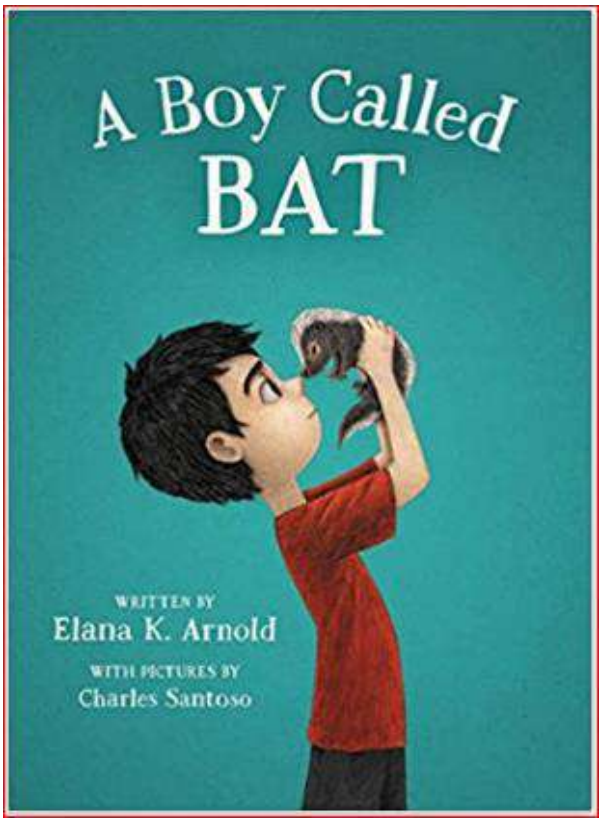
Santa Rosa County School District

One District One Book

2nd Grade

Learning Packet



Read to Them®
Creating a Culture of Literacy in Every Home℠

Santa Rosa County District Schools

One District, One Book Project for parents and care-givers

Our district is proud to be participating in this family-focused program. Over the coming weeks, we will **ALL** be invited to participate in our first "One District, One Book" experience.

What is it? In short, all families and staff will be given a copy of the same book. A learning packet will go home with the copy of the book on May 4. The packet will guide your family as you read the book over the coming weeks.

What does this mean for me as a parent? Our school is asking that regardless of whether your child is a kindergartner or a fifth grader, you read every word out loud as a family. For a few short weeks we will ask you to make reading this book an extra-special daily or nightly event in your home. In the learning packets, you will find grade level specific activities in reading, math, and science. At the end of each packet you will find extensions and resources to continue learning. Your child's teacher will check in weekly to talk about the book and activities.

Why? Readtothem.org shares that, "The benefits of reading aloud are remarkable! Studies have shown that reading to children helps them to listen better and longer, build better vocabularies, understand concepts better, feel positive about both books and learning, and more. When an entire school reads the same book, the buzz and excitement around the book being read increases these benefits, and there is the added joy of building community in the school family." This is not to mention the added benefit of spending real quality time with your children while simultaneously promoting the benefits of reading and school!

The big question! How can a fifth grader and kindergartner read the same book? The simple truth: they can't all read it, but if it is read to them, they can all enjoy a good story.

Visit our district's website! There is a special place on our website dedicated to this program. On this page, your family will find videos of each chapter being read aloud, all the information that is being sent home, a few of the pictures we are collecting along the way, and much more!

Suggested Reading Schedule

Weeks	Day 1	Day 2	Day 3	Activities
May 4-8	Chapters 1-2	Chapters 3-5	Chapters 6-7	Reading/Math #1 & #2 Science #1
May 11-15	Chapters 8-9	Chapters 10-12	Chapters 13-14	Reading/Math #3 & #4 Science #2
May 18-22	Chapters 15-16	Chapters 17-18	Chapters 19-20	Reading/Math #5 & #6 Science #3
May 25-29	Chapters 21-22	Chapters 23-24	Chapter 26	Reading/Math #7 & #8 Science #4

*This is just a suggested schedule. Feel free to adjust this to meet your needs.

Questions to Ask Before, During, and After Reading...

Before Reading

What do you think the story will be about?

What characters do you think might be in the story? Why do you think that?

During Reading

Who are the main characters in the story?

What do you think or predict will happen next?

How does the picture help you understand the story?

What are you wondering?

What is the story about so far?

After Reading

What was the main message of this book? What does the author want you to think about?

Were your predictions correct?

What was your favorite part and why?

Do you think this was a good title for the book? Why or why not?

Reading Activity 1: "Bat's Cave"

"Bat's room was his favorite place in the world. In his room, Bat felt completely comfortable."

Draw a picture of <u>your favorite room</u> and describe it on the lines below. Write your description in complete sentences.

