



At Home Learning Resources

Grade 2 - Week 12



Get Counted
2020 Census

The Census starts in April
More info | www.2020census.gov | Job opportunities

How to take the 2020 Census



Online



Phone



Mail

Why it matters

Federal funding
For local programs and organizations

Better planning
For roads, schools, healthcare and emergency services

Determines representation
In Congress and the state legislature

Helps businesses
Locate factories and stores, recruit employees and conduct market research

Shape your future
Your community, your voice

<https://2020census.gov/>

Grade 2 ELA Week 12

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 completes a focus on fiction reading and narrative writing. Your child should be reading, writing, talking and writing about reading, and working on word endings 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 and get ready for summer. Students can also reflect back on the school year and write a bit about what they liked or learned.

Writing: Students will finish working on narrative stories this week. 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 finish this week. Students will be writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing.

Phonics/Word Work: Students can practice word endings. Students will sort the words and listen for the sounds in each word.

Base word stays the same	-ing Happening Now	Base word + ing
Base word changes		Base word Rules: Double last consonant, drop e + ing
Word Endings		
Base word stays the same	-ed Already Happened	Base word + ed
Base word changes		Base word Rules: Double last consonant, drop e, change y to i + ed

PRONUNCIATION OF -ED ENDINGS

voiced /d/	unvoiced /t/	/ɪd/
/b/ robbed	/tʃ/ watched	/t/ wanted
/dʒ/ judged	/f/ laughed	/d/ ended
/g/ plugged	/k/ talked	
/l/ pulled	/p/ dropped	
/m/ named	/s/ missed	
/n/ cleaned	/ʃ/ pushed	
/ŋ/ banged		
/r/ offered		
/ð/ breathed		
/v/ loved		
/z/ closed		

words ending in a vowel sound
allow, play, show, try
use the /ɪd/ sound:
allowed played showed tried

voiced sounds
involve a strong vibration of the vocal chords
clean, love, close, name, pull
- feel the vibration of the vocal chords in your throat

unvoiced sounds
less vibration of the vocal chords
watch, laugh, talk, kiss, ask
- sounds are made closer to the mouth

My Summer Reading Plan



Books/Authors I want to read:











Where I will get books:

☐
☐

Borrow from the library
Buy at a bookstore

☐
☐

Read online
Buy Online

☐
☐

Trade books with friends
Other _____

Where I will read:

☐
☐

In my bedroom
In my car

☐
☐

In the living room
At the beach

☐
☐

Outside
Other _____

Log all of the books that you read. If you read 1 book, write it down. If you read 100, write them down. You can write them here. If you run out of room, add another piece of paper.

OR

Looking for an even easier way to log your books, do it online. [Click here](#) to enter your book titles online. Your school will keep a list of all of the books that you read.

Remember, you only need to log your books on paper ~~or~~ online. NOT BOTH!

Happy Summer Reading!

The Last Day of School



Written by Jessica Malordy
Illustrated by Chelen Ecija

www.readinga-z.com

Focus Question

Who is telling the story?
What does this character do
on the last day of school?



It was the last day of third grade, and my classmates and I had finished cleaning out our desks. Our teacher, Mr. Brown, had passed out the summer reading lists. We had even shared our goals for the summer—mine was to go fishing during my family's camping trip.



What next? I wondered, tapping my feet impatiently under my desk.

Mr. Brown stood up and cleared his throat loudly. "Now's the time you've all been waiting for," he announced.



"Is it summer now?" I asked, and my classmates burst out laughing.

Mr. Brown chuckled, too, but shook his head at me. "Almost," he said, "but first, it's time to hand out yearbooks!"



Everyone cheered, including me. I had completely forgotten about the yearbook! Last year, I only asked the other kids in my own class to sign. This year, my goal was to collect all the third graders' signatures. I watched excitedly as Mr. Brown produced a tall stack of yearbooks from a box under his desk.



Once Mr. Brown handed me my copy, I skimmed through the pages. I spotted a picture of Marisol next to me at recess. I hurried over to her desk and asked, "Marisol, will you sign my yearbook?"

"Of course," Marisol replied. She took her special pink pen out of her backpack just for the occasion. She even dotted the *i* in her name with a heart.



Not everyone's signature was as fancy as Marisol's. Still, pretty soon, I got my whole class and Mr. Brown to sign my yearbook. Their signatures crisscrossed every page, like footprints on a hiking trail.

"Okay, class, now it's time for the kickball game!" Mr. Brown said.

Perfect! I thought, leaping up from my chair. *The rest of the third graders can sign my yearbook at the game.*



We all lined up on the playing field and waited for our turn to kick. As the game went on, I asked the other third graders for their signatures. I was so focused on my goal that I hardly noticed when Frankie scored the winning run. By then, I had all the third graders' signatures in my yearbook except one.



John Morgan had hurt his knee sliding into home plate at the start of the game. He had gone to see the school nurse and had not come back.



"All right, kids, school's out for summer!" Mr. Brown exclaimed. "Thanks for a great year, and have a wonderful vacation, everyone!"

I could see parents' cars lining up in the parking lot for pickup. Suddenly, I wasn't ready for summer vacation yet. Instead, I ran like the wind to the nurse's office. John was sitting on the cot with his head in one hand. With the other, he held a bag of ice on his knee.



"Hi, John," I said, skidding noisily into the nurse's office.

John looked up and gave me a tiny, feeble smile.

"Would you please sign my yearbook?" I asked, thrusting the book forward.

John's little smile transformed into a broad grin.

"Yes, but only if you sign mine," he bargained, and I nodded.



We traded our books. I opened his and saw only a few names scattered here and there. When I looked over at John, he was running his fingers over all my signatures.

"I wanted to have everyone sign mine this year," he said sadly, "and then I got stuck in here." His shoulders slumped in disappointment. His smile had turned back into a frown.

"I know what we can do," I told him. "My parents said I can have a big birthday party in July. If you come, you can have lots of kids sign it then."



"Really?" John asked, and his whole face lit up again.

"Definitely!" I declared, nodding with enthusiasm.

"That would be great!" he said.



Together, John and I walked out of the nurse's office—and into our long-awaited summer vacation. I left school this year with a full yearbook and a new friend. Not a bad way to start the summer, don't you think?

