

English and Language Arts

2nd Grade / Week 7

Week 7 At A Glance		
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Vocabulary Page 191 <input type="checkbox"/> Spelling: r-controlled vowels Page 98 and Page 192	LAFS.2.L.3.4 LAFS.2.RF.3.3
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Spelling: r-controlled vowels Page 99 <input type="checkbox"/> Grammar: Contractions Pages 96-97	LAFS.2.L.1.2.c LAFS.2.RF.3.3
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Similes Page 199 <input type="checkbox"/> Comprehension "The First Skate" Pages 193-195	LAFS.2.RL.1.1 LAFS.2.RL.1.2 LAFS.2.RL.2.4 LAFS.2.RL.4.10
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "Afternoon on a Hill" and answer questions	LAFS.2.RL.1.1 LAFS.2.RL.1.2 LAFS.2.RL.2.4 LAFS.2.RL.4.10
Day 5	<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	LAFS.2.RL.1.1 LAFS.2.RL.1.2 LAFS.2.RL.4.10

Name

Teacher

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 or 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

isn't

have not

haven't

has not

hasn't

do not

don't

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.

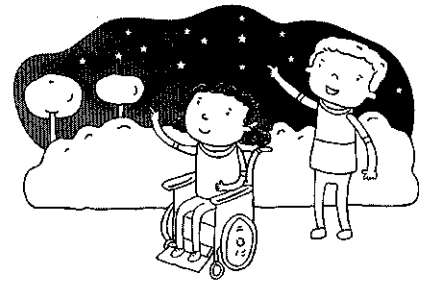
5. Snow is not in the weather forecast.

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?

B. Work with a partner. Read the passage aloud. Pay attention to how you pause and group words together. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

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

With quiet eyes,

Watch the wind bow down the grass,

And the grass rise.

5

And when lights begin to show

Up from the town,

I will mark which must be mine,

And then start down!

10

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?

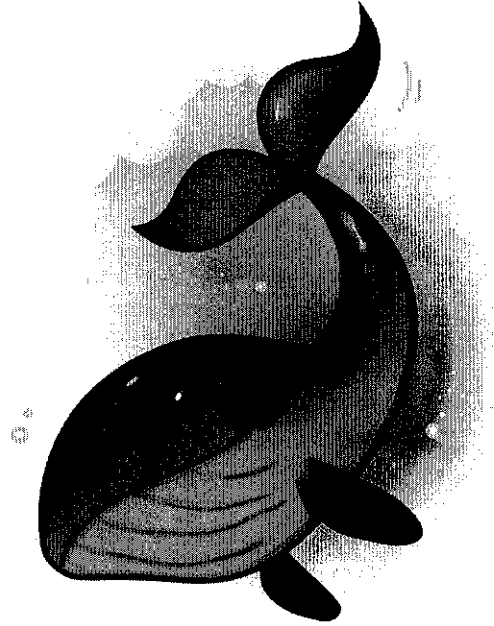
Name: _____

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.

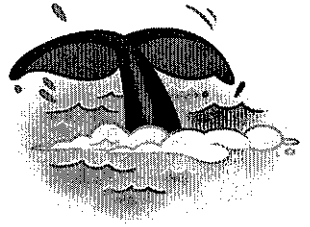
I wonder if
These whales I watch
Are also watching me.



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 _____

English and Language Arts

2nd Grade / Week 8

Week 8 At A Glance			
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Vocabulary Page 201 <input type="checkbox"/> Spelling: Diphthongs Pages 102 and 104	LAFS.2.L.3.4 LAFS.2.RF.3.3	
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Grammar: Pronouns Pages 101, 102, and 105	LAFS.2.L.1.1.d	
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Comprehension "The Lost Kitten" Pages 203-205	LAFS.2.RL.1.1 LAFS.2.RL.2.6	LAFS.2.RL.1.3 LAFS.2.RL.4.10
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Suffixes Page 209 <input type="checkbox"/> Genre/Literary Element Page 198	LAFS.2.RF.3.3.d LAFS.2.RL.1.3 LAFS.2.RL.4.10	LAFS.2.RL.1.1 LAFS.2.RL.2.6
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "The Harmonica" and answer questions	LAFS.2.RL.1.1 LAFS.2.RL.1.3 LAFS.2.RL.2.6	LAFS.2.RL.1.2 LAFS.2.RL.2.4 LAFS.2.RL.4.10

Name

Teacher

Dear Parent/Guardian,

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.

