At Home Learning Resources

Grade 2 - Week 6

Content	Time Suggestions
Literacy Instruction (Watch a mini lesson, and/or complete online learning)	10-20 minutes daily
Reading (Read books, watch books read aloud, listen to a book)	At least 20 minutes daily (Could be about science, social studies, etc)
Writing or **Word Work** or **Phonics/Vocabulary**	20-30 minutes daily
Math	30 minutes daily
Science	45 minutes per week
Social Studies	30 minutes per week
Arts, Physical Education, or **Social Emotional Learning**	30 minutes daily

These are some time recommendations for each subject.
We know everyone's schedule is different, so do what you can.
These times do not need to be in a row/in order,
but can be spread throughout the day.

Grade 2 ELA Week 6

Your child can complete any of the activities in weeks 1-5. These can be found on the Lowell Public Schools website: https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3798

This week continues the focus on poetry. Your child can make their own book of poetry using the poems included and by writing their own.

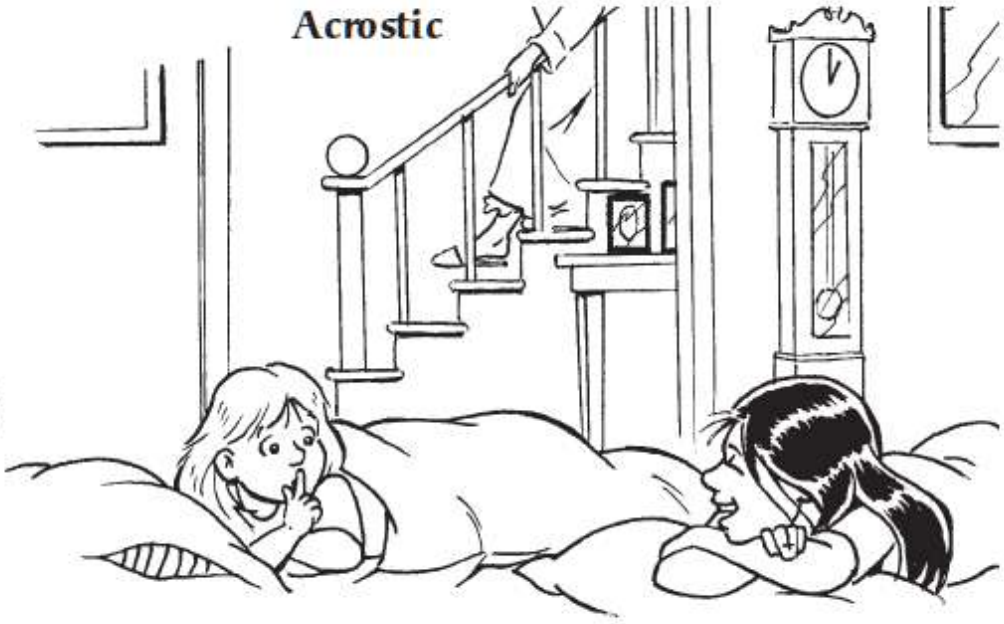
Read the poems and answer the following questions. Then write your own poems. Enjoy!

My Poetry Book

By:

