

Second Grade Week at a Glance

Week 7: May 11- May 15

During Week 7, your child will practice a variety of skills, including vocabulary, r-controlled vowels, contractions, similes, lesson or central message, and demonstrate comprehension through multiple readings. Feel free to complete these lessons and activities on your own individual schedules. Remember the packet is a grade and must be turned in.

ELA: Unit 4 Week 5

Essential Question: What excites us about nature?

Learning Goal: The student will be able to: Find the central message (theme) in a story, identify and use similes, read r-controlled vowel words with /âr/ (are, air, ear, ere), use an apostrophe to form contractions, and demonstrate comprehension through multiple readings.

Spelling Words: dare, stare, fare, hair, pair, chair, bear, pear, where, there, dear, cheers, knew, never, talk

High Frequency Words: talk, once, upon, among, touch, bought, never, knew, soon, sorry

Math- Geometry and Fraction Concepts

Chapter Essential Question: What are some two-dimensional shapes and three-dimensional shapes, and how can you show equal parts of shapes?

Learning Goal: Students will:

- Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc.
- Describe the whole as two halves, three thirds, four fourths.
- Recognize that equal shares of identical wholes need not have the same shape.

Standards:

MACC.2.G.1.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

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

MACC.2.G.1.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Social Studies/Science

Social Studies: Florida Studies Weekly #27 "Rights and Responsibilities"

Learning Goal: Students will:

Learn about equal rights, voting rights, freedom of speech, community responsibilities and community leaders.

Standards:

SS.2.A.1.1: Examine primary and secondary sources.

SS.2.A.1.2: Utilize the media center, technology or other informational sources to locate information that provides answers to questions about a historical topic.

SS.2.C.2.2: Define and apply the characteristics of responsible citizenship.

SS.2.C.2.3: Explain why U.S. citizens have guaranteed rights and identify rights. SS.2.C.2.4: Identify ways citizens can make a positive contribution to their community.

Science-Reading Comprehension

Readworks- "Oceans, Rivers, and Lakes"

Standards: LACC.2.RI.1.1 LACC.2.RI.1.2

- Answer questions about key details in a text (print, photographs, and illustrations) using stems such as who, what, where, when, why, and how.
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within text.

Week 7 Calendar

	MONDAY 5/11/2020	TUESDAY 5/12/2020	WEDNESDAY 5/13/2020	THURSDAY 5/14/2020	FRIDAY 5/14/2020
Reading	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Vocabulary Page 191 <input type="checkbox"/> Irregular Plurals <input type="checkbox"/> Spelling: r-controlled vowels Page 98 and 192	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> r-controlled vowels page 99 <input type="checkbox"/> Grammar: Contractions Pages 96-97	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Similes page 199 <input type="checkbox"/> Comprehension "The First Skate" Pages 193-195 <input type="checkbox"/> iReady Reading for 15 minutes (If you have internet access)	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "Afternoon on a Hill" and answer questions <input type="checkbox"/> iReady Reading for 15 minutes (If you have internet access)	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Genre/Literary Element Page 198 <input type="checkbox"/> Read "Whale Watch Wonder" and answer questions
Math	<input type="checkbox"/> Packet: Student Lesson 11.1 Workbook pg. 510-511 <input type="checkbox"/> Math on the Spot video Chapter 11 lesson 11.1 (if you have internet access)	<input type="checkbox"/> Packet: Student Lesson 11.2 Workbook pg. 512-513 <input type="checkbox"/> Math on the Spot video Chapter 11 lesson 11.2 (if you have internet access) <input type="checkbox"/> iReady Math 10 minutes (if you have internet access)	<input type="checkbox"/> Packet: Student Lesson 11.3 Workbook pg. 518-519 <input type="checkbox"/> Math on the Spot video Chapter 11 lesson 11.3 (if you have internet access)	<input type="checkbox"/> Packet: Student Lesson 11.4 Workbook pg. 522-523 <input type="checkbox"/> Math on the Spot video Chapter 11 lesson 11.4 (if you have internet access) <input type="checkbox"/> iReady Math 10 minutes (if you have internet access)	<input type="checkbox"/> Packet: Student Lesson 11.5 Workbook pg. 526-527 <input type="checkbox"/> Math on the Spot video Chapter 11 lesson 11.5 (if you have internet access)
Science/ Social Studies	<u>Social Studies</u> <input type="checkbox"/> Read: Rights and Responsibilities <input type="checkbox"/> Complete Fun and Games Activity Page	<u>Science</u> <input type="checkbox"/> Readworks: Read and Answer questions to "Rivers, Oceans, and Lakes"	<u>Social Studies</u> Reread Rights and Responsibilities Complete Weekly Assessment #27	<u>Science</u> <input type="checkbox"/> Watch Brain Pop Jr. Landform (if you have internet access)	<u>Social Studies</u> <input type="checkbox"/> Watch Brain Pop Jr. Rights and Responsibilities (if you have internet access)

Second Grade Week at a Glance

Week 8: May 18- May 22

During Week 8, your child will practice a variety of skills, including vocabulary, diphthongs, pronouns, point of view, suffixes, and demonstrate comprehension through multiple readings. Feel free to complete these lessons and activities on your own individual schedules. Remember the packet is a grade and must be turned in.

Week 8

ELA: Unit 5 Week 1

Essential Question: What do Good Citizens Do?

Learning Goal: The student will be able to: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud, read words with diphthongs ou, and ow, use the correct pronoun in a sentence, separate the root word from the suffix to determine the word's meaning, and demonstrate comprehension through multiple readings.

Spelling Words: sound, mound, cloud, shout, pound, clown, brow, crow, howl, growl, chair, where, been, myself, pushed

High Frequency Words: been, head, pretty, body, answer, minutes, myself, heard, build, pushed

Math- Geometry and Fraction Concepts

Chapter Essential Question: What are some two-dimensional shapes and three-dimensional shapes, and how can you show equal parts of shapes?

Learning Goal: Students will:

- Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc.
- Describe the whole as two halves, three thirds, four fourths.
- Recognize that equal shares of identical wholes need not have the same shape.

Standards:

MACC.2.G.1.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

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

MACC.2.G.1.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Social Studies/Science

Social Studies: Florida Studies Weekly #28 "Families and Trade"

Learning Goal: Students will:

Discuss the exchange of goods and services, as well as trade.
food banks.

Learn about scarcity and

Standards:

SS.2.A.1.1: Examine primary and secondary sources.
the characteristics of responsible citizenship. SS.2.E.1.1: Recognize that people make choices based on limited resources. SS.2.E.1.2: Recognize that people supply goods and services based on consumer demands.
SS.2.E.1.3: Recognize that the United States trades with other nations to exchange goods and services.
SS.2.E.1.4: Explain the personal benefits and costs involved in saving and spending.

Science: Readworks- "Spinning Storms"

Standards: LACC.2.RI.1.1 LACC.2.RI.1.2

- Answer questions about key details in a text (print, photographs, and illustrations) using stems such as who, what, where, when, why, and how.
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within text.

	MONDAY 5/18/2020	TUESDAY 5/19/2020	WEDNESDAY 5/20/2020	THURSDAY 5/21/2020	FRIDAY 5/22/2020
Reading	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Vocabulary Page 201 <input type="checkbox"/> Spelling: Diphthongs Pages 102 and 104	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Grammar: Pronouns Pages 101, 102, and 105	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Comprehension "The Lost Kitten" Pages 203-205 <input type="checkbox"/> iReady Reading for 15 minutes (if you have internet access)	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Suffixes Page 209 <input type="checkbox"/> Genre/Literary Element Page 198 <input type="checkbox"/> iReady Reading for 15 minutes (if you have internet access)	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "The Harmonica" and answer questions
Math	<input type="checkbox"/> Packet: Mid-Chapter Checkpoint pg. 532	<input type="checkbox"/> Packet: Student Lesson 11.6 Workbook pg. 534-535 <input type="checkbox"/> Math on the Spot video Chapter 11 lesson 11.6 (if you have internet access) <input type="checkbox"/> iReady Math 10 minutes (if you have internet access)	<input type="checkbox"/> Packet: Student Lesson 11.7 Workbook pg. 538-539 <input type="checkbox"/> Math on the Spot video Chapter 11 lesson 11.7 (if you have internet access)	<input type="checkbox"/> Packet: Student Lesson 11.8 Workbook pg. 542-543 <input type="checkbox"/> Math on the Spot video Chapter 11 lesson 11.8 (if you have internet access) <input type="checkbox"/> iReady Math 10 minutes (if you have internet access)	<input type="checkbox"/> Packet: Chapter 11 Extra Practice Workbook pg. P259-P260
Science/ Social Studies	<u>Social Studies</u> <input type="checkbox"/> Read: Families and Trade <input type="checkbox"/> Complete Fun and Games Activity Page	<u>Science</u> <input type="checkbox"/> Readworks: Read and Answer questions to "Spinning Storms"	<u>Social Studies</u> <input type="checkbox"/> Reread: Families and Trade <input type="checkbox"/> Complete Weekly Assessment #28	<u>Science</u> <input type="checkbox"/> Watch BrainPop Jr. Video "Seasons" (if you have internet access)	<u>Social Studies</u> <input type="checkbox"/> Watch BrainPop Jr. Video "Goods and Services" (if you have internet access)

Dear Parent/Guardian,

During Week 7, your child will practice a variety of skills, including vocabulary, r-controlled vowels, contractions, similes, lesson or central message, and demonstrate comprehension through multiple readings.

We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

Links for additional resources to support students at home are listed below for letters and numbers review, sight word practice, colors, shapes, and more:

<https://classroommagazines.scholastic.com/support/learnathome.html>

<https://www.education.com/>

<http://www.sheppardsoftware.com/>

<https://www.funbrain.com/>

<https://www.starfall.com/h/>

<https://www.abcya.com/>

Reference Page

Common Contractions

A **contraction** is a shorter way of saying what you need to say.
The **apostrophe** (') goes in the air.

I	+	will	=	I'll	did	+	not	=	didn't
you	+	will	=	you'll	are	+	not	=	aren't
she	+	will	=	she'll	is	+	not	=	isn't
					could	+	not	=	couldn't
I	+	am	=	I'm	were	+	not	=	weren't
he	+	is	=	he's	do	+	not	=	don't
there	+	is	=	there's	can	+	not	=	can't
that	+	is	=	that's	will	+	not	=	won't

Poetry: Free Verse

- tells a poet's thoughts or feelings.
- does not rhyme.
- can have similes.

Similes

A simile uses words like or as to compare 2 different things.

To understand a simile, figure out how the author compares one thing to another.

Key words (**like/as**)

Examples:

The girl's hands were **as** cold as ice.

What's being compared? The girl's hand and ice are both cold.

The boy can swim **like** a fish.

What's being compared?
The boy and the fish are both good swimmers.

Vocabulary

Definition

pale	light in color
excite	to stir up
outdoors	not inside
drops	small amounts of liquid
alliteration	repeating the same sounds at the beginning of words
free verse	poem in which words do not need to rhyme
repetition	repeating words or phrases in a poem
simile	compares two things with words like or as

Theme

- The theme of a story is the main message the author wants to tell the reader.
- To find theme think about what the characters say and do.

Examples (moral, message, or lesson of the story)

- Be happy with what you have.
- Hard work pays off.
- It's okay to be different.
- No matter what, you can still achieve your dreams.

Repetition

Repetition is the use of repeated words and phrases.

Poets use repetition to make a poem sound like a song or to stress the poem's meaning.

Name _____

drops

excite

outdoors

pale

**A. Choose the word that makes sense for each clue.
Write the word on the line.**

1. to give a strong feeling of enjoyment _____
2. not inside a building _____
3. very light in color _____
4. small amounts of liquid _____

B. Complete each sentence with a word from the box above.

5. We play _____ when the weather is nice.
6. I spilled some _____ of paint on the floor.
7. The sky was _____ blue in the early morning.
8. Squirrels playing outside the window will _____
our cat for hours.

**C. Choose one vocabulary word from the box above.
Write the word in a sentence of your own.**

9. _____

Name _____

dare	stare	fare	hair	pair
chair	bear	pear	where	there

A. Word Sort

Look at the spelling words in the box. Match the spelling word with the spelling pattern and write the word.

are

air

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

ear

ere

7. _____

9. _____

8. _____

10. _____

B. Misfit Letter

An extra letter has been added to each spelling word below. Draw a line through the letter that does not belong. Write the correct word on the line.