Glossary

disappointment (n.)	a feeling of sadness or being let down because one's hopes or expectations were not met (p. 13)
enthusiasm (n.)	strong excitement or interest (p. 14)
kickball (n.)	a game similar to baseball in which a player kicks a large rubber ball and then runs the bases (p. 8)
sign (v.)	to mark one's name on something; to autograph (p. 6)
transformed (v.)	changed in form or appearance (p. 12)
yearbooks (n.)	books published by a school to show pictures of people and activities from one school year (p. 5)


A black and white cartoon illustration featuring three anthropomorphic school supplies. On the left is a thick book with a smiling face, wearing large, dark-rimmed glasses. In the center is a notepad with a smiling face, showing its tongue. On the right is a pencil with a smiling face. All three characters have small, curved lines above their heads, suggesting they are happy or excited. The drawing style is simple and friendly, with thick outlines and no shading.

Dear

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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.

GETTING STARTED



Lessons from the Masters

Grade 2 Narrative Writing

Click on the icons to learn more!

Generate meaningful ideas for small moment writing.

Stretch out small moments.


Crafting Powerful Small Moments

Zoom in! Write with LOTS of details.

Learning writing Moves from Our Favorite Authors

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

Student sample



(C) 2016 by Heinemann and Lucy Calkins et al., Units of Study for Teaching Writing, Grade 2 Unit 2, Narrative Writing

Getting Started!

1st

How to write a Story

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!

Next

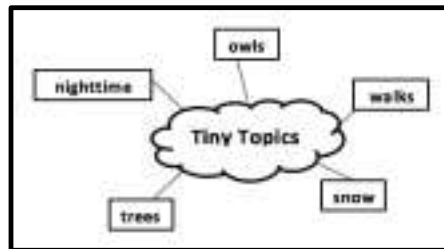
The



Generate meaningful ideas for small moment writing.





california
zoo
hottell
beach



tiny topics
- my house
- our garden
- the beach

Stretch out small moments.



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.
R R R R R

bring out the inside.
"make people look"
"make people think"

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

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

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

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

The writer also brings her story to life by writing exactly what her mom said the store.

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

Zoom in! Write with LOTS of details.

...weave setting details throughout the story.

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

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



Suspense

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

Learning Writing Moves from Our Favorite Authors



Onomatopoeia or Sound Effects

The LEAVING happened on a soupy, misty morning, when you could hear the street sweeper. Sssshhshsh...

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.	low! snow blow or know
Make sure others can read your writing.	Two children holding a book.
Check for run-on sentences.	Two children, one with a 'STOP' sign.
Make sure the sentences inside a paragraph fit together.	A paragraph of text.
Add commas on purpose.	Two boxes with a comma between them.

Student
sample

①



One day I went shopping with my mom, dad and sister. I went to the supermarket. I helped my mom do all the groceries. The sun was shining really bright. The tall grass was beneath us. We hurried into the supermarket.

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

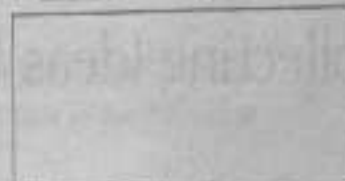
②



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.

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.....

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 someone else's basket. I took out the beans, and ran to my mom.

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.

Match the words to the correct column for each ending. Read the words out loud. Try adding your own words. Use the words in a sentence.

Base Word	-s	-ed	-ing

lick	shopping	look	jumps	hop
looks	skips	skipped	kicked	shop
hopping	jump	kicks	shops	looking
skip	hopped	shopped	skipping	cook
jumped	looked	jumping	hops	kicking
love	worked	cooks	work	loved
played	cooking	loving	playing	working
works	loves	plays	cooked	play

The ending –ed makes 3 different sounds in words. Sometimes –ed sounds like /d/, /t/, or /ɪd/. Use the chart to help you figure out when –ed makes the different sounds. Then match the words to the correct column. Read the word out loud. See if you can add more words to the lists.


PRONUNCIATION OF -ED ENDINGS

voiced /d/	unvoiced /t/	/ɪd/
/b/ rob<u>b</u>ed	/tʃ/ watch<u>e</u>d	/t/ want<u>e</u>d
/dʒ/ judg<u>e</u>d	/f/ laugh<u>e</u>d	/d/ end<u>e</u>d
/g/ plugg<u>e</u>d	/k/ talk<u>e</u>d	
/l/ pull<u>e</u>d	/p/ dropp<u>e</u>d	
/m/ nam<u>e</u>d	/s/ miss<u>e</u>d	
/n/ clea<u>n</u>ed	/ʃ/ push<u>e</u>d	
/ŋ/ bang<u>e</u>d		
/r/ offer<u>e</u>d		
/ð/ breath<u>e</u>d		
/v/ lov<u>e</u>d		
/z/ clos<u>e</u>d		


words ending in a vowel sound
allow, play, show, try
use the /d/ sound:

allowed played
showed tried

voiced sounds
involve a strong vibration of the vocal chords
clean, love, close, name, pull
- feel the vibration of the vocal chords in your throat



unvoiced sounds
less vibration of the vocal chords
watch, laugh, talk, kiss, ask
- sounds are made closer to the mouth



-ed /id/	-ed /d/	-ed /t/

called	jumped	added	helped
clapped	asked	spilled	rested
acted	yelled	buzzed	planted

Complete the sentence with the missing word. Read the sentence out loud. Write your own sentence using words with -ed.



The cow _____
over the moon. .



She _____
the ball.



We _____
some seeds.



The dog _____
a lot.



We _____
in the park.



