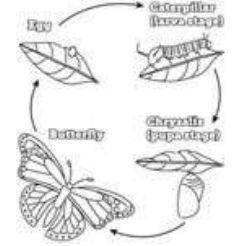


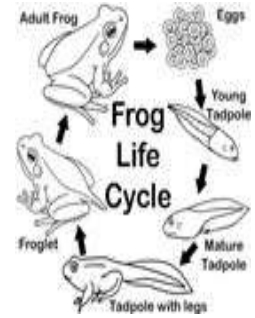
	MATH	READING: bit.ly/2ndReadingCMS	WORD WORK: bit.ly/2Jclbea	SCIENCE & SOCIAL STUDIES				
Day 11	<p>The width of a Quarter and the first knuckle on your thumb are about 1 inch long. Use a Quarter or your thumb knuckle to find three objects that are about 1 inch long. Draw and label the objects in your math journal or on paper.</p> <p>From your elbow to your fingertips is about 1 foot long. Use this part of your arm to find three objects that are each about 1 foot long. Draw and label the objects in your math journal or on paper.</p> <p>Complete Day 11 Exit Ticket on page 5 in your packet. Explain your thinking in your math journal or on paper.</p>	<p>Optional Video - Watch the Day 11 Video for more activities with this lesson. https://bit.ly/2ndModules</p> <p>Note for days 11-15: For your Module assignments, you will need to reference the journal pages and text <u>The Bear and the Bee</u> and <u>The Lion and the Mouse</u>. If you need help with the texts, read with an adult.</p> <p>Independent Activity: Read the fable <u>The Bear and the Bee</u>. pg 10</p> <ul style="list-style-type: none">Write the key events from the beginning, middle, and end of the story and the central message on your journal page for Day 11. pg 11	<p>Optional: Watch the instructional video for Day 11 (bit.ly/2ndgradeskills)</p> <p>Color It: Write each word from your Cycle 19 word list (page 9). Use a colored pencil or marker to underline the -le, -ck, -k, -ic, -dge, -ge, -ch, -tch, -au, -aw” in each word. Read your words out loud.</p>	<p>Social Studies Topic: Goods and Services</p> <p>Goods are things that are made or grown. Some goods are manufactured, such as clothes and cars. Other goods are grown like fruits and flowers. A service is work that someone does for someone else. A dentist and a store clerk provide services. Money collected by the government, or taxes, pay for services provided by people like school teachers and firefighters.</p> <p>Activity: Write thank you letters to people in your community who provide needed goods and services.</p> <p>Enrichment Resource: Goods and Services for 1st and 2nd Grade - Economics Social Studies Lesson https://bit.ly/2QIhVN2</p>				
Day 12	<p>Use your feet to measure the length of a door in your home by walking heel-to-toe, placing one foot in front of the other. Copy and complete the sentence frame in your math journal or on paper- The door is about ____ kid feet long.</p> <p>Make a ruler using the ruler handout on page 6 in your packet. (A ruler is 1 foot or 12 inches.) Measure the same door with your ruler. Copy and complete the sentence frame in your math journal or on paper- The door is about ____ feet long.</p> <p>How does measuring the length of the door in kid feet differ from measuring the length of the door with a ruler? Explain in your math journal or on paper.</p> <p>Complete Day 12 Exit Ticket on page 5.</p>	<p>Optional Video - Watch the Day 12 Video for more activities with this lesson. https://bit.ly/2ndModules</p> <p>Read the story <u>The Bear and the Bee</u>. pg 10</p> <ul style="list-style-type: none">Act out the key events of the story in order of beginning, middle, end.Write the central message of the story in your journal for Day 12. pg 11	<p>Optional: Watch the instructional video for Day 12 (bit.ly/2ndgradeskills)</p> <p>Decodable Text: Read the decodable text “My Garden Spot” (page 9). Focus on reading smoothly, with expression, and at just the right speed. Using a highlighter, search for high frequency words!</p>	<p>Social Studies Topic: Consumer Needs</p> <p>We all need air, water, food, clothing and shelter. These needs must be met in order for us to survive and thrive.</p> <p>Activity: Look at the following list of needs. Write each need down, ranking them in order from 1-8. Number 1 should be the item you believe is the most important and 8 would be the need you believe is the least important. Share and discuss your list with an adult.</p> <ul style="list-style-type: none">Safe shelterFoodEducationClean waterClothesClean airFamilyFriends <p>Enrichment Resource: Read Aloud - Learn about wants and needs https://bit.ly/2JqWJyc</p>				
Day 13	<p>Use your ruler to measure the length of five objects. Draw a picture of the objects and record their measurements.</p> <p>Three sheets of notebook paper taped together is about 1 yard. Use three sheets of taped notebook paper to find three objects that are about 1 yard long. Draw and label a picture of each object.</p> <p>Make a yardstick using the yardstick handout on page 7 in your packet. Choose one of the objects you measured with taped notebook paper. Measure it with your yardstick. Copy</p>	<p>Optional Video - Watch the Day 13 Video for more activities with this lesson. https://bit.ly/2ndModules</p> <p>Read the story <u>The Bear and the Bee</u>. pg 10</p> <ul style="list-style-type: none">Write a paragraph to recount the story on at the bottom of your Journal page Day 12. pg 12	<p>Optional: Watch the instructional video for Day 13 (bit.ly/2ndgradeskills)</p> <p>Writing: Create at least 5 silly sentences using the Cycle 19 Word List (page 9). The sillier the better! When you’re done, read the sentences out loud to a friend, family member, or stuffed animal.</p>	<p>Social Studies Topic: Consumer Wants</p> <p>Wants are things that we would like to have but do not need to survive. There is a difference between what we need to live and what we want in order to live better.</p> <p>Activity: Explore around your own home to find items that are wants and needs. Create a chart and list ten items for each category.</p> <table><tr><th>WANTS</th><th>NEEDS</th></tr><tr><td></td><td></td></tr></table>	WANTS	NEEDS		
WANTS	NEEDS							

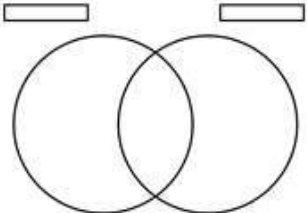
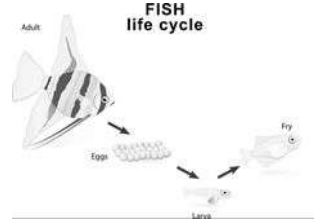
WANTS	NEEDS