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

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."



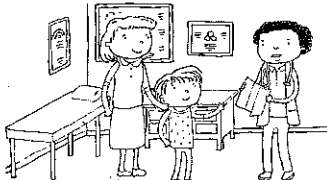

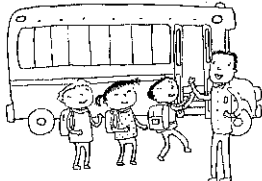
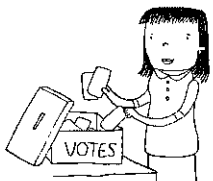
fear = worry or dread

-less = without

fearless = to be without fear

Name _____

Use the word chart to study this week's vocabulary words. Work with a partner to take turns reading each word and sentence. Then write a sentence using each word in your writer's notebook.

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

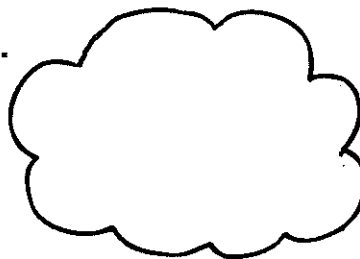
Write the spelling word for each definition.

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

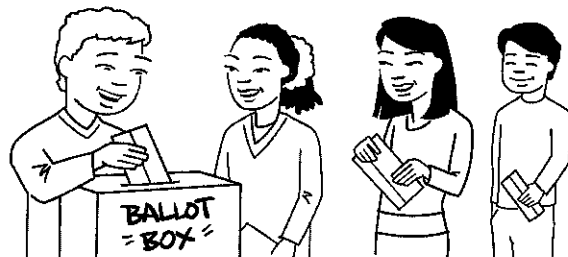
Everything

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.

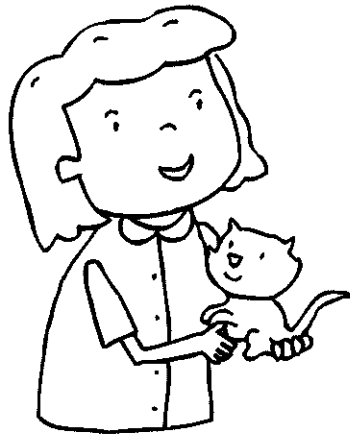
66 I spoke up. "It's not hopeless. There is something
75 we can do! We can ask our neighbors to help look for
87 Boots."

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?

B. Work with a partner. Read the passage aloud. Pay attention to how you raise and lower your voice. Stop after one minute. Fill out the chart.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

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*.

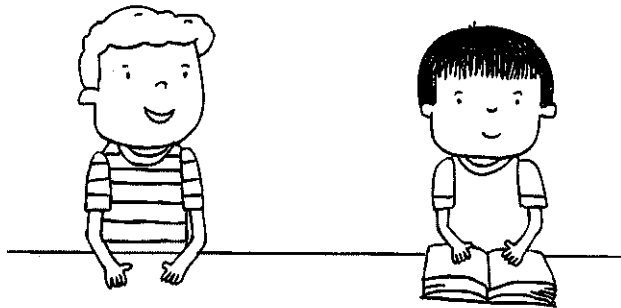
4. without thought

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.