11. beare _____

12. chaier _____

13. wheare _____

14. daire _____

15. faire _____

Name _____

The letters ***are, air, ear,*** and ***ere*** can stand for the vowel sound you hear in ***air***.

A. Read each row of words. Circle the word that has the same vowel sound as in *care*. Write the word on the line. Then underline the letters that spell the vowel sound.

1. peek paint pear _____

2. where wheel when _____

3. date dare dance _____

4. chore chair chase _____

5. hair here hard _____

6. bark bean bear _____

When a vowel or a pair of vowels is followed by the letter ***r***, it changes the vowel sound. The vowels and the ***r*** stay in the same syllable.

B. Read each word. Draw a line between the syllables.

7. haircut

8. airport

9. turkey

10. perfect

Name _____

dare

stare

fare

hair

pair

chair

bear

pear

where

there

A. Word Meaning

Write the spelling word for each definition.

1. a piece of furniture to sit on _____
2. to look at something a long time _____
3. a set of two things _____
4. a kind of fruit _____
5. the price to ride something _____
6. a kind of large, furry animal _____
7. to challenge someone to do something _____

B. Sentences to Complete

Write a spelling word on the line to complete each sentence.

8. Do you know _____ Pat is?
9. I see Pat over _____.
10. Pat has short black _____.



Name _____

- A **contraction** is a short form of two words.
- An **apostrophe** shows where one or more letters have been left out.
- Some contractions are made by combining a verb with the word *not*.

is not	<u>isn't</u>	have not	<u>haven't</u>
has not	<u>hasn't</u>	do not	<u>don't</u>

Replace the underlined words with contractions. Write the new sentences on the lines.

1. There are not any clouds today.

2. The rain has not fallen yet.

3. We have not been for a walk.

4. You do not need to rake the leaves.

5. Snow is not in the weather forecast.

Name _____

- A **contraction** is a short form of two words.
- An **apostrophe** shows where one or more letters have been left out.

can not = can'tcould not = couldn'tthere is = there'sshe would = she'dwould not = wouldn'tshe had = she'd

Replace the underlined words with contractions. Write the new sentences on the lines.



1. There is a bright star by the moon.

2. He could not see it.

3. I can not find it, either.

4. She had found it before we did.

5. I would not like to travel into space.

Name _____

A **simile** compares two different things using the word **like** or **as**.

Read the lines from the poem. Answer the questions. Then explain what each simile means.

1. The ice is as smooth as glass.

What two things does the author compare?

Meaning: _____

2. Overhead, the sky curves like a blue bowl.

What two things does the author compare?

Meaning: _____

3. Below the ice, frozen bubbles look like crystal beads.

What two things does the author compare?

Meaning: _____

4. My cheeks turn as red as apples.

What two things does the author compare?

Meaning: _____

Name _____

Read the poem. Use the visualize strategy to form pictures in your mind about what happens in the poem.

The First Skate

The temperature has been below freezing for days.

- 08 The pond is frozen now,
13 The ice is as smooth as glass.
20 I can ice skate outdoors
25 For the first time this winter.
31 I put on my skates and lace them up tight.
41 Then I step onto the ice and push off.
50 Right foot, left foot, right foot, left foot,
58 I glide over the ice like a bird.
66 I spin in a circle and start over again.

Name _____



75 I look up,
78 Overhead, the sky curves like a blue bowl.
86 I look down,
89 Below the ice, frozen bubbles look like crystal beads.
98 As I skate, the cool breeze feels like cold fingers on my face,
111 My cheeks turn as red as apples.
118 I'm warm inside, though,
122 It feels like a fire glowing,
128 As I skate round and round the pond.
136 I keep telling myself, "One more time,"
143 Until at last it is the last time and I step off the ice,
157 Land-bound once again.

Name _____

A. Reread the passage and answer the questions.

1. What was the setting of the poem?

2. What did the girl do?

3. What is the theme of the poem?

Afternoon on a Hill

by Edna St. Vincent Millay

I will be the gladdest thing

Under the sun!

I will touch a hundred flowers

And not pick one.

I will look at cliffs and clouds

5

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

And when lights begin to show

Up from the town,

10

I will mark which must be mine,

And then start down!

Name: _____ Date: _____

1. What does the speaker look at in this poem?

- A. the sun and moon
- B. cliffs and clouds
- C. bugs in the grass

2. Which of these phrases from the poem describes part of the setting?

- A. "which must be mine"
- B. "with quiet eyes"
- C. "a hundred flowers"

3. The speaker of the poem wants to enjoy nature without hurting it in any way.

Which evidence from the poem best supports this conclusion?

- A. I will touch a hundred flowers / And not pick one.
- B. I will mark which must be mine, / And then start down!
- C. I will be the gladdest thing / Under the sun!

4. Where is the speaker of the poem spending an afternoon?

- A. on a hill
- B. in a forest
- C. in a town

5. What is this poem mostly about?

- A. enjoying nature without leaving a mark on it
- B. the effects of wind on grass, cliffs, and clouds
- C. travelling from a hill down to a town

6. Read these lines from the poem:

I will look at cliffs and clouds

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

Why might the poet have described the speaker's eyes as "quiet" in the second line of the stanza?

- A. to hint that the speaker cannot hear or speak at all
- B. to show that the speaker was not making any noise
- C. to suggest that the speaker's mouth was not staying quiet

7. Read this stanza from the poem:

I will look at cliffs and clouds

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

Which of these lines means the same thing as the last line in this stanza?

- A. And the grass rises quietly.
- B. And the grass might rise.
- C. And watch the grass rise.

Name _____

A Rainy Day

The rain is pouring, pouring down,
It's so boring to stay inside.
The rain is dripping, dripping slowly.
Is it going to rain all day?
The rain is stopping, stopping now.
I can go outside and have some fun!



Answer the questions about the text.

1. How do you know this text is a poem?

2. What words does the poet repeat in the poem?

3. Why do you think the poet uses repetition?

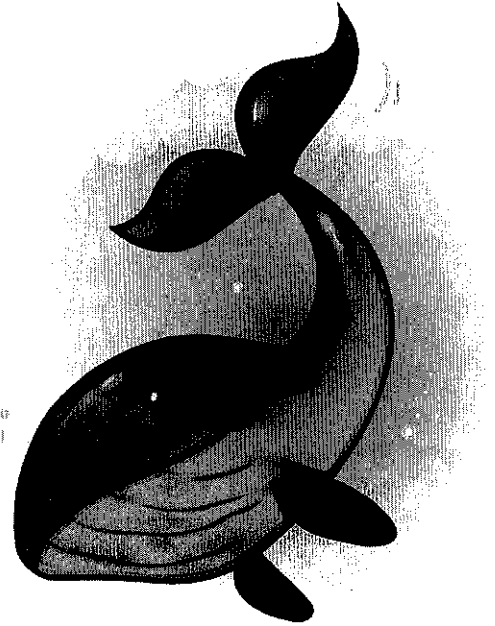
Name: _____

Whale Watch Wonder

By Guy Belleranti

Our tour boat
Slows to a float
Near giants of the sea.

The water breaks
And the boat quakes
As whales breach one...two...three.



I hold on tight—
What a great sight!
I feel both awe and glee.



I wonder if
These whales I watch
Are also watching me.

Name: _____

Whale Watch Wonder

By Guy Belleranti



1. What phrase does the author use to describe the whales in his poem?

2. How many whales does the author see on his whale watch tour?

3. Why does the author hold on tight when the whales breach?

4. What does the author wonder about as he watches the whales?

5. Give an example of two words that rhyme in the poem.

_____ and _____

Dear Parent/Guardian,

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We also suggest that students have an experience with reading each day. Reading at home will make a HUGE difference in your child's school success! Make reading part of your everyday routine. Choose books that match your child's interests. Reading for 20 minutes a day will continue to grow your young reader's vocabulary and comprehension.

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<https://classroommagazines.scholastic.com/support/learnathome.html>

<https://www.education.com/>

<http://www.sheppardsoftware.com/>

<https://www.funbrain.com/>

<https://www.starfall.com/h/>

<https://www.abcy.com/>

Reference Page

Vocabulary	Definition
champion	winner
determined	decided
issues	topics that are talked about
promises	statements by people that they say will happen
responsibility	a duty
rights	claims that cannot be taken away
volunteered	offered to do something
votes	choices made in an election

Realistic Fiction

- has characters that talk and act like real people.
- has a setting that could be a real place.
- can be told in the first person.
 - The character uses I, my, and me to tell his thoughts and feelings.

Point of View:

The way a character THINKS or FEELS.

CHARACTER	POINT OF VIEW	
Who is the story about?	The way the character thinks or feels.	
	Eating bugs	Flying at night
<u>Stellaluna</u>	Stellaluna thinks that eating bugs are disgusting!	It comes natural to her. Stellaluna can see in the dark.
Baby Birds	Bugs are delicious!	Flying at night is scary because they can't see.
Mama Bird	Mama Bird feels they are healthy for her babies and taste good.	Night flying is dangerous!

Suffixes

To understand the meaning of a word you do not know, separate the word from a suffix, such as *-ful* or *-less*, to figure out the word's meaning.

Examples:

Paul raised his eyebrows and looked **thoughtful**.

I am not sure what **thoughtful** means.

The root word is **thought**, which has to do with thinking about something.



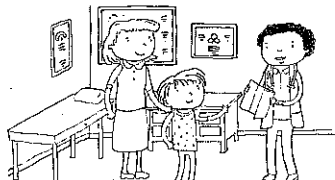

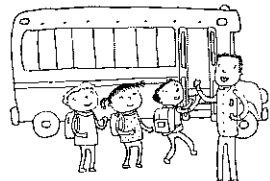
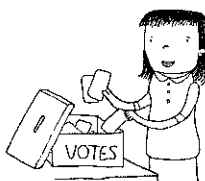
I see the suffix **-ful**, which means "full of".

I think the word **thoughtful** means "having a lot of thoughts."

fear = worry or dread
 -less = without
fearless = to be without fear

Name _____

Use the word chart to study this week's vocabulary words. The illustrations are there to gain understanding of the words.

Word	Context Sentence	Illustration
champion	The <u>champion</u> won the race and got a prize.	
determined	I <u>determined</u> it would rain when I saw dark clouds.	
issues	The doctor talks about health <u>issues</u> .	
promises	We keep our <u>promises</u> to help with the chores.	
volunteered	Dad <u>volunteered</u> to help with our field trip.	
votes	Our teacher counted <u>votes</u> for class leader.	

Name _____

champion	determined	issues	promises
responsibility	rights	volunteered	votes

A. Choose the word that makes sense for each clue. Write the word on the line.

1. offered to do something _____
2. important things that people are talking about _____
3. choices given by people to elect someone _____
4. decided on something _____
5. a duty to do something _____
6. things you say you will do _____
7. a person who has won a contest _____
8. the things the law says you can do or have _____

B. Choose one vocabulary word from the box above. Write the word in a sentence of your own.

9. _____

Name _____

sound	mound	cloud	shout	pound
clown	brown	crown	howl	growl

A. Word SortWrite the spelling words that have the *ou* spelling pattern.

1. _____ 2. _____ 3. _____

4. _____ 5. _____

Write the spelling words that have the *ow* spelling pattern.

6. _____ 7. _____ 8. _____

9. _____ 10. _____

B. Missing Letter

A letter is missing from each spelling word below. Write the missing letter in the box. Then write the spelling word correctly on the line.

11. so nd _____ 12. clo n _____13. cl ud _____ 14. gro l _____15. mo nd _____

Name _____

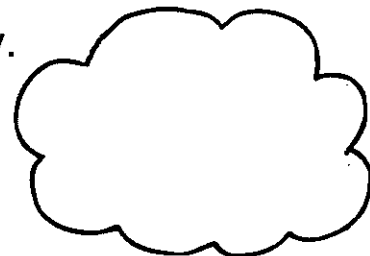
sound	mound	cloud	shout	pound
clown	brown	crown	howl	growl

A. Word Meaning**Write the spelling word for each definition.**

1. a pile _____
2. yell _____
3. a color _____
4. noise _____
5. to snarl or grumble _____

B. Sentences to Complete**Write a spelling word on the line to complete each sentence.**

6. The wolves _____ loudly at the Moon.
7. Will the king wear a _____?
8. We need a _____ of peaches to make a pie.
9. The _____ at the circus made us laugh.
10. There is a fluffy _____ in the sky.