A bunny _____
across the road.

hopped

planted

jumped

kicked

walked

barked

A

Number Correct: _____

Addition and Subtraction Patterns

1.	$8 + 3 =$	
2.	$11 - 3 =$	
3.	$9 + 2 =$	
4.	$11 - 2 =$	
5.	$6 + 5 =$	
6.	$11 - 6 =$	
7.	$7 + 4 =$	
8.	$11 - 7 =$	
9.	$8 + 4 =$	
10.	$12 - 4 =$	
11.	$9 + 3 =$	
12.	$12 - 3 =$	
13.	$7 + 5 =$	
14.	$12 - 7 =$	
15.	$6 + 6 =$	
16.	$12 - 6 =$	
17.	$8 + 6 =$	
18.	$14 - 8 =$	
19.	$9 + 4 =$	
20.	$13 - 9 =$	
21.	$8 + 7 =$	
22.	$15 - 8 =$	

23.	$8 + 8 =$	
24.	$16 - 8 =$	
25.	$9 + 6 =$	
26.	$15 - 9 =$	
27.	$9 + 9 =$	
28.	$18 - 9 =$	
29.	$7 + 7 =$	
30.	$14 - 7 =$	
31.	$8 + 9 =$	
32.	$17 - 8 =$	
33.	$7 + 9 =$	
34.	$16 - 7 =$	
35.	$19 - 6 =$	
36.	$6 + 7 =$	
37.	$17 - 6 =$	
38.	$11 - 7 =$	
39.	$7 + 6 =$	
40.	$13 - 7 =$	
41.	$19 - 7 =$	
42.	$3 + 8 =$	
43.	$5 + 8 =$	
44.	$18 - 5 =$	

A

Number Correct: _____

Adding and Subtracting by 5

1.	$0 + 5 =$	
2.	$5 + 5 =$	
3.	$10 + 5 =$	
4.	$15 + 5 =$	
5.	$20 + 5 =$	
6.	$25 + 5 =$	
7.	$30 + 5 =$	
8.	$35 + 5 =$	
9.	$40 + 5 =$	
10.	$45 + 5 =$	
11.	$50 - 5 =$	
12.	$45 - 5 =$	
13.	$40 - 5 =$	
14.	$35 - 5 =$	
15.	$30 - 5 =$	
16.	$25 - 5 =$	
17.	$20 - 5 =$	
18.	$15 - 5 =$	
19.	$10 - 5 =$	
20.	$5 - 5 =$	
21.	$5 + 0 =$	
22.	$5 + 5 =$	

23.	$10 + 5 =$	
24.	$15 + 5 =$	
25.	$20 + 5 =$	
26.	$25 + 5 =$	
27.	$30 + 5 =$	
28.	$35 + 5 =$	
29.	$40 + 5 =$	
30.	$45 + 5 =$	
31.	$0 + 50 =$	
32.	$50 + 50 =$	
33.	$50 + 5 =$	
34.	$55 + 5 =$	
35.	$60 - 5 =$	
36.	$55 - 5 =$	
37.	$60 + 5 =$	
38.	$65 + 5 =$	
39.	$70 - 5 =$	
40.	$65 - 5 =$	
41.	$100 + 50 =$	
42.	$150 + 50 =$	
43.	$200 - 50 =$	
44.	$150 - 50 =$	

Read, Draw, Write (RDW)

1. **READ** the problem. Read it over and over.... And then read it again.
2. **DRAW** a picture to help make sense of the problem. What can you learn from your drawing?
3. **WRITE** an equation and a statement of the answer.

Jason collected 30 shells at the beach. He gave half of the shells to his sister, Ellie. Now Ellie has 15 shells. How many shells does Jason have left?

Ellie collected 50 stamps. She gave half of them to her brother, Jason. How many stamps does Ellie have left?

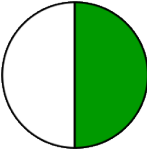
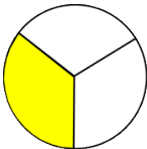
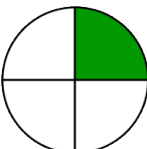
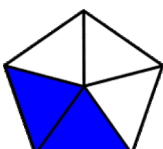
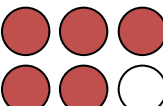
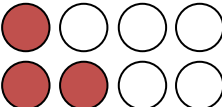
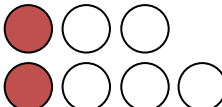
Tim made two pizzas for himself and his 3 friends to share. He wants everyone to have an equal share of the pizza. Should he cut the pizzas into halves, thirds, or fourths?

Tim made 3 pans of brownies for himself and his 5 friends to share. He wants everyone to have an equal share of brownies. Should he cut the brownie pans into halves, thirds, or fourths?

Identify numerators and denominators

Grade 2 Fractions Worksheet

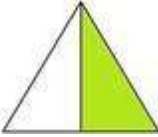
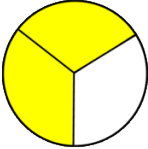
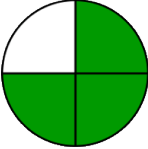
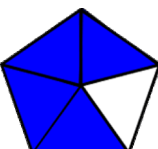
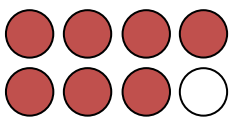
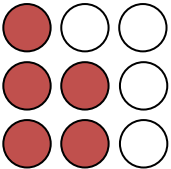
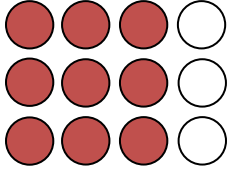
Fill in the table.

Fraction		Numerator	Denominator
$\frac{1}{2}$			
$\frac{1}{3}$			
$\frac{1}{4}$			
$\frac{2}{5}$			
$\frac{5}{6}$			
$\frac{3}{8}$			
$\frac{2}{7}$			

Writing fractions from numerators and denominators

Grade 2 Fractions Worksheet

Write the fractions in the first column.

Fraction		Numerator	Denominator
		1	2
		2	3
		3	4
		4	5
		7	8
		5	9
		9	12

Writing fractions in words

Grade 2 Fractions Worksheet

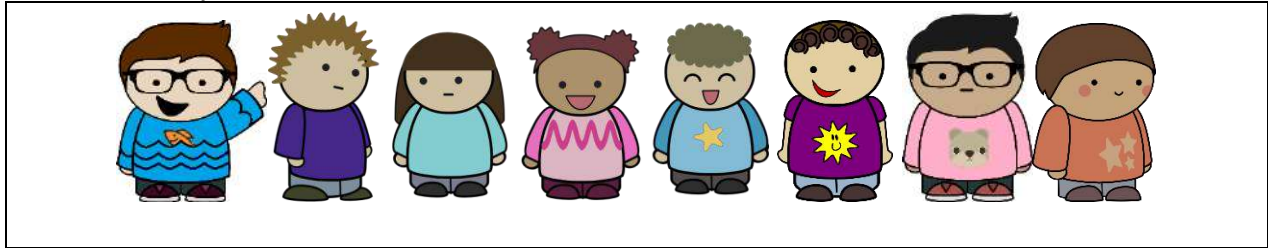
Re-write each fraction in words.