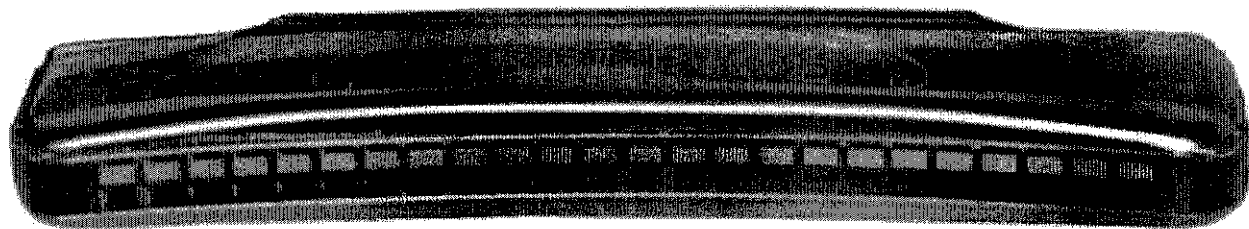
1. How can you tell that this text is realistic fiction?

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?

English and Language Arts

2nd Grade / Week 9

Week 9 At A Glance		
Day 1	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Vocabulary Page 211 <input type="checkbox"/> Spelling: Diphthongs Pages 107, 109, and 212	LAFS.2.L.3.4 LAFS.2.RF.3.3
Day 2	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Grammar: Pronouns Pages 106-108	LAFS.2.L.1.1.d
Day 3	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Comprehension "The Class Play" Pages 213-215 <input type="checkbox"/> Genre/Literary Element Page 218	LAFS.2.RL.1.1 LAFS.2.RL.1.3 LAFS.2.RL.2.6 LAFS.2.RL.4.10
Day 4	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Idioms <input type="checkbox"/> Idioms Page 219	LAFS.L.3.4
Day 5	<input type="checkbox"/> Read for 20 minutes <input type="checkbox"/> Read "The Bubbly Adventure" and answer questions	LAFS.2.RL.1.1 LAFS.2.RL.2.4 LAFS.2.RL.4.10

Name

Teacher

Dear Parent/Guardian,

During Week 9, your child will practice a variety of skills, including vocabulary, diphthongs, pronouns, point of view, problem and solution, idioms, 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.abcyia.com/>

Reference Page

Vocabulary	Definition
amused	made to smile or laugh
cooperate	to work together
describe	to give a picture of something in words
entertained	keep interested
imagination	the ability to create new ideas or images
interact	to act and react with someone else
patient	able to wait for a long time for something
peaceful	calm

Fiction

- has made up characters and events.
- has a problem and a solution.

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!

Idioms

Idioms are words or phrases that have different meanings than the real meanings of the words.

Look for clues in nearby words or sentences to find the meaning of an idiom.

Examples:


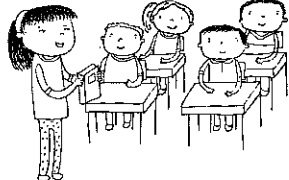


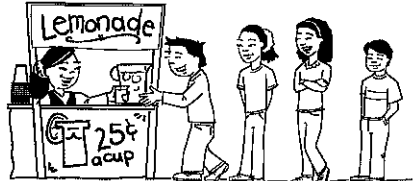

She would use her imagination to picture the ball, and then she would fly toward it.

I know people cannot fly so this must be an idiom.

I think this idiom means that Kelly moves quickly.

Name _____

Use the word chart to study this week's vocabulary words. Work with a partner to take turns reading each word and sentence. Then write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
amused	The funny pictures in the book <u>amused</u> the boy.	
describe	I <u>describe</u> a book to my class.	
entertained	We were <u>entertained</u> at the puppet show.	
imagination	I use my <u>imagination</u> to tell stories.	
patient	We had to be <u>patient</u> waiting in line.	
peaceful	I like to rest in a <u>peaceful</u> place.	

Name _____

amused

cooperate

describe

entertained

imagination

interact

patient

peaceful

Choose the word that makes sense in each blank. Then write the word on the line.

1. The book club members talk and _____ with each other when they meet.
2. The singers _____ the people at the show.
3. My friend _____ us with his funny jokes.
4. The firefighters work together, or _____, to put out the fire.
5. When there is a long line at lunch, you must be _____.
6. It is easy to relax in a _____ place.
7. Can you _____ the drawing you made?
8. You can write a good story when you use your _____.