Reading Activity 2: "Meet the Characters"

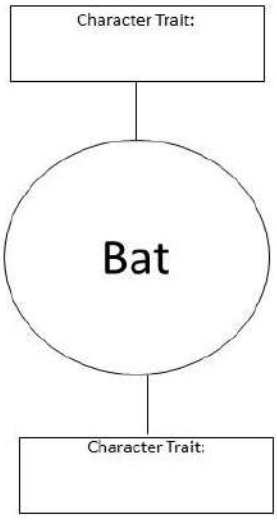
Create a Character Web for Bat and Janie. Select **<u>two words</u>** that would describe each character, a person or animal in a story, and fill in the space provided. You can select from the list on this page or write some on your own.

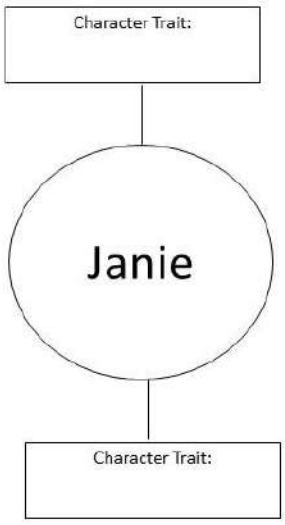
Character traits are words that describe the character and are based on what the character says or does.

<u>Sample</u> Common Character Traits

annoyed	faithful
bold	generous
brilliant	graceful
charming	helpful
clever	impatient
courageous	loyal
energetic	sensitive
discouraging	talented

*Feel free to come up with your own





Reading Activity 3: "Just the Facts"

Read the passage "Skunk" that is included in your packet. After reading, use the information from the passage *as well as what you've read in the story* to identify 3 new facts about skunks.

Facts about Skunks

1. _____
2. _____
3. _____

Skunk

Skunks live all over North and South America, in rural areas, suburbs, and the city. But if you see one, watch out!

You may not have seen a skunk in your neighborhood, but you've probably smelled one. Their smelly spray, called musk, is not easy to ignore!

The spray, which comes from two glands near the base of the skunk's tail, can hit a target 12 feet (3.7 meters) away. If you are lucky, you may get a warning before being sprayed. If threatened, skunks stamp their front feet, lift their tail, and growl. Some species of skunk even spring into a handstand before spraying, which puts the skunk's warning markings on full display. If the person or animal doesn't retreat, the skunk aims the spray at the eyes, allowing the skunk to escape. The spray can remain on its target for days.

Skunks are nocturnal, which means they search for food at night and sleep in dens lined with leaves during the day. Their favorite foods include fruit and plants, plus insects, bird eggs, small rodents, and birds. Birds, like the great horned owl, prey on skunks. Scientists believe it's because the birds don't have a very good sense of smell, which makes the skunk's spray useless in an attack.

Reading Activity 4: "My Favorite Character"

Think about your favorite character in the story.

Write a paragraph explaining why they are your favorite character.

Be sure to include:

- Topic sentence
- At least 2 details explaining why they are your favorite using evidence from the text
- A concluding sentence

Reading Activity 5: "All About Skunks"

When we sequence events in a story, we tell them in the order in which they happened. When we understand the sequence of the story, it helps us to better comprehend what is taking place.

Directions:

In the table to the right you will find a list of events that took place in the story.

Using the text, locate the sequence of the events and indicate the order by placing a number (1-5) in the first column.

	After school, Bat went to mom's veterinary clinic.
	Inside the enclosure, Thor was asleep and covered with Bat's t-shirt.
	Thor stayed in the sling while Bat ate spaghetti and meatballs for dinner
	Bat sent an email to Dr. Jerry Dragoo, a world skunk expert
	Laurence showed Bat how to wear the sling with Thor inside the pouch.

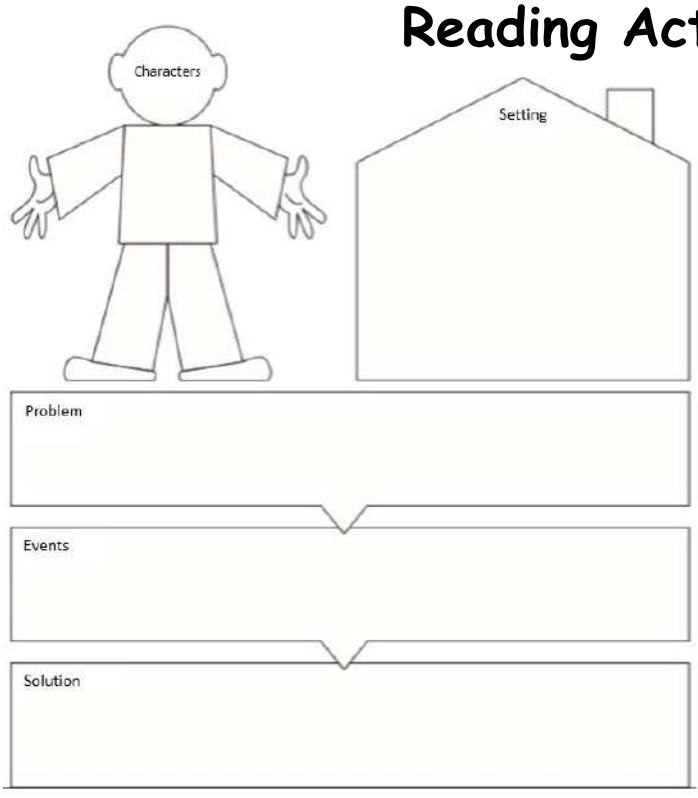
Reading Activity 6:

"Emojify the Story"

People use emojis to respond or show their feelings. Read each excerpt from the story. For each one, draw an emoji to represent a reaction to the quote.