	<p>and complete the sentence frame in your math journal or on paper- The ____ is about ____ yards long.</p> <p>How does measuring lengths with taped notebook paper differ from measuring lengths with a yardstick? Explain in your math journal or on paper. Complete Day 13 Exit Ticket on page 5 in your packet.</p>			
Day 14	<p>Measure a plate in feet. Then, measure it in inches. Do you need more units of feet or inches to measure the plate? Why? *Repeat this activity for an envelope, broom and shoestring.</p> <p>Measure your sofa in feet. Then, measure it in yards. Do you need fewer units of feet or yards to measure the sofa? Why? *Repeat this activity for the height of a family member and the length of a bed.</p> <p>Complete Day 14 Exit Ticket on page 5 in your packet.</p> <p>Optional Activity: Log into DreamBox and continue working for 15 minutes.</p>	<p>Optional Video - Watch the Day 14 Video for more activities with this lesson. https://bit.ly/2ndModules</p> <p>Read the story <u>The Lion and the Mouse</u>. Pgs. 13-16</p> <ul style="list-style-type: none"> Act out the key events of the story in order of beginning, middle, end. Review the checklist of steps in your journal for Day 14. pg 12 	<p>Optional: Watch the instructional video for Day 14 (bit.ly/2ndgradeskills)</p> <p>Homophones: Homophones are words that sound the same but are spelled differently! An example: won and one. Make a list of as many homophones as you can.</p>	<p>Life Cycle of a Butterfly [Insects]</p> <p>Activity: Examine the diagram, then write an explanation of the butterfly's life cycle in your own words.</p> 
Day 15	<p>You wake up and notice that you are 6 inches tall! Write a story about what happens next.</p> <p>Complete Day 15 Exit Ticket on page 5 in your packet.</p> <p>Optional Activity: Log into DreamBox and continue working for 15 minutes.</p>	<p>Optional Video - Watch the Day 15 Video for more activities with this lesson. https://bit.ly/2ndModules</p> <p>Read the story <u>The Lion and the Mouse</u>. Pgs. 13-16</p> <ul style="list-style-type: none"> Write a paragraph to recount the story at the bottom of your journal for Day 14. Pg 12. 	<p>Optional: Watch the instructional video for Day 15 (bit.ly/2ndgradeskills)</p> <p>Spelling Buddy: Have a sibling, parent, or friend call out ten words to you from the Cycle 19 list (page 9). Spell each word carefully on a blank sheet of paper.</p>	<p>Comparing the Life Cycles of Insects and Birds</p> <p>Activity: After considering what you learned about chickens and butterflies, complete a Venn Diagram comparing the chicken life cycle to that of butterflies. See Day 19 for a sample Venn diagram.</p>

SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.

- | | | | |
|---|--|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Keep the Beat by tapping to any song you like to listen to! <input type="checkbox"/> Sing "Old MacDonald" and draw a picture of the animals you pick. <input type="checkbox"/> Go outside or look outside and draw the trees that you see. | <ul style="list-style-type: none"> <input type="checkbox"/> Create a tree collage using materials in the home such as magazines, newspapers, etc. <input type="checkbox"/> For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing. | <ul style="list-style-type: none"> <input type="checkbox"/> Put a piece of tape on the ground and jump back and forth as quick as you can for 30 seconds. <input type="checkbox"/> Listen to a story read by a real astronaut in space at storytimefromspace.com. Write: What happened in the beginning, middle and end of the story. What was the central message of this story? | <ul style="list-style-type: none"> <input type="checkbox"/> Go to PebbleGo Science in ONE Access. Learn about what an astronaut does. Write: What important things does an astronaut do every day? What is a question you have about an astronaut's job? |
|---|--|---|---|

	MATH	READING: bit.ly/2ndReadingCMS	WORD WORK: bit.ly/2Jclbea	SCIENCE & SOCIAL STUDIES				
Day 16	<p>The width of your pinky finger is about 1 centimeter. Use your pinky finger to find three objects that are about 1 centimeter wide or long. Draw and label the objects in your math journal or on paper.</p> <p>Use your pinky finger to find three objects that are about 5 centimeters long each. Find three objects that are about 10 centimeters long each. Draw and label the objects in your math journal or on paper. Include the measurements.</p> <p>Complete Day 16 Exit Ticket on page 5 in your packet.</p>	<p>Optional Video - Watch the Day 16 Video for more activities with this lesson. https://bit.ly/2ndModules</p> <p>Read the fable The Ants and the Grasshopper. Pg 17</p> <ul style="list-style-type: none">Write the key events from the beginning, middle, and end of the story and the central message in your journal on Day 16. Pg 18	<p>Optional: Watch the instructional video for Day 16 (bit.ly/2ndgradeskills)</p> <p>Color It: Write each word from your Cycle 20 word list (page 9). Use a colored pencil or marker to underline the -y, -ies, -s in each word. Read your words out loud.</p>	<p>Social Studies Topic: Costs and Profits</p> <p>Cost is the money used to provide goods or services. These include hiring workers, paying for a workspace, and purchasing or manufacturing goods. Profit is the money made after all expenses and costs are paid.</p> <p>Activity: Devise a plan to create your own lemonade stand. What resources (people, supplies, funds!) Will you need? What costs would there be for these resources? Who would be your possible consumers? How much lemonade would you have to sell and for how much money in order to begin making a profit? Record your work on paper and share it with an adult.</p> <p>Enrichment Resource: Lemonade For Sale Read Aloud https://bit.ly/2WK6FUa</p>				
Day 17	<p>Spread or stretch your arms outward. This is called your arm span. Your arm span from fingertips to fingertips is about 1 meter long. Use your arm span to find three objects that are about 1 meter long. Draw and label the objects in your math journal or on paper.</p> <p>Make a meter stick using the meter stick handout in your packet on page 8. Use your meter stick to measure all of the objects you measured with your arm span. Copy and complete the sentence frame in your math journal or on paper for each object you measure- The ___ is about ___ meters long.</p> <p>How does measuring lengths with your arm span differ from measuring lengths with a meter stick? Explain in your math journal or on paper.</p> <p>Complete Day 17 Exit Ticket in your packet.</p>	<p>Optional Video - Watch the Day 17 Video for more activities with this lesson. https://bit.ly/2ndModules</p> <p>Read the fable The Ant and the Grasshopper. Pg 17</p> <ul style="list-style-type: none">Write a paragraph to recount the story in your journal on Day 17. Pg 18.	<p>Optional: Watch the instructional video for Day 17 (bit.ly/2ndgradeskills)</p> <p>Decodable Text: Read the decodable text “Babies” (page 9). Focus on reading smoothly, with expression, and at just the right speed. Using a highlighter, search for high frequency words!</p>	<p>Social Studies Topic: Community Businesses</p> <p>Businesses in a community produce goods and services based on the wants and needs of consumers. These businesses benefit a community’s economy by the work they do.</p> <p>Activity: Think about the businesses in our community that provide goods or services for your family. Create a chart and list the names of seven businesses for each category.</p> <p>Enrichment Resource: Goods & Services.mov https://bit.ly/2QOjSDw</p> <table border="1"><thead><tr><th>BUSINESSES THAT PROVIDE SERVICES</th><th>BUSINESSES THAT PROVIDE GOODS</th></tr></thead><tbody><tr><td></td><td></td></tr></tbody></table>	BUSINESSES THAT PROVIDE SERVICES	BUSINESSES THAT PROVIDE GOODS		
BUSINESSES THAT PROVIDE SERVICES	BUSINESSES THAT PROVIDE GOODS							
Day 18	<p>You want to measure the length of the bathtub. Will you use fewer centimeters or fewer meters? Explain in your math journal or on paper. Measure the bathtub by placing your meter stick on it to measure from one end to the other end. Then, copy and complete the sentence frame in your math journal or on paper- I used fewer ___ (centimeters, meters) to measure the bathtub.</p> <p>You want to measure a shirt. Will you use more centimeters or more meters? Measure the shirt. Then, copy and complete the sentence frame in your math journal or on paper- I used more ___ (centimeters, meters) to measure the shirt.</p> <p>Complete Day 18 Exit Ticket on page 5.</p>	<p>Optional Video - Watch the Day 18 Video for more activities with this lesson. https://bit.ly/2ndModules</p> <p>Read the story Bunnyvarl the Flies and Wurrunnunnah the Bees. pg 17</p> <ul style="list-style-type: none">Act out the key events of the story in order of beginning, middle, end.Review the checklist of steps in your journal for Day 18. Pg 19	<p>Optional: Watch the instructional video for Day 18 (bit.ly/2ndgradeskills)</p> <p>Writing: Create at least 5 silly sentences using the Cycle 20 Word Lis (page 9).t. The sillier the better! When you’re done, think of as many words as you can that have a ‘y’ or ‘ies’ ending- make a list!</p>	<p>Comparing the Life Cycles of Amphibians and Insects</p> <p>Activity: After considering what you learned about butterflies and frogs, complete a Venn Diagram comparing the butterfly life cycle to that of frogs.</p> 				