Name _____

soil

broil

moist

point

toil

oil

toy

joy

coin

noise

A. Word Sort

Look at the spelling words in the box. Write the spelling words that have the *oy* pattern.

1. _____

2. _____

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

3. _____

4. _____

5. _____

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. bro l _____12. to _____13. m ist _____14. po nt _____15. so l _____

Name _____

soil

broil

moist

point

toil

oil

toy

joy

coin

noise

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

1. a thing children play with _____
2. dirt that plants grow in _____
3. to work hard _____
4. a little bit wet _____
5. happiness _____
6. a sound _____

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

7. Many cars and buses need _____ to run.
8. A cook can bake, boil, and _____ food.
9. I will _____ to my house to show you where it is.
10. A quarter is a larger
_____ than a dime.



Name _____

Two letters blended together can stand for one vowel sound. The letters **oy** and **oi** can stand for the vowel sound in **boy** and **foil**.

A. Read each sentence. Circle the word with the vowel sound you hear in *boy*. Write the word on the line and circle the letters that spell the vowel sound.

1. The girl plays with a toy truck. _____
2. We'll plant seeds in the soil and watch them grow. _____
3. Dad will boil eggs in a pot on the stove. _____
4. The baby giggles with joy when she is tickled. _____

When a word ends in **-le**, the consonant before it plus the letters **le** form the last syllable. This sound in an end syllable can also be spelled **-al** or **-el**.

B. Read each word. Draw a line between the syllables. Write each syllable on the line.

1. needle _____
2. bagel _____
3. local _____
4. puzzle _____

Name _____

- The pronouns ***I*** and ***we*** can be subjects in a sentence.

I like to work in a group. We are meeting today.

- The pronouns ***me*** and ***us*** can be used in the predicate part of the sentence.

Jake works with me. He asked us to help.

- Name yourself last when talking about yourself and another person.

Molly and I are writing the report.

- The pronoun ***I*** is always a capital letter.

A. Write *I* or *me* to complete each sentence.

1. _____ am working with Tyler, Jake, and Robin.
2. Tyler asked _____ to help him.
3. Robin and _____ found the pictures.
4. She wanted _____ to cut them out.

B. Write *we* or *us* to complete each sentence.

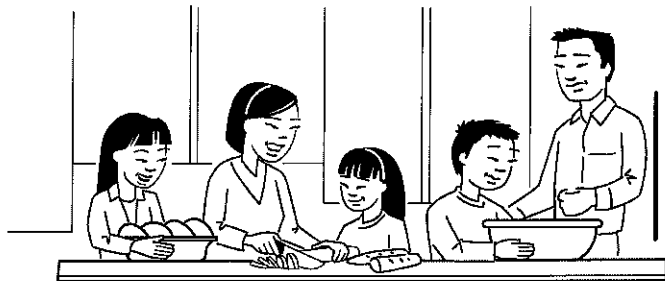
5. Liam is working with _____, too.
6. _____ like his artwork.
7. _____ think the poster will look good.
8. Mrs. Simpson asked _____ about the poster.

Name _____

- Some pronouns in the predicate tell about an action that a subject does for or to itself.
 - I helped myself to some mashed potatoes.
 - Mom made them herself.
- The ending **-selves** is used for plural pronouns.
 - Fred and Dave served themselves.
 - We cleaned the kitchen ourselves.

On the line, write a pronoun that fits in the sentence. The pronoun should end with *-self* or *-selves*.

1. He typed the report _____.
2. My brother and I make _____ snacks after school.
3. Carl gets _____ an apple from the bag.
4. Mom said to Tina and me, "Just help _____."
5. I like to make _____ a sandwich.
6. Tim, would you please serve _____?



Name _____

- The pronoun **I** always begins with a capital letter.
- Use **I** as the subject of a sentence.

I like to play sports.

Correct the sentences and write them on the lines.



1. Bob and i are on the soccer team.

2. i like working with the other children.

3. i want to be a good member of the team.

