# *At Home Learning Resources*

## Grade 2 - Week 11



https://2020census.gov/

# Grade 2 ELA Week 11

All previous activities, as well as other resources can be found on the Lowell Public Schools website: https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3798.

This week continues a focus on fiction reading and narrative writing.  Your child should be reading, writing, talking and writing about reading, and working on r-controlled vowels this week.

**Reading:** Students need to read each day. They can read the text included in this packet and/or read any of the fiction books that they have at home, or can access online at Epic Books, Tumblebooks, Raz Kids, or other online books. All resources are on the LPS website. There is something for everyone.

**Talking and Writing about Reading:** As students are reading, they can think about their reading, then talk about their reading with a family member and/or write about their reading using the prompts/questions included.
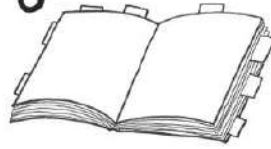
**Writing:** Students will continue working on narrative stories for the next weeks. The resources in this packet will be the same for next week for writing as well. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: Grade 2 Narrative Writing Choice Board. Click on the images to watch the video tutorials. This writing should last throughout the weeks. Students will be planning their writing, then writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing. Your child might write 1 story and work to refine it throughout, or might write multiple stories, getting better each time.

**Phonics/Word Work:** Students can practice words with r-controlled vowels. Students will sort the words and listen for the sounds in each word.
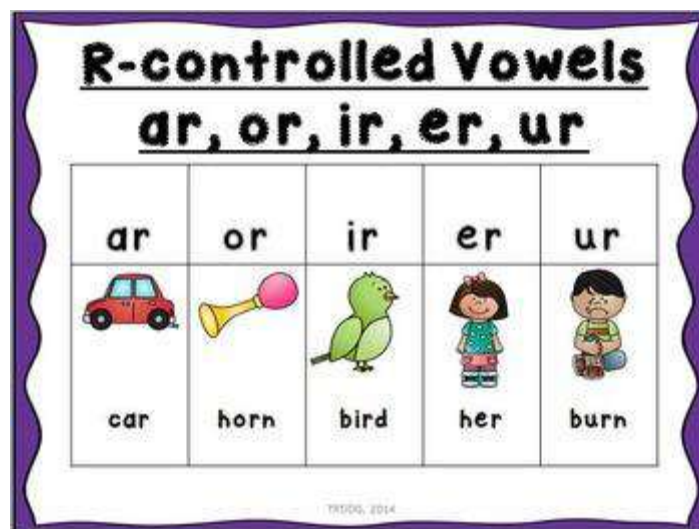
When reading fiction texts, think about the following. Stop and jot, and respond in writing as you are reading or when you are done.
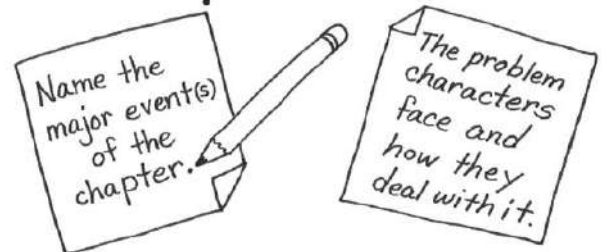
Keeping Track of Longer Books

Notice how the author helps you make vivid pictures in your mind
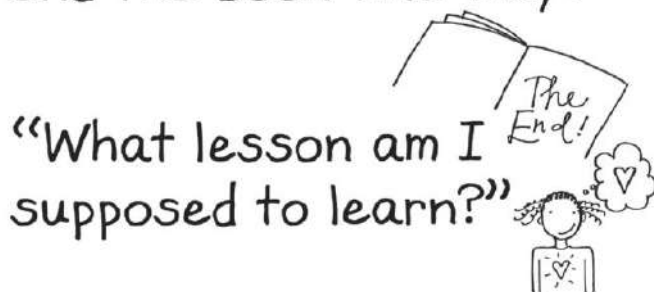
Determine what's important.

Name the major event(s) of the chapter.

The problem characters face and how they deal with it.

When you get off track, stop, STOP reread, and answer questions.

?s→Answers

Write notes to help you keep track.

problem

big event

feelings

Ask, "Why did the author end the book this way?"

"What lesson am I supposed to learn?"

The End!

# Too Many Vegetables

By Karen DelleCava
2007

*Karen DelleCava has written for* Highlights*. In this short story, a boy and his dad give zucchinis from their garden to their neighbors. As you read, take notes on how Patrick and his dad respond to their neighbors.*

[1]  "What are we going to do with all of these?" Patrick asked.

"I love zucchini, but this is ridiculous," Dad said. He wiped the sweat from his forehead.

In May, Patrick and his dad had put out six tiny zucchini plants. Now huge leaves crowded one another. Dozens of zucchini as long as Patrick's arm hid underneath. Patrick and Dad's first vegetable garden was an amazing success.

"Remember how everyone welcomed us to the neighborhood when we moved in?" Patrick said. "Let's give a zucchini to each of the neighbors."



*"A zucchini summer picnic." by Karen Stormer Brooks is used with permission.*

[5]  Dad lifted a fuzzy leaf to show even *more* zucchini. "Better make it two."

They weeded the garden that afternoon and staked[1] the tomato plants. Then Patrick picked the zucchini. He delivered them, still warm from the sun, to the neighbors.

The next day Mrs. Gianelli came to the front door. She carried a large foil-covered baking pan.

"Hi, Mrs. Gianelli," said Patrick. "What's this?"

"Zucchini parmesan," she said. "My grandmother's recipe. I wanted to thank you for the lovely vegetables. I had enough to make two full pans."

[10]  Soon the rest of the neighbors arrived. They each brought their own favorite zucchini creations. There was salsa, fritters, quiche, soup, and even bread.

"The bread is made with sugar, raisins, and walnuts," Mr. Binsky said. "It's a dessert."

Eyes wide, Dad shook his head. "Look at all this food!"

"Let's have a picnic," Patrick suggested.

"I'll whip up a batch of zucchini juice."