Name _____

- A **pronoun** takes the place of one or more nouns.
- The pronouns ***I, he, she, it,*** and ***you*** are singular pronouns. A pronoun must match the noun that it replaces.

Amy likes to help people. She volunteers on Saturdays.

- Some pronouns refer to people or things that are not named.

Everything is in place. Nobody wanted to go home.

Circle a pronoun to replace the underlined noun in each sentence.

1. Sarah likes to help animals.

She

It

2. Adam volunteers with her at an animal shelter.

He

It

3. The shelter is near their school.

You

It

4. A puppy plays in the corner.

It

I

5. Mrs. Strong feeds the puppy.

You

She

6. A person can help at the shelter.

Anyone

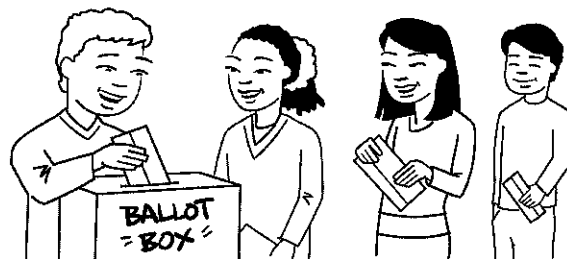
Everything

Name _____

- A **pronoun** agrees with the noun it replaces. Singular pronouns replace singular nouns.
- A plural noun names more than one person, place, or thing.
- The pronouns **we**, **you**, and **they** can take the place of a plural noun or a noun and a pronoun together.

People vote in elections.They vote in elections.Connor and I are good citizens.We are good citizens.**Circle the correct pronoun in () to complete each sentence.**

1. Our class will have an election tomorrow. (We, You) will vote in the morning.
2. We will pick Jim or Sue to be the class leader. (We, They) are both good choices.
3. Sue helps clean the room after school. (It, She) is a good leader.
4. Jim and Sue are on the safety patrol. (They, You) help us stay safe.
5. Jim and Sue, thank you for leading us. (We, You) show us how to be good citizens!
6. Carrie and I will count the votes. (We, They) will count them during recess.



Name _____

Mark the pronoun that could replace the underlined words.1. Erin is reading to Mrs. Jackson.

- ☐ They ☐ She ☐ I ☐ We

2. Mrs. Jackson likes it when children visit her.

- ☐ She ☐ He ☐ It ☐ We

3. My mother and I live near Erin.

- ☐ It ☐ She ☐ I ☐ We

4. Tom and John helped Mrs. Jackson by raking her leaves.

- ☐ They ☐ She ☐ It ☐ We

5. The leaves fell from a big tree.

- ☐ They ☐ It ☐ I ☐ We

6. Tom raked the leaves into a pile.

- ☐ They ☐ He ☐ It ☐ We

7. The helpers worked on Saturday.

- ☐ He ☐ She ☐ They ☐ It

8. Mrs. Jackson said, "Thank you, everyone!"

- ☐ They ☐ She ☐ It ☐ We

Name _____

Read the passage. Use the summarize strategy to tell the important events in your own words.

The Lost Kitten

00 One day, my friend Cora and I saw a homemade
10 sign posted on our street. The sign had a photo of a
22 kitten and the words, *LOST KITTEN. Please call Sally*
31 *at 555-0505 if you find my kitten, Boots.*

38 "Sally is our neighbor, Pam. She just got a new kitten
49 and now her pet is missing. It's too bad there's nothing
60 we can do," Cora said sadly.

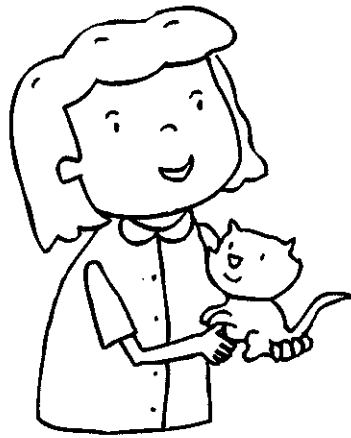
66 I spoke up. "It's not hopeless. There is something
75 we can do! We can ask our neighbors to help look for
87 Boots."

88 We asked my dad to help with our neighborhood
97 search plan. First, we went and talked to Sally.

106 Sally explained what had happened, "I was careless
114 enough to leave the back door open. Boots slipped out
124 and ran off. And I haven't seen him since."

133 "Don't worry," I said. "We have a plan to help. Come
144 with us."

Name _____



146 We all went to Mrs. Lowe's house. After Mrs. Lowe
156 heard our plan, she said, "I think that's a wonderful
166 idea. It's very thoughtful of you to help Sally find Boots.
177 I'll be happy to help with the search." She joined our
188 group.

189 At each house on the street, the answer was the same.
200 Each neighbor would gladly help search for Boots. Dad
209 divided up the neighborhood streets and told each group
218 where to look.

221 Cora and I were calling loudly, "Boots!" Suddenly we
230 heard a soft meowing sound near our feet. There was
240 Boots, crouching under a bush. I held out my hand and
251 softly called Boots's name. He came right to me and I
262 scooped up the tiny kitten.

267 When we returned Boots to Sally, she was very
276 thankful. She hugged her kitten tightly as she said,
285 "The neighborhood search plan worked. Thank you,
292 everyone!"

Name _____

A. Reread the passage and answer the questions.**1. How does Cora feel about the missing kitten?**

2. What clues help you understand Cora's point of view?

3. At the end of the story, what clues help you understand Sally's point of view?

Name _____

To figure out a new word, look for a **suffix**, or word part, added to the end of the word.

The suffix **-ly** means “in a way that is.”

The suffix **-ful** means “full of.”

The suffix **-less** means “without.”

A. Underline the suffix in the word in bold print. Then write the word and its meaning.

1. “It’s too bad there’s nothing we can do,” Cora said **sadly**.

2. I was **careless** enough to leave the back door open.

3. It’s very **thoughtful** of you to help Sally find Boots.

B. Write a word that means the same as the group of words. Your new word will end in *-ful* or *-less*.

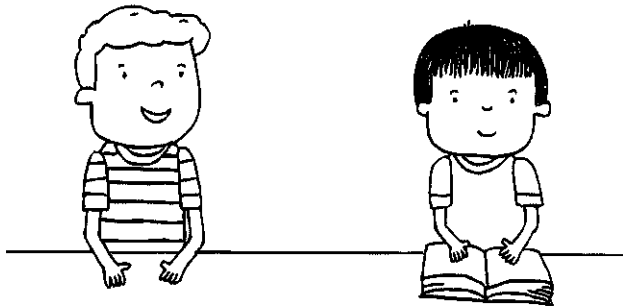
4. without thought

5. full of thanks

Name _____

Reading Volunteers

My name is Derek. The children in my second-grade class know how to read. Every Friday, we visit Ms. Snow's first-grade class. I pair up with Jack and help him practice reading. It feels good to help others.



Answer the questions about the text.

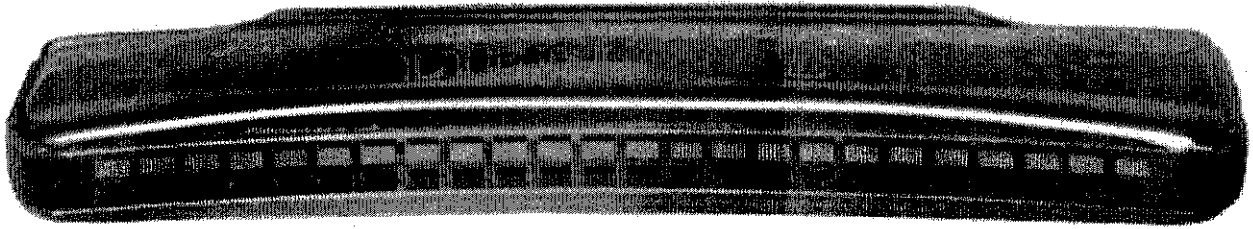
1. How can you tell that this text is realistic fiction?

2. Who is telling the story? How do you know?

3. How does Derek feel about helping Jack learn to read? Why do you think so?

The Harmonica

by ReadWorks



Lola's brother is in a band. They practice in the garage every day after school. They make so much noise that Lola can't do her homework. She bangs on the garage door. She shouts, "Be quiet!" But they don't even hear her. Lola can't stand it anymore. She needs to go for a walk.

The woods behind Lola's house are peaceful. Just a hundred feet from her house, her brother's noise fades away. There is a little stream just behind her backyard. On weekends, she and her friends make paper boats to race in the stream. They like to pretend they are pirates, racing on the sea. Next to the stream, she sees a squirrel eating a nut.

"Hello Mr. Squirrel!" she says. The squirrel is scared, and runs away.

Lola hears a bird singing. It sounds like a happy bird. She wonders what kind of bird it is. It is red, with a fuzzy head. Maybe it's a robin? She will have to remember to look it up in the encyclopedia when she gets home. Lola tries to sing along with the bird. She doesn't know the words to his song.

Something shiny beside the stream catches Lola's eye. She jumps over the

stream and picks it up. It is a thin rectangular box made of metal. There are holes on its sides. Something is printed on the metal. It is so dirty that she can't make it out. She wipes the grime off with her sleeve. It says, "Old-Fashioned Blues Harmonica." Lola has heard her brother's friends talk about harmonicas. They are a very simple musical instrument. Anyone can play a song on a harmonica, even without a band.

Lola rinses the harmonica off in the stream. With the dirt gone, it looks as good as new. She dries it on her sleeve. Lola puts the instrument to her mouth and blows. It makes a high-pitched, whistling noise. She moves her mouth and blows again. Now the sound is deeper. She covers the back of it with her hand. Now when she blows, it sounds different. She blows harder and softer. She moves her hands and her mouth. Pretty soon, she is playing a song. It may not sound as good as the bird's but the robin doesn't seem to mind.

That night, Lola shows the harmonica to her brother.

"Cool!" he says. "My music teacher taught me how to play the harmonica a little. Do you want me to show you?"

"Sure!" says Lola.

The next time her brother has band practice, Lola plays along. Now that she has an instrument of her own, the noise doesn't sound so bad.

Name: _____ **Date:** _____

1. Where does Lola find the harmonica?

- A. by the stream
- B. in the garage
- C. in the stream

2. What event causes Lola to leave the house?

- A. She finishes her homework.
- B. The band plays too loud.
- C. Her friends ask her to go on a walk in the woods.

3. Lola enjoys being in the woods behind her house. What evidence from the story supports this conclusion?

- A. Lola and her friends pretend to be pirates when they are playing in the woods.
- B. The woods are a hundred feet from Lola's house.
- C. Lola rinses the harmonica off in the stream in the woods.

4. At what point in the story does Lola find the harmonica?

- A. at the beginning of the story
- B. in the middle of the story
- C. at the end of the story

5. What is this story mostly about?

- A. how bands practice
- B. how Lola makes paper boats
- C. how Lola finds a harmonica

6. Read the following sentences:

"The woods behind Lola's house are peaceful. Just a hundred feet from her house, her brother's noise **fades** away."

What does the word **fade** mean?

- A. to sound bad
- B. to become less strong
- C. to become stronger


7. Lola cleaned up the harmonica _____ she found it by the stream.

- A. before
- B. after
- C. but

8. Complete the following sentence.

Lola can't do her homework because

9. What does Lola's brother do when Lola shows him her harmonica?



Go Math!

John G. Riley Elementary School
Distant Learning Packet
Week 7

Second Grade

Chapter 11:
Geometry and Fraction Concepts

Name: _____

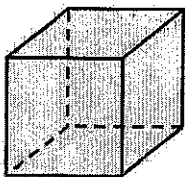
Class: _____



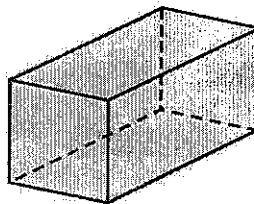
Model and Draw

These are three-dimensional shapes.

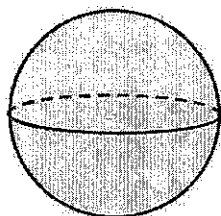
cube



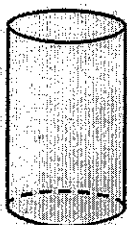
rectangular prism



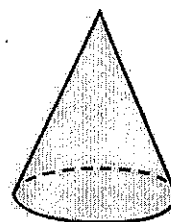
sphere



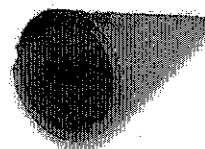
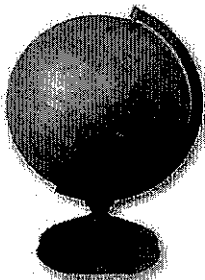
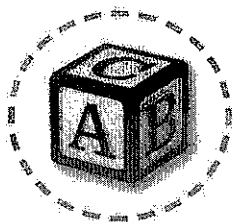
cylinder



cone



Which of these objects has the shape of a cube?

