orange Why do some male clownfish change to be female?

3. Fill in the "All about Clownfish" poster of important information about Clownfish that you learned in the article

All About Clownfish

DIET:
What do clownfish eat?

SURVIVAL SKILLS:
How do clownfish stay alive?

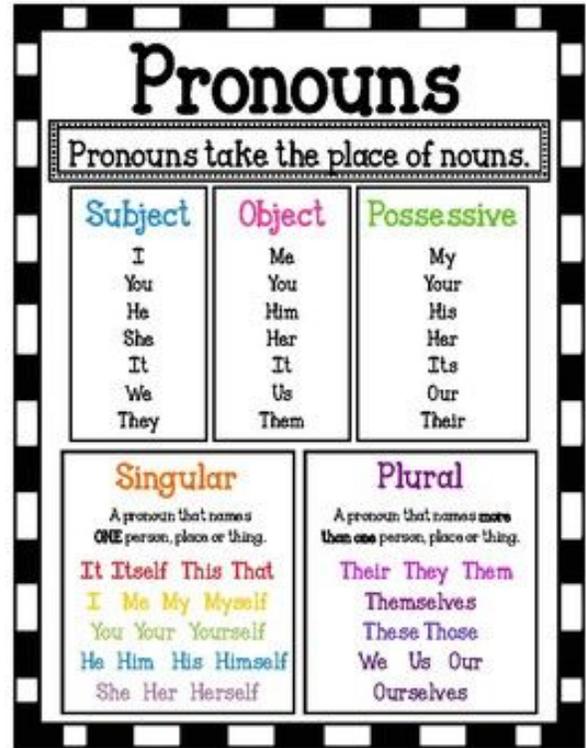
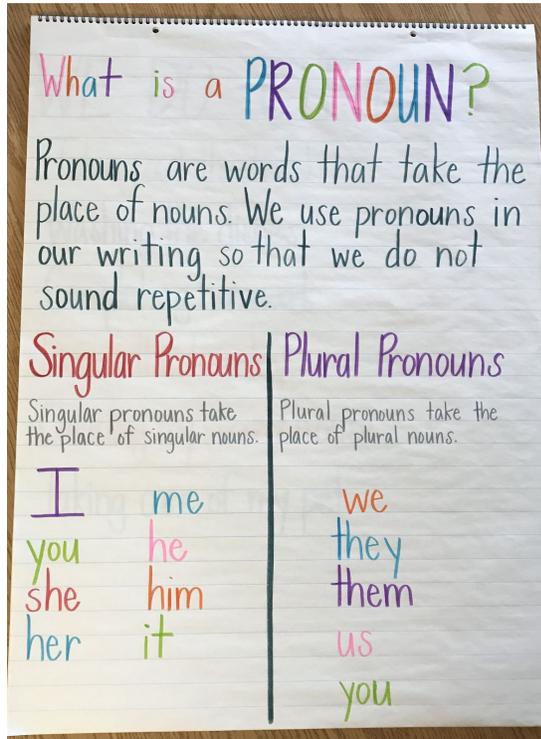
PHYSICAL DESCRIPTION:
What do clownfish look like?

HABITAT:
Where do clownfish live?

Thursday, May 28th: Phonics

Learning Target: I can identify pronouns.

Vocabulary:



Directions: Complete the worksheets

Pronouns

Match the word or group of words on the left with the corresponding pronoun on the right.

___ 1. Pat and I

___ 2. Joseph

___ 3. Alyssa

___ 4. the big truck

___ 5. Kevin and Martin

a. he

b. she

c. we

d. they

e. it



Pronouns

Rewrite each sentence. Replace the underlined words with a pronoun.

1. Martha and I had to leave early for school.

2. Dan and Joe helped the teacher clean.

3. Where did Jen go?

4. Was that Mary's phone ringing?

5. I wonder if Dad knows the phone number.

6. Let's go for a ride in my brother's car.

7. Jane, Lisa, Beth, and Susan went to the game together.

Thursday, May 28th: Writing

Learning Target: I can draft my fantasy fiction story using the guide!

Today I want to teach you that fantasy writers put their ideas together from planning into a first draft! Today you will draft your fantasy story using the guide.

Draft: the first version of writing

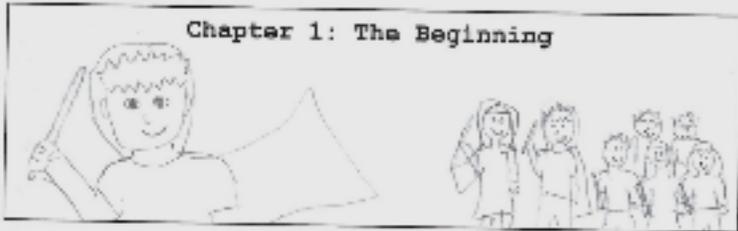
Directions:

1. Read the model to see how to use the drafting guide.
2. Reread your story plans from the last 2 days.
3. Draft your story using the guide!

**Tomorrow you will be revising, so don't worry if yours isn't super long yet. You can add more details tomorrow. Just focus on having all the parts (character, setting, problem, solution).*

Name: _____

Chapter 1: The Beginning



Once upon a time there was a boy named Presley.
Old boy, animal, alien? Character's name

Presley was adventurous and anxious. He had
Character's name Character trait Character trait Character's name

black hair, black eyes and wore a cape with a magic wand.
color hair color eyes and wore a cape with a magic wand other physical trait

Presley lived in an apartment near the famous magician school
Character's name setting (describe it more - where, weather, what year, etc)

with his parents, two sisters, and three brothers. Presley
family family family Character's name

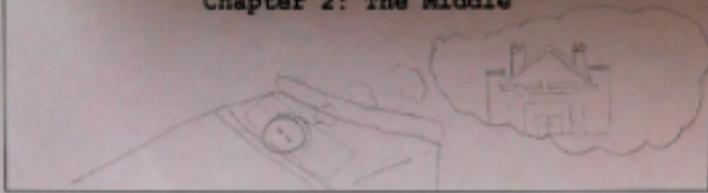
liked to play at the beach and build snowmen because of magic talent.
interest

In his city, magic is everywhere, and everyone in his family
Character's name? What more can you tell your reader about the character or setting?

is a magician. Presley felt nervous and anxious about going
to magician school, but he loves the adventure.

Name: _____

Chapter 2: The Middle



One day, Presley wanted to go to magician school

Describe your character's goal

like all of his family had before him

because he wanted to make his family proud.

But Presley was having trouble practicing his spells. No matter

Describe the conflict or problem (Why can't they have what they want?)

what he tried, the only thing he could do was make things shrink. One time he even shrank the family magic microwave!

He didn't want his friends or siblings to know that he

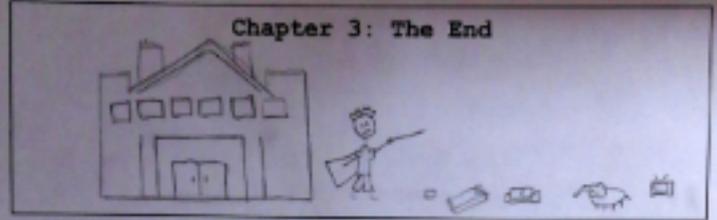
Other details (How is your character feeling? Did they talk to anyone?)

was having trouble because he was afraid they would laugh or

think he couldn't be a magician. He didn't want to be left out.

Name: _____

Chapter 3: The End



So first Presley tried to keep his mistakes a secret. But

Character name

What is the first thing they do to try and solve the problem?

soon everything in his room was tiny! Even his bed!

Next Presley tried to fake all his spells, but they found out

Character name

What is the next thing they try to solve the problem?

when he said he made the pillow disappear, but it was actually tiny.

Last Presley tried asking his friends and siblings for

Character name

What's the last thing they try? (This time it works)

advice, and it turned out that they also had trouble at first!

Then they taught him lots of magic, and he became the

How does the story end?

best magician in the whole school!

In the end, Presley learned that it's better to ask for

Character name

Lesson or moral

help than to be afraid. Now he teaches other friends! The end!

Name: _____

Chapter 2: The Middle

One day, _____ wanted _____
Describe your character's goal

because _____ .

But _____
Describe the conflict or problem (Why can't they have what they want?)

_____ !

Other details (How is your character feeling? Did they talk to anyone?)

Name: _____

Chapter 3: The End

So first _____ **tried** _____
character name What is the first thing they do to try and solve the problem?

Next _____ **tried** _____
Character name What is the next thing they try to solve the problem?

Last _____ **tried** _____
Character name What is the last thing they try? (This time it works!)

Then _____
How does the story end?