[15]  "Excuse me?" Mrs. Gianelli said.

"Just kidding," said Patrick. "I'll make lemonade."

The neighbors paraded[2] outside to the deck with their zucchini dishes. Dad passed out paper plates, forks, and napkins. As everyone talked and laughed and ate, they exchanged recipes. After the feast, Patrick made another pitcher of lemonade. Mr. Binsky served the zucchini bread.

Then Patrick joined Dad at the edge of the garden. New flowers had burst into bloom on the tomato plants since that morning. Each yellow flower meant one red, ripe tomato. Dad winked at Patrick. They smiled at everyone enjoying the zucchini picnic.

"I guess you can never have too many vegetables," Dad said.

[20]  "Or neighbors!" said Patrick.

**After reading the story, determine the lesson of the text.**

_____

_____

_____

_____

_____

_____

_____
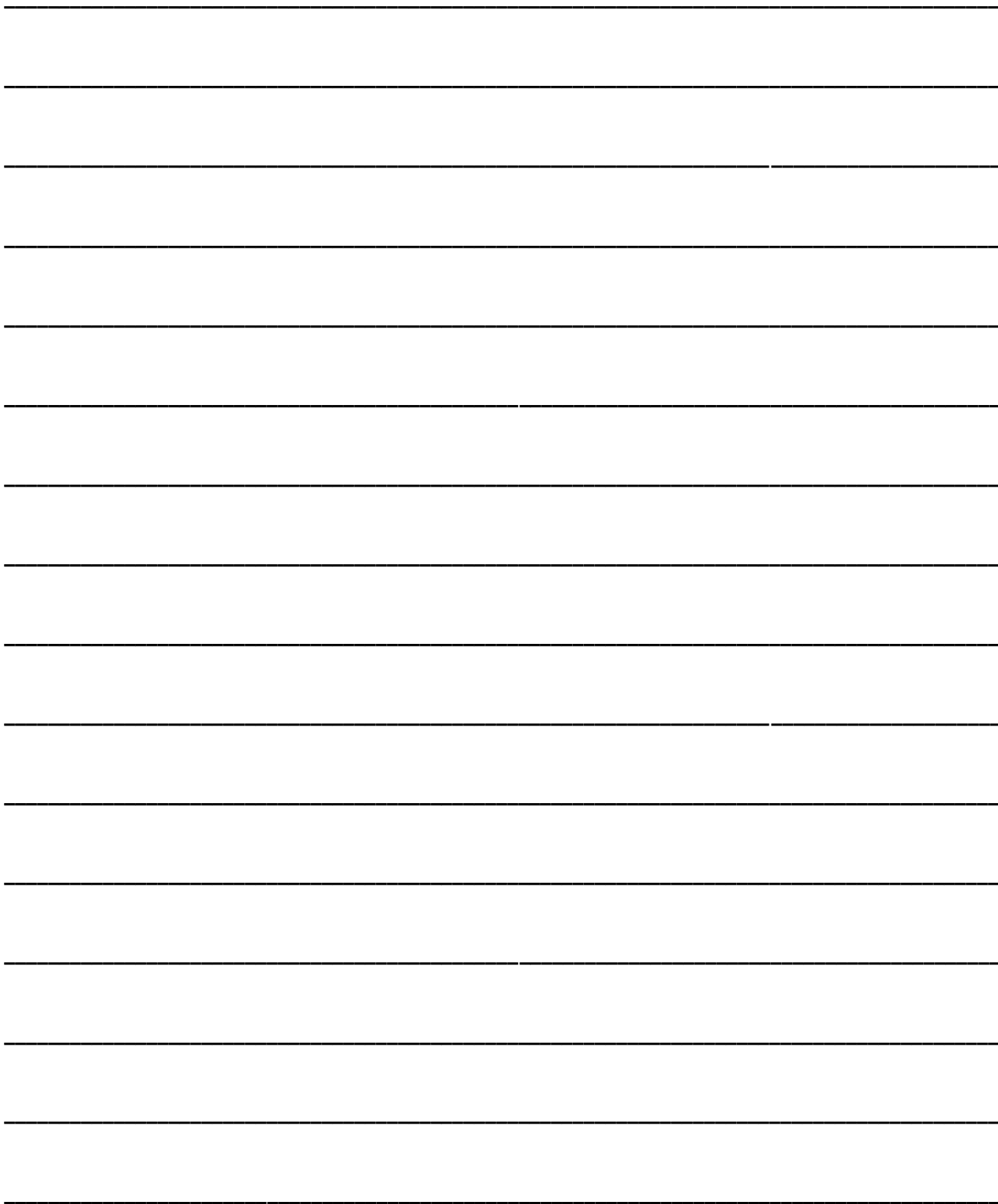
Grade 2 Narrative Writing Choice Board - Visit the online option for an interactive board with tutorials. Use the anchor charts to help you write your own small moment narrative story.

## Lessons from the Masters
### Grade 2 Narrative Writing
**Click on the icons to learn more!**

GETTING STARTED

Student sample

OWL MOON

The Leaving Morning

- Generate meaningful ideas for small moment writing.
- Zoom in! Write with LOTS of details.
- Stretch out small moments.
- Learning Writing Moves from Our Favorite Authors
- Crafting Powerful Small Moments
- Reread! Make sure your writing makes sense + sounds right.

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Getting Started!

## How to write a Story

**1st**

Think of an idea.
- A thing that happened to you
- A thing you do

**Tell your story to someone in your house or act it out before you write it.**

Plan.
Touch and tell.
Then, sketch across the pages.

Write!

**Then**

**Next**

# Slide 1

OWL MOON

Generate meaningful ideas for small moment writing.

The Leaving Morning

cakaforna
zoo
hottoll
beach

**Tiny Topics**
- owls
- nighttime
- walks
- trees
- snow
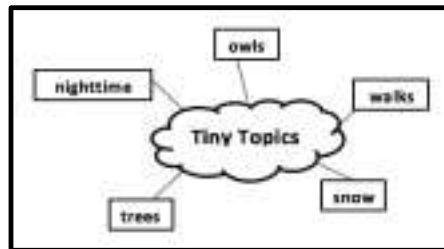
tiny topics
- my house
- our garden
- the beach

# Slide 2

Stretch out small moments.