Excerpt from Story	
He cradled the bundle in his arms. He felt his face stretch into a wide smile, so wide it made his cheeks sore.	
"I'm doing it," Bat whispered. "I'm feeding him." "You sure are," Mom said. "I love him," Bat said. He hadn't meant to say it out loud.	
On Monday afternoon, after Miss Kiko rang the bell, Bat walked as fast as he could without running. ...But mom's burgundy station wagon wasn't in the line of waiting cars. One by one Bat watched his classmates climb into cars...	
"I'm not sure it's a good idea to be naming the skunk," Mom said. "If you name him, it will be too easy to get attached. And remember, he's only staying with us for few more weeks."	
"Thor can't sleep in your bed. Thor is a wild animal. Wild animals don't sleep in beds."	
"And tomorrow after school, instead of staying home with Janie, how about you come by the clinic? I'm going to weigh and measure Thor to make sure he's getting enough to eat, and you can help."	

Reading Activity 7: "Map the Story"



Teaching story structure is a great strategy to help students comprehend fictional texts.
Fiction stories include the following elements:

- Characters (Who or what is the story about?)
- Setting (When and Where does the story takes place?)
- Problem (What is the major problem in the story?)
- Events (What are the main events –beginning, middle, and end?)
- Solution (How was the problem solved?)

After reading *A Boy Called Bat*, complete the story map.

Reading Activity 8: "Summing it Up"

SWBS (Somebody Wanted But So) is a strategy that can be used to write a summary of a story.
It allows you to describe the most important parts of the story in a few words.

Somebody	Who is the main character?
Wanted	What does the main character want? What is their goal?
But	What is the problem or what is keeping the character from reaching their goal?
So	How is the problem solved or how does the character reach their goal?

Use the chart to the left to help you write a summary of the story A Boy Called Bat.	
Somebody	
Wanted	
But	
So	

Optional Activities and Extensions

Bat was curious and loved to learn about animals. Select an animal that you would like to learn more about and research that animal.
Would the animal you selected make a good pet? Why or why not?

Additional Websites to Explore

PBS Video on Skunks
https://youtu.be/vEcTVa6YjcQ

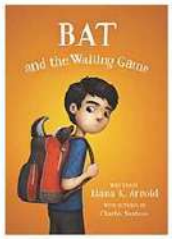
DK Find Out! Skunk Facts for Kids
https://www.dkfindout.com/us/animals-and-nature/weasels/skunks/

Skunk-National Geographic Kids
https://www.nationalgeographic.com/animals/mammals/s/striped-skunk/

Want to read more about Bat and his adventures?
Check out the other stories that Elana Arnold has written in this series.

Bat and the Waiting Game

Bat and the End of Everything



Credit for Resources

Ideas for the activities and resources included in this packet were inspired by:

Hyperdoc created by Bobbi Hopkins
https://magic-of-reading.weebly.com/uploads/7/8/8/9/78899162/copy_of_a_boy_called_bat.pdf

Ideas adapted from the Educator's Resource for A Boy Called Bat
available through the publisher Walden Pond Press.
https://www.walden.com/wp-content/uploads/2017/01/A-Boy-Called-Bat-Educators-Resource.pdf

Skunk Facts
https://easysciencefor kids.com/all-about-skunks/

Math Activities

Math Activity 1:
"Food For Thought"

BAT only liked to eat certain kinds of food!

Find food items in your kitchen that are shaped like cubes, rectangular prisms, cones, spheres and cylinders. Name the shapes as you sort the food items into shape groups. *For example: A can is a cylinder and a cereal box is a rectangular prism.* Discuss how many faces, sides and vertices (corners) that each 3-dimensional shape is made up of.

Using the food items from your pantry, create two addition story problems that have <u>four</u> 2-digit numbers.

<u>Story Problem Example:</u>

I have four boxes on my counter that weigh a total of 64 ounces. My box of Oreo cookies weighs 12 ounces. My macaroni and cheese box weighs 24 ounces. My Cheez-it cracker box weighs 11 ounces. How much does my spaghetti box weigh?

Have a parent or sibling solve your story problems!

Math Activity 2:
"Let's Take a Walk"

BAT's sister, Janie, often takes walks in the story!