In the end, _____ **learned** _____
Character name lesson or moral

_____ **. The end!**

Friday, May 29th Schedule

If you are able, log onto Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #28 Day 3 (Pg. 44)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	Anchor chart Let's practice skip counting Even or Odd Count by 3s connect the dots (Pg. 44-47)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	Read the short article "All about Polar Bears" Experience Polar Bears on the Tundra Virtual Fieldtrip Video "field trip" report form (Pg. 48-49)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional)Access Laliao phonics website for more practice	Pronouns Worksheet (Pg. 50-51)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	Rewrite your fantasy fiction story and add details or dialogue! (Pg. 52-55)	<input type="checkbox"/>

*Guidance videos available on Schoology and See-Saw!

Sign-Up for a video conference time with your teacher if you need help!

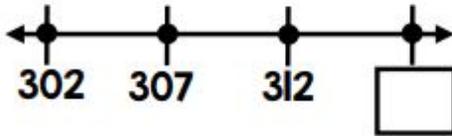
Thank you for all your hard work! See you tomorrow.

Friday May 29th: Math

Spiral Review

DAY 3

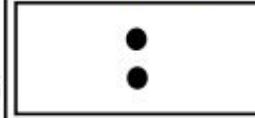
Write the missing number in the box.



Jessie has 3 quarters, 2 half dollars, 2 pennies, and 1 nickel. How much money does she have in all?



Write the digital time to match the analog clock.



Dan left for a trip before lunch at AM.
PM.

Draw a trapezoid.

Learning Target: Review skip counting and using even and odd number patterns.

Vocabulary

Number Patterns

Even	Odd
<p>Can make equal groups</p> <p>6</p> <p>0 2 4 6 8</p>	<p>can NOT make equal groups there is 1 left over</p> <p>7</p> <p>1 3 5 7 9</p>

SKIP COUNTING

① count between two numbers

8, 11, 14, 17

② counting ↑ or ↓?

Let's Practice Skip Counting!

Skip count by 2

24		28			34			40	42				50	
----	--	----	--	--	----	--	--	----	----	--	--	--	----	--

60			66		70				78		82			88
----	--	--	----	--	----	--	--	--	----	--	----	--	--	----

		14		18			24			30			36	
--	--	----	--	----	--	--	----	--	--	----	--	--	----	--

Skip count by 5

45			60			75	80			95			110	
----	--	--	----	--	--	----	----	--	--	----	--	--	-----	--

	10			25		35				55			70	
--	----	--	--	----	--	----	--	--	--	----	--	--	----	--

75		85				105			120				135	
----	--	----	--	--	--	-----	--	--	-----	--	--	--	-----	--

Skip count by 10

30		50			80		100			130			160	
----	--	----	--	--	----	--	-----	--	--	-----	--	--	-----	--

	70			100			130		150				180	
--	----	--	--	-----	--	--	-----	--	-----	--	--	--	-----	--

0		20			50	60			90				120	
---	--	----	--	--	----	----	--	--	----	--	--	--	-----	--

100			130			160	170			200			230	
-----	--	--	-----	--	--	-----	-----	--	--	-----	--	--	-----	--

Name _____

Date _____

Even or Odd?

Directions: Write "even" or "odd" next to each number.

A. 53 _____

F. 77 _____

B. 46 _____

G. 20 _____

C. 114 _____

H. 32 _____

D. 08 _____

I. 189 _____

E. 261 _____

J. 105 _____

Directions: Complete the subtraction sentences.

Write "even" or "odd" next to your answer.

K. $9 - 6 =$ _____

L. $2 - 1 =$ _____

M. $7 - 3 =$ _____

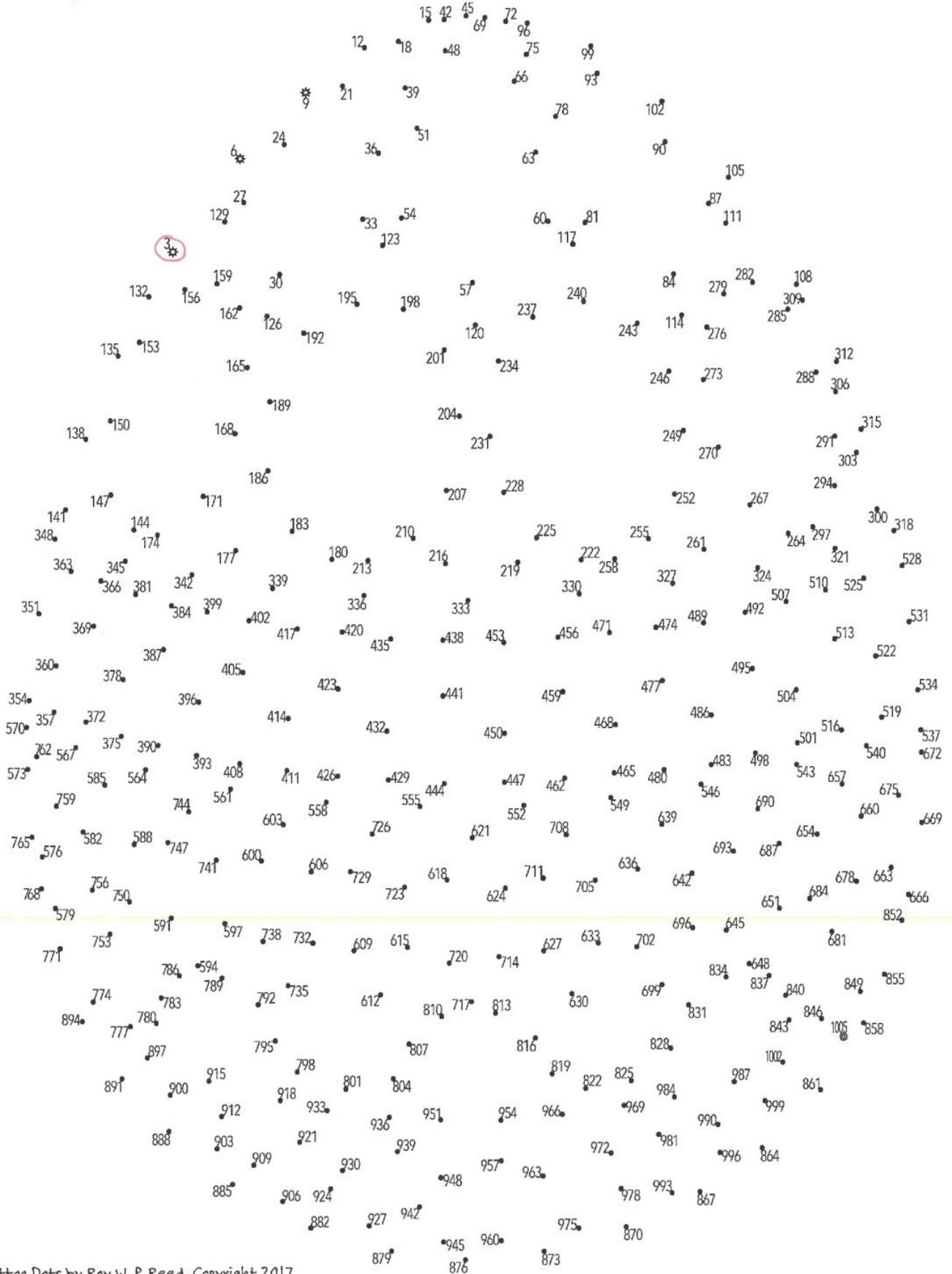
N. $8 - 2 =$ _____

O. $9 - 4 =$ _____

Count by 3's

Day 38

Use the flowers to figure out the counting pattern. Continue the counting pattern.



Dotto Dots by Roy W. P. Reed, Copyright 2017

Learning Target: I can write about the important things I learned about Polar Bears on my virtual field trip.

Directions:

1. Read the short article "All About Polar Bears" and answer the comprehension questions about the key details

All About Polar Bears

Read the passage below. Answer the questions to show what you learned.

Polar bears are big animals that live in the snow. Their body keeps them warm. They have thick fur and black skin. They stay warm. Polar bears have blubber. Blubber is fat that is like a warm coat.



Polar bears can swim. A polar bear has big paws. The paws help them paddle. They can swim for a long time. They usually swim to find their favorite food: seals.



What is this passage mostly about?

What is special about polar bears?

How do polar bears find food?

2. Ask for your parents' permission, and watch the Polar Bears on the Tundra video to go on a

"virtual field trip" to see what it is like to live like the Polar Bears!

<https://www.youtube.com/watch?v=3pl22Seiqag&feature=youtu.be>

3. As you are watching, pretend you are there on a REAL field trip! Fill out the field trip form to write about what you learned, and where you went, and what it was like to visit the polar bears!

FIELD TRIP REPORT

 Name: _____  Date: _____

Where We Went

Things I Saw

Something I Learnt

My Favourite Part

Star Rating

★ ★
★ ★
★ ★
★ ★
★ ★



Learning Target: I can use pronouns in sentences.