4. After practice, i am very tired.

5. The coach and i talked about how to kick.

6. My teammates and i have fun together.

Name _____

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

The Class Play

00 Mr. Webb's class was going to put on a play for the
12 school. They chose to act out *Henny Penny*.

20 "There are six actors in this play," said Mr. Webb.
30 "We'll need painters for the sets. We'll need helpers with
40 the lights and music. There will be a job for everyone."

51 The next day, the class read the play together. Luz
61 said, "I'm going to play the part of Henny Penny. That's
72 the most important part."

76 "No, I want to play that part," said Jade.

85 "I think I would be the best Henny Penny," chimed in
96 Stacy.

97 Before the talk could get out of hand, Mr. Webb spoke
108 up. "We have to be fair. We will have a try-out and I
122 will be the judge."

Name _____



126 Mr. Webb explained that children who wanted to act
135 in the play should practice the lines. Then Mr. Webb
145 would decide who was best for each part.

153 The class agreed that this was fair. They knew if they
164 all pulled together, they could put on a great play.

174 Luz made up her mind that she wanted to play Henny
185 Penny. She practiced her lines over and over. She knew
195 the lines by heart.

199 At the try-out, three children read the part of Henny
210 Penny. Other children tried out for the rest of the parts.
221 Mr. Webb clapped for each child. Then he said, "Luz,
231 you will play Henny Penny. Here is a list of the other
243 parts and jobs for all."

248 The class worked hard on their play. Everyone at
257 school said it was a big hit!

Name _____

A. Reread the passage and answer the questions.

1. What is Luz's point of view about who should play the part of Henny Penny?

2. What is Stacy's point of view about who should play the part of Henny Penny?

3. What is Mr. Webb's point of view about who should play the part of Henny Penny?

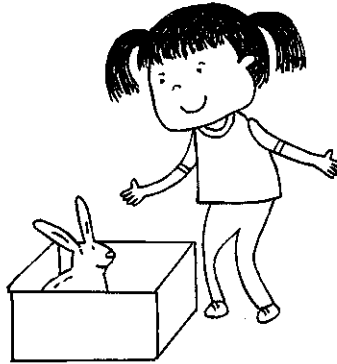
B. Work with a partner. Read the passage aloud.**Pay attention to how you use your voice to show feelings.****Stop after one minute. Fill out the chart.**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name _____

Sharing the Class Pet

Marta's class has a pet rabbit. On Friday, everyone wants to take the rabbit home. Mrs. Jones writes the children's names on papers and mixes them up. She will pick a name to see who takes the rabbit home today.



Answer the questions about the text.

1. How do you know that this text is fiction?

2. What is the problem?

3. What is the solution?

Name: _____

Idioms

Idioms are phrases that mean something different than what the words say.

example: **Mitch was hanging out at the park with Dave.**

Of course, Mitch and Dave won't be actually hanging from anything. The phrase *hanging out* is an idiom that means *spending time with someone*.



Use the idioms in the box above to complete each sentence. Some idioms will not be used.

1. Martin was _____ when his best friend moved away.
2. Kris was coughing and sneezing. She was feeling _____.
3. When Ben and Barry were arguing, their mother yelled, "Stop! I am _____ with you two bickering all the time!"
4. Robert is a very practical, _____ person.
5. Hannah is always up before the sun. She is an _____.
6. Vicki wouldn't speak to her friend Matt. She gave him the _____.

Name _____

An **idiom** is a word or a phrase that has a different meaning than the real meaning of the words.

**Read each sentence. Look at the idiom in bold print.
Write the meaning of the idiom.**

1. Before the talk could **get out of hand**, Mr. Webb spoke up.

2. They knew if they all **pulled together**, they could put on a great play.

3. Luz **made up her mind** that she wanted to play Henny Penny.

4. She **knew the lines by heart**.

5. Everyone at school said **it was a big hit!**

Name: _____

Bubbly Adventure

by Rebecca Besser

Hello! I'm a bubble! I can fly up to the sky, or land softly on blades of grass. If I pop, you don't have to be sad, just dip your wand into more bubble solution and blow. I will reappear! I love to play.