Count the number of steps it takes to walk from the end of your driveway to your front door.

Record that number!

Now, starting from 1, count the number of steps it takes to walk from our front door to your back door.

Record that number!

Now, starting from 1, count the number of steps it takes to walk from your back door to end of your backyard.

Add your numbers to calculate the total steps it takes you to get from the end of your driveway all the way to the end of your backyard.

Challenge: What is the difference between the length of your driveway and the length of your backyard?

Math Activity 3:
"Sweet Tooth"

BAT loves to go to the candy store when he visits his Dad every other Friday! During his last visit, BAT saw a box of chocolates that looked amazing!

How many total chocolates are there in BAT's chocolate box?

Write an addition equation to show how many total chocolates are in the box.

_____

Janie also found a box of chocolates that looked delicious!

How many total chocolates are there in Janie's chocolate box?

Write an addition equation to show how many total chocolates are in the box.

_____

Challenge: Can you think of a different addition equation to show the total number of chocolates in each box?

Math Activity 4:
"Life's A Zoo"

BAT and Israel both loved animals!

BAT and Israel collect the same kinds of stuffed animals. BAT has 48 monkeys, 25 bears and 67 dogs. Israel looks at BAT's collection and says he has the same number of stuffed animals. Israel has 34 monkeys and 58 bears. How many dogs does Israel have? Show all your mathematical thinking.

Challenge: Create your own word story problem using stuffed animals (toys) in your bedroom.

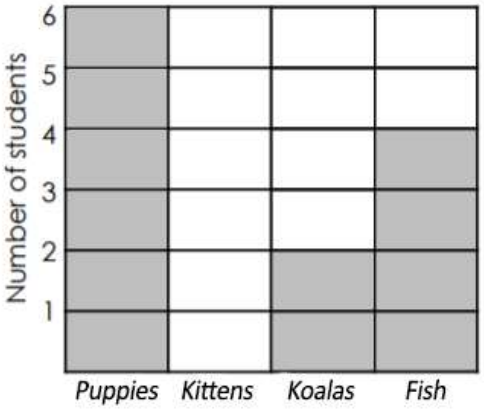
Math Activity 5:
"At the Vet"

As a special treat, BAT got to visit his mom at her veterinary clinic. While he was there, he wanted to know what type of animals she helped.

Help BAT complete the graph:

If 17 people came in with animals, how many people came in with kittens?

Shade the boxes to show the correct number of kittens.



Using the attached "At the Vet" Activity Sheet (found in the Appendix), collect information about the types of pets your family and friends have. Make observations about your data.

Math Activity 6:
"Payday"

At recess, the kids love to play the board game Payday!

Help the kids figure out what they can buy using different coin combinations (using pennies, nickels, dimes, and quarters) they can use to buy the items on the right.

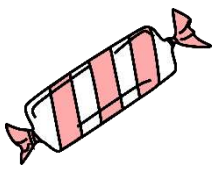
Use the attached coin sheets (found in the Appendix) to provide coins for your student to use.

Soda
$1.25

Flower
77¢

Stamp
49¢

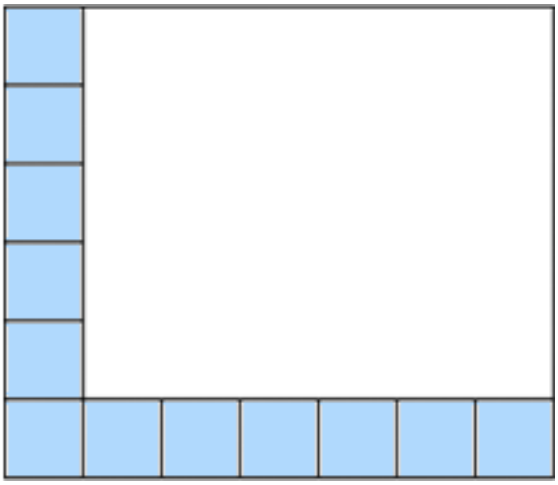
Bolt
34¢



Candy
99¢

Math Activity 7:
"Counting Corners"

BAT's mom is a veterinarian. Her office is full of examination rooms where pets are seen by the veterinary staff. One of these examination rooms is having the floor replaced. Some of the square floor tiles have been placed down already.



Draw on the figure to right to show what the completed floor will look like once the remaining tiles are laid down.

How many tiles will there be in all?

_____ Tiles

Math Activity 8:
"Rock Around the Clock"

BAT was very particular about keeping a schedule, whether at home or a school! Help BAT learn how to tell time with the clocks by playing a matching time game.

Directions:

1. Locate the *Rock Around the Clock* cutouts (found in the Appendix) and cut out the analog clocks and the digital clocks.
2. Mix up the cards on a table top. Match the digital times with the analog times.
3. When you are finished matching, record both sets of time on the activity sheet (found in the Appendix).