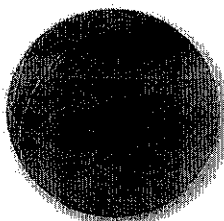


Share and Show



Circle the objects that match the shape name.

1. sphere



2. cube



Name _____

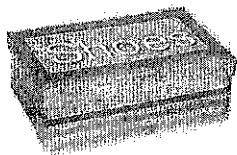
On Your Own

Circle the objects that match the shape name.

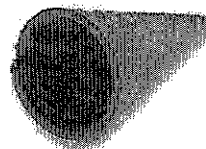
3. cylinder



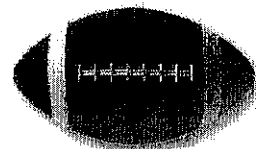
4. rectangular prism



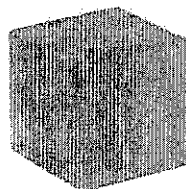
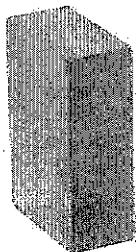
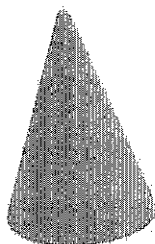
5. cone



6. cube

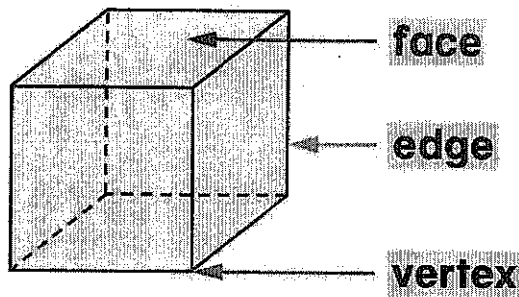


7. **H.O.I.** Circle the shapes that roll.
Draw an X on the shapes that do not roll.



Model and Draw

The **faces** of a cube are squares.

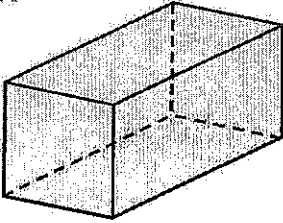
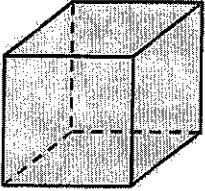


The **vertices** are the corner points of the cube.

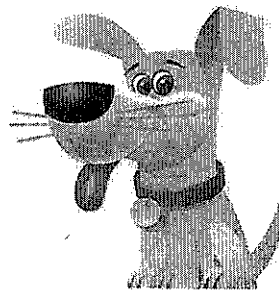
Share and Show



Write how many for each.

	faces	edges	vertices
<p>1.</p>  <p>rectangular prism</p>	_____	_____	_____
<p>2.</p>  <p>cube</p>	_____	_____	_____

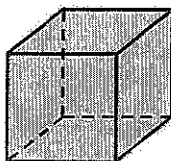
Name _____



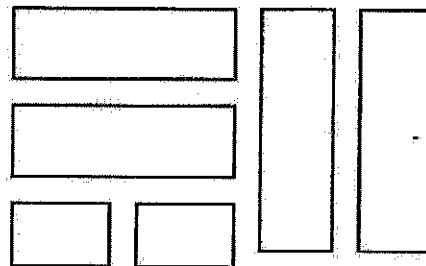
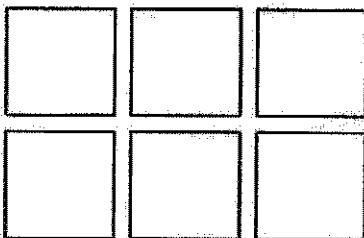
On Your Own

Circle the set of shapes that are the faces of the three-dimensional shape.

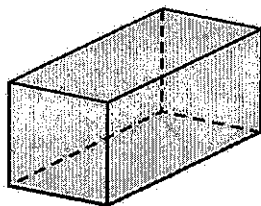
3.



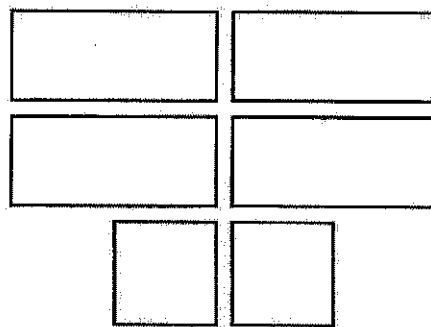
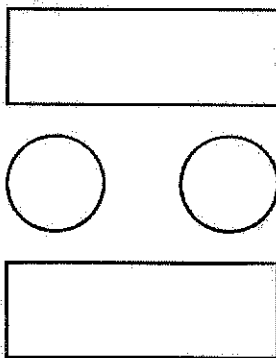
cube



4.



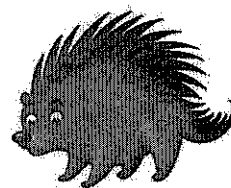
rectangular prism



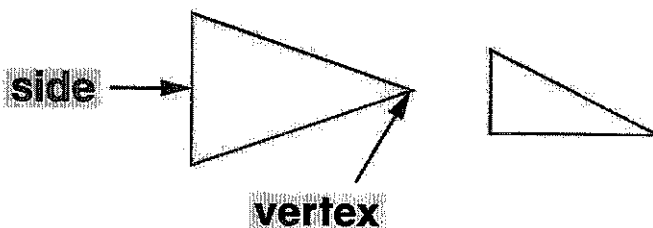
5. Look at the faces of the cube and the faces of the rectangular prism. Explain how they are different.

Model and Draw

You can count **sides** and **vertices** to name two-dimensional shapes. Look at how many sides and vertices each shape has.

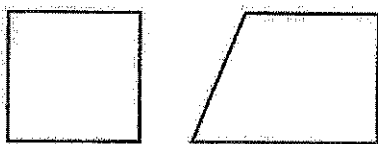


triangle



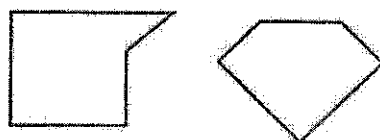
3 sides
3 vertices

quadrilateral



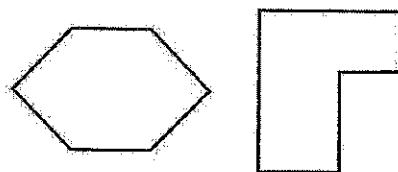
4 sides
4 vertices

pentagon



5 sides
5 vertices

hexagon



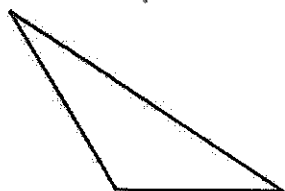
6 sides
6 vertices

Share and Show



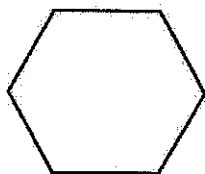
Write the number of sides and the number of vertices.

1. triangle



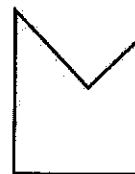
3 sides
3 vertices

2. hexagon



6 sides
6 vertices

3. pentagon



5 sides
5 vertices

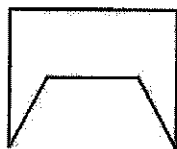
Name _____

On Your Own

Write the number of sides and the number of vertices. Then write the name of the shape.

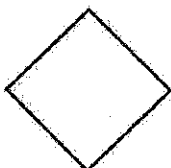
pentagon
triangle
hexagon
quadrilateral

4.



_____ sides
_____ vertices

5.



_____ sides
_____ vertices

6.



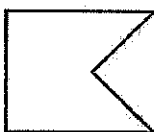
_____ sides
_____ vertices

7.



_____ sides
_____ vertices

8.



_____ sides
_____ vertices

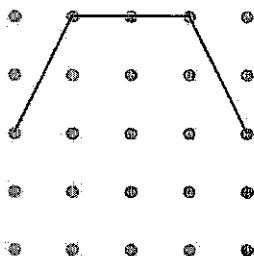
9.



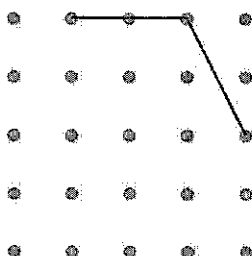
_____ sides
_____ vertices

H.O.T. Draw more sides to make the shape.

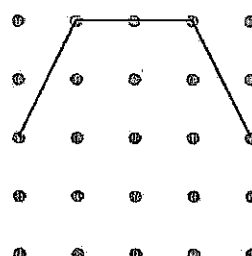
10. pentagon



11. quadrilateral

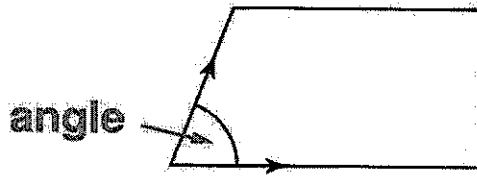


12. hexagon

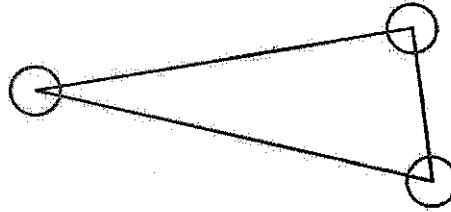


Model and Draw

When two sides of a shape meet, they form an **angle**.



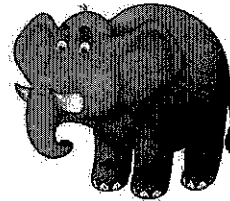
This shape has 3 angles.



Share and Show



Circle the angles in each shape.
Write how many.

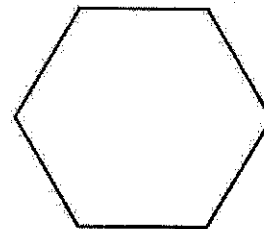


1.



_____ angles

2.



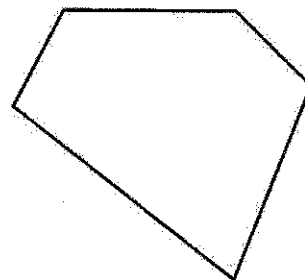
_____ angles

3.



_____ angles

4.

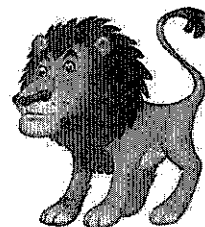


_____ angles

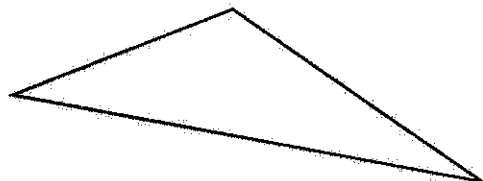
Name _____

On Your Own

Circle the angles in each shape.
Write how many.

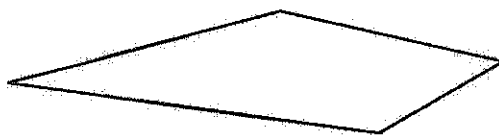


5.



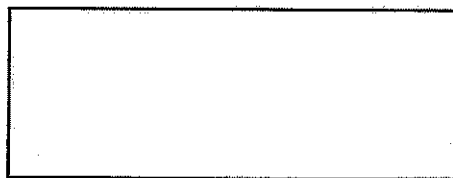
_____ angles

6.



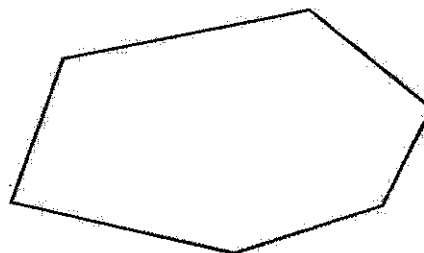
_____ angles

7.



_____ angles

8.