Acrostic

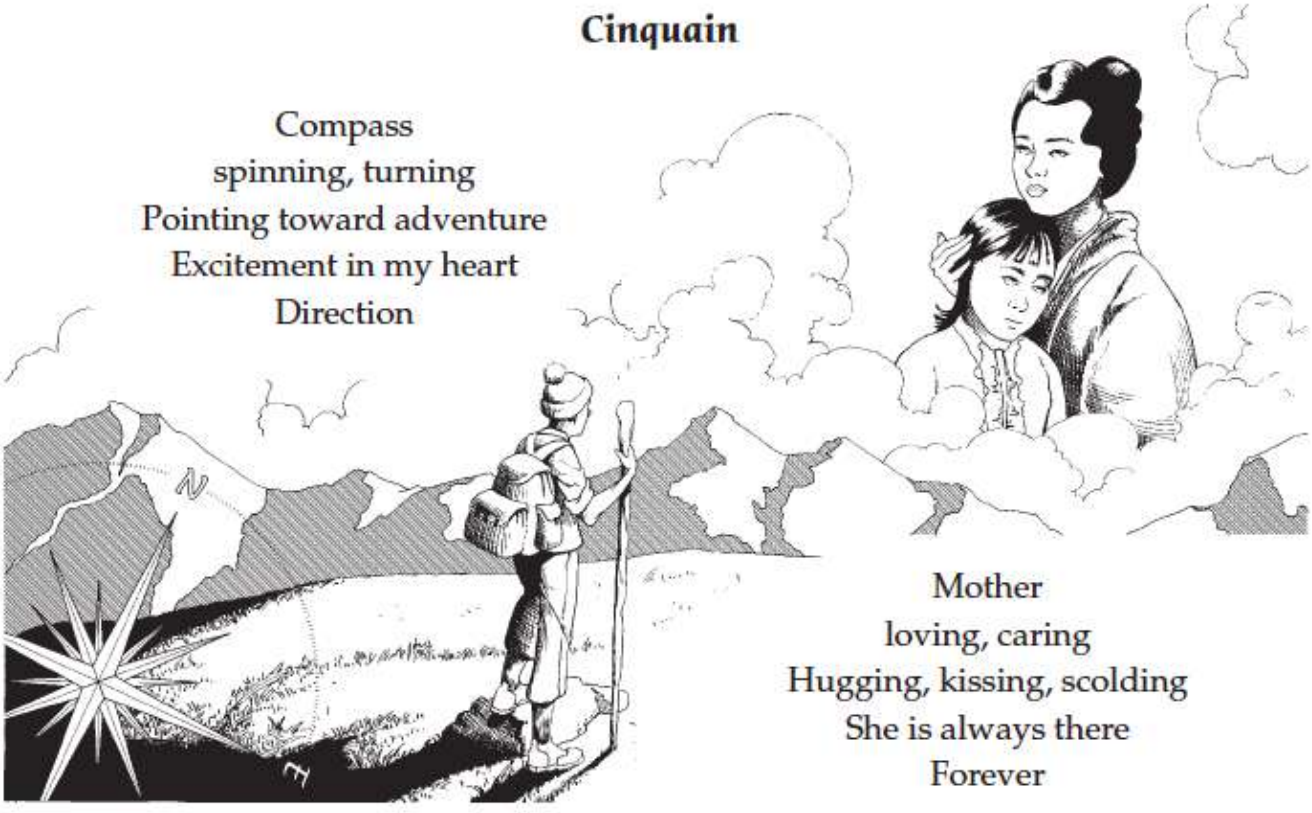
Determined
Outstanding
Guard



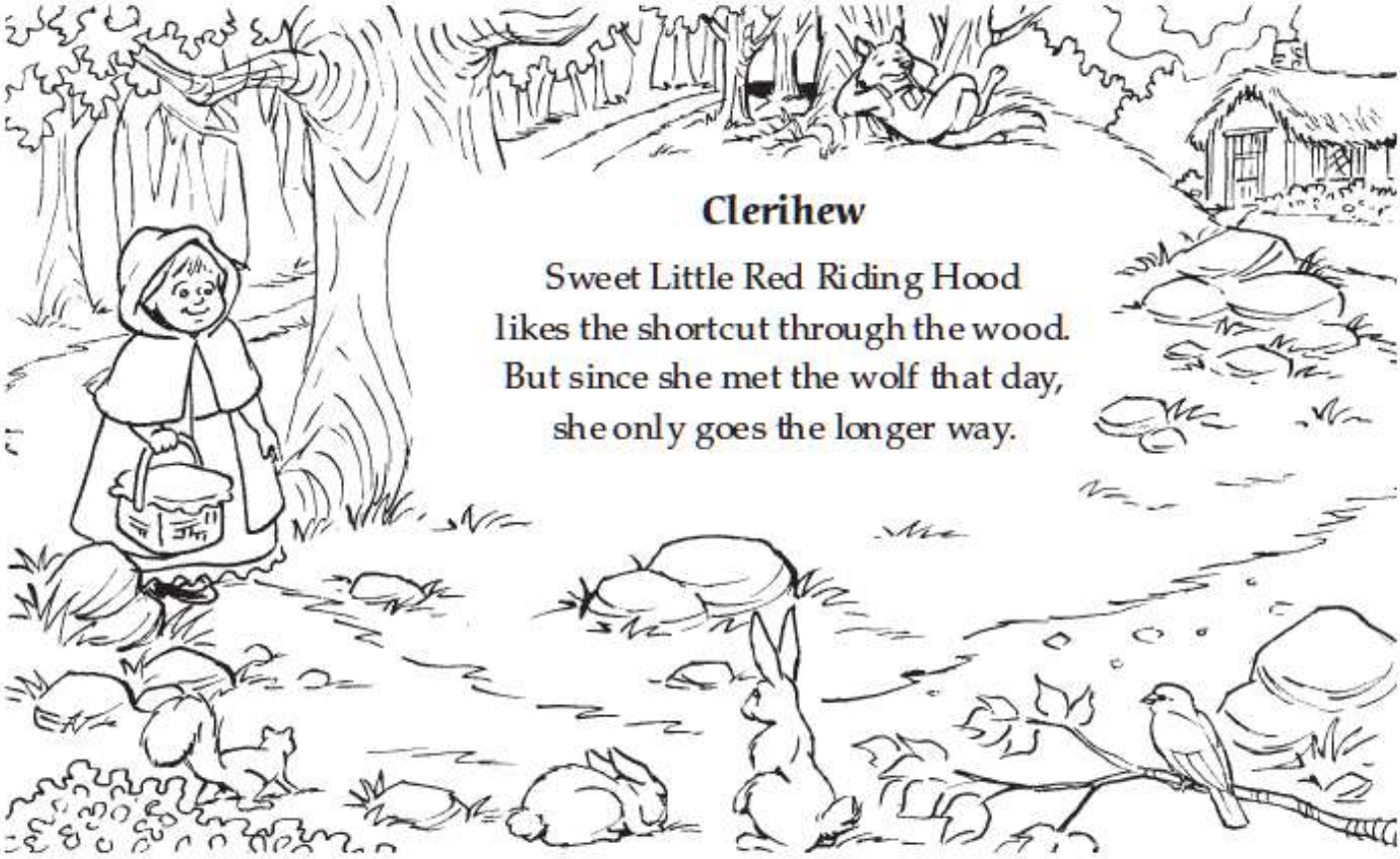
Sprawled on sleeping bags, laughing past midnighT
The hand on your grandfather clock has moved to I
Slipper sounds, the quiet footfalls of a sleepy moM
slickly sliding under cover, hear the angelic silencE

Cinquain

Compass
spinning, turning
Pointing toward adventure
Excitement in my heart
Direction



Mother
loving, caring
Hugging, kissing, scolding
She is always there
Forever

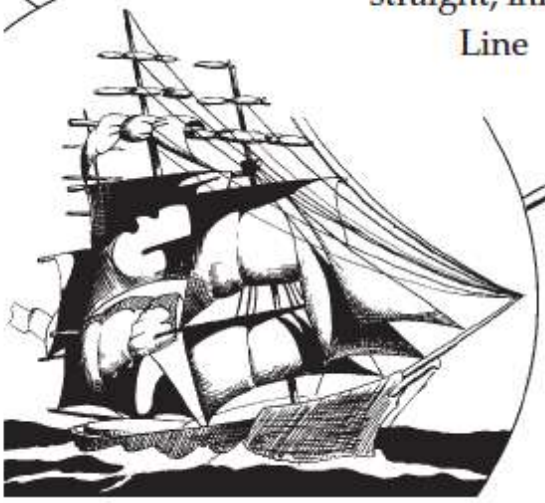


Clerihew

Sweet Little Red Riding Hood
likes the shortcut through the wood.
But since she met the wolf that day,
she only goes the longer way.

Diamante

Circle
curvy, finite
turning, spinning, whirling
diameter, arc/segment, dash
connecting, linking, bridging
straight, infinite
Line



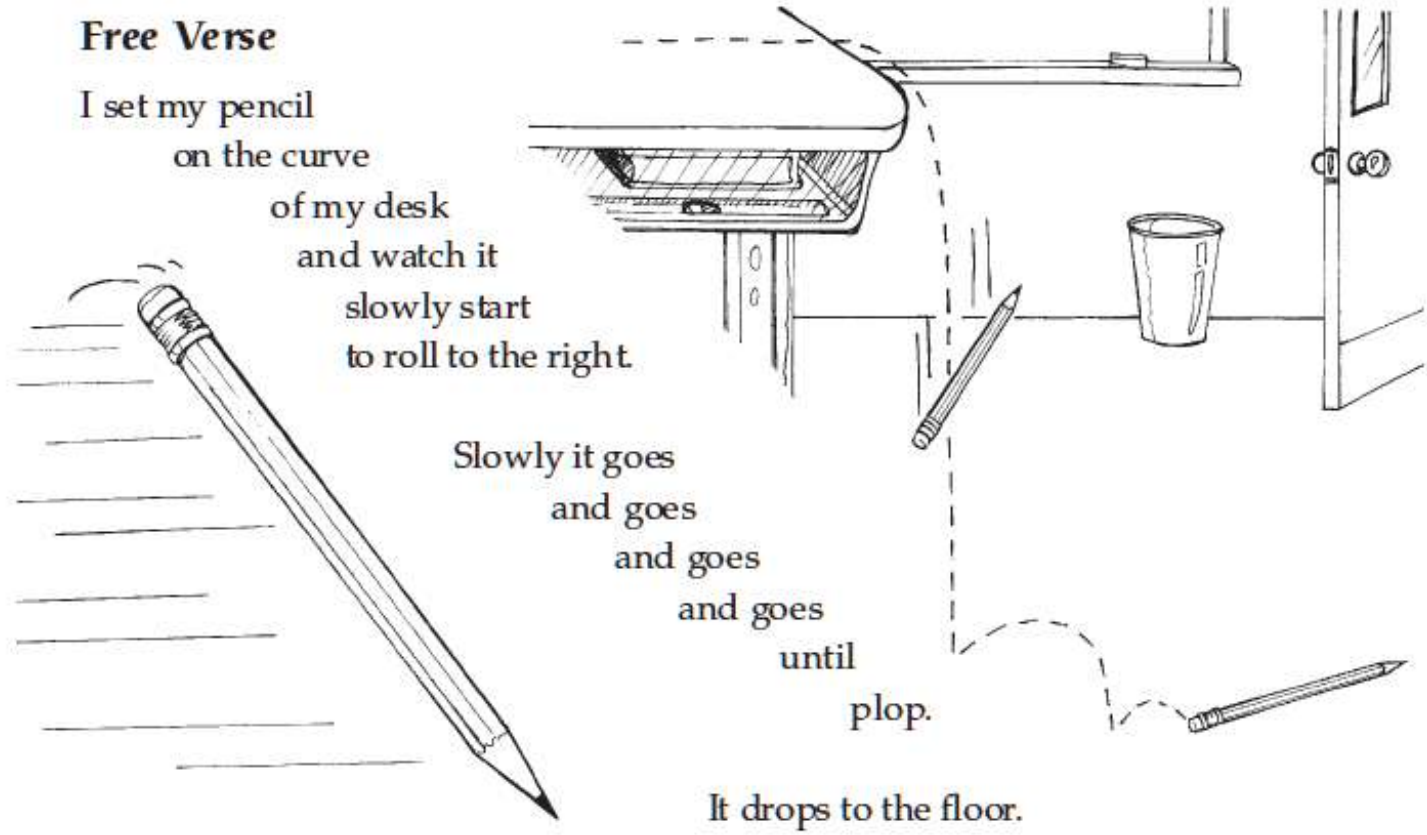
Jet
sleek, immediate
racing, booming, flying
engine, cockpit/mainsail, rudder
gliding, whispering, riding
elegant, unruffled
Tall Ship