Science Activities

Science Activity 1:
"Basic Needs for Survival"

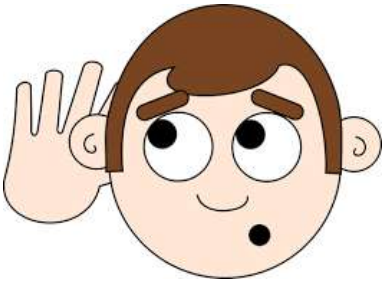
BAT wanted to learn more about skunks, but he already knew they are mammals and omnivores which means they like to eat everything such as, bugs, smaller animals, and plants.

1. What are some basic things you need to survive?

2. What are some basic things a skunk needs to survive? Do skunks have any of the same needs as you?

3. What are some basic things a plant needs to survive? Do plants have any of the same needs as you?

Science Activity 2:
"Human Body Parts & Functions"



BAT and his mom smelled a skunk on the way to school one morning.

1. What part of your body do you use to smell? Other than smell, what else does that body part allow you to do to help you function? What other organs in your body help you with this same function?

BAT has sensitive hearing and doesn't like loud sounds.

2. What part of your body do you use to hear sounds? What are some sounds you like to hear?

BAT loves vanilla yogurt and thinks it is delicious.

3. What part of your body do you use to taste food and drinks? What are some foods you like to taste? What are some foods you do not like to taste? After you swallow food, where does it go? What does this organ do with the food?

BAT's mom brought home a cardboard box with a baby animal in it. Bat lifted the lid of the box and peered inside.

4. What type of animal did BAT see? What part of your body do you use to see things? Look outside. What are some objects you see right now? What colors do you see?

BAT's class at school has a pet bunny named Babycakes. The rabbit is white and looks like a giant fluff ball. One day BAT sat close to Babycakes and put his hand on her back, just to let her know he was there. He didn't want to startle her.

5. BAT used his hand to touch the rabbit's fur. Our skin allows us to feel things. What do you think the fur felt like against BAT's skin?

What kind of movements do rabbits make? How do rabbits move differently than you do? What body parts help you to move?

Science Activity 3:
"Sorting Objects"

BAT likes the stuff meant for his room to go into three baskets: clean laundry, books, and miscellaneous stuff.

1. What three baskets would you like to have in your house?
2. If you had a basket for miscellaneous stuff, what would go in that basket?

BAT and his dad made a visit to the Sugar Shack to buy candy. The Sugar Shack had bins of M&Ms, gummies, and hard candies sorted by shape, color, or texture.

3. Are there foods in your house that are sorted? Are they sorted by color, shape, texture or another way?
4. Do you think you could sort M&Ms, gummies, and hard candy with your eyes closed? Why or why not?

Challenge: Draw the inside of a candy store. How would you sort candy in your store?

Science Activity 4:
Push Pull

When BAT's mom gets home with the skunk kit, she asks BAT to open the front door.

1. Look at page 18. did BAT push or pull the front door to open it?
2. BAT also opened the refrigerator to get Thor's formula. When you open your refrigerator door do you push it or pull it?
3. Go outside and come back in. Did you push or pull a door to go outside? Did you push or pull the door to come back in?
4. Can you think of other things you move or open by pushing and pulling?
5. Do you think you have to push or pull harder to open the door to your home or to the refrigerator? Why?

Reading Standards Addressed

Questions before, during and after reading: LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text; LAFS.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral;LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges; LAFS.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud; LAFS.2.RL.3.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Activity 1: LAFS.2.L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. LAFS.2. W.1.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Activity 2: LAFS.2.RL.1.3- Describe how characters in a story respond to major events and challenges;LAFS.2.L.3.5 - Demonstrate understanding of word relationships and nuances in word meanings.

Activity 3: LAFS.2.RI.1.2- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

Activity 4: LAFS.2.L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. LAFS.2. W.1.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Activity 5: LAFS.2.RL.2.5 - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Activity 6: LAFS.2.RL.1.3- Describe how characters in a story respond to major events and challenges

Activity 7: LAFS.2.RL.1.3- LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Activity 8: LAFS.2.RL.1.2- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Math Standards Addressed

Activity 1: MAFS.2.G.1.1 - Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. MAFS.2.OA.1.a - Determine the unknown whole number in an equation relating four or more whole numbers. For example, determine the unknown number that makes the equation true in the equations 37 + 10 + 10 = ___ + 18, ? – 6 = 13 – 4, and 15 – 9 = 6 + [ ].

Activity 2: MAFS.2.NBT.2.7 - Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.

Activity 3: MAFS.2.OA.3.4 - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Activity 4: MAFS.2.NBT.2.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

Activity 5: MAFS.2.MD.4.10 - Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Activity 6: MAFS.2.MD.3.8.b - Compute the value of any combination of coins within one dollar.