<p>Day 19</p>	<p>Get a pencil. Measure the length of the pencil in centimeters. Measure the length of the pencil in inches. Did you use more centimeters or more inches to measure the pencil? Explain why you think this happened in your math journal or on paper.</p> <p>Get a book. Measure the length of the book in centimeters. Measure the length of the book in inches. Did you use fewer centimeters or fewer inches to measure the book? Explain why you think this happened in your math journal or on paper.</p> <p>Complete Day 19 Exit Ticket on page 5 in your packet.</p> <p>Optional Activity: Log into DreamBox and continue working for 15 minutes.</p>	<p>Optional Video - Watch the Day 19 Video for more activities with this lesson. https://bit.ly/2ndModules</p> <p>Read the story Bunnyyarl the Flies and Wurrunnunnah the Bees pg 17</p> <ul style="list-style-type: none"> Write a paragraph to recount the story at the bottom of the journal page for Day 19. Pg 19 	<p>Optional: Watch the instructional video for Day 19 (bit.ly/2ndgradeskills)</p> <p>Homophones: Homophones are words that sound the same but are spelled differently! An example: eight and ate. Make a list of as many homophones as you can.</p>	<p>Comparing the Life Cycles of Amphibians and Insects</p> <p>Activity: After considering what you learned about butterflies and frogs, complete a Venn Diagram comparing the butterfly life cycle to that of frogs.</p> 
<p>Day 20</p>	<p>You wake up and notice that you are 6 meters tall! Write a story about what happens next.</p> <p>Complete Day 20 Exit Ticket on page 5 in your packet.</p> <p>Optional Activity: Log into DreamBox and continue working for 15 minutes.</p>	<p>Optional Video - Watch the Day 20 Video for more activities with this lesson. https://bit.ly/2ndModules</p> <p>Review journal notes for the two stories: The Ants and the Grasshopper and Bunnyyarl the Flies and Wurrunnunnah the Bees</p> <ul style="list-style-type: none"> Complete the compare and contrast T-chart in your journal for Day 20. Pg 19 	<p>Optional: Watch the instructional video for Day 20 (bit.ly/2ndgradeskills)</p> <p>Spelling Buddy: Have a sibling, parent, or friend call out ten words to you from the Cycle 20 list. Spell each word carefully on a blank sheet of paper.</p>	<p>Science Topic: Life Cycle of a Fish</p> <p>Activity: Examine the diagram, then write an explanation of the fish's life cycle in your own words.</p> 

SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.

- ☐ Read about someone important in a book or using the World Book Encyclopedia. Create a speech for your family to tell why this person should be on MyHero.com.
- ☐ Make up a song about your favorite food.
- ☐ List 10 things that make you think of the color BLUE (or other colors).

- ☐ Express in your drawing the happiest time that you had this year.
- ☐ For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.

- ☐ Lay on your stomach resting on your forearms. Crawl across the room dragging your body as if you're moving under barbed wire.
- ☐ Google search John Phillip Sousa and listen to one of his songs. Can you keep the beat and march with him?










- ☐ Ready to try your hand at creating and coding? Log into Code.org and click on Hour of Code. Pick one of the activities to do and learn how to code! Share what you learned with your family or friend.

I certify that my child, _____, did complete all of the required activities in days 11-20 of this learning plan.