Name: _____ Date: _____

DIRECTIONS: Use the pronouns below to complete the sentences.

her their
 him his them

1. Sam was running late this morning and forgot _____ homework.
2. I almost forgot my shoes. Now where did I put _____?
3. Mother cat and _____ kittens napped in the sun.
4. I have a dog named Fred. I gave _____ a bone to chew on.
5. Ken helped me mow the lawn. I owe _____ big time!
6. Tim competes in gymnastics. The judges always give _____ high scores.
7. Zack and Dave went to a concert. They got _____ tickets two months ago.
8. Bryan went fishing. He forgot _____ tackle box.
9. I am a math teacher. My students grade _____ own work.
10. The coach was upset with his team. He made _____ run 8 laps.
11. Our cat gets a lot of attention. _____ name is Moshi.
12. The football team made it to Super Bowl. _____ coach must be proud of them.

Pronouns

Read each sentence. Choose the correct pronoun that can replace the underlined word(s) in each sentence

1. Carol is writing a report on Thomas Edison.

- a. Them
- b. Her
- c. It
- d. She

2. Dad rented a movie for my brother and me to watch tonight.

- a. us
- b. he
- c. we
- d. they

3. Miguel and his sister got a new puppy.

- a. We
- b. He
- c. Their
- d. They

4. An ice cream truck drove down the street.

- a. It
- b. Her
- c. They
- d. Him

5. Do you want to go to the party with Hanna and Jamie?

- a. her
- b. they
- c. we
- d. them

Friday May 29th: Writing

Learning Target: I can revise my story by adding details and dialogue!

Today I want to teach you that writers revise their writing to make it even better. In fiction writing, writers can revise by adding more detail and dialogue! This helps the reader imagine your story, like a movie in their brain!

Directions:

1. Reread your writing from yesterday.
2. *Star* 3 places where you can add more detail or dialogue.
3. Rewrite your story on the new paper - add detail and dialogue!

Example	
Before Dialogue	After Dialogue
Presley felt nervous and anxious about going to magician school, but he was also excited.	“How are you feeling about magician school, Presley?” asked his mom. “I’m excited! It will be an adventure. I can’t wait to do tons of spells!” exclaimed Presley. But this was only half true. He also felt anxious. What if he wasn’t good enough?
Which part made a movie in your brain? You can write dialogue too! First imagine what your character is feeling and doing. Then imagine what they would say to match.	

Dialogue

Dialogue is what a character says. The words that the character speaks are written in between quotation marks.

“Hi, Billy!” said Emma.

Quotation Marks

Quotation marks help the reader know what each character says.

“Hi, Billy!” said Emma.



2nd Grade Distance Learning- Week 9

Monday, June 1st - Thursday, June 4th

Student Name: _____

Families: Please sign below to confirm your second grader's completion of each day's work in their packet. Also, please remember to check for online updates and resources on See-Saw and Schoology.

Thanks!

	Adult Signature	Student Signature
Monday, June 1st		
Tuesday, June 2nd		
Wednesday, June 3rd		
Thursday, June 4th		
School is over for 2019-2020 Year! We will miss you!		



HCPA

Monday, June 1st Schedule

If you are able, log onto Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #28 Day 4 (Pg. 3)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	Arrays wk Repeated addition wk (Pg. 3-5)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	Pick your favorite article Graphic organizer (Pg. 6)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional)Access Lallo phonics website for more practice	Draw a rhyme story (Pg. 7)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	Editing fantasy writing Writing celebration (Pg. 8-11)	<input type="checkbox"/>

*Guidance videos available on Schoology and See-Saw!

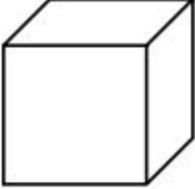
Sign-Up for a video conference time with your teacher if you need help!

Thank you for all your hard work! See you tomorrow.

Monday, June 1st: Math

Spiral Review

DAY 4	Solve. $\begin{array}{r} 32 \\ 18 \\ 41 \\ +50 \\ \hline \end{array}$	Luke has 4 dimes, 5 pennies, 3 nickels, and a half dollar. How much money does Luke have altogether? 	Draw hands to show 3:15 on the clock. 
--------------	--	---	--

		
Jane talked to her mom when she woke up at <input type="text"/> : <input type="text"/> AM. <input type="text"/> : <input type="text"/> PM.	Faces _____ Vertices _____ Edges _____	Name _____

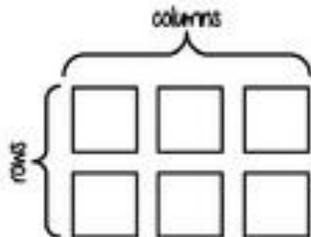
Learning Target: I can use arrays to make repeated addition equations.

Vocabulary

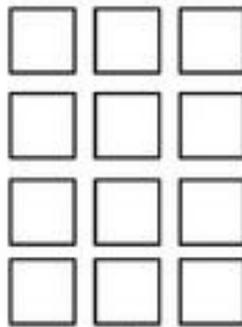
Arrays

What is an array?

A set that shows equal groups in rows and columns



Examples:



=
 $3+3+3+3=12$
 $4+4+4=12$
 $4 \times 3=12$
 $3 \times 4=12$

Write an equation!

=
 $3+3=6$
 $2+2+2=6$
 $3 \times 2=6$
 $2 \times 3=6$

=
 $3+3+3=9$
 $3 \times 3=9$

=
 $2+2+2+2=8$
 $4+4=8$
 $2 \times 4=8$
 $4 \times 2=8$

Directions: Draw the arrays

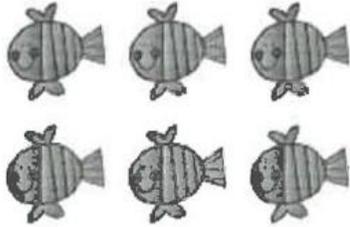
Name: _____

Arrays

Show the array for each repeated addition equation below.

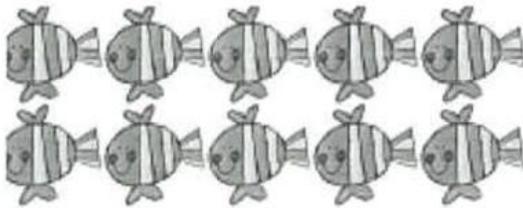
$4 + 4$	$2 + 2 + 2 + 2 + 2$	$5 + 5 + 5 + 5$
$5 + 5 + 5$	$4 + 4 + 4$	$3 + 3 + 3 + 3 + 3$
$2 + 2 + 2 + 2$	$3 + 3 + 3$	$5 + 5$

Name: _____

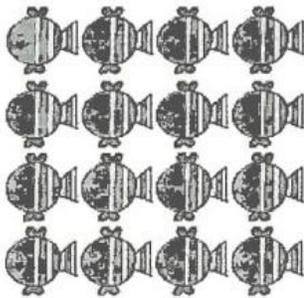


Write the repeated addition equation.

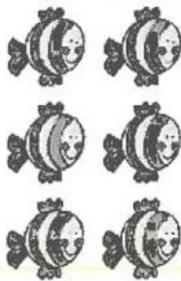
$$3 + 3 = 6$$



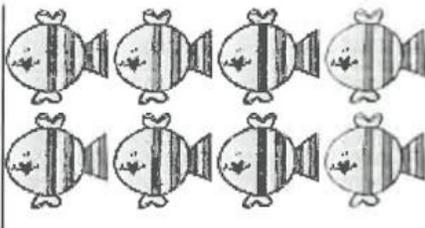
Write the repeated addition equation.



Write the repeated addition equation.



Write the repeated addition equation.



Write the repeated addition equation.

Monday, June 1st: Reading

Learning Target: I can share a poster about my favorite nonfiction text.

Directions:

1. Look back at the articles you read this week
2. Pick your FAVORITE nonfiction text: (Polar Bears, A Useful Nose, Clownfish, George Washington, Bats, Animal Parts, Arctic Fox, Scholastic nonfiction texts, or any other nonfiction text of your choice!)
3. Reflect on the text and complete the **graphic organizer poster** using your BEST handwriting. Color it and be ready to share it!

I can read informational texts.