Activity 7: MAFS.2.G.1.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Activity 8: MAFS.2.MD.3.7 Tell and write time from analog and digital clocks to the nearest five minutes.

Science Standards Addressed

Activity 1: SC.2.L.17.1 - Compare and contrast the basic needs that all living things, including humans, have for survival.

Activity 2: SC.2.L.14.1 -Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.

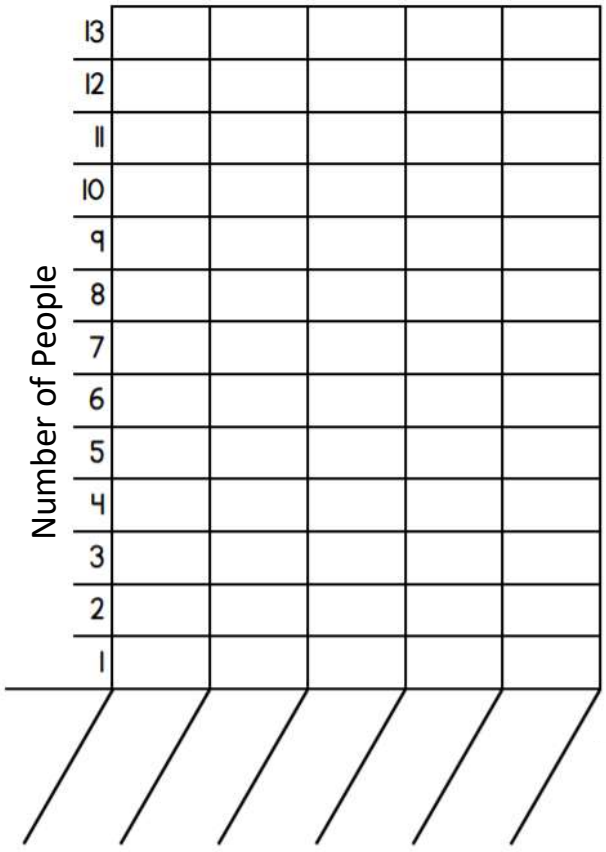
Activity 3: SC.2.P.8.1 - Observe and measure objects in terms of their properties including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.

Activity 4: SC.2.P.13.1 - Investigate the effect of applying various pushes and pulls on different objects.

Appendix

Math Activity 5:
"At the Vet" Recording Sheet

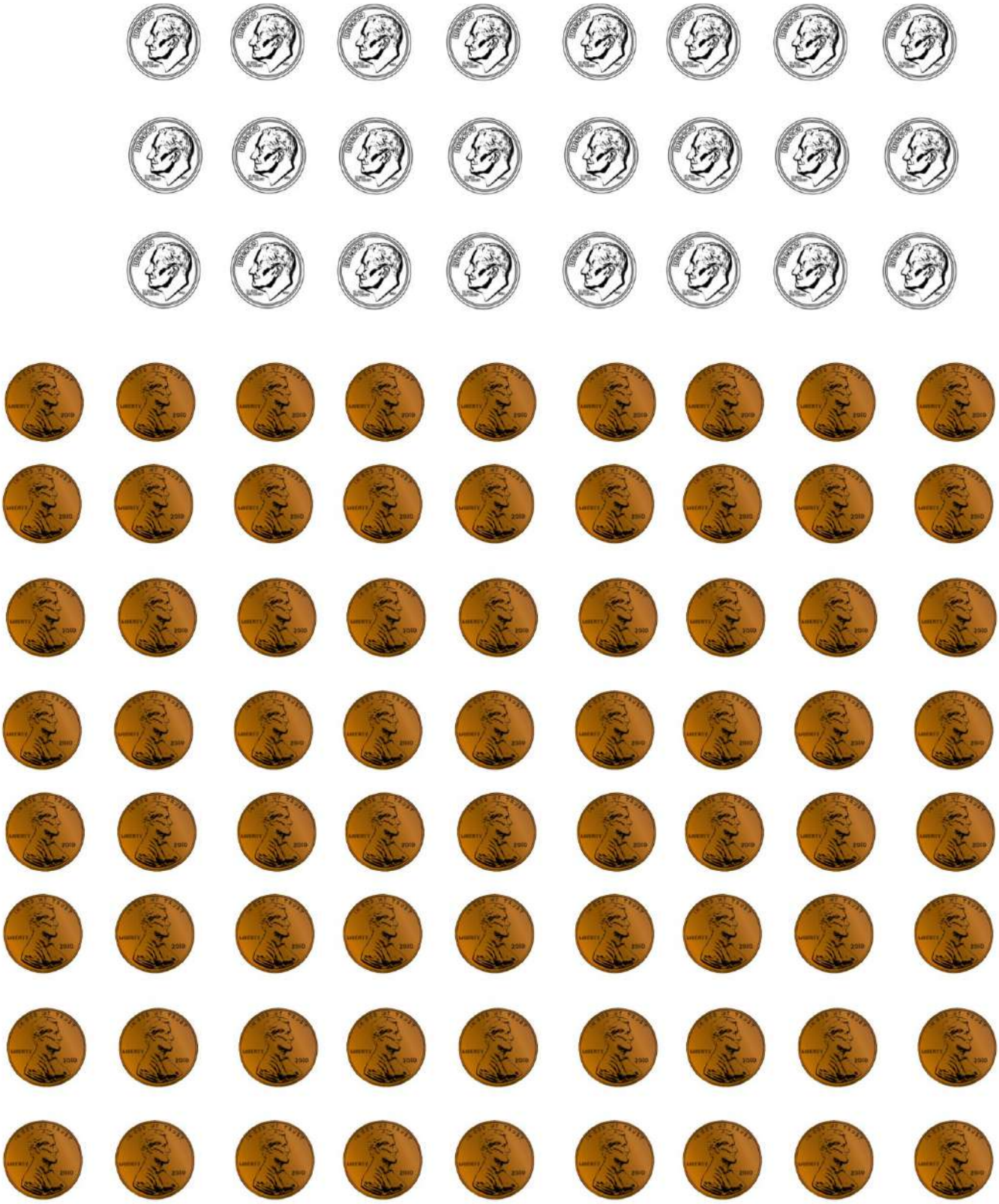
Types of Pets my Family and Friends Have