There are a lot of things we can do together for fun. I'm really colorful! Do you want to see my colors? Catch me on a bubble wand, and take me to a dark room. Bring a flashlight! You will need it to see how beautiful I am. After taking me into the dark, turn on the flashlight. Hold it under me, with the beam going right through me. Can you see all my colors?

Another thing I can do is fly really high! Ask your mom or dad to boil some water on the stove. When the water is ready, blow bubbles directly over the hot water. You may have to stand on a chair to reach, but be very careful. Don't get too close. The water is HOT!

Watch me float high, high, and higher! Will I hit the ceiling? Hot air rises and it pushes down cold air. This movement of air is called 'air current'. I will ride the hot air up and will move back down with the cold air. It's like sliding down a slide. You climb up the ladder, then you slide back down on the sliding board.

I also like to change shape. Ask your mom or dad to give you some pipe cleaners or twisty ties to make your own bubble wand. Twist them into different shapes, like squares or triangles. Don't forget to make a handle! Dump some bubble solution into a bowl and dip in the different shapes. Make sure the shapes get completely covered with bubble solution. Blow and watch!

I'm not the shape of a square or a triangle! I'm still round! The air inside me is trying to get out, pushing against me from the inside. The air pushes evenly underneath my soapy skin, making me round, and shaped like a sphere.

It's kind of like you sitting on the floor with your legs straight out in front of you, making you an L shape. When you stand up, you become a straight line again. You will always return to your natural shape no matter how much you twist or bend yourself.

I hope you had fun playing with me today. I had a great time, and I'm looking forward to playing with you again soon.

Bubble Solution Recipe

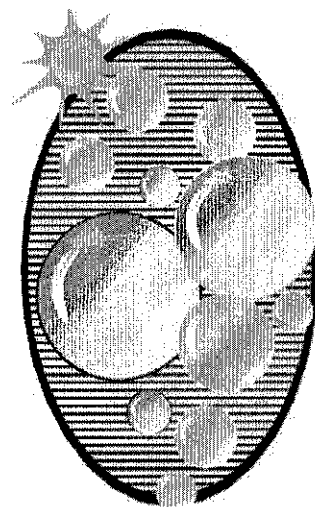
Below is a recipe for Bubble Solution. You can make it yourself from things you have at home.

Ingredients:

- $\frac{1}{2}$ cup dishwashing detergent (don't use auto dish detergent)
- $1\frac{1}{2}$ cups of water

Directions:

Mix water and detergent together GENTLY in a medium or large bowl. Try not to make bubbles in the solution while mixing. Dip your wand and blow. Add more detergent or leave solution out over night uncovered to make it stronger.



Name: _____

Bubbly Adventure

by Rebecca Besser



1. If you blow a bubble in a dark room and shine a flashlight on it, what will happen?

2. What is *air current*?

- | | |
|-----------------------------|------------------------|
| a. hot water on a stove | b. the movement of air |
| c. the movement of a bubble | d. a balloon |

3. What shape is a bubble's natural shape?

- | | |
|-----------|-------------|
| a. circle | b. cube |
| c. sphere | d. triangle |

4. What type of air rises and pushes bubbles upwards?

- | | |
|------------|-------------|
| a. hot air | b. cold air |
| c. cube | d. wet air |

5. If you make a bubble with a wand shaped like a triangle, the bubble will still be round. Explain why this happens.

6. What two ingredients are needed to make bubble solution?

7. If you make bubble solution and leave it out overnight, does it become stronger or weaker?

Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

This document provides a breakdown of work for your child to complete per week. Please check off the pages as they are completed.