Title: _____

By (name): _____

Three Facts

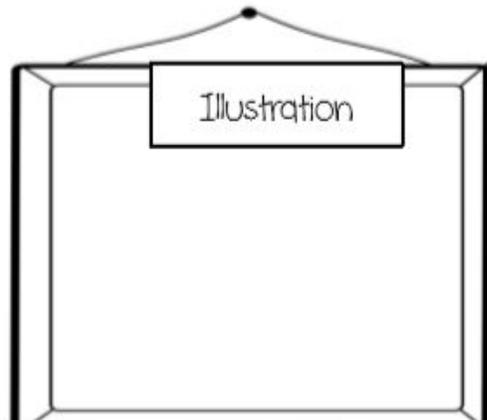
1 Key Idea

1. _____

2. _____

3. _____

Illustration



The Most Interesting
Thing I Learned

Caption:

My opinion about this topic:

4. On See-Saw, Present your poster on a video telling us all about your favorite nonfiction text!

5. Comment on your friends' posters: Give a compliment and ask questions!

I like _____ because _____

I wonder _____?

Monday, June 1st: Phonics

Learning Target: I can draw a picture based on the rhyme story.

Directions: Read the poem and draw the clown to the right of the poem.

Clown Drawing

When making a clown, it is said,
always start with a big round head.

Make it real messy, 'cause clowns don't care,
on top of his head, give him red, curly hair.

When people laugh, he wants to hear,
so on each side, give him a great big ear.

All over his suit are big colored spots,
so give him lots of polka-dots.

Now look at that, can you believe?
He has purple stripes on each long sleeve!

At the bottom of his funny suit,
you can see one big, black boot.

And the other foot has not a shoe,
'cause he just painted his toenails blue!

Now if you listened and did everything right,
your little clown is a funny sight!



Rhyming words:

1. _____ and _____

2. _____ and _____

3. _____ and _____

4. _____ and _____

5. _____ and _____

6. _____ and _____

7. _____ and _____

8. _____ and _____

Example 1. said and head

Monday, June 1st: Writing

Learning Targets:

1. I can edit my story checking with a rubric and by making a goal!
2. I can share my finished fantasy story by reading it to my family or making a video!

Today I want to teach you that fantasy writers edit their story to make it clearer. Then writers share their writing!

Edit: to make small changes

Example: spelling, punctuation, neatness, or changing a few words

Directions:

1. **Read the rubric. Does your story have all the parts?**
2. **Make a goal**
 - a. Example: Adding transition words to make the order clearer
 - b. Example: Adding action, talk, or feeling to my ending
 - c. Example: Use spelling patterns to fix spelling mistakes
 - d. Example: Make my handwriting neater
3. **Edit your story**
 - a. Go back to your writing pages from yesterday
 - b. YOU DO NOT HAVE TO RECOPY YOUR STORY
4. **Share your story! Options:**
 - a. Read it to a family member
or
 - b. Make a video and post it on Seesaw!

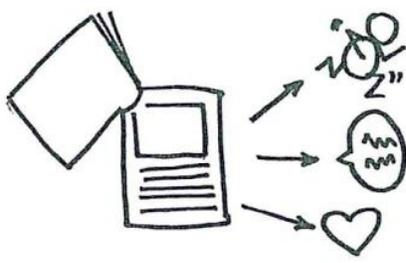
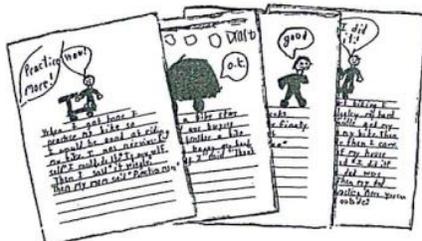
Congratulations! You have written a fantasy fiction story!

Narrative Writing Checklist

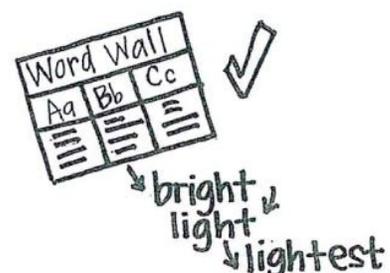
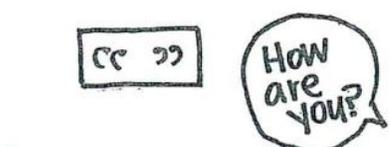
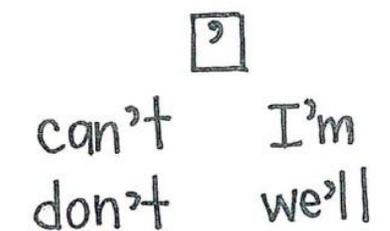
Grade 2

STRUCTURE

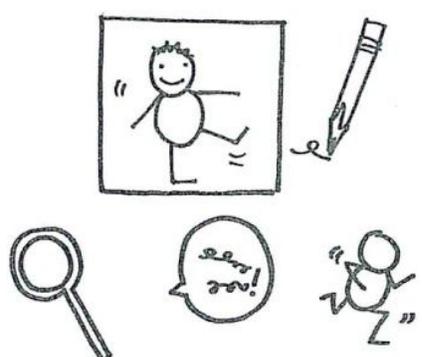
I wrote about one time when I did something.

	NOT YET	STARTING TO	YES!
<p>Did I do it like a second grader?</p> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative Writing Checklist (continued)

Grade 2					
LANGUAGE CONVENTIONS					
Did I do it like a second grader?			NOT YET	STARTING TO	YES!
	<p>I used what I knew about spelling patterns to spell a word.</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>I spelled all of the word wall words correctly and used the word wall to help me figure out how to spell other words.</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>“How are you?” my teacher asked.</p>	<p>I used quotation marks to show what characters said.</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<p>When I used words such as <i>can't</i> and <i>don't</i>, I put in the apostrophe.</p>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Narrative Writing Checklist (continued)

Grade 2			
DEVELOPMENT			
Did I do it like a second grader?	NOT YET	STARTING TO	YES!
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="padding-left: 20px;"> <p>I tried to bring my characters to life with details, talk, and actions.</p> </div> </div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  </div> <div style="padding-left: 20px;"> <p>skipped ran raced walked</p> </div> <div style="padding-left: 20px;"> <p>I chose strong words that would help readers picture my story.</p> </div> </div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name _____

What do I want to make better in my writing?

Choose 1 thing from the rubric.

My goal is _____

because _____

Tuesday, June 2nd Schedule

If you are able, log onto Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do	Packet Pages	Done
Morning Check in 10 minutes	Answer daily question on see-saw or schoology (if able to get on-line) Complete 1 day of math spiral review	Spiral review #28 Day 5 (Pg. 13)	<input type="checkbox"/>
Math 40 minutes	Complete daily math practice pages (Optional)Go on IXL, prodigy for extra practice	Place Value Anchor chart Numbers in hundred wk Place value coloring (Pg. 13-15)	<input type="checkbox"/>
Reading 40 minutes	Complete daily reading practice pages (Optional)Read a book, or go on to epic or raz-kids to read	Nonfiction reading share (Pg. 16)	<input type="checkbox"/>
Phonics 20 minutes	Complete daily phonic practice pages (Optional)Access Lallo phonics website for more practice	Draw a Rhyme Story (Pg. 17)	<input type="checkbox"/>
Writing 30 minutes	Complete daily writing practice pages	Write about one thing you enjoyed learning about in 2nd grade. My distance learning writing reflection (Pg. 18-19)	<input type="checkbox"/>

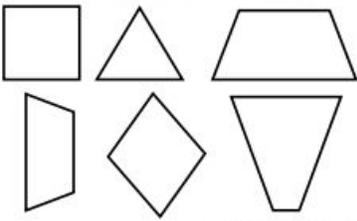
*Guidance videos available on Schoology and See-Saw!

Sign-Up for a video conference time with your teacher if you need help!

Thank you for all your hard work! See you tomorrow.

Spiral Review

DAY 5	Mental Math					Nicole has 4 quarters, 2 dimes, 3 nickels, and 4 pennies. How much money does she have in all? 	Write the digital time to match the analog clock. 
	Number	10 More	10 Less	100 More	100 Less		
	732						

 Sam got to listen to music at school at  AM. PM.		Shade in all the trapezoids. 
---	---	--

Learning Target: I can review place value to the thousands.

Vocabulary

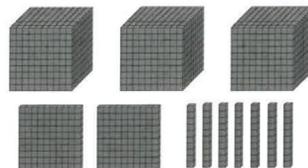
Place Value

Millions	Thousands	Ones								
1	2	3	,	4	5	6	,	7	8	9
hundred millions	ten millions	millions		hundred thousands	ten thousands	thousands		hundreds	tens	ones

Standard

Picture

3,273



Forms of a number

3,000+200+70+3

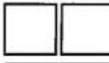
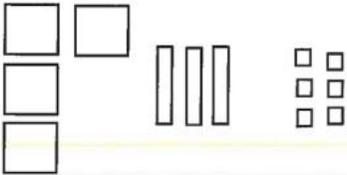
Three thousand, two hundred seventy-three

Expanded Notation

Word Form

Numbers in the Hundreds

Directions: Complete the chart.