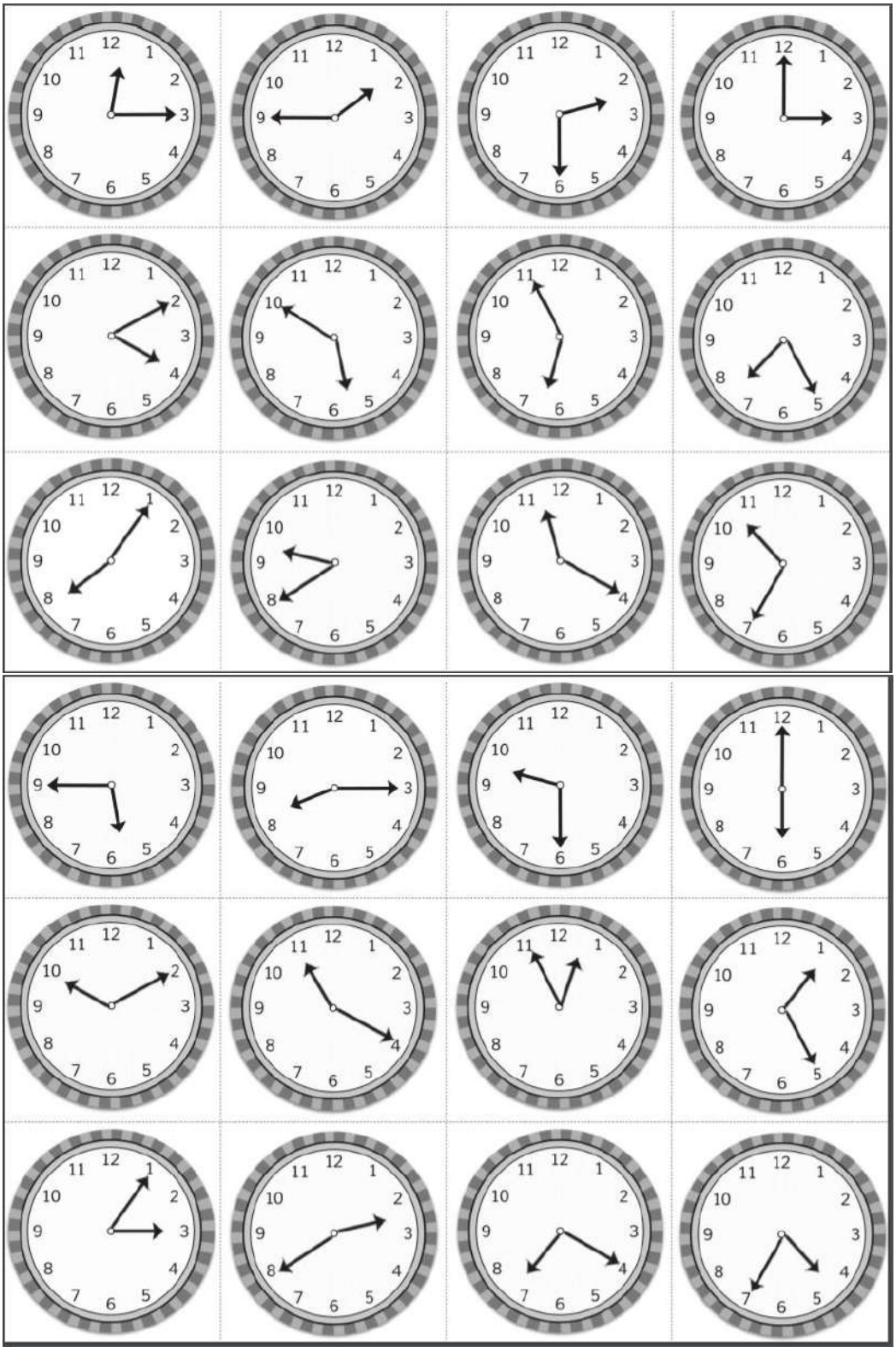
Use the names of the animals from the data you collected to complete the questions.