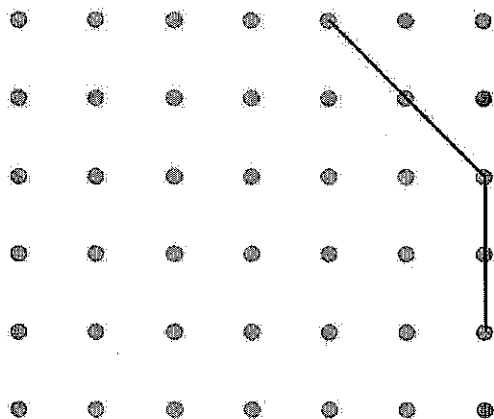


_____ angles



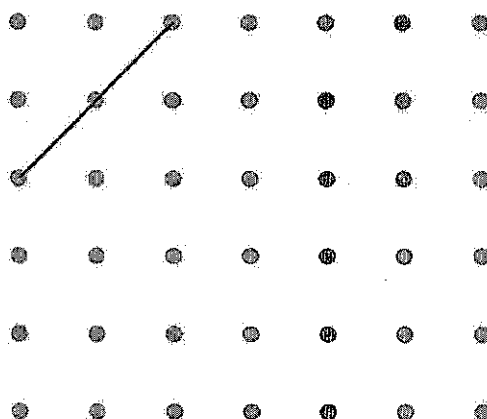
Draw more sides to make the shape.
Write how many angles.

9. pentagon



_____ angles

10. quadrilateral

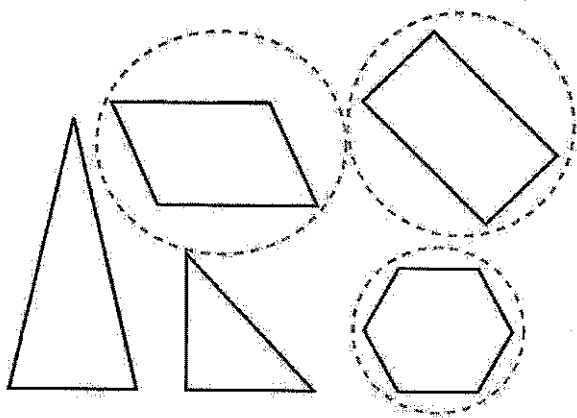


_____ angles

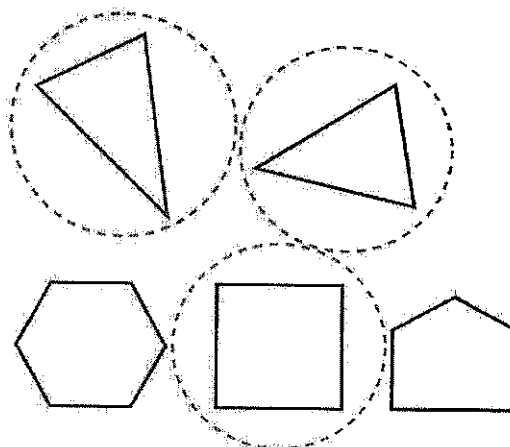
Model and Draw

Which shapes match the rule?

Shapes with more than 3 sides



Shapes with fewer than 5 angles

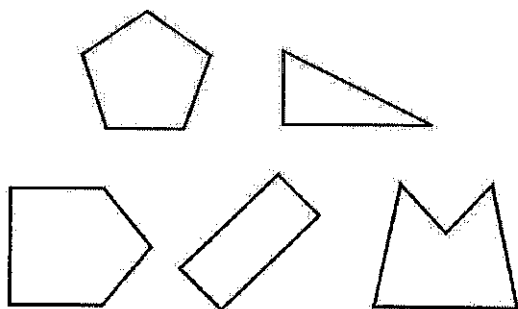


Share and Show

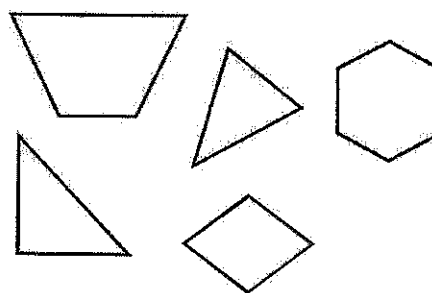


Circle the shapes that match the rule.

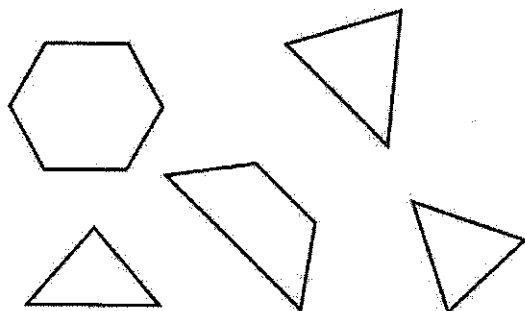
1. Shapes with 5 sides



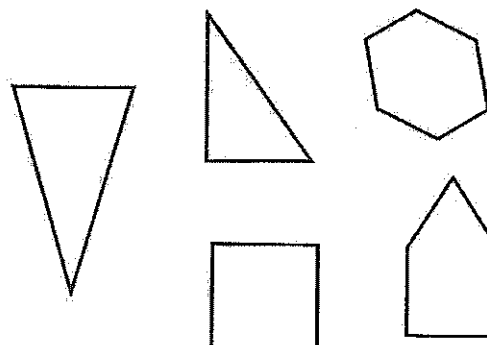
2. Shapes with more than 3 angles



3. Shapes with fewer than 4 angles



4. Shapes with fewer than 5 sides

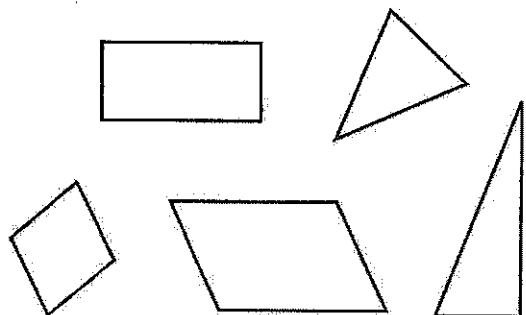


Name _____

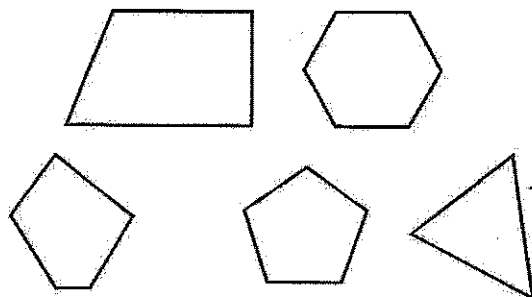
On Your Own

Circle the shapes that match the rule.

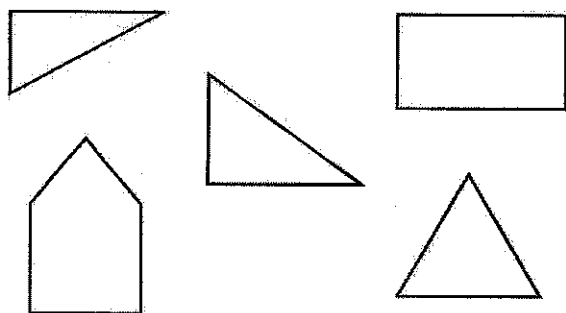
5. Shapes with 4 sides



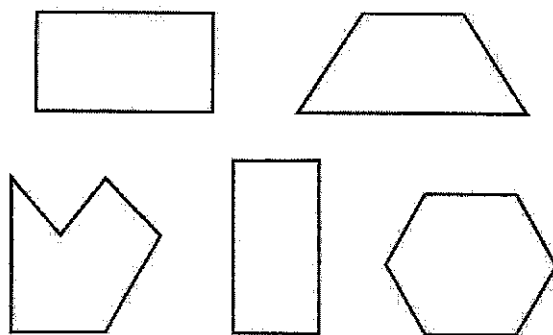
6. Shapes with more than 4 angles



7. Shapes with fewer than 4 angles

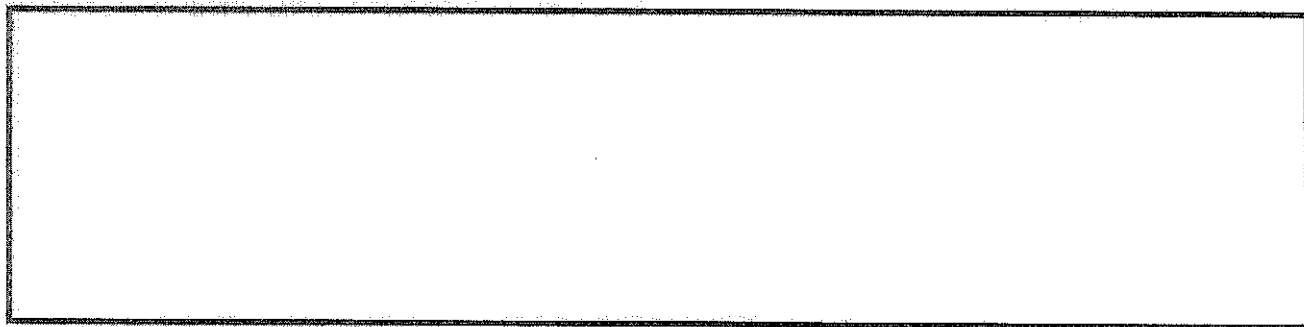



8. Shapes with fewer than 5 sides



9. **HOT!** Draw three shapes that match the rule. Circle them. Then draw two shapes that do not match the rule.

Shapes with fewer than 5 angles





Go Math!

John G. Riley Elementary School
Distant Learning Packet
Week 8

Second Grade

Chapter 11:
Geometry and Fraction Concepts

Name: _____

Class: _____






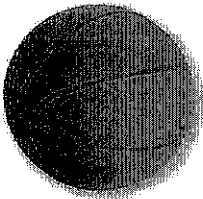

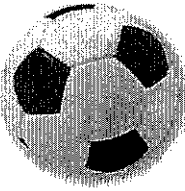


Name _____



Mid-Chapter Checkpoint

Concepts and Skills

Circle the objects that match the shape name.

1. cylinder				
2. cube				

Write the number of sides and the number of vertices.

3. quadrilateral



_____ sides

_____ vertices

4. pentagon



_____ sides

_____ vertices

5. hexagon



_____ sides

_____ vertices

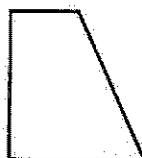
6. Which of these shapes has more than 4 angles?



☐



☐



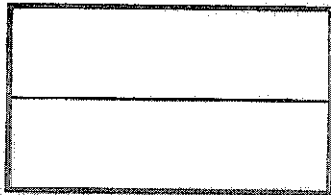
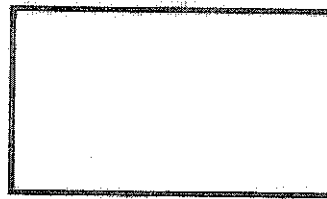
☐



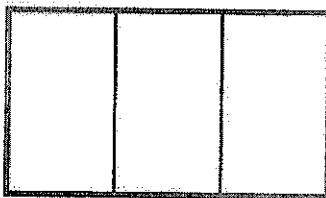
☐

Model and Draw

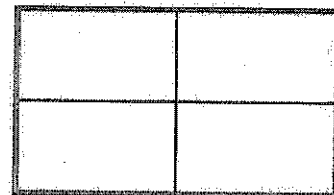
The green rectangle is the whole.
It can be divided into equal parts.



There are 2 **halves**.
Each part is a half.



There are 3 **thirds**.
Each part is a third.

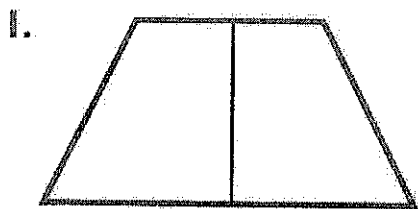


There are 4 **fourths**.
Each part is a fourth.

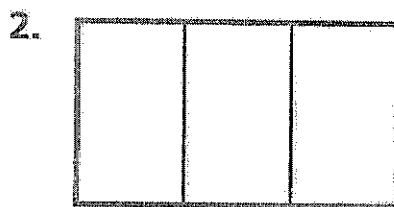
Share and Show



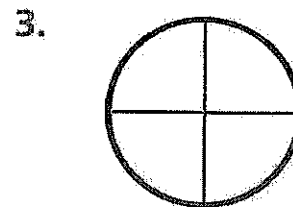
Write how many equal parts there are in the whole.
Write **halves**, **thirds**, or **fourths** to name the equal parts.