$\frac{1}{2}$		$\frac{1}{3}$	
$\frac{1}{4}$		$\frac{1}{6}$	
$\frac{1}{8}$		$\frac{1}{10}$	
$\frac{2}{3}$		$\frac{3}{4}$	
$\frac{3}{5}$		$\frac{5}{6}$	
$\frac{7}{8}$		$\frac{9}{10}$	

Parts of a set

Grade 2 Fractions Worksheet

Answer the questions with fractions.



1. What fraction of the kids are boys?

2. What fraction of the kids have glasses?

3. What fraction of the kids are smiling?



1. What fraction of the shapes are stars?


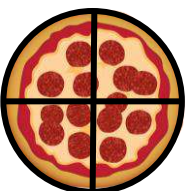
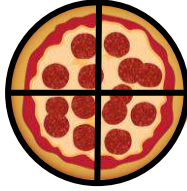

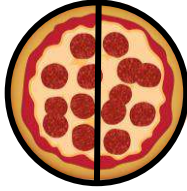

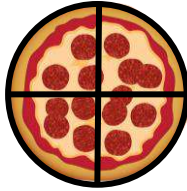
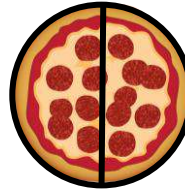
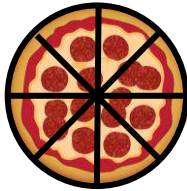
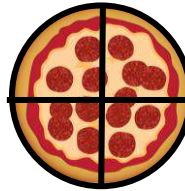
2. What fraction of the shapes are shaded?

3. What fraction of the shapes are shaded hearts?

Fraction word problems – Slicing up the Pizza

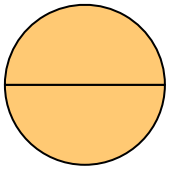
Grade 2 Fractions Worksheet

Place a check mark beside the pizza which is sliced up correctly.

<p>Sean, Emma and Dave shared a pizza. The pizza was cut into equal parts. They each ate one part. No pizza was left. How did they cut the pizza?</p>	<input type="checkbox"/> 	<input type="checkbox"/> 
<p>Ashley, Morgan, Chris and Liz shared a pizza. The pizza was cut into equal parts. They each ate one part. No pizza was left. How did they cut the pizza?</p>	<input type="checkbox"/> 	<input type="checkbox"/> 
<p>Jack and Ric shared a pizza. The pizza was cut into equal parts. They each ate one part. One part of pizza was left. How did they cut the pizza?</p>	<input type="checkbox"/> 	<input type="checkbox"/> 
<p>Dave and Jack shared a pizza. The pizza was cut into equal parts. They each ate one part. Two parts of pizza was left. How did they cut the pizza?</p>	<input type="checkbox"/> 	<input type="checkbox"/> 
<p>Chris, Ric, Maddy and Jack shared a pizza. The pizza was cut into equal parts. They each ate one part and each took one part home. No pizza was left. How did they cut the pizza?</p>	<input type="checkbox"/> 	<input type="checkbox"/> 

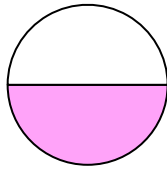
**Determine which letter best describes the shaded portion.****Answers**

1)



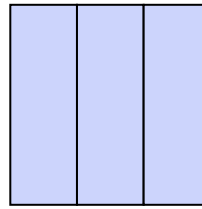
- A. one-third
B. two halves
C. one half

2)



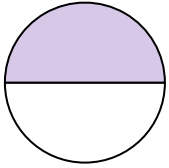
- A. four quarters
B. one quarter
C. one half

3)



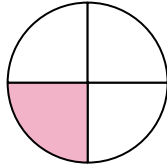
- A. three-thirds
B. two-thirds
C. one half

4)



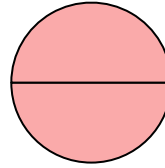
- A. one half
B. two-thirds
C. one quarter

5)



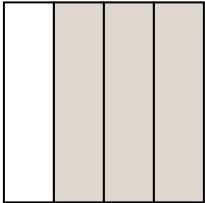
- A. three-thirds
B. one quarter
C. one half

6)



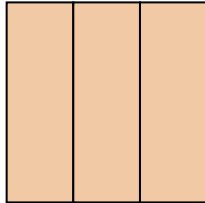
- A. two-thirds
B. one half
C. two halves

7)



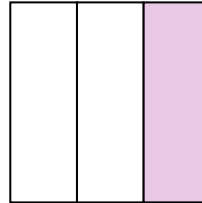
- A. three quarters
B. two-thirds
C. one half

8)



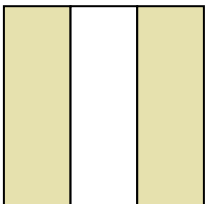
- A. three-thirds
B. one quarter
C. one-third

9)



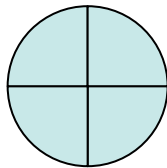
- A. three-thirds
B. one-third
C. two-fourths

10)



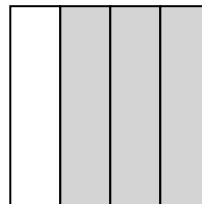
- A. one-third
B. two quarters
C. two-thirds

11)



- A. four quarters
B. one half
C. two quarters

12)



- A. one-third
B. three-fourths
C. four quarters

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

Lesson 7

G:2 M:8

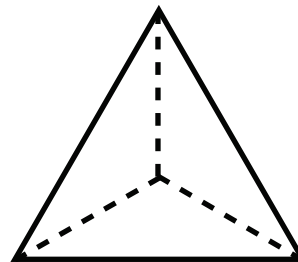
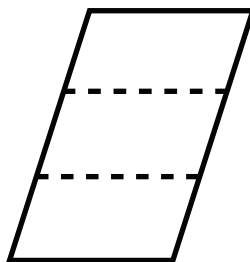
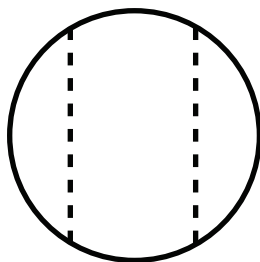
EXIT TICKET