Number	Place Value	Expanded Form	Word Form
Example: 587	5 hundreds  8 tens <u>OR</u>  7 ones 	$500+80+7=587$	five hundred eighty-seven
268			
		$900+70+3$	
			three hundred forty-two
	8 hundreds 5 tens 7 ones		
			
584			

Word Bank				
hundred	thirty	fifty	seventy	ninety
twenty	forty	sixty	eighty	

Place: Advanced

In the numbers below find the digits "2" and "5" and determine its **PLACE**. Then color it in according to the key.

If the number "2" is in the...	Color...	If the number "5" is in the...	Color...
ONES Place	Red	ONES Place	Green
TENS Place	Yellow	TENS Place	Purple
HUNDREDS Place	Blue	HUNDREDS Place	Orange
THOUSANDS Place	Light Blue	THOUSANDS Place	Light Green

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Tuesday, June 2nd: Reading

Learning Target: I can write about another nonfiction topic and share a poster about my nonfiction text.

Directions:

1. Look back at the articles you read this week or look online/at home for a nonfiction text
2. Reflect on the text and complete the **graphic organizer poster** using your BEST handwriting. Color it and be ready to share it!

I can read informational texts.

Title: _____

By (name): _____

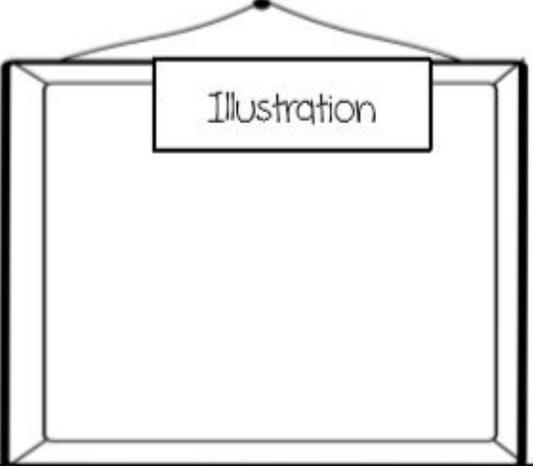
Three Facts

1 Key Idea

1. _____

2. _____

3. _____



Illustration

The Most Interesting Thing I Learned

Caption:

My opinion about this topic:

3. On See-Saw, Present your poster on a video telling us all about your favorite nonfiction text!

4. Comment on your friends' posters: Give a compliment and ask questions!

I like _____ because _____

I wonder _____ ?

Tuesday, June 2nd: Phonics

Learning Target: I can draw a monster based on the poem.

Directions: Read the poem and draw the monster to the right of the poem.

Monster Drawing

When you draw a monster, it is said,
you always begin with his head.

He'll be able to see when he flies,
if we draw two bright eyes.

To tell which way the cold wind blows,
our monster will need a great big nose.

Look to the north and look to the south,
now we can give our monster a mouth.

Some up above and some beneath,
Our monster has lots of teeth.

Now, under his chin, let's just check,
that's where we should put his neck.

So he won't be tipsy-toddy,
let's give him a polka-dot body!

To make our monster nice and neat,
we'll have to teach him to wipe his feet!

A notice sent by air mail!
We can't forget the monster's tail.

He isn't fierce, he isn't hairy,
but don't you think he's a little scary?

Rhyming words:

- | | |
|--------------------|---------------------|
| 1. _____ and _____ | 2. _____ and _____ |
| 3. _____ and _____ | 4. _____ and _____ |
| 5. _____ and _____ | 6. _____ and _____ |
| 7. _____ and _____ | 8. _____ and _____ |
| 9. _____ and _____ | 10. _____ and _____ |

Example: blows and nose

My Distance Learning Writing Reflection

● One thing I'm proud of is _____

_____!

- Writing an informational text

- Writing a realistic fiction story

- Writing an opinion paragraph

- Writing a fantasy story

- Other

● On thing that was hard was _____

_____.

- Writing a _____ story/text

- Spelling

- Understanding what to do

- Staying on track with my work

- Other

● Over the summer I hope to _____

_____!

- Writing a _____ story/text

- Other!

Wednesday, June 3rd - Thursday, June 4th Schedule

If you are able, log onto Schoology or See-Saw for a daily introduction video and slides!

Subject	To Do/Packet Pages	Done
Morning Check in	Answer daily question on see-saw or schoology (if able to get on-line)	<input type="checkbox"/>
End of Year Packet Fun	Complete the pages of the end of the year packet (Pg. 21-34) If able, log in to see-saw to share memories and videos with your teacher and friends!	<input type="checkbox"/>

*Guidance videos available on Schoology and See-Saw!

Sign-Up for a video conference time with your teacher for end of the year memories and fun!!!!

Thank you for all your hard work this school year! See you all when you return as 3rd graders!!!!

Directions: Use these ideas to help you fill out your end of the year memory book.

END of YEAR MEMORY BOOK

Person

Examples	Writing Ideas
Friend Teacher Custodian Principal Family member	<ul style="list-style-type: none"> Describe this person: What do they look like? What is their personality like (friendly, helpful)? Why is this person important to you? What is special about this person? Write about memories you have with this person from this year.



Memory

Examples	Writing Ideas
A trip A school event A party A class project Field trip Your first day	<ul style="list-style-type: none"> When and where was this memory (setting)? Give details (the weather, time of day, the season) Who was with you (characters)? What was special about it? What happened during this memory that you always want to remember? Describe the feelings you had. Why is this an important memory to you?

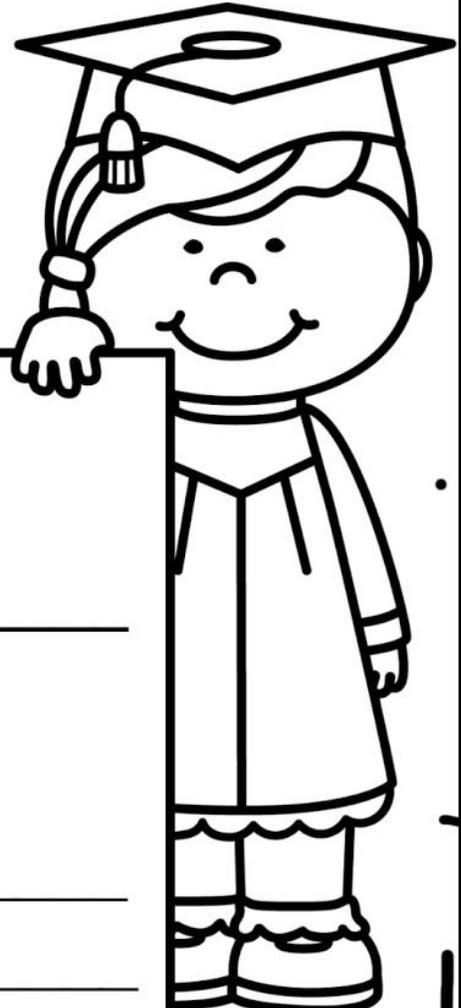
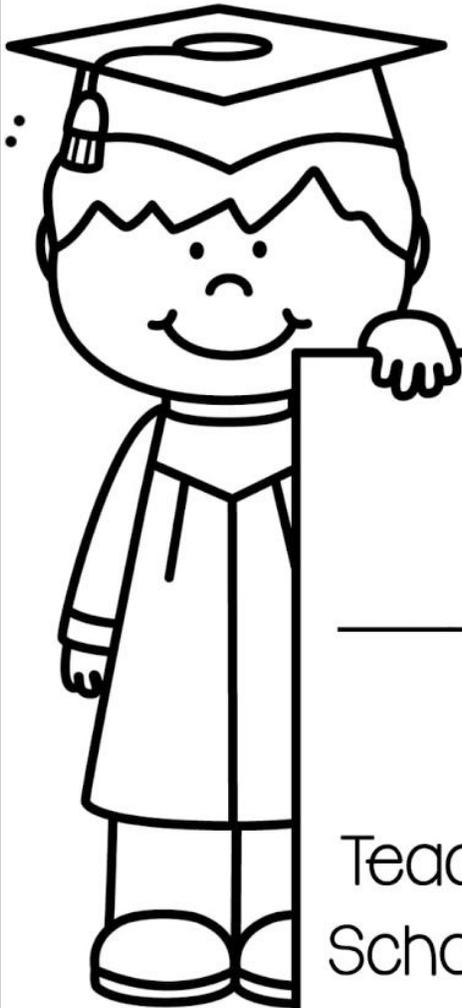


Place

Examples	Writing Ideas
A favorite place Your school Your classroom Your house Arcade Restaurant Store	<ul style="list-style-type: none"> Where is this place? Why is it special to you? What are some things that you do there? Write about a special day you had at this place. Describe it using your senses (smells, tastes, sounds, feelings, sights). What are some things you always want to remember about this place?