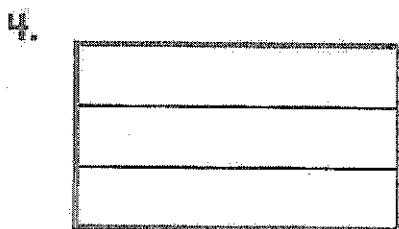
_____ equal parts



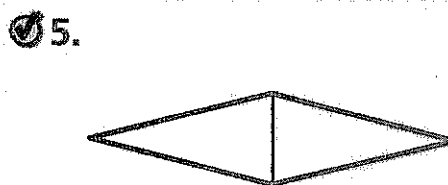
_____ equal parts



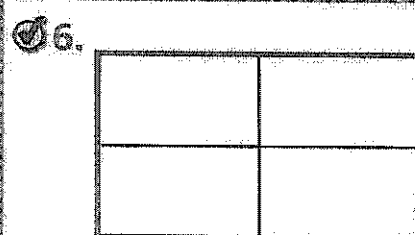
_____ equal parts



_____ equal parts



_____ equal parts



_____ equal parts

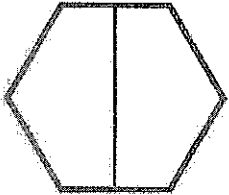
Name _____

On Your Own

Write how many equal parts there are in the whole.

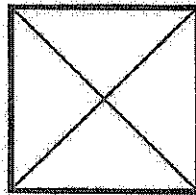
Write **halves**, **thirds**, or **fourths** to name the equal parts.

7.



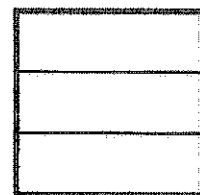
_____ equal parts

8.



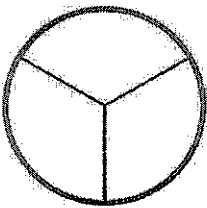
_____ equal parts

9.



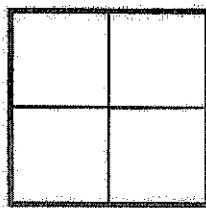
_____ equal parts

10.



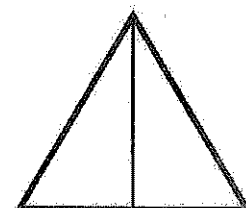
_____ equal parts

11.



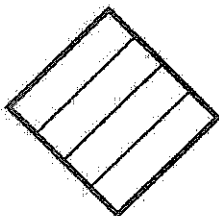
_____ equal parts

12.



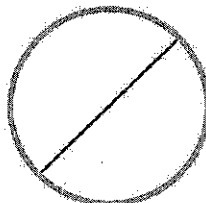
_____ equal parts

13.



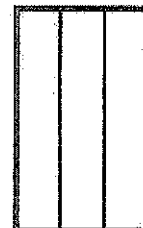
_____ equal parts

14.



_____ equal parts

15.

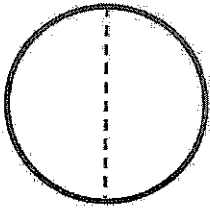


_____ equal parts

Model and Draw

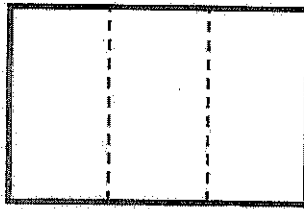
You can draw to show equal parts of a whole.

halves
2 equal parts



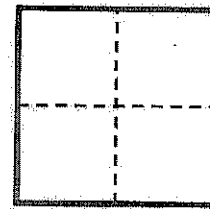
There are 2 halves
in a whole.

thirds
3 equal parts



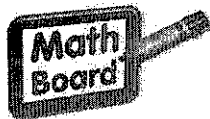
There are 3 thirds
in a whole.

fourths
4 equal parts



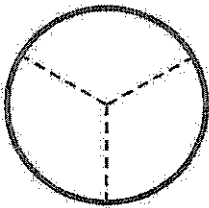
There are 4 fourths
in a whole.

Share and Show

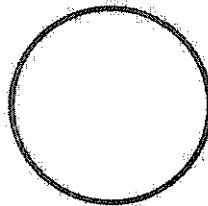


Draw to show equal parts.

1. thirds



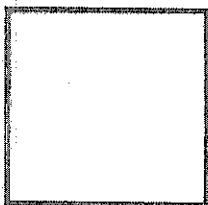
2. halves



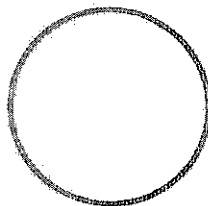
3. fourths



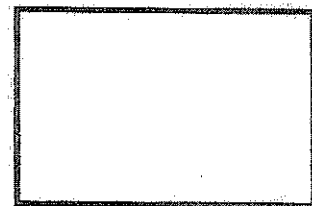
4. halves



5. fourths



6. thirds

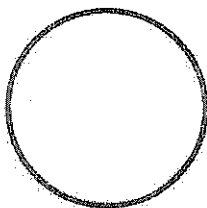


Name _____

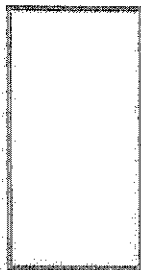
On Your Own

Draw to show equal parts.

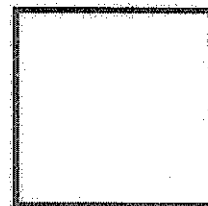
7. halves



8. fourths



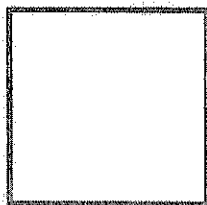
9. thirds



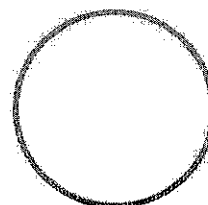
10. thirds



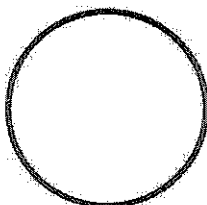
11. halves



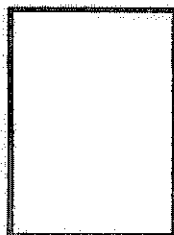
12. fourths



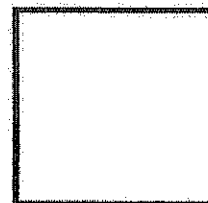
13. halves



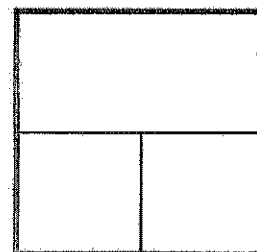
14. thirds



15. fourths



16. Does this shape show thirds?
Explain.

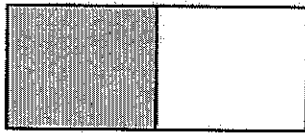


Model and Draw

These are some ways to show and describe an equal part of a whole.

1 of 4 equal parts is called a **quarter** of that shape.

2 equal parts



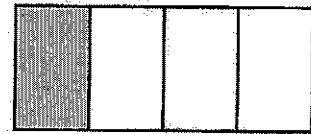
A **half** of the shape is green.

3 equal parts



A **third** of the shape is green.

4 equal parts



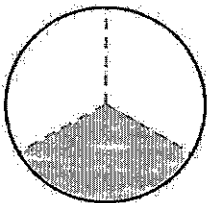
A **fourth** of the shape is green.

Share and Show

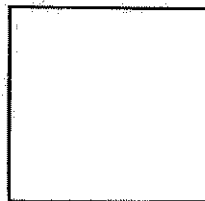


Draw to show thirds.
Color a third of the shape.

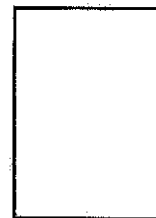
1.



2.

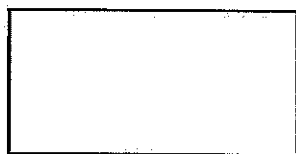


3.

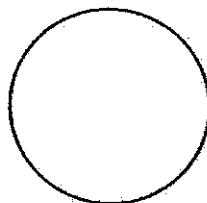


Draw to show fourths.
Color a fourth of the shape.

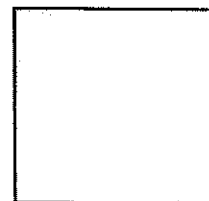
4.



5.



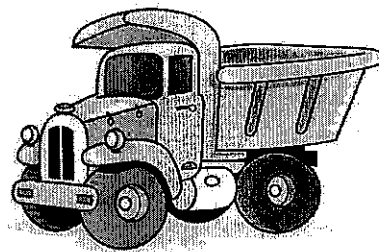
6.



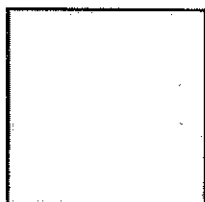
Name _____

On Your Own

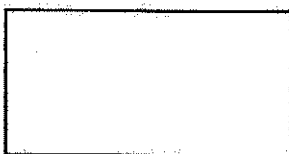
Draw to show halves.
Color a half of the shape.



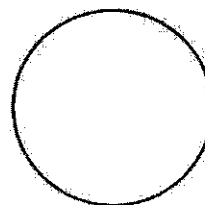
7.



8.



9.

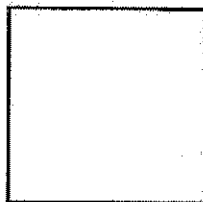


Draw to show thirds.
Color a third of the shape.

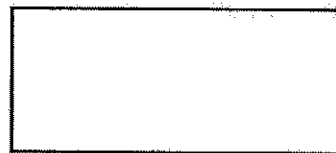
10.



11.

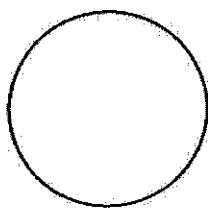


12.

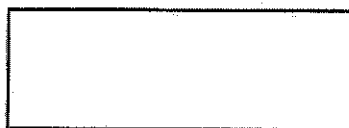


Draw to show fourths.
Color a fourth of the shape.

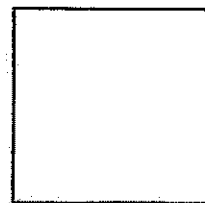
13.



14.



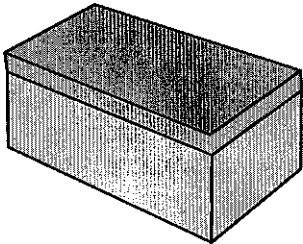
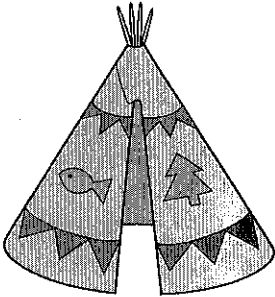
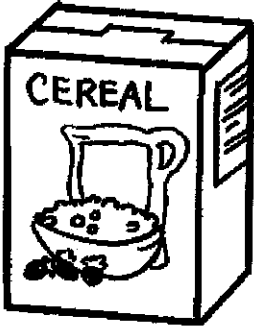
15.



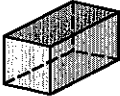
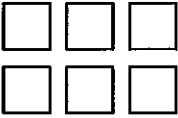
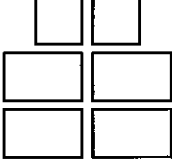
Chapter 11 Extra Practice

Lessons 11.1-11.2 (pp. 509-516)

Circle the objects that match the shape name.

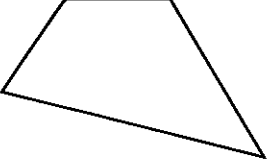
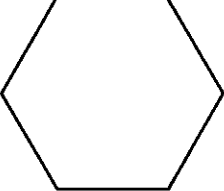
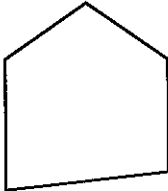
1. rectangular prism			
----------------------	---	--	---

Circle the set of shapes that are the faces of the three-dimensional shape.

2.			
----	---	---	---

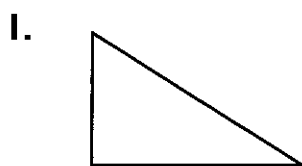
Lesson 11.3 (pp. 517-520)

Write the number of sides and the number of vertices.

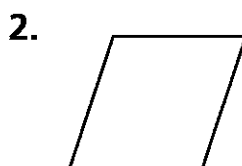
1.  ____ sides ____ vertices	2.  ____ sides ____ vertices	3.  ____ sides ____ vertices
--	--	--

Lesson 11.4 (pp. 521–524)

Circle the angles in each shape. Write how many.