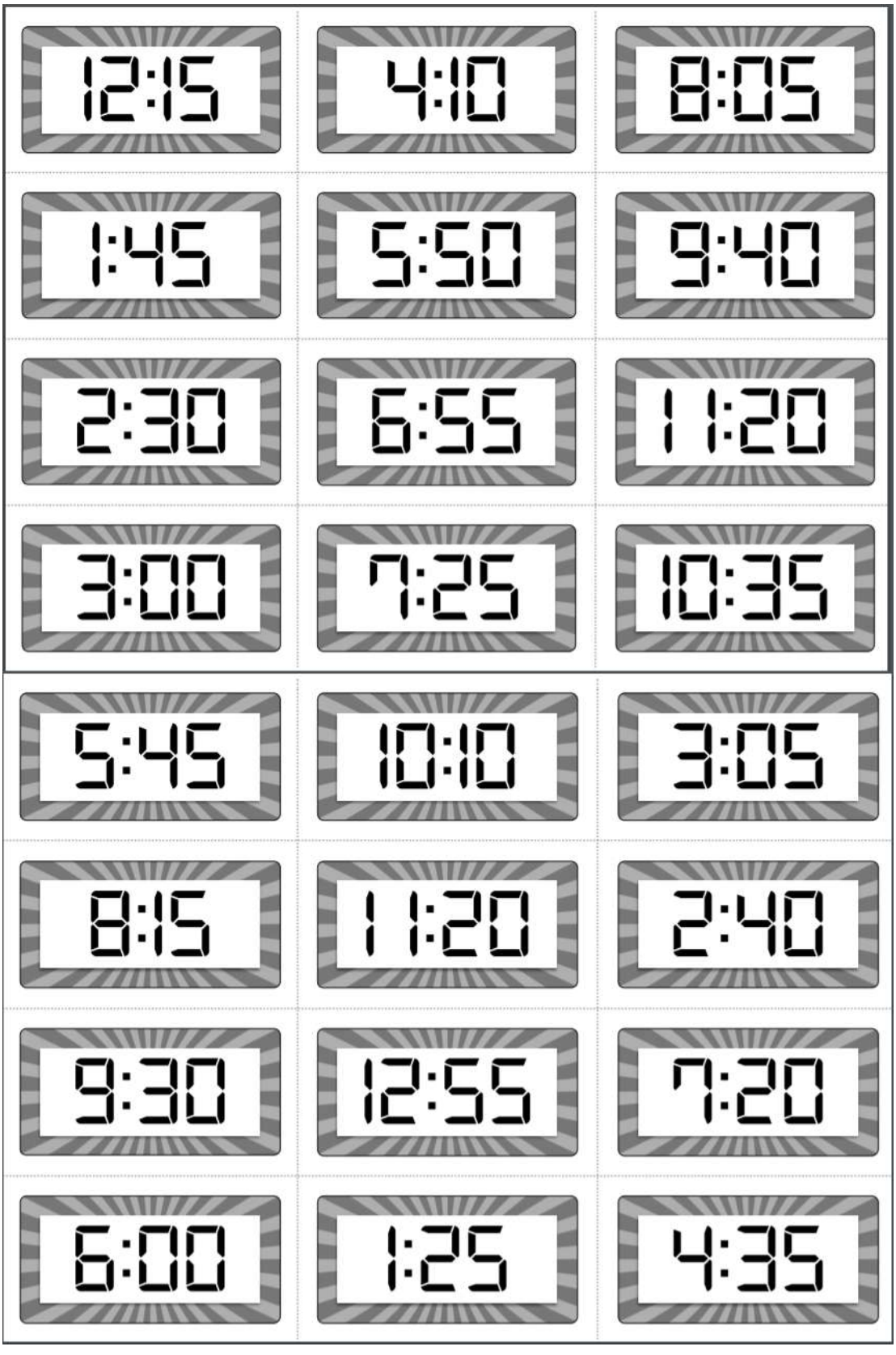
1. How many people own _____?
2. Which pet was the most popular?
3. Which pet was least popular?
4. Did people like _____ or _____ more?
5. How many more people liked _____ than _____?

Math Activity 6:
“Payday” Coin Cutouts



Math Activity 8:
"Rock Around the Clock" Cutouts




12:15
4:10
8:05
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5:50
9:40
2:30
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11:20
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5:45
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4:35

Math Activity 8:
“Rock Around the Clock” Recording Sheet