Free Verse

I set my pencil
on the curve
of my desk
and watch it
slowly start
to roll to the right.

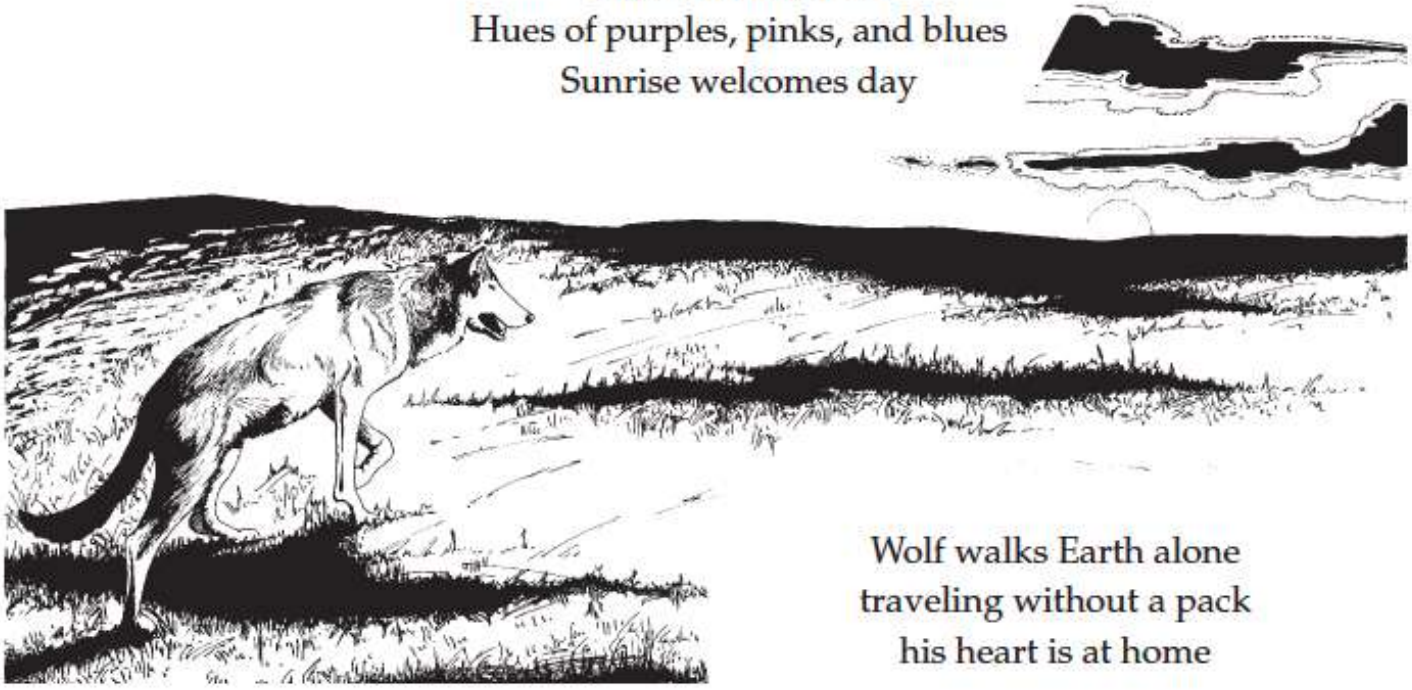
Slowly it goes
and goes
and goes
and goes
until
plop.

It drops to the floor.



Haiku

Colors fill the East
Hues of purples, pinks, and blues
Sunrise welcomes day



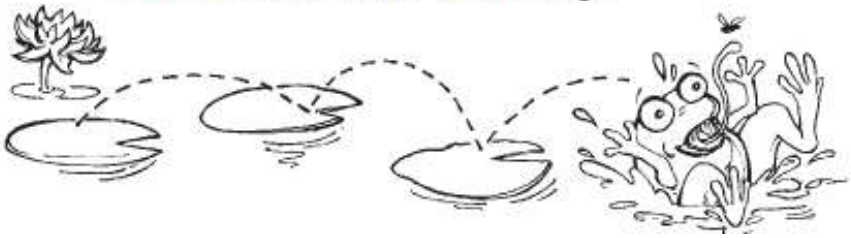
Wolf walks Earth alone
traveling without a pack
his heart is at home

Limerick

There once was a sharp private eye.
He'd outwit any crook, thief, or spy.
When the bad guys got rough,
He would show them his stuff,
And the villains would lie down and cry.

♦♦♦♦♦♦♦♦♦♦♦♦♦♦♦

There once lived a bullfrog named Plop.
Across lily pads he liked to hop.
When Plop stuck out his tongue,
The fly thought he was done,
Until into the water went Plop.



Me
creative, bizarre
thinking, laughing, revising
writing poetry people read
Poet

Draw a self-portrait on this page.

Questions to think or write about when reading poetry:

1. How does this poem make me feel?
2. What lesson does this poem teach?
3. What images come to my mind when I read this poem?

Now you try.

Write your own (try a couple or all of them):

- Acrostic
- Haiku
- Diamante
- Limerick
- Clerihew
- Cinquain
- Free Verse Poem.

Use the following pages to help you with how each is structured. Add your poems to your poetry book. Good luck!

Acrostic Poem

Use the letters of the word to write the word downward and use a word or words for your poem.

R eading and exploring new worlds.
E xciting new conflicts
And Page turning cliffhangers.
Drop everything and grab a book.

Clerihew

A humorous poem contained in four lines with a-a-b-b-
The first two lines rhyme and the second two lines rhyme.