Name: _____ Date: _____

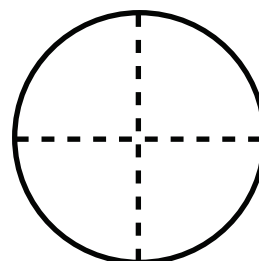
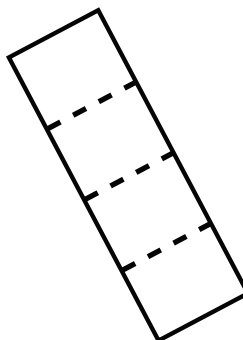
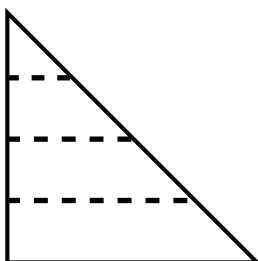
Complete: ☐

Class: _____

1. Circle the shapes that show thirds.



2. Circle the shapes that show fourths.



Lesson 10
G:2 M:8

Halves, Thirds, and Fourths, Oh My!

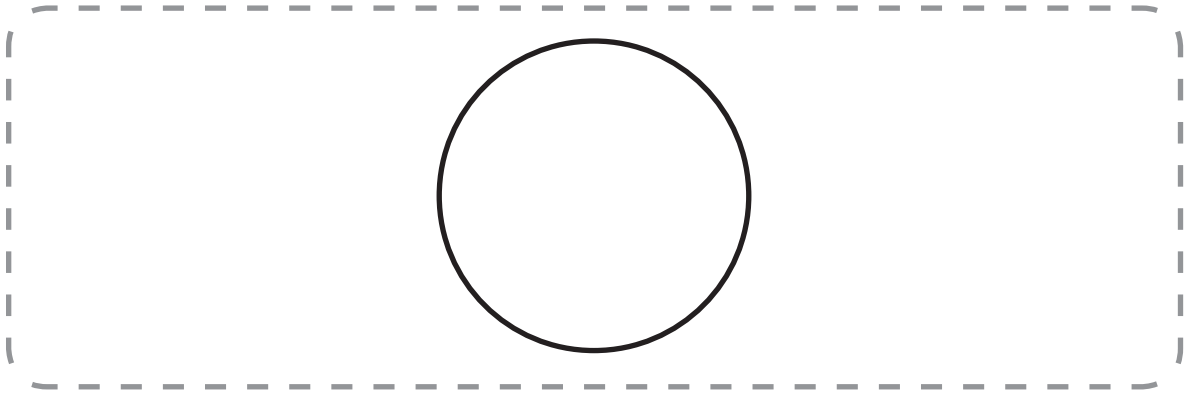
ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete: ☐

Class: _____

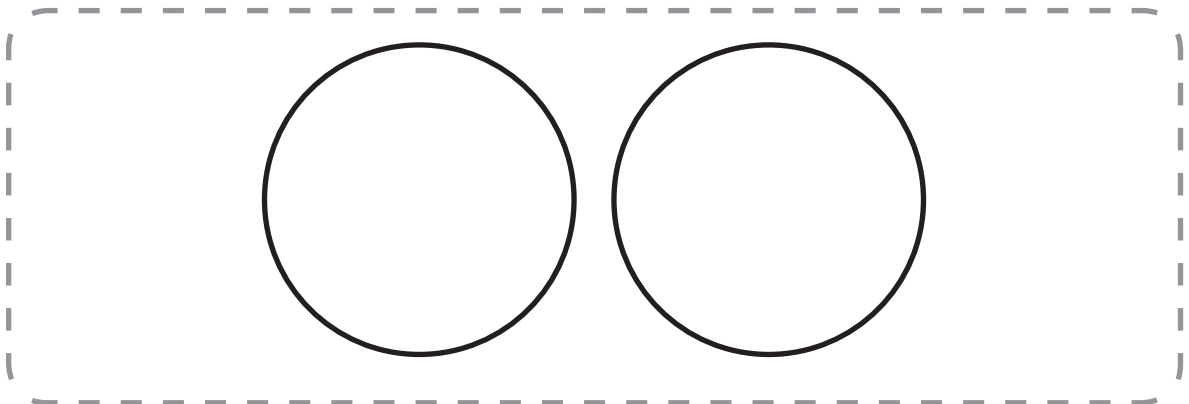
- 1** Draw a line to partition the circle into 2 halves.



2

Partition one circle in half and shade 1 half.

Partition the other circle into thirds and shade 1 third.



Lesson 10
G:2 M:8

EXIT TICKET

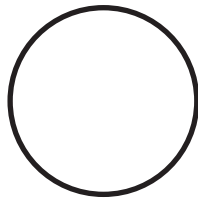
Name: _____ Date: _____

Complete: ☐

Class: _____

1. Partition and shade the following shapes as indicated. Each rectangle or circle is one whole.

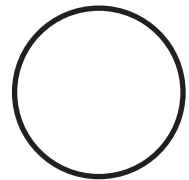
a. 2 halves



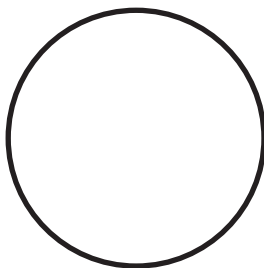
b. 2 thirds



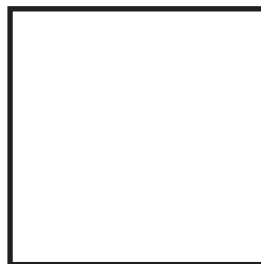
c. 1 third



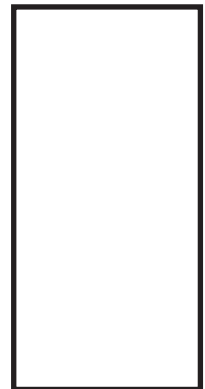
d. 1 half



e. 2 fourths



f. 1 fourth



Lesson 11
G:2 M:8

EXIT TICKET

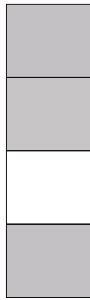
Name: _____ Date: _____

Complete: ☐

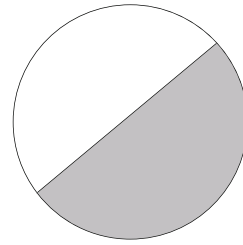
Class: _____

1. What fraction do you need to color so that 1 whole is shaded?

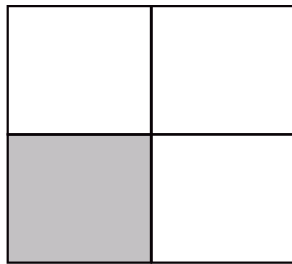
a.



b.



c.



d.