Parent/Guardian Signature _____

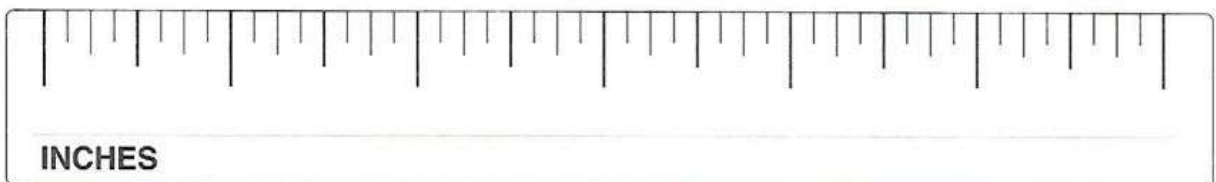
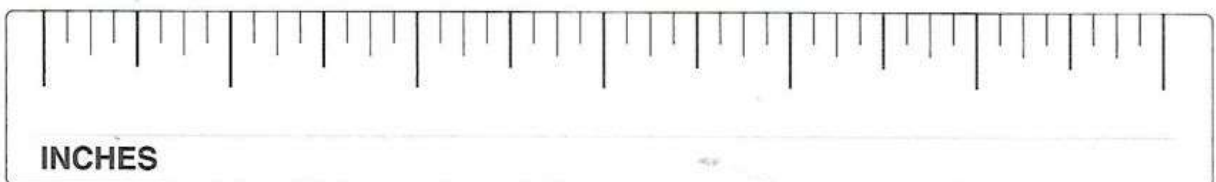
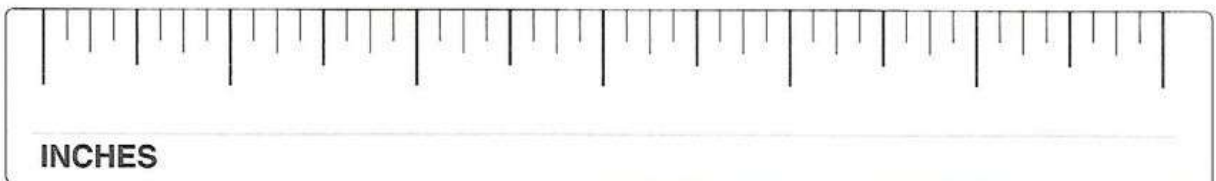
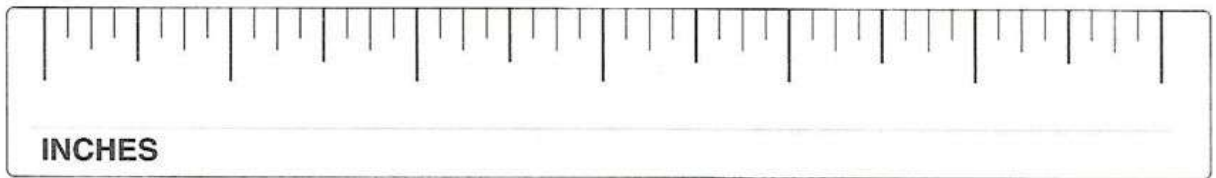
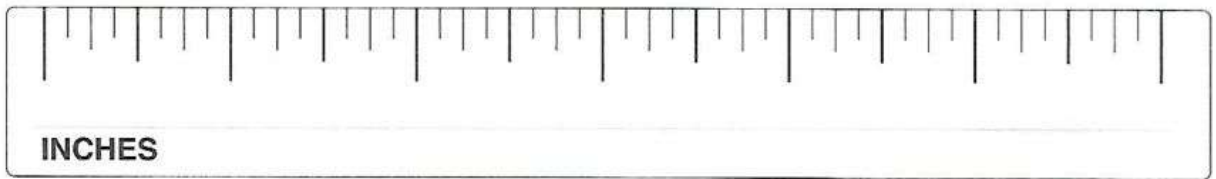
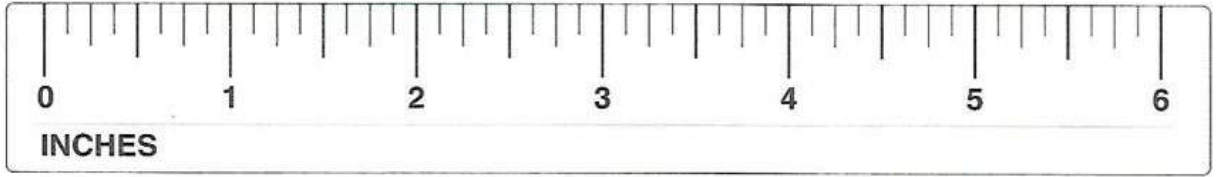
Date _____

Second Grade Exit Tickets for Days 11-20

Day 11	Day 12	Day 13		Day 14																						
<p>Best Tool to Measure</p> <p>Circle the tool you would use to measure each object.</p> <ul style="list-style-type: none">» the height of a door (ruler, yardstick)» length of a pencil box (ruler, yardstick)» length of a window (ruler, yardstick)» height of a cereal box (ruler, yardstick)	<p>Estimate and Measure</p> <p>Copy the chart in your math journal or on paper. Estimate the length of the notebook paper. Write your estimate in the chart. Use your ruler to measure the notebook paper. Write your measurement in the chart. Repeat this activity for your book bag and a cup.</p> <ul style="list-style-type: none">» notebook paper» book bag» cup <table><tr><td colspan="2">___ (name of object)</td></tr><tr><td>Estimate</td><td>Measurement</td></tr><tr><td></td><td></td></tr></table>	___ (name of object)		Estimate	Measurement			<p>Topic 12 Lesson 12-3 Independent Practice</p> <p>Estimate the length of each object in your home. Write your estimates in the chart. Measure the objects. Record each measurement to the closest inch and the measuring tool you used.</p> <table><tr><th>Object</th><th>Estimate</th><th>Measure</th><th>Tool</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>		Object	Estimate	Measure	Tool													<p>Topic 12 Lesson 12-4 Problem Solving #9</p> <p>Andrew wants to measure the length of a football field. Should he use feet or yards to measure it? Which tool should he use? Explain in writing.</p>
___ (name of object)																										
Estimate	Measurement																									
Object	Estimate	Measure	Tool																							
																										
																										
																										
		Day 15		<p>Molly measured the length of a chapter book and said, "It's 7!" Evan measured the length of the same book and said, "It's really 14." The teacher said, "You're both correct." Use words, numbers and pictures to explain why the teacher said that both Molly and Evan were right.</p>																						
Day 16	Day 17	Day 18	Day 19	Day 20																						
<p>Topic 12 Lesson 12-5 Problem Solving #11</p> <p>Paul says that a toothbrush is about 19 centimeters long. Sarah says it is about 50 centimeters long. Who is correct? Explain in your math journal or on paper.</p>	<p>Topic 12 Lesson 12-6 Independent Practice #10</p> <p>Debbie says that her doll is about 30 meters long. Do you think this is a good estimate? Why or why not? Explain in your math journal or on paper</p>	<p>You want to measure the height of the kitchen in both centimeters and meters. Will you use fewer units of centimeters or meters when you measure? Explain in your math journal or on paper using pictures and words.</p>	<p>You want to measure a bottle of dishwashing detergent in centimeters and inches. Will you use more units of centimeters or inches when you measure? Explain in your math journal or on paper using pictures and words.</p>	<p>Samaria said, "My bedroom is 8 long." Does Samaria mean inches, centimeters or meters? Explain.</p> <p>Jailyn said, "My finger is 5 long." Does Jailyn mean inches, centimeters or feet? Explain.</p>																						