First  Then  Next  After  Finally

Use your hand to tell your story.

**Writers grow a whole story from a tiny moment, by telling the story across their fingers!**

# Crafting Powerful Small Moments

## Ways to Bring Stories to Life

Unfreeze People.
*Make them move
*Make them talk

Tell small steps.

Bring out the inside.
*Make them feel
*Make them think

**The writer brings out the inside by telling how embarrassed she felt.**

**Notice how the writer freezes and unfreezes people by writing about how she moved around the store.**

**The writer also brings her story to life by writing exactly what her mom said**

I went towards my basket. I was looking somewhere else. I didn't know what I was doing. So by accident . . .

④ I PUT THE BEANS IN someone else's basket!! I was really embarrassed. My mom said, "That's someone else's basket." I took out the beans and ran to my mom.

**The writer tells the story in small steps. She focuses on just the part where she get the beans.**

---

## Zoom in! Write with LOTS of details.

...weave setting details throughout the story.

raced
bolted
leaps
sprung

...use strong action words to show exactly what the character is doing.

shouted
whispered

...include dialogue and dialogue tags to show exactly what the character says and how he/she says it.

## Learning Writing Moves from Our Favorite Authors

OWL MOON

**Suspense**
For one minute, three minutes, maybe even a hundred minutes, we stared at one another.

*How to Learn Writing Moves From a Mentor Text*

The Leaving Morning

**Onomatopoeia or Sound Effects**
The LEAVING happened on a soupy, misty morning, when you could hear the street sweeper. Sssshhhshsh…

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Reread! Make sure your writing makes sense + sounds right.

Does my story make sense? I will reread it to make sure. I will also use my editing checklist!

### New and Improved Editing Checklist

| | |
|---|---|
| End sentences with punctuation. ( . ! ? ) | |
| Begin each sentence with a capital letter. | There is a bear. |
| Spell using all you know about how words work. | snow blow know |
| Make sure others can read your writing. | |
| Check for run-on sentences. | STM |
| Make sure the sentences inside a paragraph fit together. | |
| Add commas on purpose. | |

① One day I went shopping with my mom, dad and sister. I went to the super-market. I helped my mom do all the groceries. The sun was shining really bright. The tall grass was beneath us.

② My mom told me to put some food in a basket. The food was some okra beans. I held the okra beans in my hand and walked.

③ I went towards my basket. I was looking somewhere else. I didn't know what I was doing. So by accident . . .
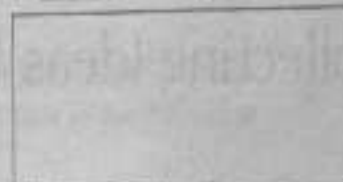
④ I PUT THE BEANS IN someone else's basket! I was really embarrassed. My mom said, "That's someone else's basket." I took out the beans and ran to my mom.

Read the words. Color (er) sounds spelled er in RED. Color (or) sounds spelled or in GREEN. Color (ar) sounds spelled ar in BLUE. Read the words out loud. Try using them in a sentence.

| | | | |
|---|---|---|---|
| rather | hermit | garment | persistent |
| swerve | expertise | forbid | border |
| power | market | father | mother |
| third | farther | carve | answer |

Cut apart the words. Make three columns. Place the **bold** cards at the top. Pick a word. Read it aloud. Sort the word. Then check.

| **er** | **ir** | **ur** |
|---|---|---|
| her | sir | curl |
| stir | burn | verb |
| germ | dirt | hurt |
| birds | term | curb |
| third | churn | ferns |
| purse | stern | shirts |
| skirts | nurse | nerve |
| squirted | clerks | churning |
| blurted | birthday | merge |
| quirky | suburbs | swerved |

Cut apart the words. Make three columns. Place the **bold** cards at the top. Pick a word. Read it aloud. Sort the word. Then check.

| **air** | **are** | **ear** |
|---|---|---|
| bear | air | care |
| dare | pear | fair |
| hair | hare | wear |
| rare | lair | pair |
| chair | swear | scare |
| wears | flair | share |
| hairy | glare | square |
| wearing | unfair | aware |
| upstairs | stared | careful |
| barefooted | airports | sleepwear |

# Eureka Math™ Tips for Parents

## Foundations of Multiplication and Division

Module 6 lays the conceptual foundation for multiplication and division in Grade 3 and the idea that numbers other than 1, 10, and 100 can serve as units.

Students learn to make equal groups, moving from concrete work with objects to more abstract pictorial representations. Finally, they learn about even and odd numbers.

We are learning to make equal groups!



Moving from concrete objects to more abstract representations of equal groups

**What Came Before this Module:** Students extended their work with addition and subtraction algorithms to numbers up to 1,000. They also worked with word problems with numbers up to 100.

**What Comes After this Module:** In Module 7, students work on their addition and subtraction skills using units for length, as well as money. They also collect and represent data in various ways, including bar graphs, picture graphs, and line plots.

### New Terms in this Module:

**Array**—arrangement of objects in rows and columns

**Columns**—the vertical groups in a rectangular array

**Even number**—a whole number whose last digit is 0, 2, 4, 6, or 8

**Odd number**—a number that is not even

**Repeated addition**—e.g., 2 + 2 + 2

**Rows**—the horizontal groups in a rectangular array

**Tessellation**—tiling of a plane using one or more geometric shapes with no overlaps and no gaps

**Whole number**—e.g., 0, 1, 2, 3,…

*Familiar Terms:*
| | |
|---|---|
| Addend | Double |
| Equation | Pair |
| Rectangle | Skip Counting |
| Square | Sum |
| Tape Diagram | Total |

## Key Common Core Standards:

### + How You Can Help at Home:

- Using any number of small objects, challenge your student to sort them into equal groups.