MY END *of* YEAR MEMORY BOOK



By: _____

Grade: _____

Teacher: _____

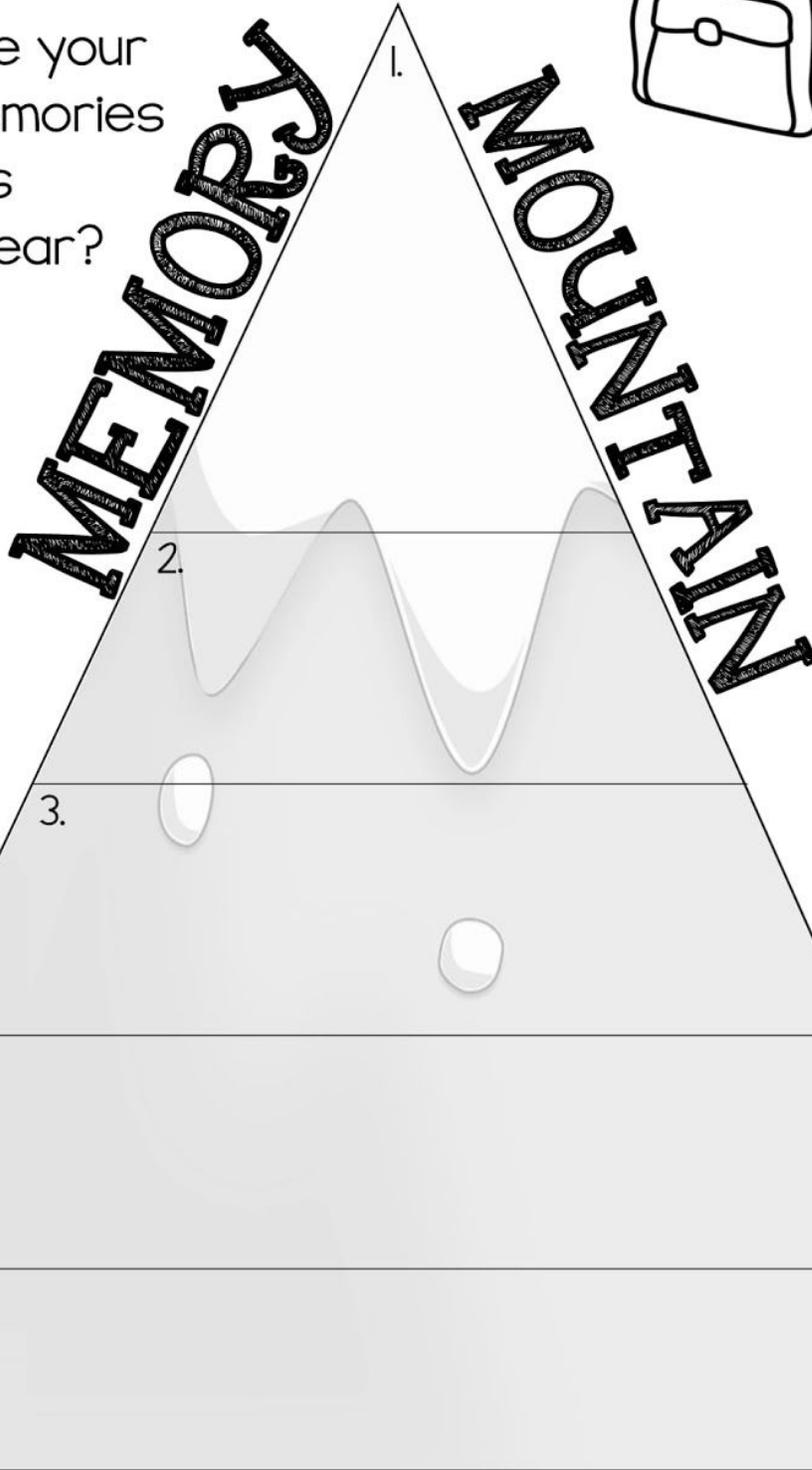
School: _____

Name: _____

End of Year



What are your top 5 memories from this school year?





Shining Moments

When I Helped Someone

☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

☆ ☆ ☆

☆ ☆ ☆

☆ ☆ ☆

☆ ☆ ☆

☆ ☆ ☆

A Time I Was a Hard Worker



A Time I Was Honest

When I Was Generous

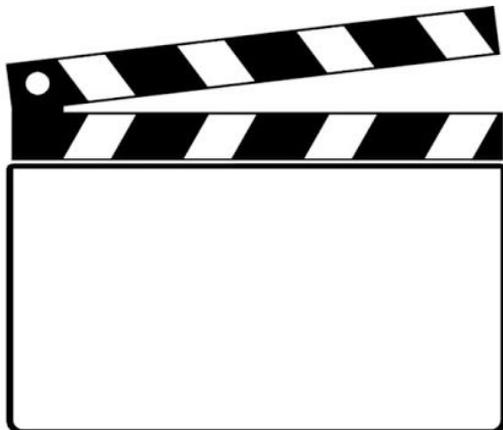
☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

☆ ☆ ☆

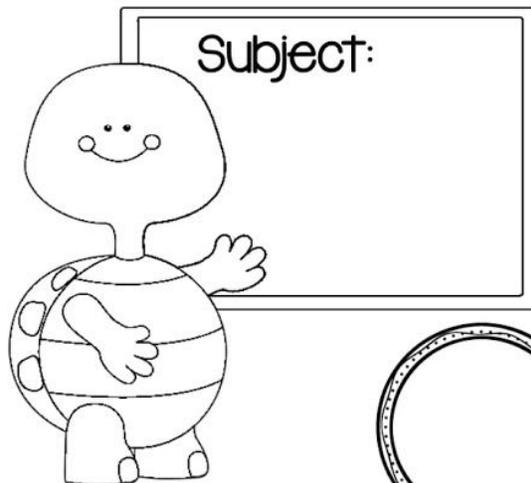
☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆



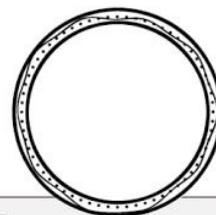
My Favorites



Movie:



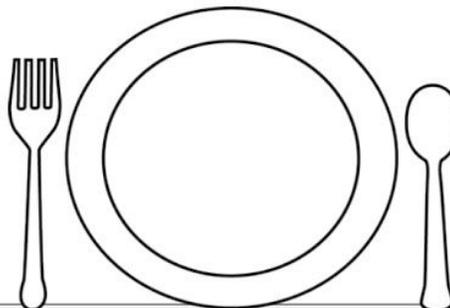
Subject:



Color:



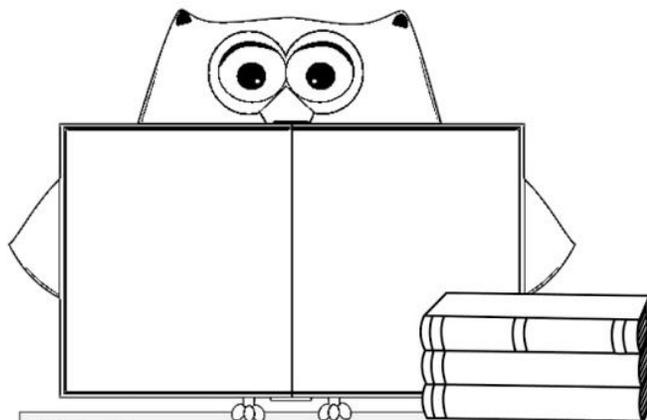
Hobby:



Food:

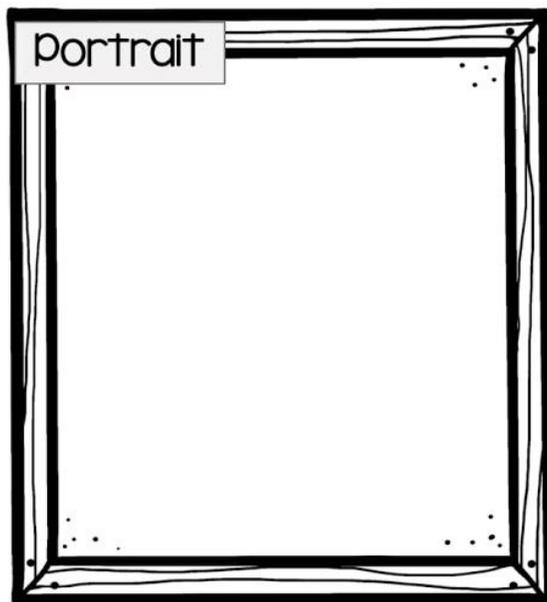


Song:



Book

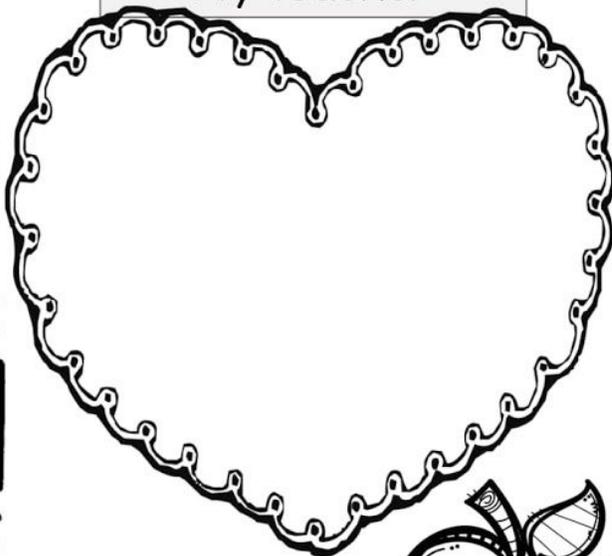
My Grade ____ Teacher:



A Memory

A large rectangular area with a decorative border, containing several horizontal lines for writing.