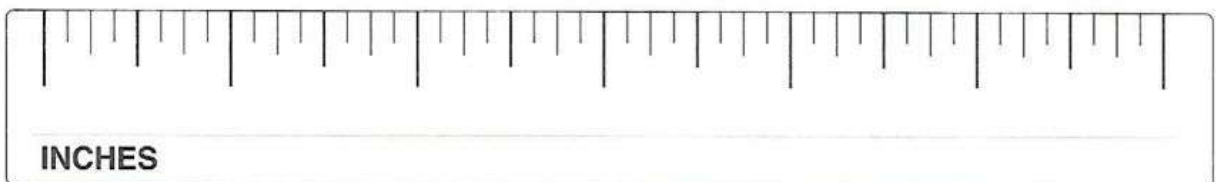
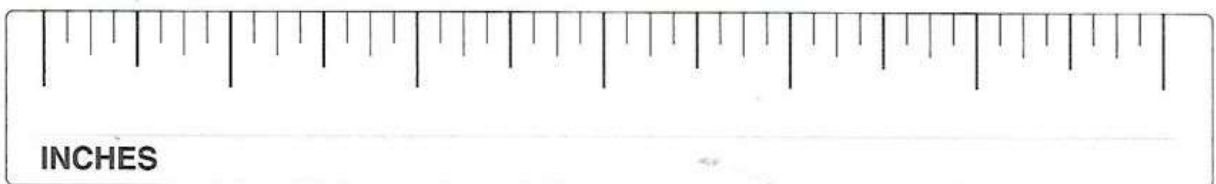
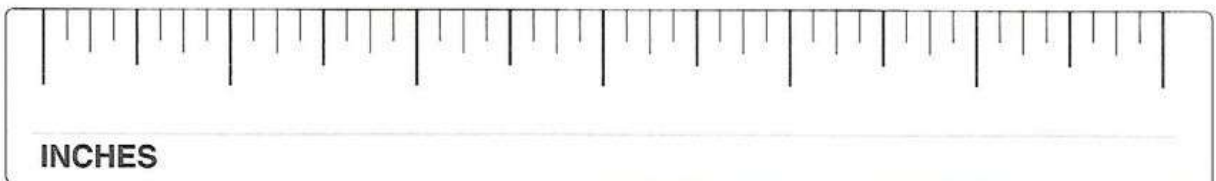
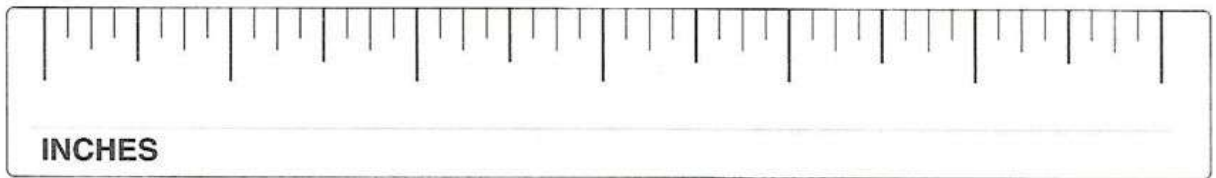
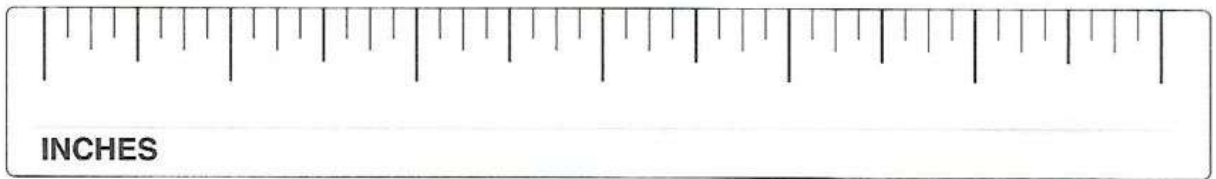
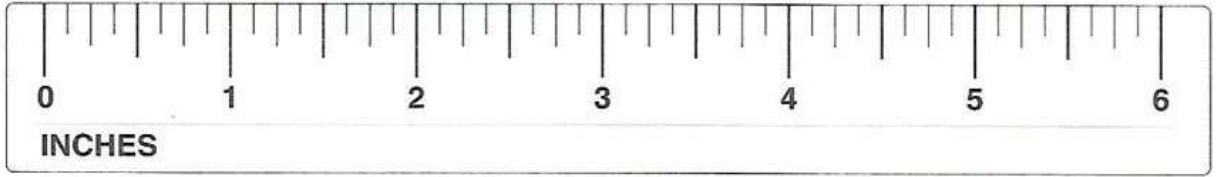
MAKE A RULER

Directions- To make a ruler, cut out two 6-inch sticks and tape or glue them together. Finish labelling the tick marks to 12.



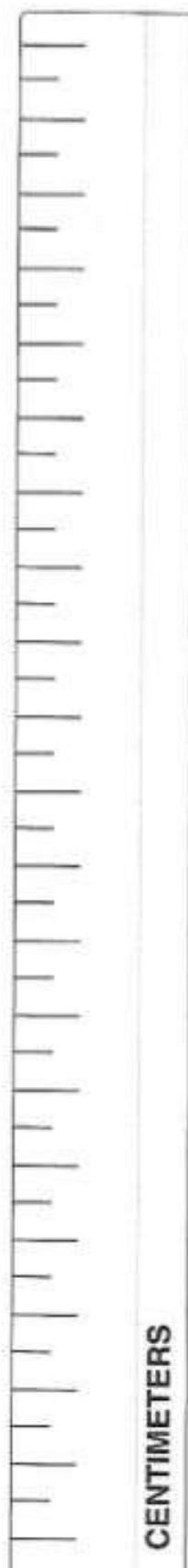
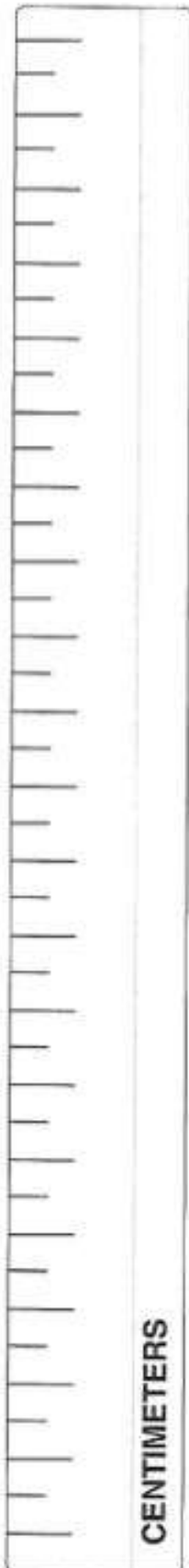
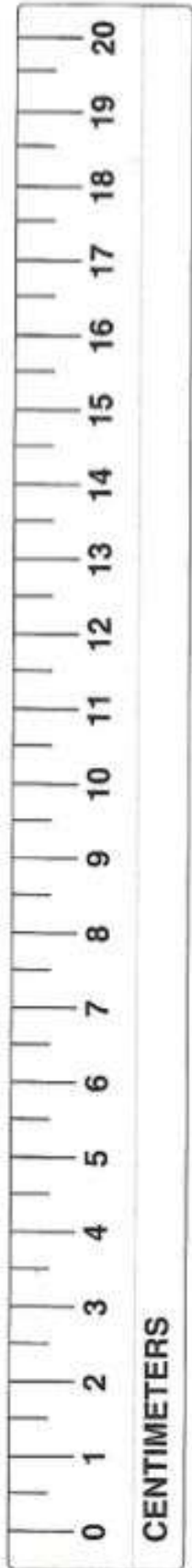
MAKE A YARDSTICK