- Practice skip-counting by 2s. This will help as students work with odd and even numbers in this module.

- *Work with equal groups of objects to gain foundations for multiplication.*
  - Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.
  - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns.
- *Reason with shapes and their attributes.*
  - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

Two different arrays of teddy bears: Above, we see 3 rows with 4 in each row. To the right, we see 4 rows with three in each row. Students will build these arrays and understand that both equal a total of 12 and why that is so.

**Spotlight on Math Strategies:**

**Arrays**

Students will use this model in Module 6 of *A Story of Units,* as well as throughout their elementary years.

# A *Story of Units* has several key mathematical "models" that will be used throughout a student's elementary years.

An array is an arrangement of objects organized into equal groups in rows and columns. Arrays help make counting easy. Students are reminded in this module that counting by equal groups is more efficient than counting objects one by one. This module focuses on establishing a strong connection between the array and repeated addition (e.g., 3 rows of 4 can be expressed as 4 + 4 + 4 = 12). Beginning in kindergarten, arrays are used as students organize objects into groups to make 10. Now, in Grade 2, we introduce the idea that equal groups can be made of numbers other than 1, 10, or 100.

In Module 6, students build arrays and then use them to write equations showing the repeated addition represented by the array. This lays important groundwork for understanding multiplication as repeated addition in Grade 3. As students progress through their elementary years, arrays will be frequently used to reinforce the relationship between multiplication and division.

**Sample Problem from Module 6:**

Redraw the following sets of dots as columns of two or as two equal rows.

(This problem shows how students will be learning about odd and even numbers in Module 6.)

Sample taken from Module 6, Lesson 18

a.
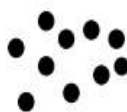


There are _____ dots.

Is _____ an even number? _____

b.



There are _____ dots.

Is _____ an even number? _____

# Application Problem

Markers come in packs of 2. If Jessie has 6 packs of markers, how many markers does she have in all?

a.  Draw groups to show Jessie's packs of markers.

b.  Write a repeated addition equation to match your drawing.

c.  Group addends into pairs, and add to find the total.

**Application Problem**

Mrs. White is in line at the bank. There are 4 teller windows, and 3 people are standing in line at each window.

a.  Draw an array to show the people in line at the bank.

b.  Write the total number of people.

# Application Problem

Bobby puts 3 rows of tile in his kitchen to make a design. He lays 5 tiles in each row.

a.  Draw a picture of Bobby's tiles.

b.  Write a repeated addition equation to solve for the total number of tiles Bobby used.

**Application Problem**

Charlie has 16 blocks in his room. He wants to build equal towers with 5 blocks each.

a. Draw a picture of Charlie's towers.

b. How many towers can Charlie make?

c. How many more blocks does Charlie need to make equal towers of 5?

**Application Problem**

Mrs. Boxer has 11 boys and 9 girls at a Grade 2 party.

a. Write the equation to show the total number of people.

b. Are the addends even or odd?

c. Mrs. Boxer wants to pair everyone up for a game. Does she have the right number of people for everyone to have a partner?

# Skip counting by 5's

Grade 2 Number Charts

Count by 5 from 5 to 320

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 5 | | 15 | | | | | |
| | | | | | 70 | 75 | |
| | | | | | | | |
| | | | | 145 | | | |
| 165 | | | | | 190 | | |
| | 210 | | | | | | |
| 245 | | | | | | | |
| | 290 | | 300 | | 310 | | 320 |

# Skip counting backwards by 5's

Count by -5 from 320 to 5

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 320 | | | | | | | |
| | | 270 | | | | | |
| 240 | | | | | | | |
| | | | | | | | 165 |
| | 155 | | | 140 | 135 | | 125 |
| | | | | | 95 | | |
| | 75 | | | | | | |
| | | 30 | | | | 10 | 5 |

# Counting by Fives

| Keep counting by fives. ⬆ | stopping point ⚫ | Count in the opposite direction. ⬇ |
| --- | --- | --- |

Let's count by fives, starting at 0.    Record your work below.

| | ⬆ | ⬆ | ⬆ | ⚫ | ⬇ |
| --- | --- | --- | --- | --- | --- |
| ⬇ | ⚫ | ⬆ | ⬆ | ⬆ | ⬆ |
| ⚫ | ⬇ | ⚫ | ⬆ | ⬆ | ⬆ |
| ⚫ | ⬇ | ⬇ | ⚫ | ⬆ | ⬆ |

# Counting by Fives

| | | |
|---|---|---|
| Keep counting by fives. ⬆ | stopping point ● | Count in the opposite direction. ⬇ |

Let's count by fives, starting at 50.   Record your work below.

| | | | | | |
|---|---|---|---|---|---|
|  | ⬆ | ⬆ | ⬆ | ● | ⬇ |
| ⬇ | ● | ⬆ | ⬆ | ⬆ | ⬆ |
| ● | ⬇ | ● | ⬆ | ⬆ | ⬆ |
| ● | ⬇ | ⬇ | ● | ⬆ | ⬆ |

# Skip counting by 10's

Count by 10 from 10 to 800

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 10 | | | | 50 | | 70 | | 90 | |
| | | | | | 160 | | | | |
| 210 | | | | | | | 280 | | |
| | | 330 | | | | | | 390 | 400 |
| | | | | | 460 | 470 | | 490 | |
| | 520 | | | | | | 580 | 590 | |
| | | | | | | | | | |
| | | | | | | | | 790 | 800 |

# Skip counting backwards by 10's

Count by -10 from 990 to 0

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 990 | | 970 | | | | | | | |
| 890 | | | | 840 | | | | | 800 |
| 790 | | | | | | | | 710 | 700 |
| | | 670 | | | | | | | |
| 590 | | | | | | | | | |
| | | 470 | | | 430 | | | | 400 |
| | | | | | 330 | | | | |
| 290 | | 260 | | 240 | | | | | 200 |
| | | | 150 | | | | | | |
| | | | | 40 | | | | | 0 |