What I Love About My Teacher



My Classroom

Total # of
classmates:



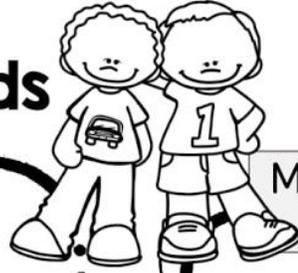
What I Will Miss Most
About My Class

A Classroom Memory

My Favorite Spot in
the Classroom

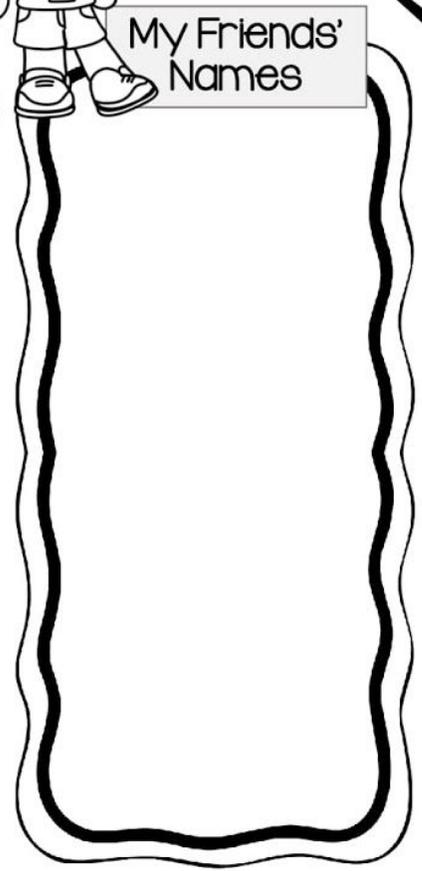
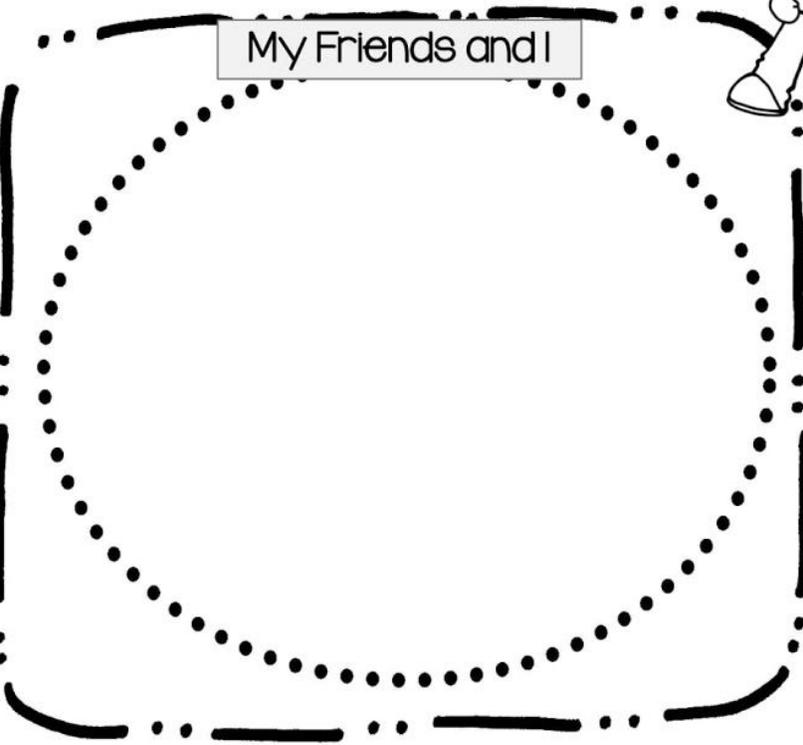


My Friends



My Friends and I

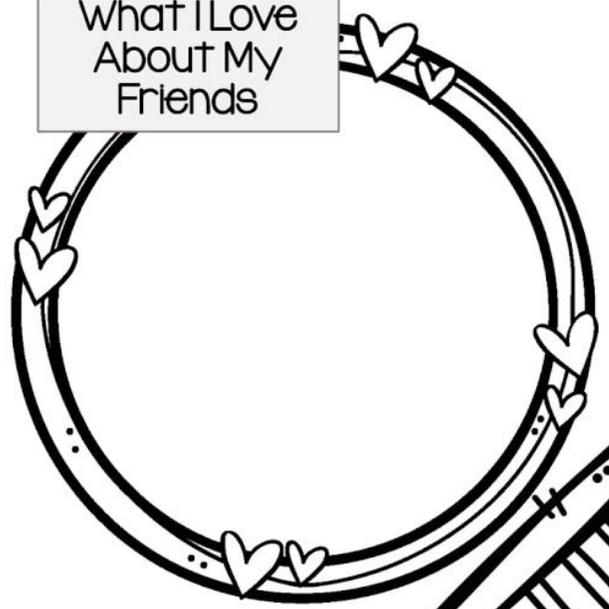
My Friends' Names



A Funny Memory

Four horizontal lines for writing a funny memory.

What I Love About My Friends



My Successes



A Success at Home

A large rectangular box with a decorative scalloped border. Inside the box, there are four horizontal lines for writing.

A School Success

A large rectangular box with a dashed border. Inside the box, there are four horizontal lines for writing.

Something I Improved on This Year

A large, decorative oval shape with a floral or leafy border, intended for writing.

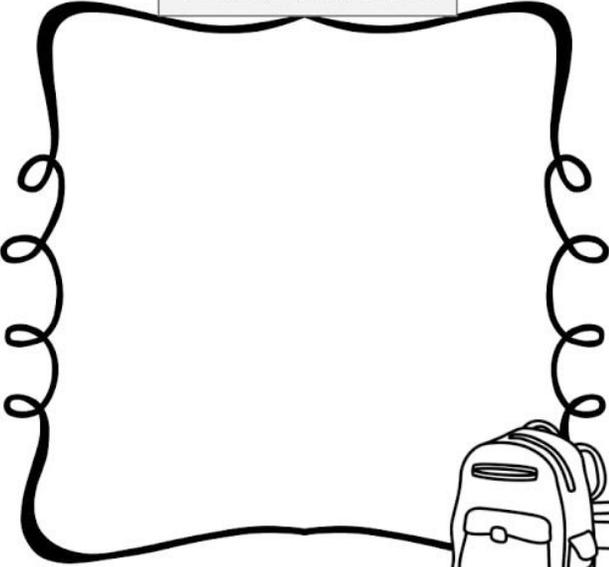
Things I am Good at

A large, vertical oval shape with a dotted border, intended for writing.