Directions- To make a yardstick, cut out all of the 6-inch sticks and tape or glue them together. Finish labelling the tick marks to 36.



MAKE A METER STICK

Directions- To make a meter stick, cut out all of the rulers and tape or glue them together. Finish labelling the meter stick to 100.



Word List	Sight Words	Cycle 19 Decodable Text : <u>My Garden Spot</u>
able each magic hawk march outrage park caution candle scratch luck itch bridge pocket edge	throughout Indoor we've possible laughed	<p>Dad walked into the kitchen. He saw Sam scribbling on some paper. "What are you drawing, Sam?" asked Dad. "A sun chart," Sam replied.</p> <p>"We've been learning about gardens at school. I know it's impossible for us to have a garden because we don't have a yard. So I'm planning an indoor garden," Sam explained.</p> <p>"Plants need sun to grow. So I made this chart to keep track of when the sun shines through each window throughout the day. That way, I'll know the best place to put the garden." Sam showed Dad the chart.</p> <p>"It looks like the kitchen will be the best spot. It gets sunshine in the morning and afternoon. And it faces south, which means it gets bright sunlight," said Dad.</p> <p>Sam and Dad went to the local garden center to buy some plants, plant food, a watering can, and potting soil. They chose a lavender plant with little purple flowers and a spider plant with long, thin leaves.</p> <p>As soon as they got home, Sam carefully put the plants on the table next to the kitchen window. He filled the watering can and sprinkled them with water. He made sure they were sitting at the right angle so they would get plenty of sunshine.</p> <p>"Maybe we can grow some vegetables next! And a sunflower! And..." Dad stopped Sam. "Let's see how we do with just two. Then we'll decide if we can handle any more plants in our wonderful little apartment garden," said Dad with a smile.</p>
Word List	Sight Words	Cycle 20 Decodable Text : <u>Babies</u>
cherry puppy families turkey monkeys family cherries monkey puppies turkeys fly story flies stories	usually eight animal people around they're that's you've	<p>Just like people, animals have babies. A human baby is called an infant. Monkey babies are also called infants. Monkeys carry their babies around just like people! Do you think they cry like human babies?</p> <p>Did you know that a baby fish is called a fry? The female fish usually lays many eggs. The baby fry hatches out of an egg. Some baby fish hide and rest in the rocks until they are ready to swim and find their own food.</p> <p>A rabbit's baby is called a bunny. Bunnies can also be called kittens. Does that remind you of another animal? That's right! Cat babies are also called kittens. Female rabbits make a nest to keep the bunnies warm and safe.</p> <p>Female cats give birth to around four or five kittens at a time, but they can sometimes have as many as nine! A group of kittens is called a litter.</p> <p>You've probably seen a baby dog before. These babies are called puppies. Like kittens, a group of puppies is called a litter. A female dog may give birth to only one or maybe as many as seven or eight puppies in a litter.</p> <p>Now on to a baby that's not quite as cute: a maggot. A maggot is a baby fly. It does not look like a fly, though. Flies have wings and legs, but maggots are white and legless and wingless.</p> <p>Like fish, baby birds come from an egg. The female bird lays eggs in a nest. She takes care of the eggs until they hatch. When they are first born, they're called hatchlings.</p> <p>Which baby is your favorite? The furry ones like puppies, bunnies, or kittens? Or do you like insect babies like a maggot or a caterpillar? Or do you like the fish fry baby? Or a feathered baby like a hatchling?</p>

“The Bear and the Bee”

(For Teacher Reference)

(Based on “The Lion and the Mouse”)

Note to Teacher: *Copy this story onto chart paper for display and use during Lesson 1.*

Once there was a pollinator named Little Bee. Little Bee lived in the forest.

Little Bee was buzzing by when he spotted Big Bear. Big Bear was taking a nap.

Little Bee buzzed close to Big Bear. Suddenly, Big Bear woke up.

He cried, “Little Bee, you know I could kill you with my giant claws! I will let you live because you make honey, which I love to eat.”

Little Bee thought. He said, “Big Bear, you are much larger than me. But one day, you might need my help.”

Big Bear laughed and said, “You are tiny! How could a silly little insect ever help a powerful creature like me?”

Little Bee thought again. He did not say anything. He just buzzed by and flew away.

Later, Little Bee heard a noise. It was a hunter. He had a bow and arrow, and he was ready to shoot Big Bear!

Immediately, Little Bee flew to the hunter and buzzed in his ear. The hunter was scared. He cried, “Leave me alone!” and ran away.

Big Bear cried, “Little Bee, you saved my life! Thank you!”

Little Bee said, “I promised you I would help you. I am little, but I can do great things, too.”

Central Message: **Although they may seem unimportant, small deeds can make the world a better place.**

Written by EL Education for Instructional Purposes.
490L

Name: _____ Date: _____

Text Title: _____

Fables and Folktales Response Journal- Day 11

Use evidence from the text to support your thinking.

Beginning: Who are the main characters? _____ _____ _____	Beginning: Where does the story take place? _____ _____ _____
Middle: What is the Problem or Challenge? _____ _____ _____	
End: How is the problem solved? _____ _____ _____	
Central Message: What is the lesson in this story? _____ _____ _____	

Name: _____ Date: _____

Text Title: _____

Fables and Folktales Response Journal- Day 12

Use the steps in the checklist to write a paragraph below.