# Counting by Tens

| Keep counting by tens. ⬆ | stopping point ● | Count in the opposite direction. ⬇ |
|---|---|---|

Let's count by tens, starting at 0.   Record your work below.

| | ⬆ | ⬆ | ⬆ | ● | ⬇ |
|---|---|---|---|---|---|
| ⬇ | ● | ⬆ | ⬆ | ⬆ | ⬆ |
| ● | ⬇ | ● | ⬆ | ⬆ | ⬆ |
| ● | ⬇ | ⬇ | ● | ⬆ | ⬆ |

# Counting by Tens

| Keep counting by tens. ⬆ | stopping point ⬤ | Count in the opposite direction. ⬇ |
|---|---|---|

Let's count by tens, starting at 150.    Record your work below.

| | ⬆ | ⬆ | ⬆ | ⬤ | ⬇ |
|---|---|---|---|---|---|
| ⬇ | ⬤ | ⬆ | ⬆ | ⬆ | ⬆ |
| ⬤ | ⬇ | ⬤ | ⬆ | ⬆ | ⬆ |
| ⬤ | ⬇ | ⬇ | ⬤ | ⬆ | ⬆ |

| **Lesson 6** G:2 M:6 | **A Row, a Column, Array** |
| --- | --- |
| | **ZEARN STUDENT NOTES** |

Name:_____ Date:_____

Complete: ☐                    Class:_____

**1**   Circle each column of invitations.

Write a number sentence to find the total number of invitations. Then solve.

**SHOW YOUR WORK**



_____ + _____ + _____ + _____ + _____ + _____ = _____
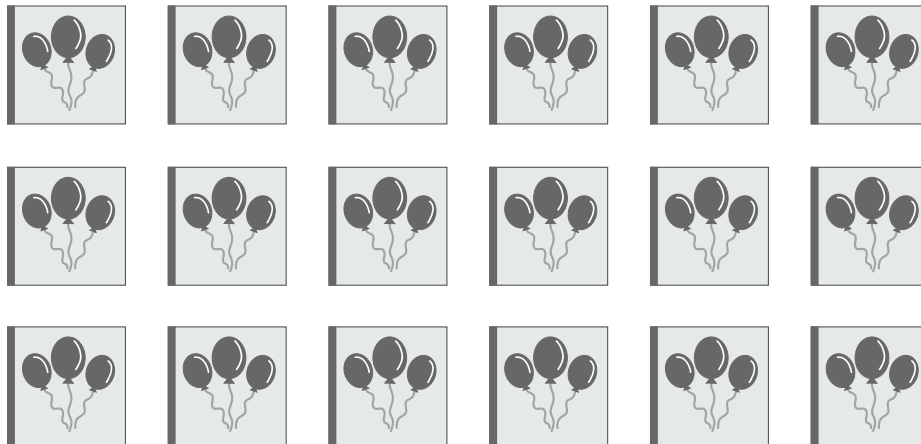
**EXIT TICKET**

Name:_____ Date:_____

Complete: ☐                                    Class:_____

1. Use the array to answer the questions below.

★★★★
★★★★
★★★★

   a. _____ rows of _____ = _____

   b. _____ columns of _____ = _____

   c. _____ + _____ + _____ + _____ = _____

   d. Add 1 more row. How many stars are there now? _____

   e. Add 1 more column to the new array you made in (d). How many stars are there now? _____

<table>
<tr><td rowspan="2"><strong>Lesson 9</strong><br><strong>G:2 M:6</strong></td><td><strong>Array Addition</strong></td></tr>
<tr><td><strong>ZEARN STUDENT NOTES</strong></td></tr>
</table>

**Name:**_____  **Date:**_____

**Complete:** ☐  **Class:**_____

**1** Braydon ate 4 cherries each in the morning, in the afternoon, and in the evening.

How many cherries did Braydon eat altogether?

**YOUR DRAWING**

**YOUR NUMBER SENTENCE**

**YOUR WORD SENTENCE**

Name:_____ Date:_____

Complete: ☐ Class:_____

On this sheet, use square tiles to construct the following arrays with no gaps or overlaps. Write a repeated addition equation to match your construction.

1.

   **a.** Construct a rectangle with 2 rows of 5 tiles.

**SHOW YOUR WORK**

   **b.** Write the repeated addition equation:

_____

**2.**

    **a.** Construct a rectangle with 5 columns of 2 tiles.

    **b.** Write the repeated addition equation:

_____

**Breaking Down Arrays**

**ZEARN STUDENT NOTES**

**Name:**_____ **Date:**_____

**Complete:** ☐                              **Class:**_____

**1**     Draw an array with 4 rows of 5 squares.

**YOUR DRAWING**          **YOUR NUMBER SENTENCE**

4 rows of 5 = _____

___ + ___ + ___ + ___ = ___

**YOUR NUMBER BOND**

4 rows of 5

____ rows of ____

____ rows of ____
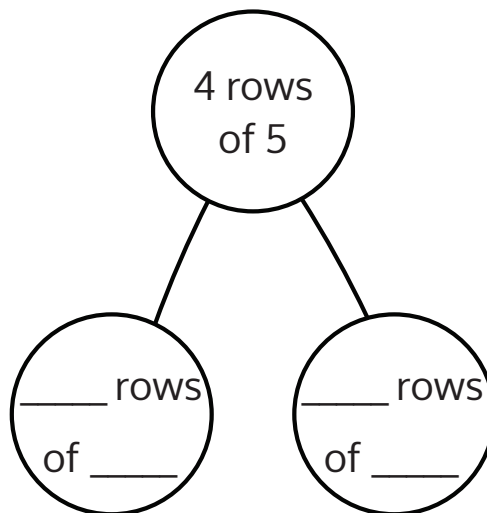
**2**

Ms. Johnson bakes a square pan of crumb cake, which she cuts into nine equal pieces. Her sister eats 1 row of the pan. Then, her mom eats 1 column.

How many pieces are left?