One second grade teacher down the hall,
Was afraid to play with a bat and ball.
Once a ball hit her in the knee,
And now she hides quietly behind a tree.

a "no rules" poem that doesn't have to have rhyme, patterns, or meter

Free Verse

Cinquain

Line 1: subject
Line 2: describes subject
Line 3: action words about the subject
Line 4: feelings about the subject
Line 5: synonym for the subject

Best Friend

cheerful, truthful
e-mailing, calling, eating
friend for 20 years
best bud

Haiku

Line 1: 5 syllbles
Line 2: 7 syllables
Line 3: 5 syllables
The sky is so blue.
It looks like blue, blue water.
I love to watch clouds.

A diamante poem is a poem in the shape of a diamond. Each line uses specific types of words, like adjectives and –ing words. It does not have to rhyme.

FORMAT:

Beginning topic
Adjective, adjective (about beginning topic)
-ing word, -ing word, -ing word (about beginning topic)
Four nouns – or – a short phrase (about both beginning and ending topics)
-ing word, -ing word, -ing word (about ending topic)
Adjective, adjective (about ending topic)
Ending topic

Limericks

Limericks rhyme like nursery rhymes but usually have a distinctly silly theme. Limericks follow a rhyme scheme of a/a/b/b/a for a total of five lines. The first two lines and the last line generally contain seven to 10 syllables, while lines three and four contain five to seven.

Eureka Math™ Tips for Parents

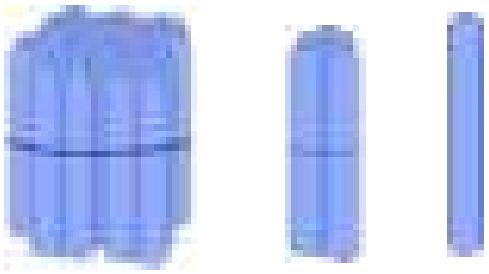
Grade 2 Module 3

Place Value, Counting, and Comparison of Numbers to 1,000

In this 25-day module, students expand their skill with and understanding of unit by bundling ones, tens, and hundreds (up to a thousand) with straws or sticks. They solve simple problems that require an understanding of place value as a system based on repeated groupings by 10.

We are working on many different ways to represent two- and three-digit numbers!

Unit form modeled with number disks:
7 hundreds 2 tens 6 ones = 72 tens 6 ones



Ten ones are bundled into a ten.

Ten bundles of ten are bundled into a hundred.

What Came Before this Module: We worked on measurement with various tools, and related our work to addition and subtraction.

What Comes After this Module: We will continue to work on adding and subtracting fluently within 100, and build conceptual understanding up through 200.

Key Vocabulary:

Standard Form: e.g. 576

Expanded Form: e.g. 576 = 500 + 70 + 6

Word Form: e.g. Five hundred seventy-six

Unit Form: Stating the amount of hundreds, tens, and ones in each number, e.g., 11 is stated as *1 ten 1 one*, 27 as *2 tens 7 ones*, 100 as *1 hundred*, and 576 as 5 hundreds, 7 tens, 6 ones

Base-Ten Numeral: The idea that 1000 equals 10 hundreds, 100 equals 10 tens, and so on

Bundling: Putting smaller units together to make a larger one, e.g. putting 10 tens together to make a hundred

Regrouping: Renaming, (instead of "carrying" or "borrowing,") e.g., a group of 10 ones is "renamed" a ten when the ones are bundled and moved from the ones to the tens place

How you can help at home:

-Ask how many ones, tens, and hundreds are in numbers that you and your student come across

-Continue to review addition and subtraction skills

-Help your student begin to compare numbers by asking questions about "more than", "less than", and "equal"

Key Common Core Standards:

Understand Place Value

More specifically:

- Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones
- Count within 1000, skip-counting by 5s, 10s, and 100s
- Read and write numbers using base-ten numerals, number names, and expanded form
- Compare three-digit numbers using >, <, and =

Prepared by Erin Schweng, Math Coach

A classroom model of bundles created to show the number 476...

Hundreds	Tens	Ones
4	7	6

…will build the foundation that enables students' transition to writing the numerals in the place value chart.

Spotlight on Math Models:

Bundling

You will often see this mathematical representation in the lower grades in *A Story of Units*.

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

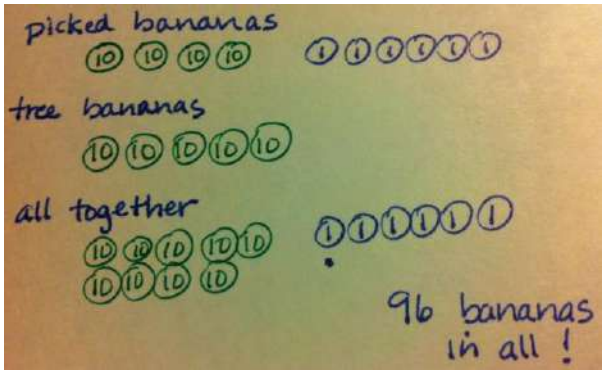
A model used primarily in grades K-2, bundles are discrete groupings of place value units (tens, hundreds, thousands). Students or teachers easily make them by placing a rubber band or twist tie around straws, popsicle sticks, or coffee stirrers. But these humble models are a key step in the transition that students must make from the very concrete (seeing the bundled popsicle sticks), to the more abstract place value chart, and finally to working with pure numbers in computation.

Bundled numbers can also be "unbundled", e.g. a group of 10 can be broken apart into its component 10 ones when needed for subtraction. Students will use this same concept when they work with division in the upper grades. Bundling and unbundling are critical skills for students to have as a tool for our continued work with place value and operations.

Module 3 Sample Problem
(from Lesson 6)

Timmy the monkey picked 46 bananas from the tree. When he was done, there were 50 bananas left.

How many bananas were on the tree at first?



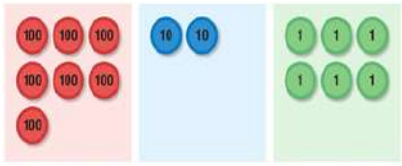
This problem was solved using place value disks, yet another way of representing base-ten numerals.

Elaborado para el Distrito Escolar Unificado de Berkeley por Erin Schweng, Entrenadora de Matemáticas

Valor posicional, Cuenta, y Comparación de números hasta 1000

En este módulo de 25 días, los estudiantes ampliaron su destreza y comprensión acerca del concepto de unidades, al hacer paquetes de decenas y centenas (hasta un mil) con popotes o palitos. Ellos resolvieron problemas simples que requerían del entendimiento del poder de "agrupar" números.

¡Estamos trabajando de muchas maneras distintas para representar números de dos y tres dígitos!



Forma unitaria modelada con discos de números:
7 centenas 2 decenas 6 unidades =
72 decenas 6 unidades

Diez unidades están dentro de un paquete de una decena.
Diez paquetes de diez unidades se encuentran agrupados dentro de una centena.

¿Qué vimos antes de este módulo? Hemos trabajado en la medición usando diferentes herramientas, y relacionamos nuestro trabajo con sumas y restas.

¿Qué veremos después de éste módulo?: Continuaremos trabajando para hacer sumas y restas con fluidez dentro del número 100, y desarrollaremos el entendimiento conceptual hasta el 200.