Goals for Next Year

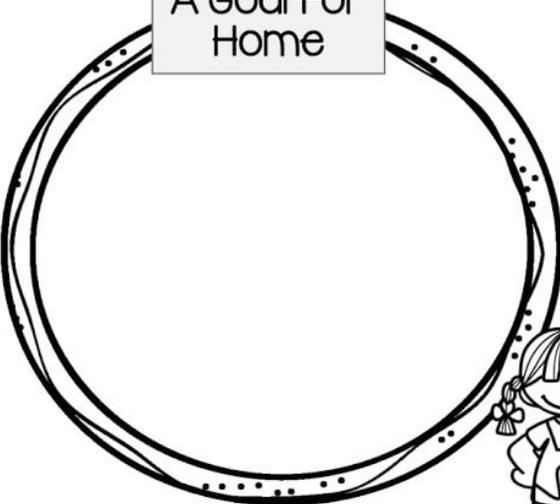
A School Goal



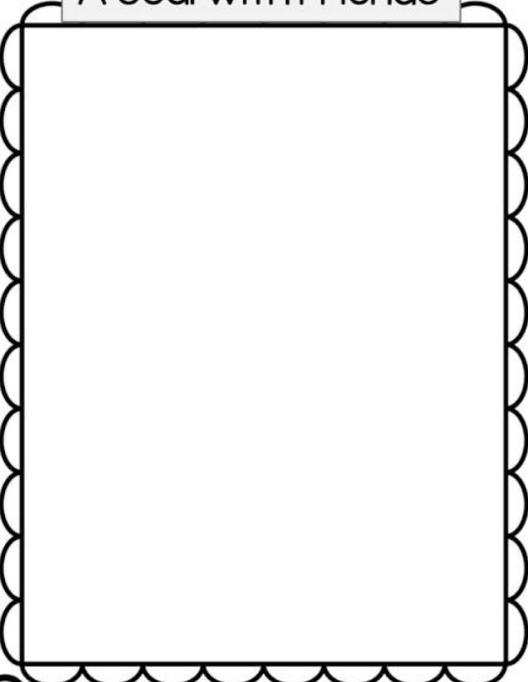
Something New I Will Try



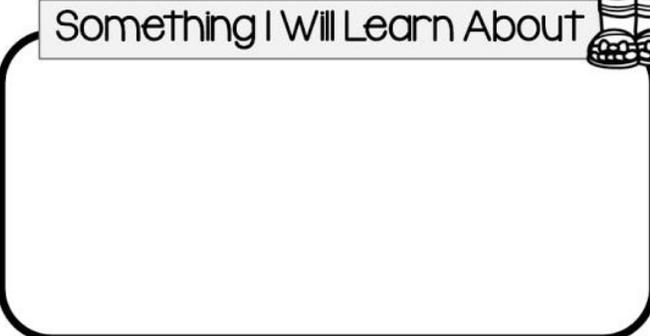
A Goal for Home



A Goal with Friends



Something I Will Learn About



"MY FUTURE'S SO BRIGHT"

By _____

In the future, I see myself being a

_____.

I would like to live

_____.

I will drive a

_____.

I will be sure to always

_____.





Name: _____



End of Year

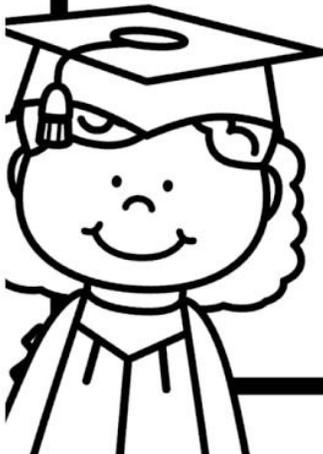
WORD SEARCH

C	E	L	E	B	R	A	T	E	A	T	Y	R	F	S
A	A	U	T	E	J	P	R	I	N	C	I	P	A	L
P	A	R	T	Y	I	L	K	A	H	L	M	O	R	B
V	W	E	S	F	H	A	L	E	G	A	Y	P	E	S
V	Y	A	E	F	G	Y	P	E	W	S	F	G	W	U
A	S	D	D	F	R	I	E	N	D	S	U	R	E	C
C	U	I	R	A	P	N	C	D	T	M	R	A	L	C
A	N	N	C	M	I	G	O	W	I	A	N	D	L	E
T	S	G	R	I	B	K	T	S	C	T	T	U	P	S
I	H	F	U	L	T	E	A	C	H	E	R	A	R	S
O	I	G	N	Y	M	L	X	W	H	S	T	T	W	S
N	N	O	Q	P	R	E	L	A	X	V	R	I	D	L
N	E	W	L	O	N	T	Y	I	P	O	L	O	L	F
F	I	N	I	S	H	L	I	N	E	P	S	N	O	U
M	O	R	M	E	M	O	R	I	E	S	C	R	P	N

friends
classmates
teacher
principal
finish line
end
farewell

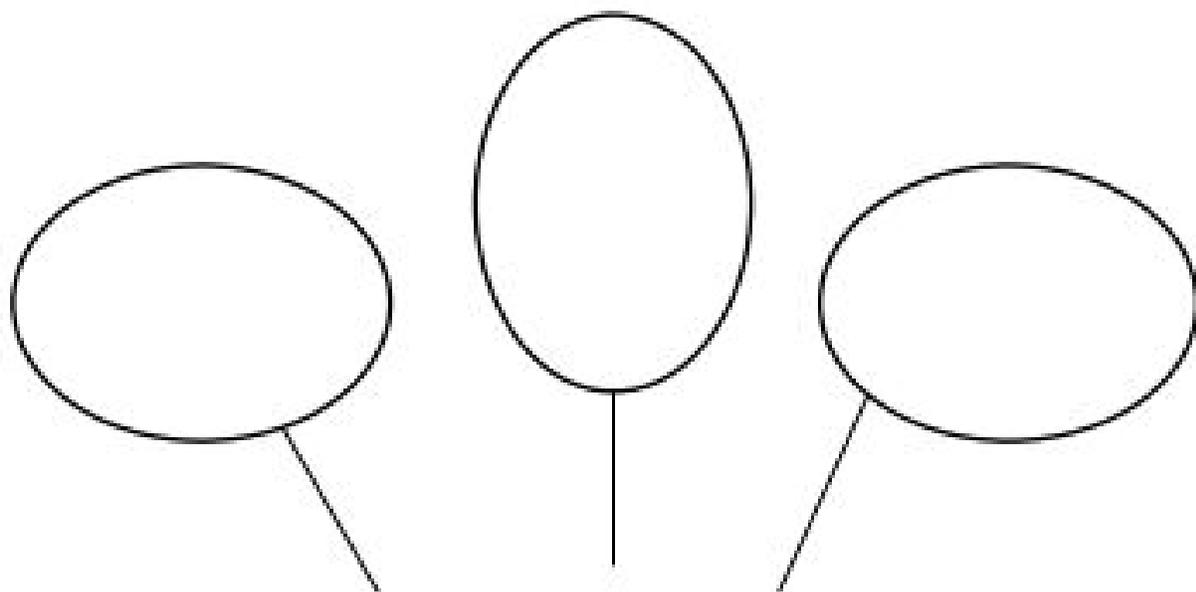
memories
success
graduation
celebrate
party
cap
gown

vacation
sunshine
reading
playing
relax
family
fun

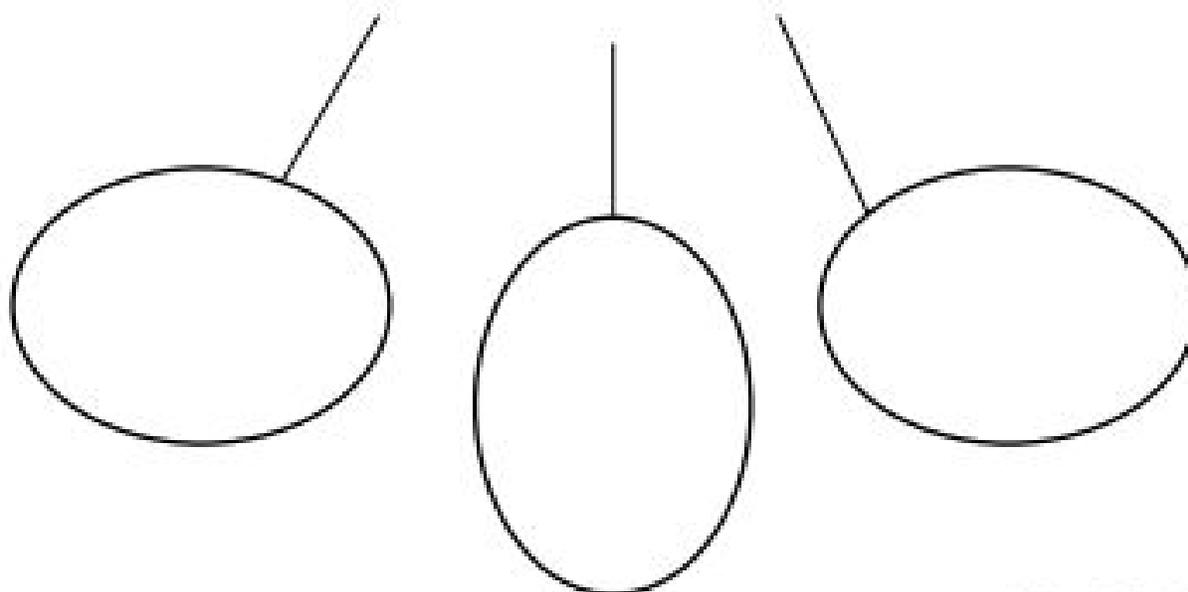


Directions: Plan and write a note to your next year's teacher. What things do you want them to know about you? What do you like or not like about school? What do you want to learn?

name: _____



dear 3rd grade
teacher



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