YOUR DRAWING

YOUR NUMBER SENTENCE

YOUR WORD SENTENCE

EXTRA WORKSPACE

| **Lesson 15**<br>G:2 M:6 | **Repeated Rows** |
| --- | --- |
| | **ZEARN STUDENT NOTES** |

**Name:**_____ **Date:**_____

**Complete:** ☐                                      **Class:**_____

**1** Ms. Johnson is filling a muffin pan with batter. She fills 2 columns of 4. One column of 4 is left empty when she bakes the muffins.

How many muffins does Ms. Johnson make?

**YOUR DRAWING**

**YOUR NUMBER SENTENCE**

**YOUR WORD SENTENCE**

**2** Start in the upper left corner.

Shade in an array with 2 rows of 3 using the grid.

**3** Start in the upper left corner.

Shade in an array with 5 columns of 4 using the grid.

EXTRA WORKSPACE

42

Name:_____ Date:_____

Complete: ☐

Class:_____

Shade in an array with 3 rows of 5.

Write a repeated addition equation for the array.

_____

43

| Lesson 18 | Doubly Even |
|---|---|
| G:2 M:6 | **ZEARN STUDENT NOTES** |

**Name:**_____ **Date:**_____

**Complete:** ☐ **Class:**_____

**1** Circle pairs to determine if 7 is even or not even.

Then circle *even* or *not even*.
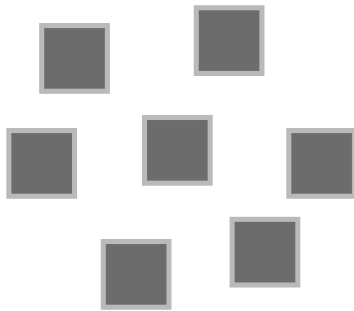
7 is     even     /     not even

**2** There are 9 walnuts.

Circle pairs to determine if 9 is even or not even.

9 is     even     /     not even

Name:_____ Date:_____

Complete: ☐ Class:_____

1. Are the **bold** numbers even or odd? Circle the answer, and explain how you know.

| | EXPLANATION |
|---|---|
| **a.** <br> **18** <br><br> even / odd | _____ <br> _____ <br> _____ <br> _____ |
| **b.** <br> **23** <br><br> even / odd | _____ <br> _____ <br> _____ <br> _____ |
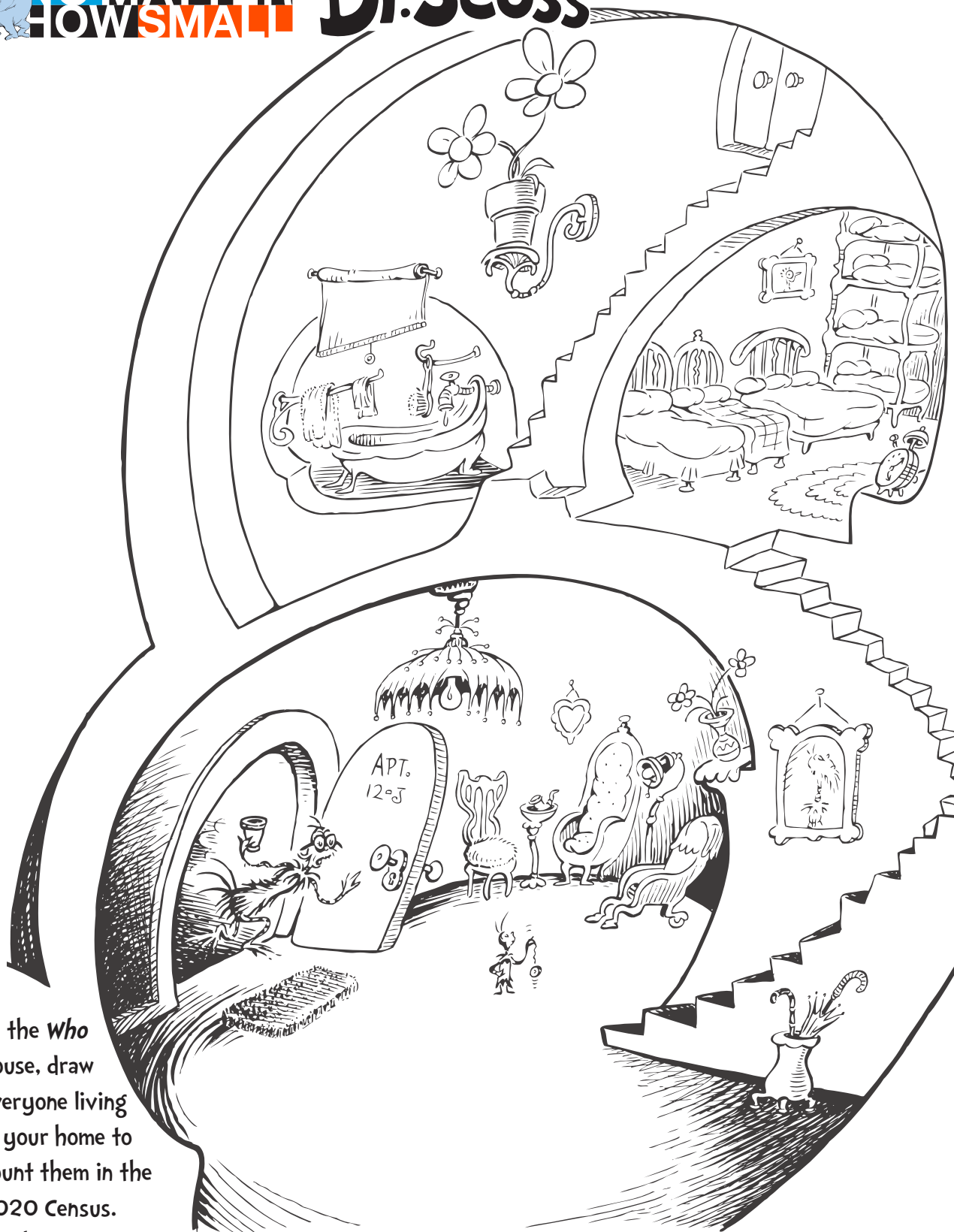
In the *Who* house, draw everyone living in your home to count them in the 2020 Census. Finish by coloring it in!