Vocabulario clave:

Standard Form (Forma común): Por ejemplo, 576

Expanded Form (forma desarrollada: Por ejemplo, 576 = 500 + 70 + 6

Word Form (Forma verbal): Por ejemplo, quinientos setenta y seis

Unit Form (Forma unitaria): La indicación de la cantidad de centenas, decenas y unidades en cada número, por ejemplo, 11 se indica como *1 decena 1 unidad*, 27 como *2 decenas 7 unidades*, 100 como *1 centena*, y 576 como 5 centenas, 7 decenas, 6 unidades

Base-Ten Numeral (Sistema numérico decimal): La idea de que 1000 es igual a 10 centenas, 100 es igual a 10 decenas, etcétera.

Bundling (Contando por paquetes): Juntar unidades más pequeñas para hacer una más grande, por ejemplo, poner 10 decenas juntas para formar una centena

Regrouping (Reagrupación): Cambiar el nombre de, (en lugar de "llevar" o "prestar"), por ejemplo, un grupo de 10 unidades se "renombra" una decena cuando las unidades están agrupadas y se trasladan del lugar de las unidades al de las decenas

Cómo puede ayudar en casa:

-Pregunte cuántas unidades, decenas y centenas existen dentro de los números que usted y su estudiante se encuentren

-Continúe mejorando las habilidades para sumar y restar

-Ayude a que su hijo/a comience a comparar números preguntándole en términos de "más que", "menor que", e "igual"

Claves de las Normas Académicas *Common Core:*

Comprendiendo el valor posicional

Más específicamente:

- Entender que los tres dígitos de un número de tres dígitos se representan en cantidades de centenas, decenas y unidades
- Contar dentro del 1000; contar de 5 en 5, 10 en 10 y 100 en 100
- Leer y escribir números usando el sistema decimal, así como los nombres de los números, y la forma desarrollada
- Comparar números de tres dígitos utilizando los signos de >, < y =.

Un ejemplo de *bundle* (contando por paquetes) que se utilizan en el aula para mostrar 476...

Centenas	Decenas	Unidades
4	7	6

… construye la base que 'permite' a los estudiantes hacer la transición para escribir los números en la tabla de valor posicional…

Lo más destacado en modelos matemáticos:

Bundling
(contando por paquetes)

Frecuentemente verá esta representación matemática en los primeros grados de *A Story of Units*.

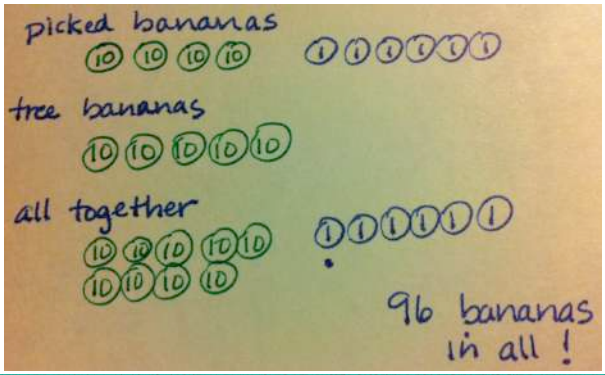
A Story of Units cuenta con varios "modelos" matemáticos fundamentales que se utilizarán durante los años de primaria del estudiante.

Un modelo que se usa principalmente en Kínder a 2° grado, es *bundling* (formar paquetes discretos) de unidades de valor posicional (decenas, centenas, miles). Los estudiantes o maestros fácilmente los hacen mediante la colocación de una banda elástica o lazo alrededor de pajillas, palitos de helado, o agitadores de café. Pero estos modelos sencillos son un paso clave para la transición que los estudiantes deben hacer desde una manera muy específica (viendo los palitos de helados agrupados), a la tabla de valor de posición más abstracta y finalmente trabajar con números puros en cálculo.

Los números que se agrupan en conjuntos también pueden ser "desagrupados", por ejemplo, un grupo de 10 puede ser descompuesto en sus componentes, 10 unidades, cuando sea necesario para restar. Los estudiantes usarán el mismo concepto cuando realicen divisiones en los grados escolares superiores. Formar grupos/paquetes o 'deshacerlos' son destrezas críticas que los estudiantes deben manejar como una herramienta para nuestro trabajo continuo con el valor posicional y las operaciones.

Ejemplo de un problema del modulo 3
(tomado de la lección 6)

Timmy el mono escogió 46 plátanos de un árbol. Cuando terminó, aún quedaban 50 plátanos. ¿Cuántos plátanos había en el árbol desde un principio?



Este problema se resolvió usando discos de valor posicional, para representar la operación de otra manera el sistema numérico

Tips for parents

COMMON CORE consider the Source

EUREKA MATH™ CARD GAMES

Math is everywhere. It's in everything we do, whether we're estimating the money we'll make this summer or the number of stars in the sky. That's why *Eureka Math*™ teaches students to experience math, to understand it conceptually and in application. We feel it's best to teach students math the way they use it in the real world. Our *Eureka Math* card games are intended to help build fluency in math in a fun and engaging way.

Here you will find the rules and instructions for a wide range of mathematics skills games using our *Eureka Math* deck or any standard deck of playing cards. We have assembled 12 games for skill levels from Grades K–12, all with an educational math twist.

For a great counting and numeric table game, try One More, One Fewer. For a game to help students develop efficient addition and subtraction strategies, check out Make Ten. To build fluency with the order of operations, try Hit the Target. And for all kinds of math exercises, look at the many number battle games.

Purchase our exclusive *Eureka Math* playing cards from our manipulatives partner, Didax.

PLACE VALUE NUMBER BATTLE

2 Players | Grades 2+

This variation of Basic Number Battle reinforces understanding of place value, as it calls on students to form the largest number possible with the cards they have played.

PREPARING TO PLAY

- Remove the 10's, jacks, queens, and kings from the deck, and shuffle the remaining cards (aces through 9's).
- The ace holds a value of 1. The suits are not important; only the numbers matter.
- Decide whether to play the game in the tens, hundreds, or thousands.
- Decide how long the game will last and set a timer. Alternatively, play can continue until one player surrenders or until one player holds all the cards.
- Divide the cards equally between the players. Each player keeps her cards in a single pile, facedown.

PLAYING THE GAME

- Each player picks the designated number of cards off the top of her pile—three cards if playing in the tens, three for hundreds, four for thousands—and places them faceup in the middle of the playing area.
- Each player arranges her cards in place value order to form a number with the greatest value possible. For example, if the game is in hundreds and a player has a 2, a 3, and a 9, she should form 932. (Optionally, provide each student with a sheet of paper that illustrates place value locations—ones, tens, etc.—to help her arrange her cards.) When players finish arranging their cards and say "ready," the player who formed the number with the greatest value takes all the cards played and places them at the bottom of her pile.
- If players create numbers with the same value, a battle ensues: Each player places three cards facedown in the playing area, followed by a new set of cards faceup, and works to arrange the new faceup cards to form a number with the greatest possible value. The player whose new number has the greatest value collects all the cards in the playing area, placing them at the bottom of her pile.

WINNING THE GAME The player with the most cards at the end of the designated time wins.