_____ angles

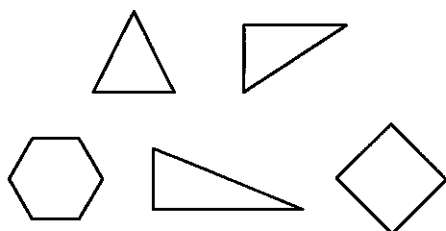


_____ angles

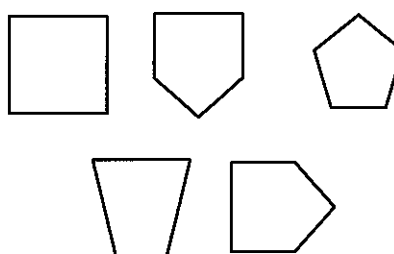
Lesson 11.5 (pp. 525–528)

Circle the shapes that match the rule.

1. Shapes with fewer than 4 sides



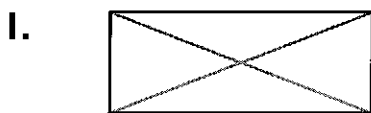
2. Shapes with 5 angles



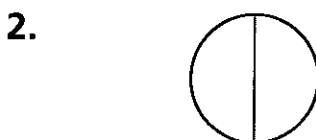
Lesson 11.7 (pp. 533–536)

Write how many equal parts there are in the whole.

Write halves, thirds, or fourths to name the equal parts.



_____ equal parts



_____ equal parts



_____ equal parts

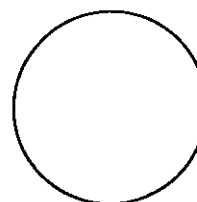
Lesson 11.8 (pp. 537–540)

Draw to show equal parts.

1. fourths



2. halves



Rights and Responsibilities

(adapted from Florida Studies Weekly Week 27)



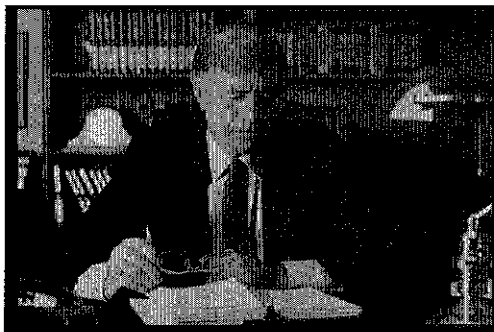
Americans believe that everyone should have equal rights. No one should be treated differently because of their age, abilities, race, religion or gender. (Gender means whether a person is a man or a woman).

Freedom of Speech

One of our most important rights is the right to free speech. Free speech is the right to express your thoughts and opinions. Free speech does not mean we can say anything we want to. We have the responsibility to tell the truth. We have the responsibility to use our words to make things better and not to hurt others.

Working Together

Everyone has the right to live in a safe, clean community. But it takes hard work to make a community a good place to live. Everyone who lives in a community must work together. We all have a responsibility to do everything we can to keep our community clean and safe.



Mayor

A mayor is the leader of a city. The people who live in a city vote for the person they want to be the mayor. A mayor has the responsibility to listen to the citizens. Mayors must do their best to make the city clean and safe for everyone. Most mayors have lots of people who help them every day.



City Commissioners

City commissioners are people who help the mayor make decisions. The citizens vote for the people they want to be city commissioners. Many people have jobs that help make our cities great places to live. Police officers and firefighters help keep the city safe. Waste collectors help keep the city clean.

The Right to Vote

American citizens who are at least 18 years old have the right to vote. They elect the leaders of their city, state and country. Voting is an important responsibility, too. In some countries, citizens do not have the right to vote.



The First Earth Day

In the 1960s, a senator from Wisconsin started to worry that people were not taking very good care of the Earth. Senator Gaylord Nelson decided to try to get people to work together to stop pollution and protect the Earth. The first Earth Day was celebrated on April 22, 1970. Now Americans celebrate Earth Day in April every year.

What Can You Do?

You can do many things to help make your community clean and safe. You can pick up trash. You can recycle bottles, cans and newspapers. You can follow the rules that help keep you safe, like wearing a bicycle helmet. What other ways can you think of?



Child Labor

Long ago, many children worked in factories. Factories are places where things are made. They had to work every day except Sunday and could not go to school. Many children worked in mills where cloth was made and many boys worked in mines



Name _____

Word Search

Word Bank

- mayor
- right
- vote
- factory
- earth
- recycle

V	R	R	I	G	H	T	J	V
S	O	E	I	Z	Y	R	Y	S
W	X	T	C	X	B	R	R	Y
Y	C	Y	E	Y	O	L	P	H
V	G	H	F	T	C	F	J	M
P	C	D	C	I	H	L	W	A
A	F	A	X	J	P	E	E	Y
O	F	P	R	K	A	N	T	O
E	A	R	T	H	X	B	V	R

Write a sentence about some ways you and your family can help protect the Earth.

Put these sentences in order by writing a number on the line next to each sentence.

_____ Many Americans celebrate Earth Day in April every year.

_____ Senator Gaylord Nelson decided to try to get people to work together to protect the Earth.

_____ The first Earth Day happened on April 22, 1970.

_____ A senator from Wisconsin started to worry that people were not taking very good care of the Earth.

Oceans, Rivers, and Lakes

by Linda Ruggieri



We live on a wet planet. In fact, most of the surface of Earth is covered with water.

Oceans are the largest bodies of water on Earth. A body of water is a part of Earth's surface covered with water. You probably know that ocean water is salty. Do you know why? It is mainly because rain brings salt from the land and into the ocean! Here is how that happens: Rain falls onto rocks. The rainwater breaks down salt and minerals from the rocks. The water mixes with the salt and minerals. Then it flows into the oceans.

Scientists have discovered two other sources of salty ocean water. Some salt comes from underwater volcanoes. Other salt spurts from heated vents on the ocean floor. Most ocean salt, however, starts on land.

Lakes are large bodies of water. They are surrounded by land. Lakes

usually have fresh water, but some lakes have salt water. The Great Salt Lake in Utah is a saltwater lake. Lake water does not move from place to place.

Rivers are filled with fresh water that moves from one place to another. The water in rivers comes mostly from rain. Rivers usually flow into oceans.

Streams and *creeks* are also bodies of moving fresh water. They are smaller than rivers. Streams and creeks can come together and form larger streams or rivers.

Name: _____ Date: _____

1. What is most of the surface of Earth covered with?

- A. land
- B. air
- C. water

2. The article lists examples of bodies of water. What is the first example it lists?

- A. creeks
- B. rivers
- C. oceans

3. "Some salt comes from underwater volcanoes. Other salt spurts from heated vents on the ocean floor."

What does this information tell us about oceans?

- A. Some of the water in oceans comes from rain.
- B. Oceans are salty.
- C. Oceans are the largest bodies of water on Earth.

4. Which body of water is most like a river?

- A. a stream
- B. a lake
- C. an ocean

5. What is the main idea of this article?

- A. Different bodies of water cover most of the earth.
- B. Rivers are bodies of fresh water that usually flow into oceans.
- C. Rainwater mixes with the salt and minerals of rocks.

6. "You probably know that ocean water is salty. Do you know why? It is mainly because rain brings salt from the land and into the ocean!"

Why might the author ask, "Do you know why?"

- A. to prove that most people do not know much about ocean water
- B. to give readers a question to think about after they finish the article
- C. to prepare readers for information that she is about to give them

7. Oceans have salt water, _____ rivers have fresh water.

- A. so
- B. because
- C. but

8. What is a difference between oceans and lakes?

9. Name one way that oceans and lakes are alike. Then name one way that rivers, streams, and creeks are alike.

10. Of all the bodies of water described in the article, which two are most similar to each other? Support your answer with evidence from the article.

Name: _____

1. For the following question use this week's Studies Weekly magazine to cite one source in your answer. (For example: You found part of the answer on Page 1 in the article "'Where is Florida?")

Long ago, many children worked in factories. Describe the two boys and the challenges they faced.



Fill in the circle next to the correct answer.

2. American citizens who are at least _____ years old have the right to vote.

- ☐ 16
- ☐ 18
- ☐ 22
- ☐ 21

3. Freedom of speech is the right to _____.

- ☐ express your thoughts and opinions
- ☐ vote when you are 18
- ☐ own a house
- ☐ go to school

4. Americans believe in _____, that no one should be treated differently because of their age, abilities, race, religion or gender.

- ☐ equal rules
- ☐ equal rights
- ☐ equal laws
- ☐ equal voting

5. Who helps the mayor make decisions for the city?

- ☐ mayor
- ☐ senator
- ☐ city commissioners
- ☐ president

6. Which celebration did Senator Gaylord Nelson begin, and how?

- ☐ Earth Day, by getting people to vote when they turn 18 years old
- ☐ Nelson Day, by getting people together to stop pollution and protect the Earth
- ☐ Nelson Day, by getting people to vote when they turn 18 years old
- ☐ Earth Day, by getting people together to stop pollution and protect the Earth

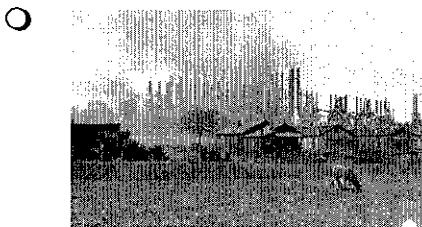
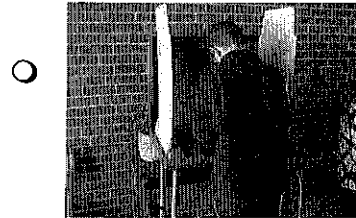
7. A _____ has the responsibility to listen to citizens and work with city commissioners to make decisions.

- ☐ mayor
- ☐ senators
- ☐ city commissioners
- ☐ citizens

8. Which statement about voting is true?

- ☐ Voting is not an important responsibility where citizens elect the leaders.
- ☐ Voting is an important responsibility where citizens elect the leaders.
- ☐ Voting is an important responsibility where citizens elect volunteers.
- ☐ Voting is not an important responsibility where citizens elect volunteers.

9. Which citizens are making choices that help keep the Earth clean and safe?



10. For the following question use this week's **Studies Weekly** magazine to cite one source in your answer. (For example: You found part of the answer on Page 1 in the article "'Where is Florida?")

What is one way you can make a positive contribution to your community?

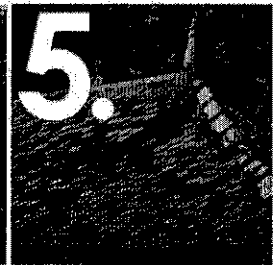
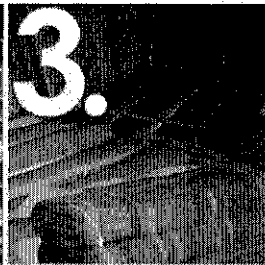
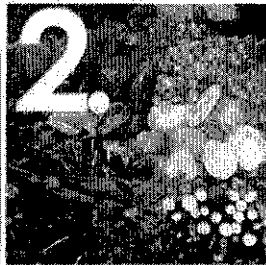
Families and Trade

(adapted from Florida Studies Weekly Week 28)



Trade helps families get the things they need. At markets, people can exchange money or other goods for the things they need. These pictures show markets in Nicaragua.

1. This family grows vegetables. They have more vegetables than they need.
2. They take the extra vegetables to a market and sell them.
3. They use some of the money to buy cloth to make clothes for the family.
4. They use some of the money to buy rice and meat.
5. They save the money that is left. Soon they will have enough money to buy a new roof for their house.



Scarcity

Scarcity is not having enough of something like food or water. Millions of people around the world do not have enough food to eat or clean water to drink.

Spending Money

Many families do not have enough money to buy everything they need. They have to make difficult choices about how to spend their money.



People Depend on Each Other

People depend on each other. Some things people need only come from certain parts of the world. Many important medicines come from the rain forests in Central and South America.

Food Banks

Thousands of people in Florida are trying to help families who don't have enough food. Many Florida cities have food banks. Food banks give free food to families who do not have enough money to buy everything they need.