Done	Steps
<input type="checkbox"/>	Write a sentence to tell the title, setting, and main characters.
<input type="checkbox"/>	Write a sentence about the problem or challenge in the story.
<input type="checkbox"/>	Write a sentence about how the characters respond to the problem.
<input type="checkbox"/>	Write a sentence telling about the solution.
<input type="checkbox"/>	Write a sentence to tell the central message of the story.
Write a paragraph recounting the story. _____ _____ _____ _____ _____ _____ _____ _____ _____	

Name: _____ Date: _____

Text Title: _____

Fables and Folktales Response Journal- Day 14

Use the steps in the checklist to write a paragraph below.

Done	Steps
	Write a sentence to tell the title, setting, and main characters.
	Write a sentence about the problem or challenge in the story.
	Write a sentence about how the characters respond to the problem.
	Write a sentence telling about the solution.
	Write a sentence to tell the central message of the story.
Write a paragraph recounting the story.	
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The Lion and the Mouse

A Reading A-Z Level I Leveled Book
Word Count: 249



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LEVELED Book • I

The Lion and the Mouse

Retold by Harriet Rosenbloom
Illustrated by Lauren Gallegos

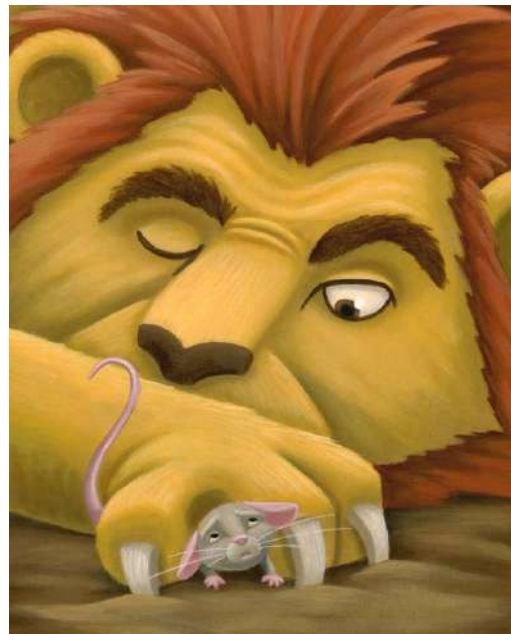
www.readinga-z.com



Lion lay asleep on
a sunny afternoon.
Mouse was hurrying home
through the tall grass.

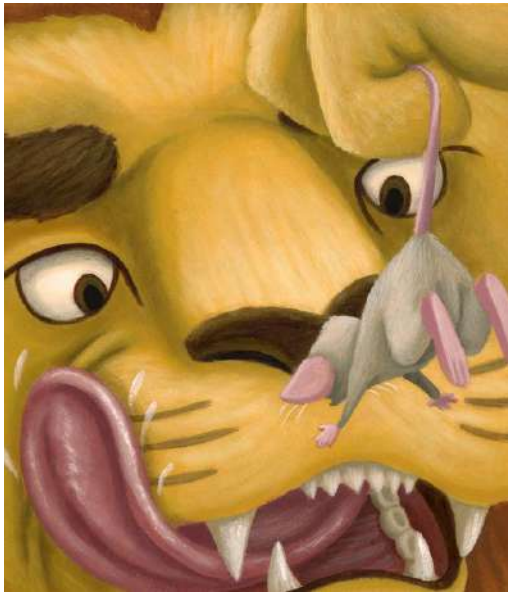
The Lion and the Mouse • Level I

3



She stumbled upon Lion
and woke him.
Lion **trapped** Mouse
under his huge paw.

4



He lifted her by the tail.
He swung her slowly
through the air.
"An afternoon snack," Lion said.
"Delightful."

The Lion and the Mouse • Level I

5



Mouse felt his hot breath on her fur.
She was so scared.
Her voice was just a squeak.
"**Spare** me," she cried, "and one day
I will **help** you in return."

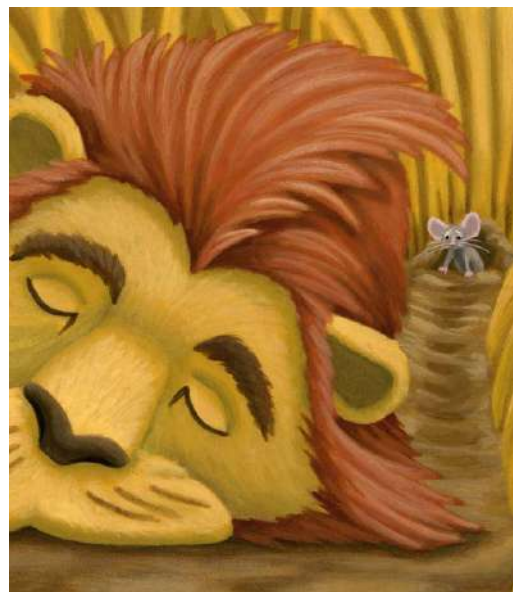
6



Lion laughed loudly.
Mouse trembled.
"You, help me?" he laughed.
"You are a funny little one."

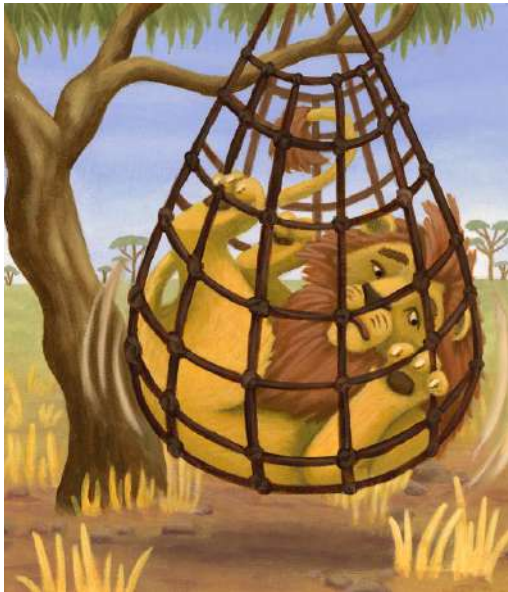
The Lion and the Mouse • Level I

7



Still, he let Mouse go.
He soon dozed off again
under the hot sun.
Mouse dashed home.
She was happy to be alive.

8



The day came when Lion
stepped into a hunter's net.
He was trapped.
Lion **struggled**.
The net pulled tighter.