A

Number Correct: _____

Expanded Notation

1.	20 + 1 =	
2.	20 + 2 =	
3.	20 + 3 =	
4.	20 + 9 =	
5.	30 + 9 =	
6.	40 + 9 =	
7.	80 + 9 =	
8.	40 + 4 =	
9.	50 + 5 =	
10.	10 + 7 =	
11.	20 + 5 =	
12.	200 + 30 =	
13.	300 + 40 =	
14.	400 + 50 =	
15.	500 + 60 =	
16.	600 + 70 =	
17.	700 + 80 =	
18.	200 + 30 + 5 =	
19.	300 + 40 + 5 =	
20.	400 + 50 + 6 =	
21.	500 + 60 + 7 =	
22.	600 + 70 + 8 =	

23.	400 + 20 + 5 =	
24.	200 + 60 + 1 =	
25.	200 + 1 =	
26.	300 + 1 =	
27.	400 + 1 =	
28.	500 + 1 =	
29.	700 + 1 =	
30.	300 + 50 + 2 =	
31.	300 + 2 =	
32.	100 + 10 + 7 =	
33.	100 + 7 =	
34.	700 + 10 + 5 =	
35.	700 + 5 =	
36.	300 + 40 + 7 =	
37.	300 + 7 =	
38.	500 + 30 + 2 =	
39.	500 + 2 =	
40.	2 + 500 =	
41.	2 + 600 =	
42.	2 + 40 + 600 =	
43.	3+ 10 + 700 =	
44.	8 + 30 + 700 =	

B

Number Correct: _____

Improvement: _____

Expanded Notation

1.	10 + 1 =	
2.	10 + 2 =	
3.	10 + 3 =	
4.	10 + 9 =	
5.	20 + 9 =	
6.	30 + 9 =	
7.	70 + 9 =	
8.	30 + 3 =	
9.	40 + 4 =	
10.	80 + 7 =	
11.	90 + 5 =	
12.	100 + 20 =	
13.	200 + 30 =	
14.	300 + 40 =	
15.	400 + 50 =	
16.	500 + 60 =	
17.	600 + 70 =	
18.	300 + 40 + 5 =	
19.	400 + 50 + 6 =	
20.	500 + 60 + 7 =	
21.	600 + 70 + 8 =	
22.	700 + 80 + 9 =	

23.	500 + 30 + 6 =	
24.	300 + 70 + 1 =	
25.	300 + 1 =	
26.	400 + 1 =	
27.	500 + 1 =	
28.	600 + 1 =	
29.	900 + 1 =	
30.	400 + 60 + 3 =	
31.	400 + 3 =	
32.	100 + 10 + 5 =	
33.	100 + 5 =	
34.	800 + 10 + 5 =	
35.	800 + 5 =	
36.	200 + 30 + 7 =	
37.	200 + 7 =	
38.	600 + 40 + 2 =	
39.	600 + 2 =	
40.	2 + 600 =	
41.	3 + 600 =	
42.	3 + 40 + 600 =	
43.	5 + 10 + 800 =	
44.	9 + 20 + 700 =	

What Can You Do With This Number?

Write the number in many different ways.

Be creative.

example:

348 ones

300 + 48

300 + 40 + 8

30 tens + 48 ones

2 hundreds + 148 ones

34 tens + 8 ones

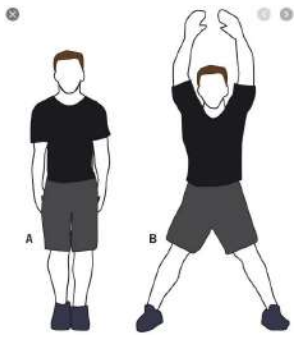
100 + 200 + 20 + 20 + 5 + 3

Application Problem

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.

Ken decided to do 100 jumping jacks today. If he did 54 jumping jacks this morning, how many jumping jacks does he need to do this afternoon?



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.

How many packages of 10 cookies can you make using 116 cookies? How many cookies do you need to complete another package of 10?

How many ones make up each number?

1. 3 = ____ ones
2. 5 = ____ ones
3. 8 = ____ ones
4. 12 = ____ ones
5. 15 = ____ ones

How many tens make up each number?

1. 40 = ____ tens
2. 80 = ____ tens
3. 120 = ___ tens
4. 200 = ____ tens
5. 500 = ____ tens

How did you know how many tens make up each number? Did you notice a pattern?

Complete the number sentences shown below.
Use Base Ten Blocks to model each problem.

1. 45 + 3 tens = _____

2. 50 + 5 ones = _____

3. 34 + 2 tens = _____

4. 10 + 8 ones = _____

5. 20 + 1 ten + 3 ones = _____

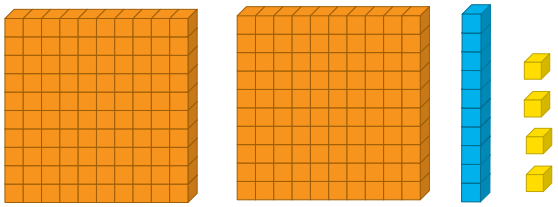
6. 40 + 2 tens + 6 ones = _____

7. 25 + 3 tens + 2 ones = _____

8. 38 + 1 ten + 1 one = _____

Fill in each table.

Standard Form:	Picture Form:
120	
Word Form:	Expanded Form:

Standard Form:	Picture Form:
	
Word Form:	Expanded Form:

Standard Form:	Picture Form:
Word Form:	Expanded Form:
Five hundred eight	

Fill in each table.

Standard Form:	Picture Form:
Word form:	Expanded Form: **200 + 90 + 5**

Standard Form: **616**	Picture Form:
Word Form:	Expanded Form:

Standard Form:	Picture Form:
Word Form: **Nine hundred seventy-three**	Expanded Form:

Complete the number sentences shown below.
Use Base Ten Blocks to model each problem.

1. 145 + 3 hundreds = _____

2. 60 + 2 hundreds = _____

3. 340 + 2 tens = _____

4. 100 + 8 ones = _____

5. 200 + 1 hundred + 3 ten = _____

6. 300 + 2 hundreds + 2 tens + 2 ones = _____

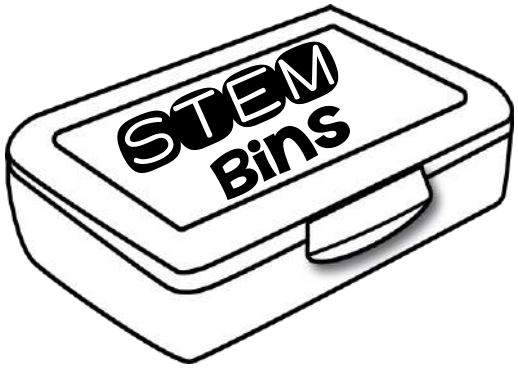
7. 450 + 1 hundred + 3 tens + 5 ones = _____

8. 38 + 5 hundreds + 1 ten + 1 one = _____

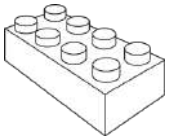
Optional STEM Challenge

Make a bridge that holds pennies.