Lesson 12 G:2 M:8	Same but Different
	ZEARN STUDENT NOTES

Name: _____ Date: _____

Complete: ☐ Class: _____

- 1** Partition each square into two halves.
Try to do each in a different way!

SHOW YOUR WORK

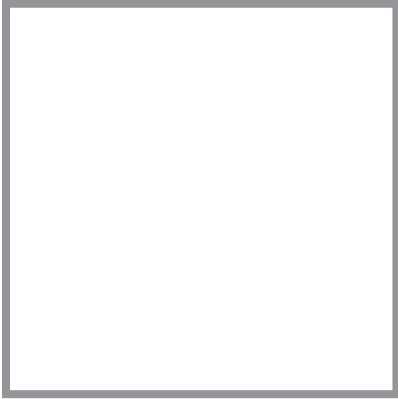


2

Partition each square into fourths.

Try different ways to make 4 equal shares!

SHOW YOUR WORK



3

Use scissors to cut out the 2 squares on the next page.

EXTRA WORKSPACE



Lesson 12
G:2 M:8

EXIT TICKET

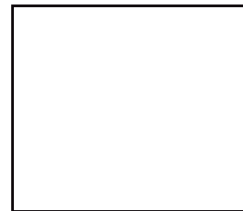
Name: _____ Date: _____

Complete: ☐

Class: _____

1. Partition the rectangle in 2 different ways to show equal shares.

- a. 2 halves



- b. 3 thirds



- c. 4 fourths





Create a pinball-like marble maze game using a paper plate, some basic craft supplies, and marbles.
Tilt your plate to make it run!

Materials:

- Paper plate (the kind with high edges works best)
- Scissors
- Construction paper
- Tape
- Markers
- Marble
- Optional: Wikki Stix, chenille stems, and/or straws

Start with building some paper arches and taping them to your plate. You can create pockets, ramps, and even assign point values for different arches! Keep designing and testing until you have a paper plate marble run that is fun to play. Share it with your family!



Have you ever seen a bee outside? What was the bee doing? Bees fly from flower to flower to feed on the flowers' nectar. Nectar is a sweet liquid produced by plants. Bees use nectar to make honey. While bees are moving from plant to plant, they spread pollen between the plants. Plants need pollen in order to make seeds. Seeds make new plants.

To see how this works, you will be making a model of a bee feeding on a flower. A model is not a perfect example of an event. It is a small copy of something that helps us understand science concepts and how things relate to each other. In this case, you'll make a model of a bee out of a cotton ball and a chenille stem. The cotton ball is the bee's body, and the chenille stem will be the legs. You'll also be making three paper flowers.

Materials:

- Cinnamon or corn starch
- 1 chenille stem (pipe cleaner)
- 1 large cotton ball
- 3 plastic or paper cups
- 1 printed flower template
- scissors
- clear tape

1. Cut the chenille stem into 3 pieces, each about 3 inches long.
2. Wrap each of the pieces around the cotton ball. The chenille stem pieces will represent the bee's legs. (How many legs does an insect have?)
3. Color the flowers and the circles representing nectar if you wish.
4. Cut the flowers out using the templates on the following page. Be sure to cut the "X" in the middle of each one.
5. Cut out the circles representing nectar.
6. Place a nectar circle in the bottom of each cup. Remember, bees will be trying to collect nectar from flowers.
7. Tape a flower cutout to the top of each cup.
8. Sprinkle cornstarch or cinnamon into just one cup to represent pollen.

So now you have your model! What does each part represent?

(The cotton ball is the bee's body, the chenille stems are the bee's legs, the cup plus paper flower petals is the flower, the circle is the nectar, the cornstarch or cinnamon is the pollen.)

Now it's time to use your model to demonstrate how bees pollinate flowers.

"Fly" your bees from one flower to another several times to gather nectar. Go back and forth from flower to flower, just as a bee does.