Go to www.2020census.gov to learn more about the 2020 Census.     www.seussville.com

## Animals and Plants in Their Habitats



Log on to https://www.fossweb.com
Username: LowellGrade2    Password: LowellGrade2
Click on the module called Insects and Plants
Under **Media Library**, click on eBook (English) or eBook (Spanish)
Choose Interactive eBook (HTML)

Read the first chapter, called *Animals and Plants in Their Habitats*.  It is on pages 3-17.  You can click on the speaker icon to have the book read to you.

Then, go back to the **main menu**.
Under Online Activities, click on **Habitat Gallery**
Learn about different plants and animals that live in the temperate forest, desert, ocean, pond, rainforest, wetlands, tundra, and grassland by clicking on the name of the habitat.

Now you're ready to play some games!

Under Online Activities:

**Organism Match**: Find matched pairs of organisms to see different plants and animals that live in each habitat

**What Doesn't Belong?**  Pick the organism on each page that doesn't belong in that habitat

**Where Does It Live?**  Drag the organisms to their habitats.  You can refresh the page to try many times.


What habitats are in the Lowell area? _____

_____


What habitats have you visited? _____

_____

# What is Eid-al-Fitr?



**Watch: What is Eid-al-Fitr?**
**Ramadan and the Festival of Breaking the Fast**
https://www.youtube.com/watch?v=6OF4HEGNBRQ

Eid-Al-Fitr is an important Islamic holiday and marks the end of Ramadan.  This year, it began in the evening of Saturday, May 23, and ended in the evening of Sunday, May 24.  In this video, you'll meet some kids who will tell us about their religion and how they celebrated Eid.

The holiday is a time of forgiveness and of giving thanks to Allah for helping people to complete their spiritual fasting.  Many Muslims display their thanks by giving donations and food to those less fortunate than themselves.

This year, it has been hard for Muslim families to celebrate Eid together at a mosque or Islamic Center.  Some families have created their own prayer spaces at home, like a "mini-Mosque".  You can make Ramadan lanterns (called fanous in Arabic) by using the pattern on the next page as a way to decorate for Eid.

The greeting on this occasion is "Eid Mubarak" which means "have a blessed Eid."

# Arabesque Paper Lanterns



1. Cut out the two lantern shapes on the solid lines.  Both will be glued together to create four sides.

2. Once cut, fold the lantern in half, so that only the flap is showing.

3. Cut out one of the shapes on the side of the sheet for a window shape.  Trace it on the lantern sides, and cut out the windows.

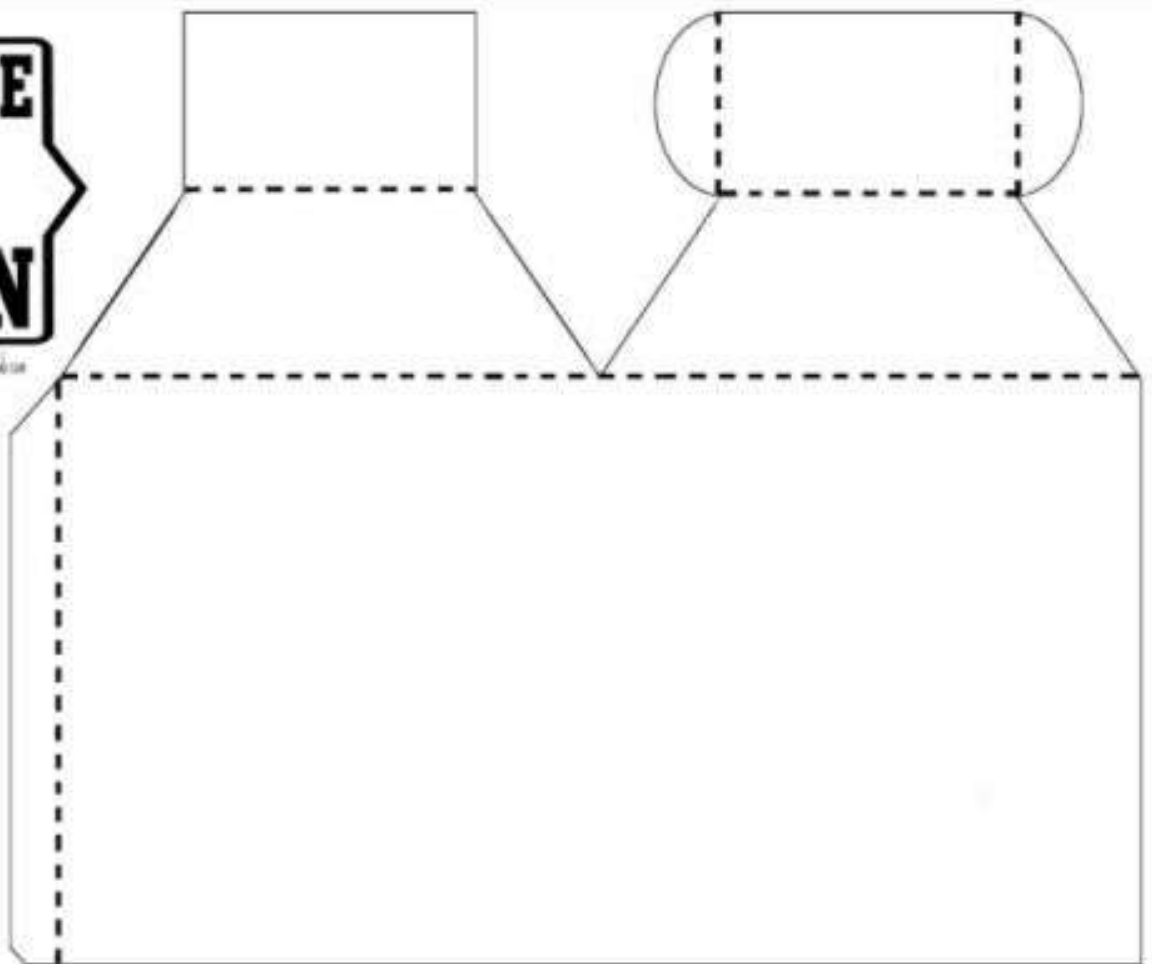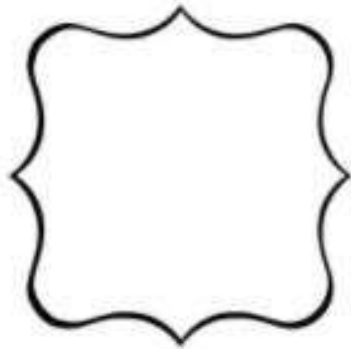4. Fold over all the dotted lines and glue the two pieces to each other by attaching the flaps.