MATERIAL OPTIONS



building bricks



wooden planks

straws and pipe cleaners

pennies

RESOURCES

STRONG BRIDGES

TYPES OF BRIDGES

BRIDGE
Maker Station Creation

Name: _____

Blueprint

MATERIALS

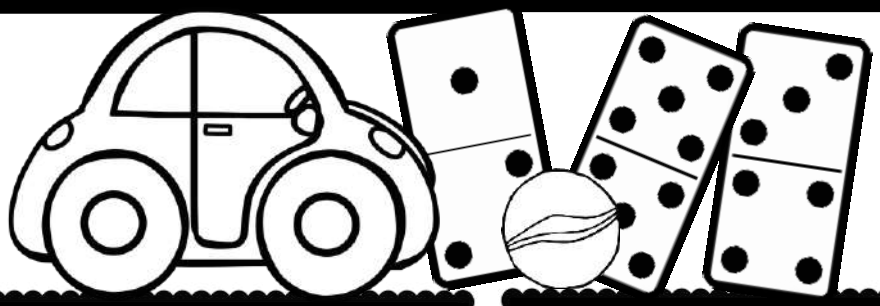
How many pennies does your bridge hold?

_____pennies

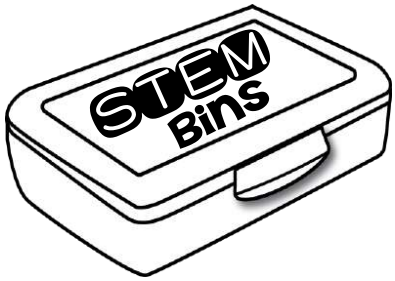
What else can your bridge hold?

Optional STEM Challenge

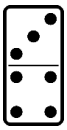
Make a chain reaction.



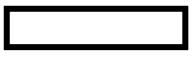
MATERIAL OPTIONS



dominoes

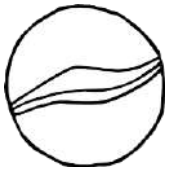


wooden planks



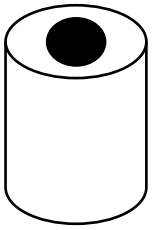
mini cups

marbles



toy cars

spools



RESOURCES

MAKE A MACHINE

RUBE GOLDBERG INVENTIONS

CHAIN REACTION

Maker Station Creation

Name: _____

Draw your chain reaction in order.

1

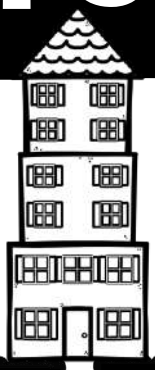
2

3

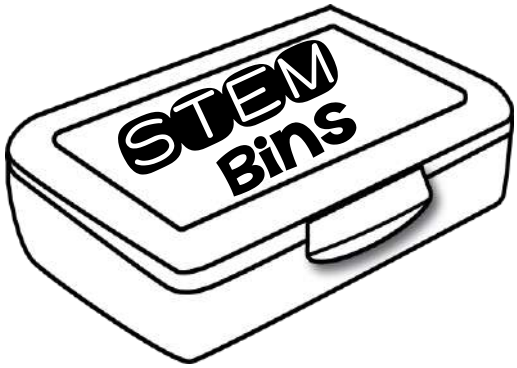
4

Optional STEM Challenge

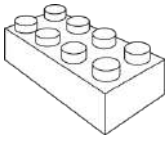
Make a tall tower.



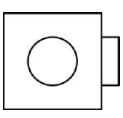
MATERIAL OPTIONS



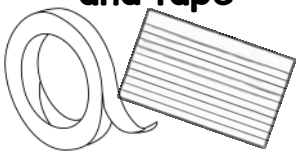
building bricks



linking cubes



index cards and tape



mini cups

wooden planks

magnetic blocks

RESOURCES

STRONG TRIANGLES

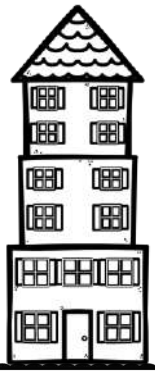
TALLEST BUILDINGS IN THE WORLD

SKYSCRAPERS

CUP TOWERS

TALL TOWER
Maker Station Creation

Name: _____

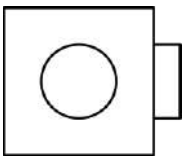


Blueprint

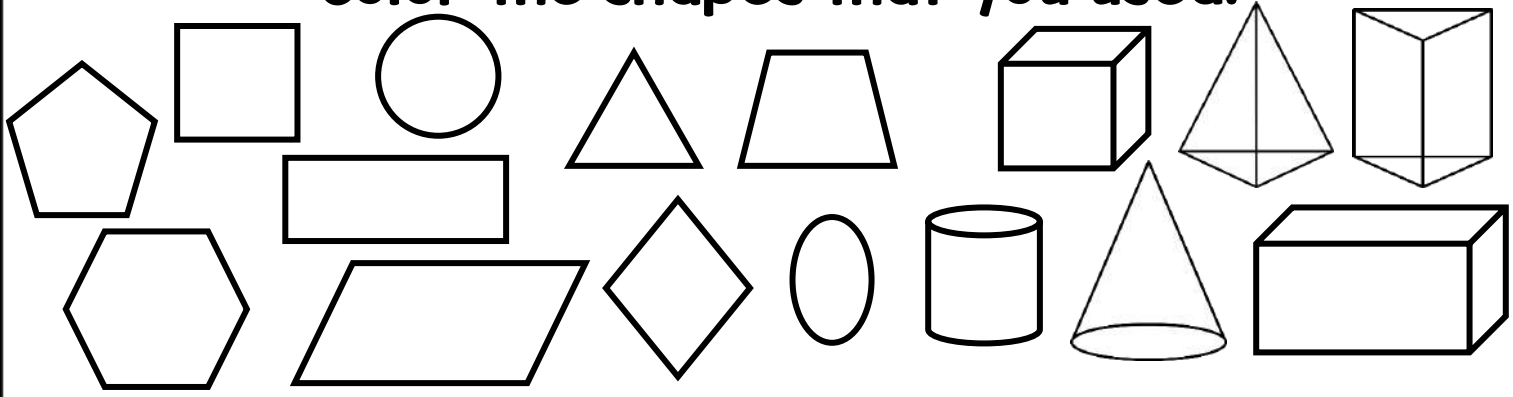
MATERIALS

How tall is your tower?

_____cubes



Color the shapes that you used.



https://www.generationgenius.com/?share=A441C

DIY ACTIVITY

BIODIVERSITY SURVEY
GRADES K-2

SUMMARY

- See how many different kinds of plants and animals live in an area.
- Time Required: 30-45 minutes
- Difficulty: Easy
- Cost: $0-5

MATERIALS NEEDED

- Clipboard
- 2 Pieces of paper
- Pencil
- Pack of colored pencils (optional)

PROCEDURE

AS A CLASS, WATCH THE *GENERATION GENIUS* DIVERSITY OF LIFE ON EARTH VIDEO.

1. Choose an area outside to survey, like a garden, nature preserve or backyard.
2. Take a clipboard with paper to the area and look for different plants and animals.
3. Make a list or draw the different plants and animals you can find.
4. Keep a tally to show how many of each you find.
   (Ask an adult to help keep you away from any hazards such as poison ivy.)

WHAT IS GOING ON HERE?

The variety of animals and plants in an area is called biodiversity. The larger the variety, the more diverse it is. Scientists survey small areas to check the health of the larger environment. Areas that have pollution often have less biodiversity. After a cleanup effort, more plants and animals can live there, which increases the biodiversity.