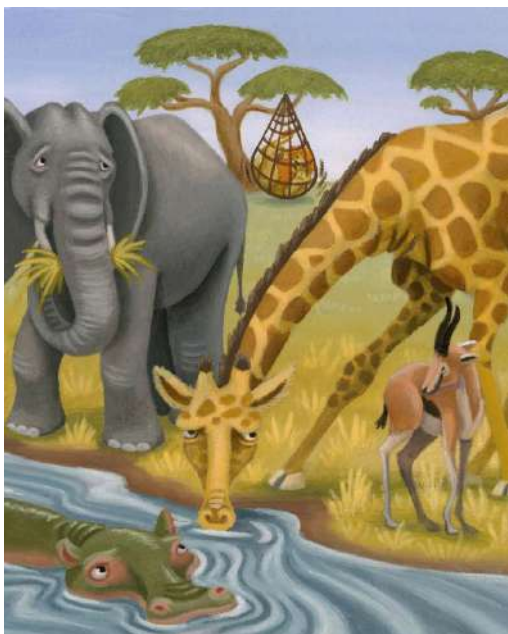
The Lion and the Mouse • Level I

9



Lion roared in anger.
Then he roared in fear.

10



His loud roar carried
in every direction.
Many animals heard him.
None came to help.

The Lion and the Mouse • Level I

11



None dared to free Lion,
except Mouse.
Mouse ran to Lion's side.
She found him in the trap.
Mouse **chewed** away the net
with her sharp little teeth.

12



Before long, Lion was free.
Lion shook off the ropes.

The Lion and the Mouse • Level I

13



He looked deep into Mouse's eyes.
"Thank you, little friend," Lion said.
"You are most welcome, big friend,"
Mouse replied.
"What you give is what you get."

14



Mouse's words still hold true today.
What is just as true?
That even a little mouse
can help a **mighty** lion.

The Lion and the Mouse • Level I

15

Glossary

- chewed** (v.) bit something over and over again using the teeth (p. 12)
- help** (v.) to give or do something that makes life easier for another (p. 6)
- mighty** (adj.) very powerful, strong, or large (p. 15)
- spare** (v.) to save from death, destruction, or harm (p. 6)
- struggled** (v.) used force to try to get free of something (p. 9)
- trapped** (adj.) stuck in a trap or kept from leaving a particular place (p. 4)

16

“The Ants and the Grasshopper”

Note to Teachers: Print and copy one per student.



1	One bright day in late autumn a family of Ants were bustling about in the warm sunshine, drying out the grain they had stored up during the summer, when a starving Grasshopper, his fiddle under his arm, came up and humbly begged for a bite to eat.
2	“What!” cried the Ants in surprise, “haven’t you stored anything away for the winter? What in the world were you doing all last summer?”
3	“I didn’t have time to store up any food,” whined the Grasshopper; “I was so busy making music that before I knew it the summer was gone.”
4	The Ants shrugged their shoulders in disgust. “Making music, were you?” they cried. “Very well; now dance!” And they turned their backs on the Grasshopper and went on with their work.

“The Ants and the Grasshopper” by Aesop. *The Aesop for Children*. Chicago: Rand McNally & Co., 1919.

Education | Language Arts Curriculum

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“Bunnyyarl the Flies and Wurrunnunnah the Bees”

Note to Teachers: Copy and distribute one copy per student.
(Australian Aboriginal folktale)



1	Once there were two groups of people, the Bunnyyarl (bunny-yarl) and the Wurrunnunnah (war-a-noo-nah). They were family, and they lived in one camp. The Wurrunnunnah worked very hard. They always gathered food, even when there was already enough. They did this so that they would have enough later. The Bunnyyarl did not think about the future. They wasted their time playing. They never thought about getting enough food for later.
2	One day the Wurrunnunnah said, “Come out with us. We are going to gather honey from flowers. Soon the winter winds will blow the flowers away. Then there will be no more honey to gather.”
3	“No,” said the Bunnyyarl, “We have something to do here.” And off they went, wasting their time. They knew that the Wurrunnunnah would share their honey with them.
4	The Wurrunnunnah went alone and left the Bunnyyarl to waste their time. The Wurrunnunnah gathered the flowers and stored the honey, and never more went back to live with the Bunnyyarls, for they were tired of doing all the work.
5	As time went on the Wurrunnunnah were changed into little wild bees, and the lazy Bunnyyarls were changed into flies.

“Bunnyyarl the Flies and Wurrunnunnah the Bees” is from *Australian Legendary Tales*, published in 1896 by K. Langloh Parker, one of the first collections of folklore from the Australian Aboriginal people to be translated and published in English.
520L

Sources: <http://www.sacred-texts.com/aus/alt/alt30.htm>

<https://archive.org/details/cu31924029909060>

Education | Language Arts Curriculum

Name: _____ Date: _____

Text Title: _____

Fables and Folktales Response Journal- Day 16

Use evidence from the text to support your thinking.

Beginning: Who are the main characters? _____ _____ _____	Beginning: Where does the story take place? _____ _____ _____
Middle: What is the Problem or Challenge? _____ _____ _____	
End: How is the problem solved? _____ _____ _____	
Central Message: What is the lesson in this story? _____ _____ _____	

Name: _____ Date: _____

Text Title: _____

Fables and Folktales Response Journal- Day 17

Use the steps in the checklist to write a paragraph below.

Done	Steps
<input type="checkbox"/>	Write a sentence to tell the title, setting, and main characters.
<input type="checkbox"/>	Write a sentence about the problem or challenge in the story.
<input type="checkbox"/>	Write a sentence about how the characters respond to the problem.
<input type="checkbox"/>	Write a sentence telling about the solution.
<input type="checkbox"/>	Write a sentence to tell the central message of the story.
Write a paragraph recounting the story.	

Name: _____ Date: _____

Text Title: _____

Fables and Folktales Response Journal- Day 18

Use the steps in the checklist to write a paragraph below.

Done	Steps
<input type="checkbox"/>	Write a sentence to tell the title, setting, and main characters.
<input type="checkbox"/>	Write a sentence about the problem or challenge in the story.
<input type="checkbox"/>	Write a sentence about how the characters respond to the problem.
<input type="checkbox"/>	Write a sentence telling about the solution.
<input type="checkbox"/>	Write a sentence to tell the central message of the story.

Write a paragraph recounting the story.

Name: _____ Date: _____

Text Title: _____

Fables and Folktales Response Journal- Day 20

Explain your thinking using details from the stories.

How are the two stories similar?

How are the two stories different?