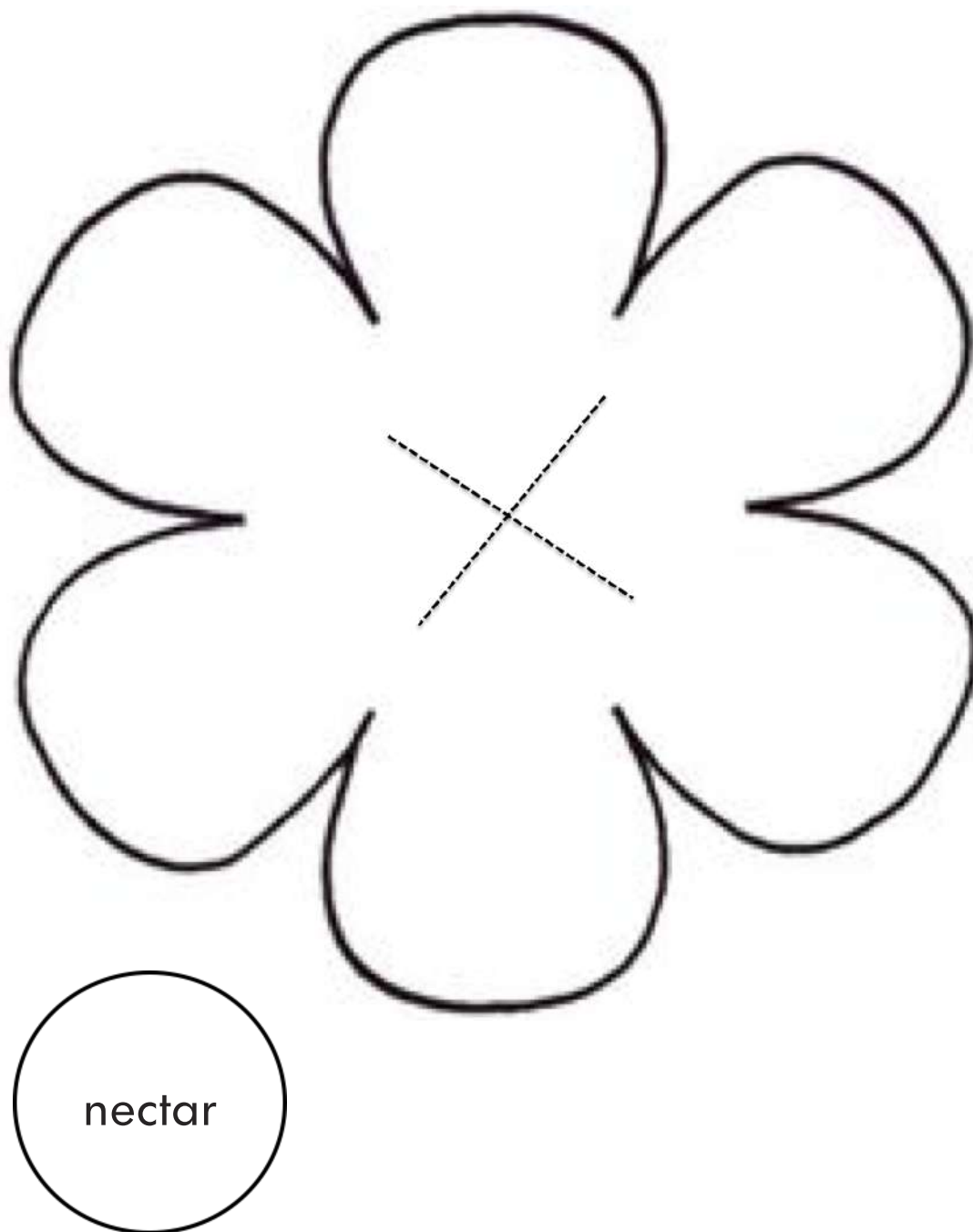
What do you notice about your bee afterwards? Is it covered with pollen? What do you notice about the flowers that didn't start off with pollen? Do they have pollen now?

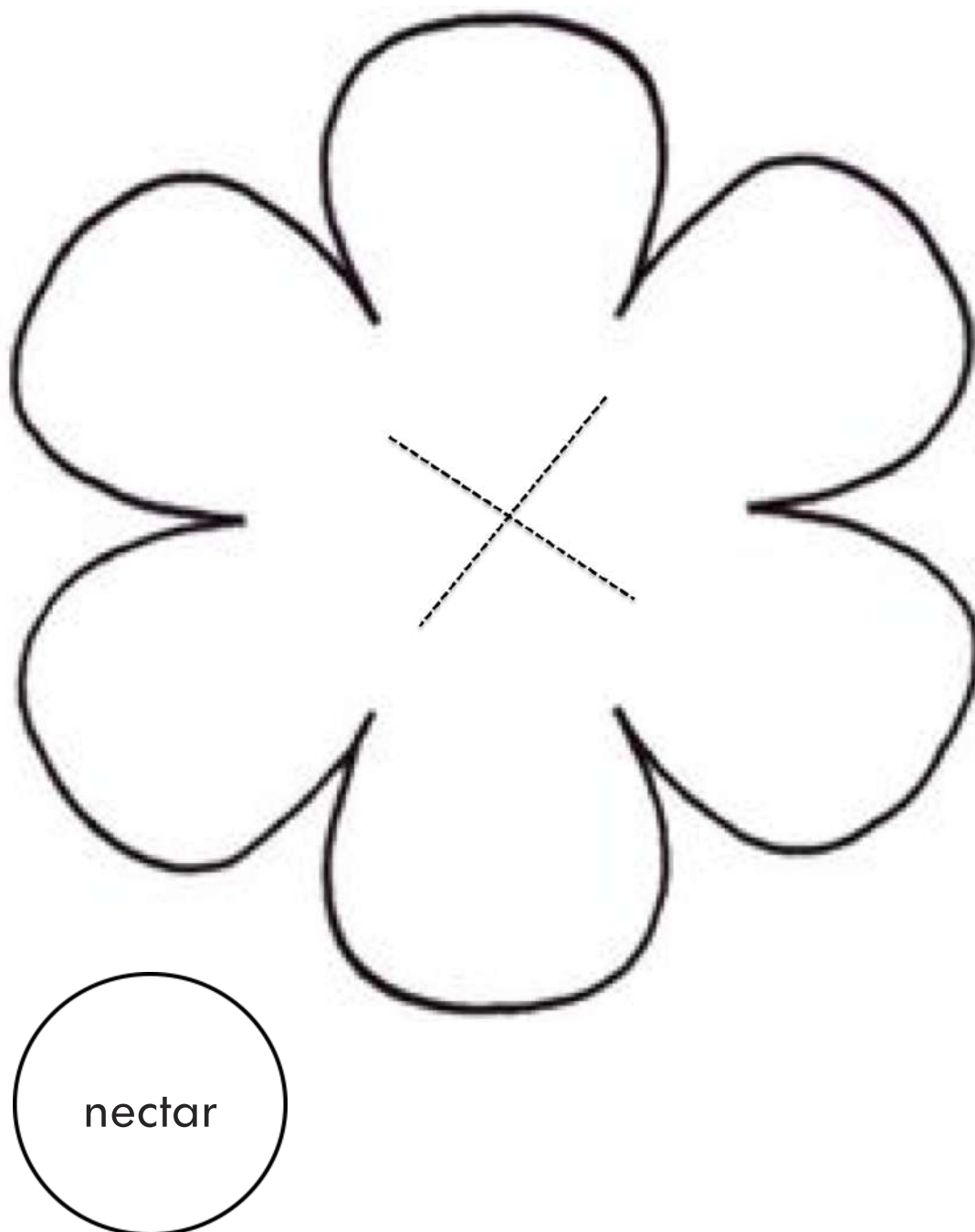
Talk with your teacher or someone at home:

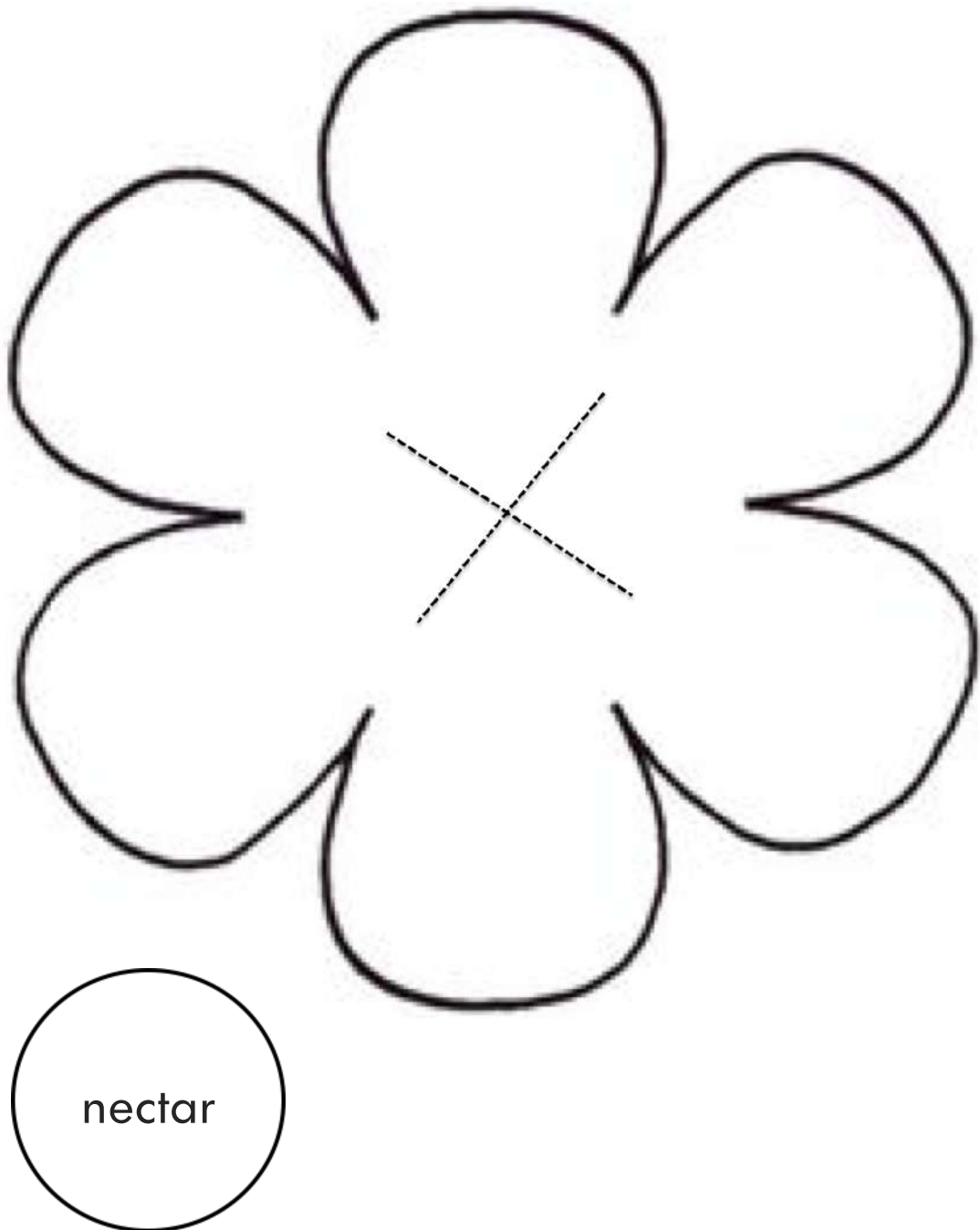
What do you think would happen if there were no bees?

Why do the plants need bees?

What about the bees – what do they get from the plants?







Meeting Friends from Around the World

Pretend you have six new classmates from around the world. Each new friend shares a picture and tells you a little about himself or herself.

Now it's your turn. Pick one of the new friends, and write a letter welcoming them to your class. Write about how learning from home is different from learning in the classroom, and how it is the same.

Dear _____,

Your friend,

My name is Gilbert.

I am from the [Democratic Republic of Congo](#). I am 8 years old. My family had to leave our home because of a war. Now we live in Massachusetts.

This is me playing soccer with my friend Robert where I used to live.



My name is Marie.

I am 7 years old. I am from [Haiti](#). My family came to Massachusetts after a big earthquake destroyed our home in Haiti.

This is me on the beach near my home in Haiti.



My name is Trang.

I am 7 years old. I am from **Vietnam**. I moved to Massachusetts with my mother to be with my father who is going to college here.

This is a picture of me and my grandfather.



My name is Adriana.

I am from **Brazil**. I moved to Massachusetts with my family when my mother got a new job. I am 7 years old.

This is me with my swim team friends.



My name is Raúl.

I am from **El Salvador**. My mother sent me and my older brother to live in Massachusetts so that we could go to school. I am 8 years old.

Me with my mom and brother in front of our house.



My name is Farah.

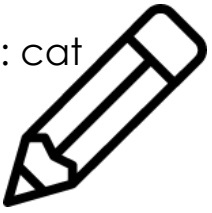








I am from **Iraq**. I am 8 years old. My family moved to Massachusetts because there was a war in my country.

Here's a picture of me with my parents and brothers and sisters.



ESL at Home K-2 Weeks 11-12

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

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Use the following letters to create as many words as you can: a, c, d, e, g, l, o, n, r, s, t Example: cat</p> 	<p>Do 10 of each exercise to get to 50.</p>  <p>10 jumping jacks 10 high knees 10 toe touches 10 windmill arms 10 frog hops</p>	<p>Build a catapult using a spoon, rubber bands, paper clips and any other household items.</p> 	<p>Go outside and look around. List 6 living things and 6 nonliving things.</p> 	<p>Find at least 10 items in your home that are cylinders. Place them from shortest to tallest.</p> 
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Build a house using only household items:</p> <p>2 sheets of paper 2 band aids 2 paper clips 2 sticks of gum</p> 	<p>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.</p> 	<p>Draw a candy house using squares, triangles and rectangles. Color the house and label the shapes.</p> 	<p>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.</p> 	<p>Learn your phone number and address. Practice and tell your parent/guardian what it is.</p> 