Name: _____ Date: _____

GENIUSCHALLENGE

DIVERSITY OF LIFE ON EARTH

Word Box					
biodiversity	desert	pond	rainforest	scavenger	canopy

1-6. Label the pictures with the correct word from the word box.

_____

_ _ _ _ _ _ _

_____

_____

_ _ _ _ _ _ _

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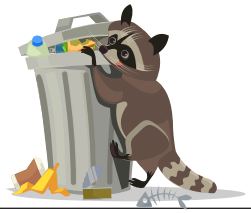


_____

_ _ _ _ _ _ _

_____

7. _____ is the measurement of the number of different kinds of plants and animals that live in an area.

a. Environment b. Biodiversity c. Selection d. Habitat

8. The desert is a different _____ than the rainforest.

a. habitat b. rainforest c. pond d. grassland

9. A biodiversity _____ is when you count how many of something there is in a certain area.

a. hypothesis b. survey c. multiplication d. quiz

10. There are so many different animals on Earth. Can you name six?

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

Second Grade – Social Studies

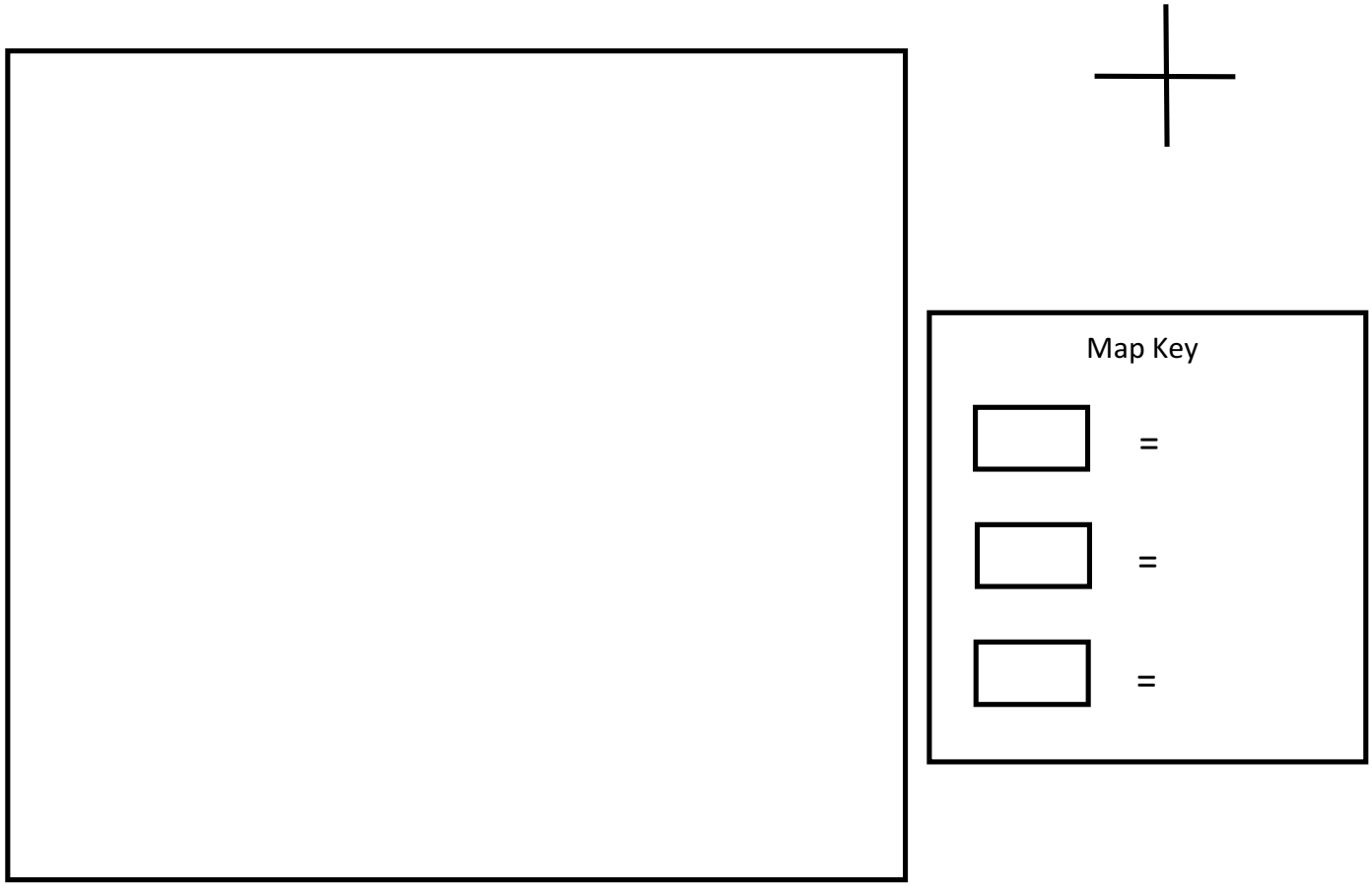
What do Maps Show?

Have you met the Cat in the Hat before? In this book, he will show you different kinds of maps, how to use them, and facts about the places they show us.

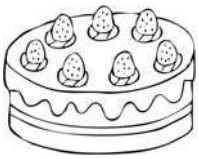
Read Aloud: *There's a Map on my Lap* by Tish Rabe
https://www.youtube.com/watch?v=NazvXwWumaQ

In the box below, draw a map of your room. Add the directions to the compass rose. Make symbols for three items in your room, and explain those symbols in a map key.

Title: _____



abc spell match-up My name is _____



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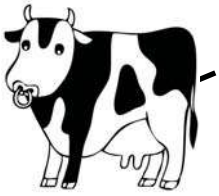

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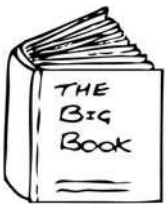

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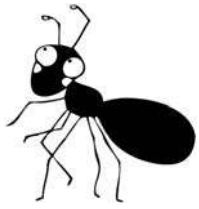

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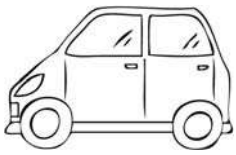

c

__all

_____

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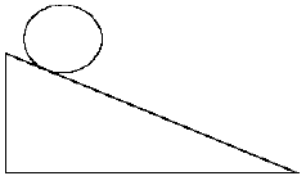
ESL at Home Gr. K-2 Weeks 5-6

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

Monday	Tuesday	Wednesday	Thursday	Friday
Who is your favorite book or movie character? Write or draw what would happen if you met them in real life.	Look at the food in your home. Create a silly pretend menu for lunch. **Example**: Cheez-it and syrup sandwich with tuna fish juice.	Can you unscramble these animal names? caro rwmo cnaotu rumle	Write or draw a list of your family's favorite foods. 	Create your own superhero. Draw and label a costume and superpowers.
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Use boxes or books to create a ramp. Find five things to roll down the ramp. 	What is in your neighborhood? Draw and label a map of the homes and streets around you.	Take a walk in your neighborhood. Count the number of doors and windows you see.	Tally the shoes in your house. Who has the most? Who has the least? 	Choose two animals, like a horse and an alligator. Imagine what they would look like if they were put together. Draw it!