Name _____

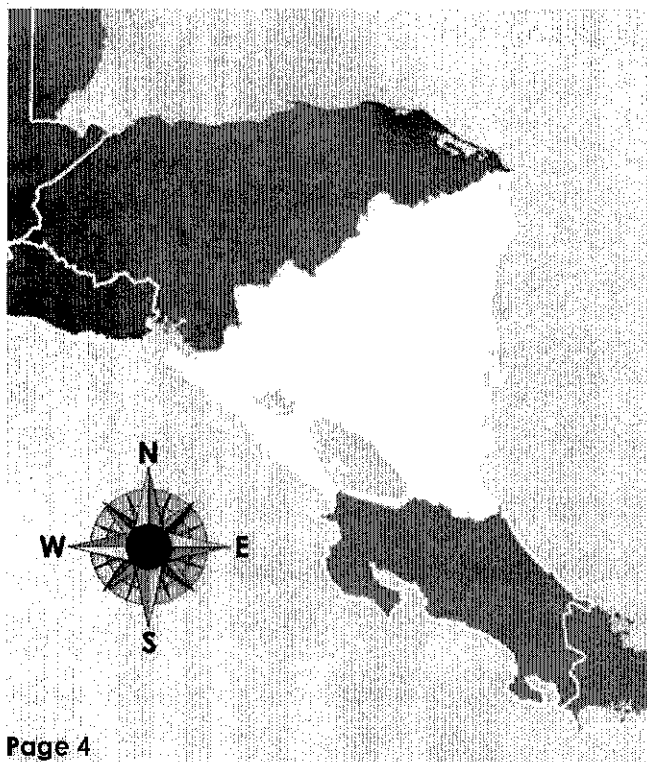
Fill in the Blanks

1. _____ helps families get the things they need.
2. _____ is not having enough of something like food or water.
3. People around the world _____ on each other.
4. Many important _____ come from the rain forests in Central and South America.
5. _____ give free food to families who do not have enough money to buy everything they need.

WORD BANK

• medicines • Scarcity • Trade
• Food banks • depend

Use your favorite color to fill in Nicaragua on the map.



Write the words in ABC order on the lines below.

Families
Trade
Money
Scarcity
Food

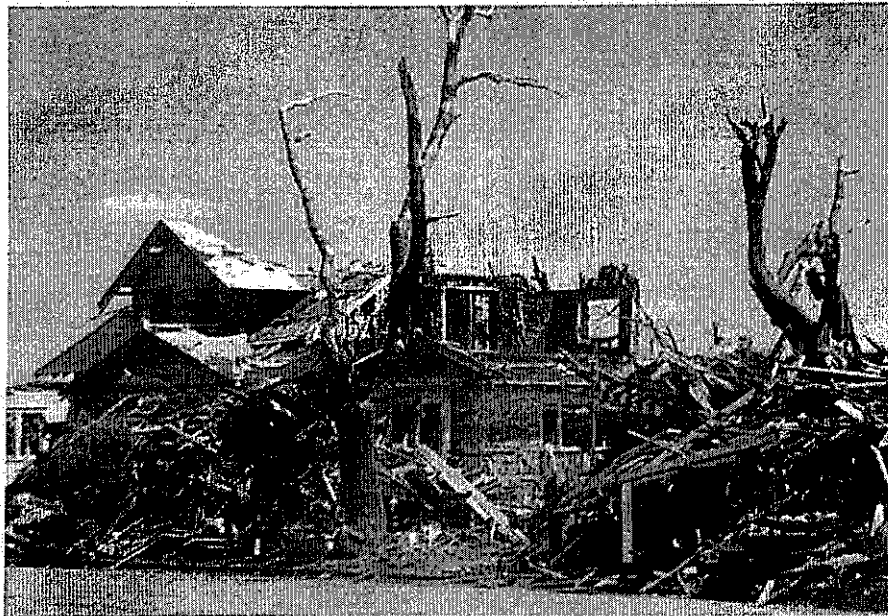
Spinning Storms

by American Museum of Natural History

This article is provided courtesy of the American Museum of Natural History.

On a spring night in 2007, disaster struck a small town in Kansas called Greensburg. Shortly before 10 p.m., a siren went off. A mile-wide tornado was approaching Greensburg. Its winds were estimated to be more than 200 miles per hour. In less than ten minutes, the town was destroyed. Ten people lost their lives.

When the storm had passed, people climbed out from their storm cellars through the rubble. Cars and trucks had been thrown about. Homes were crushed, or simply ripped from the ground. "I'm in downtown Greensburg. There's really nothing left," said one resident.

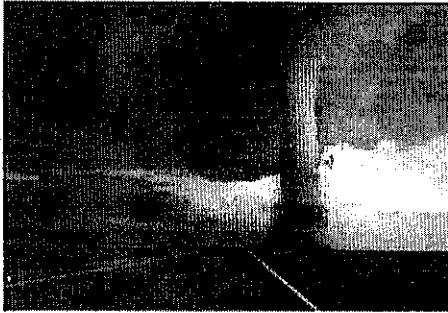


Credit: FEMA Photo by Michael Raphael

The tornado destroyed much of the town. Many residents needed temporary housing.

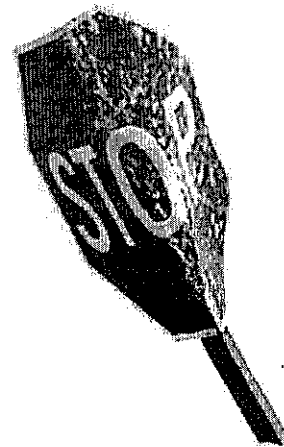
How do tornadoes form?

A tornado is a swirling, funnel-shaped column of wind. It starts with a thunderstorm. Thunderclouds form when warm, wet air collides with cool, dry air. Then, strong winds form a wide tube of spinning air. When the tube touches the ground, it becomes a tornado.



Credit: NOAA

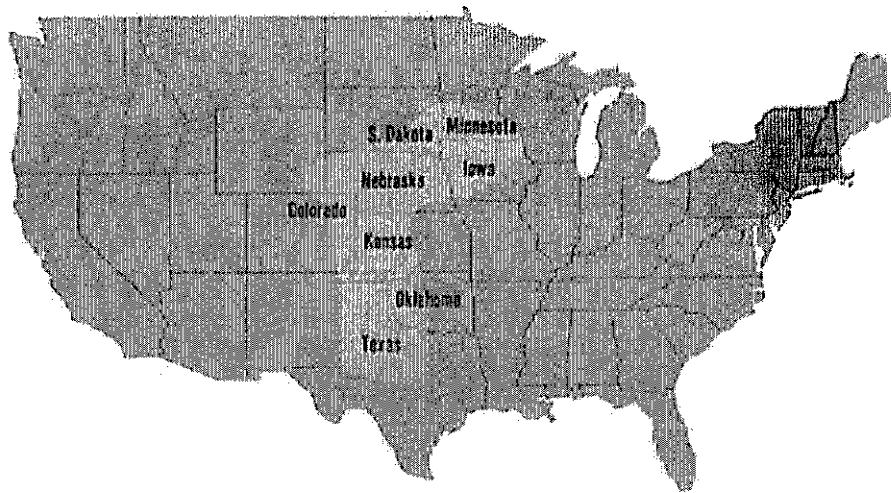
A tornado is a swirling, funnel-shaped column of wind. It starts with a thunderstorm. Thunderclouds form when warm, wet air collides with cool, dry air. Then, strong winds form a wide tube of spinning air. When the tube touches the ground, it becomes a tornado.



Credit: The Field Museum

The 200-plus-mph winds of a tornado can bend a stop sign.

Kansans are used to tornadoes. The people of Greensburg live smack in the middle of "Tornado Alley." It is an area that spans eight states in the central United States. This region has just what tornadoes need to get started: cool, dry air from the Arctic mixing with warm, humid air from the Gulf of Mexico. There is a lot of wide open space, called the Great Plains, for tornadoes to form. These conditions give rise to more than 600 tornadoes, on average, in "Tornado Alley" every year.



The Field Museum

Most tornadoes in the world take place in "Tornado Alley."

How do scientists predict dangerous storms?

Meteorologists are scientists who study and forecast weather. They use a technology called radar to track storms, including tornadoes. Radar gives them information about how far away the tornado is and how fast it is moving. Although tornadoes have fast swirling winds, tornadoes themselves move relatively slowly (18 to 30 miles per hour). So their paths can be predicted with reasonable confidence. A system of tornado watches and warnings is used to alert the public to danger. A tornado "watch" means thunderstorm conditions exist that could set off a tornado. A "warning" means a tornado has touched down and been spotted.

This system saved many lives in Greensburg. After the tornado sirens shrieked, people had 20 minutes to escape to their basements and storm shelters before the tornado destroyed their town.

Name: _____ Date: _____

1. What happened to the town of Greensburg in 2007?

- A. It was destroyed by a fire.
- B. It was destroyed by a tornado.
- C. It was destroyed by an earthquake.

2. What does this article explain?

- A. how tornadoes form
- B. how the town of Greensburg was rebuilt
- C. how to become a scientist who studies weather

3. Studying weather can help save lives.

What information in the article supports this statement?

- A. Scientists who study weather are able to gather information about tornadoes. This information can then be used to warn people of danger.
- B. A tornado hit the town of Greensburg, Kansas on a night in 2007. The tornado threw cars and trucks around. It pulled some homes out of the ground. After 10 minutes, it had destroyed the town.
- C. Some scientists study and predict weather. They use radar to help them. Radar gives scientists information about how far away a storm is and how fast it is moving.

4. Based on the information in the article, what is a safe place to go during a tornado?

- A. a basement or cellar
- B. the backseat of a car
- C. a wide, open space outdoors

5. What is the main idea of this article?

- A. Scientists who study weather use radar to help them predict storms.
- B. Tornadoes are spinning thunderstorms that can be very dangerous.
- C. Tornado sirens warned people in Greensburg about the tornado before it arrived.

6. Read the first two sentences of the article: "On a spring night in 2007, disaster struck a small town in Kansas called Greensburg. Shortly before 10 p.m., a siren went off."

Why might the author not tell readers what the "disaster" was at the very beginning of the article?

- A. to make readers want to keep reading and find out
- B. to explain to readers how a tornado is formed
- C. to let readers know how important it is to be prepared for a tornado

7. Select the word that best completes the sentence.

Sirens went off in Greensburg, _____ the people there knew a tornado was coming.

- A. but
- B. because
- C. so

8. What is a tornado?

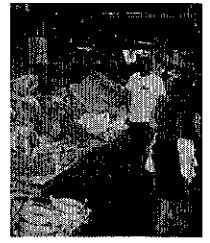
9. Describe how a tornado forms. Support your answer with information from the article.

10. Describe what the weather was probably like around Greensburg when the tornado formed. Be sure to mention what kinds of air may have been present. Support your answer with information from the article.

Name: _____

1. For the following question, use this week's Studies Weekly magazine to cite one source in your answer. (For example: I found part of the answer on Page 1 in the article "Where is Florida?")

Use the pictures to help you describe at least two ways
Nicaraguan markets are different from our local grocery stores.



Fill in the circle next to the correct answer.



2. This family grew vegetables. What is the first step for them to see if they want to trade?

- ☐ They take their goods to the market.
- ☐ They save the money they have left.
- ☐ They find they have grown some extra vegetables.
- ☐ They use the money they make to buy rice and meat.

3. _____ is not having enough of something like food and water.

- ☐ Scarcity
- ☐ Enough
- ☐ Trade
- ☐ Many

4. What are two areas we get important resources for medicine from?

- ☐ North and South America
- ☐ Central and South America
- ☐ South America and Florida
- ☐ South America and Africa

5. What do families have to do when they don't have enough of what they need?

- ☐ They choose to spend their money however they would like.
- ☐ They choose to spend their money on things they do not need.
- ☐ They make easy choices about how to spend their money.
- ☐ They make difficult choices about how to spend their money.

6. Which example from the article shows why some families save money?

- ☐ Families save money to buy a new roof for their house.
- ☐ Families save money to buy toys and games.
- ☐ Families save money to buy a new car.
- ☐ Families save money to buy junk food.

7. Millions of people around the world do not have enough _____ to eat or _____ to drink.

- ☐ food, dirty water
- ☐ clean water, healthy food
- ☐ food, clean water
- ☐ food, dirty water

8. Which statement is true about exchanging goods and services?

- ☐ Some things people need come from only certain parts of the world.
- ☐ All things people need come from only their country.
- ☐ All things people need come from only certain parts of the world.
- ☐ Most things people need come from only their country.

9. What is the importance of trade?

- ☐ Trade helps families get the things they need.
- ☐ Trade helps families make friends.
- ☐ Trade helps families get better at trading.
- ☐ Trade does not help families get the things they need.

10. For the following question, use this week's **Studies Weekly** magazine to cite one source in your answer. (For example: I found part of the answer on Page 1 in the article "Where is Florida?")

How are people from Florida trying to help families in need? How can you help?