# ARABESQUE PAPER LANTERN

**Decorate** lantern.

**Cut** on solid lines.
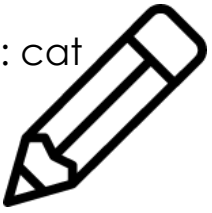
**Fold** ......> on dotted lines.

**Attach** flaps to sides.
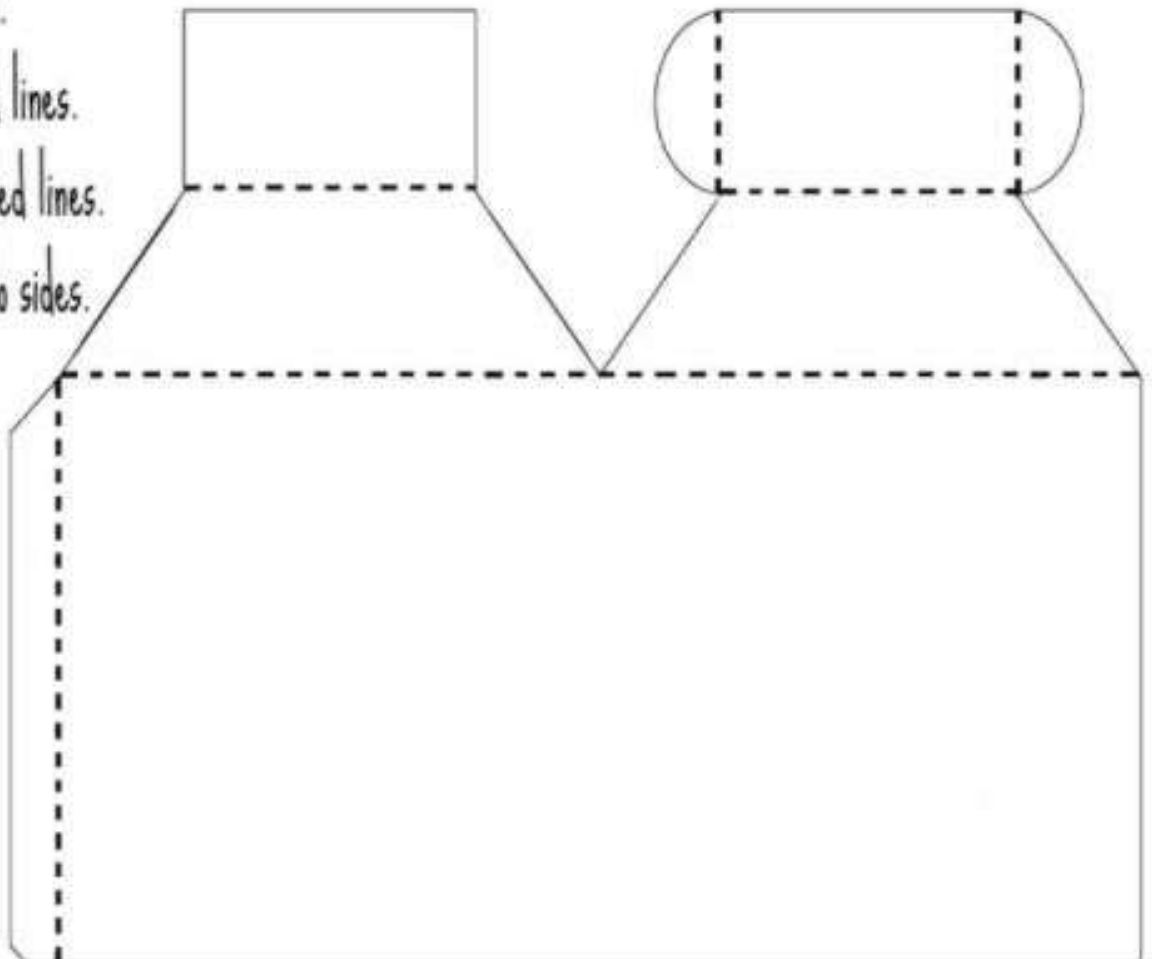
# ESL at Home K-2 Weeks 11-12

Use notebook paper to complete these activities.  Do one each day!

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| Use the following letters to create as many words as you can:<br>a, c, d, e, g, l, o, n, r, s, t<br>Example: cat | Do 10 of each exercise to get to 50.<br><br>10 jumping jacks<br>10 high knees<br>10 toe touches<br>10 windmill arms<br>10 frog hops | Build a catapult using a spoon, rubber bands, paper clips and any other household items. | Go outside and look around. List 6 living things and and 6 nonliving things. | Find at least 10 items in your home that are cylinders. Place them from shortest to tallest. |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| Build a house using only household items:<br><br>2 sheets of paper<br>2 band aids<br>2 paper clips<br>2 sticks of gum | Have a word race! Pick a letter with a family member and see who can list the most words that begin with that letter in 2 minutes. | Draw a candy house using squares, triangles and rectangles. Color the house and label the shapes. | Make a math word problem about fruit. Use addition or subtraction. Write it down and have a family member solve it. Let them know if their answer is correct. | Learn your phone number and address. Practice and tell your parent/ guardian what it is. |