2nd Grade

Week 5:	
Pages 7-8	MAFS.2.OA.3.3
Page 17	MAFS.2.NBT.1.3

Week 6:	
Pages 15-16	MAFS.2.NBT.1.2
Page 18	MAFS.2.NBT.1.3
Pages 9-10	MAFS.2.OA.3.4

Week 7:	
Pages 11-12	MAFS.2.NBT.1.1a
Pages 13-14	MAFS.2.NBT.1.1b

Week 8:	
Pages 27-28	MAFS.2.NBT.2.8
Pages 19-20	MAFS.2.NBT.1.4

Week 9:	
Pages 21-22	MAFS.2.NBT.2.5
Page 65	Mixed Standards Review
Page 68	Mixed Standards Review

Name _____

Standards-Based Practice
MAFS.2.NBT.1.1a

- 1** Sonya has 140 beads. How many more bags of 10 beads does she need so that she will have 200 beads in all?

_____ bags of ten beads

- 2** How many groups of ten are in 300?

_____ groups of ten

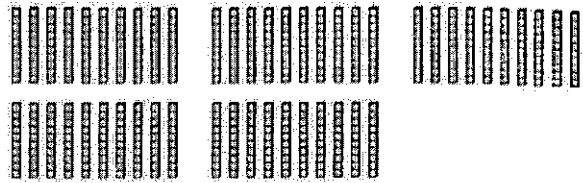
- 3** Marcus is putting 10 packs of sticky notes in each of his boxes. How many packs of sticky notes will Marcus put in 20 boxes?

_____ packs of sticky notes

- 4** Markers come in boxes of 10. Ms. Nelson bought 800 markers for her school. How many boxes of markers did she buy?

_____ boxes

- 5** What does this model show?



- ☐ 5 tens
☐ 5 hundreds
☐ 50 hundreds

- 6** Mr. Grey has 20 packs of collectible cards. Each pack has 10 cards. He needs 700 cards for his store. How many more packs does Mr. Grey need?

_____ more packs

- 7** What number correctly completes the sentence?

There are _____ groups of ten in 400.

- 8** Napkins come in packages of 10. How many napkins are in 60 packages?

_____ napkins

- 9** The art teacher has 270 craft sticks. The craft sticks come in packs of 10. How many more packs are needed if the art teacher wants a total of 300 craft sticks?

_____ packs of ten

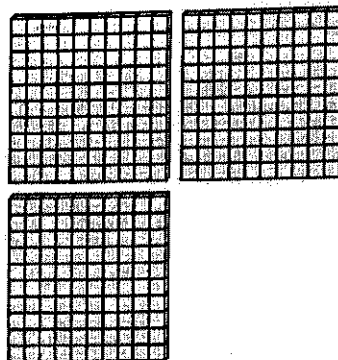
- 10** A grocery store has 90 packs of crackers. There are 10 crackers in each pack. How many crackers does the grocery store have?

_____ crackers

- 11** Which number has 5 hundreds?

☐ 151
☐ 355
☐ 512

- 12** What number does this model show?



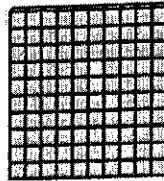
☐ 30
☐ 100
☐ 300

- 1 Andrew fills jars with pennies. He has 5 jars with 100 pennies in each. How many pennies does Andrew have?

_____ pennies

- 2 What does this model show?

Choose 3 correct answers.

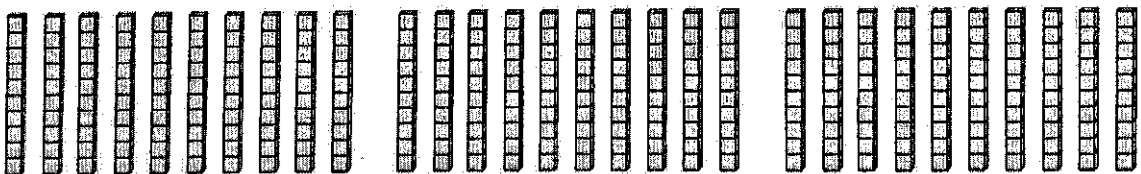


- ☐ 10 tens
☐ 100 ones
☐ 1 hundred
☐ 100 hundreds

- 3 How many hundreds are in 900?

_____ hundreds

- 4 Write how many tens. Write how many hundreds.
Write the number.



_____ tens _____ hundreds _____

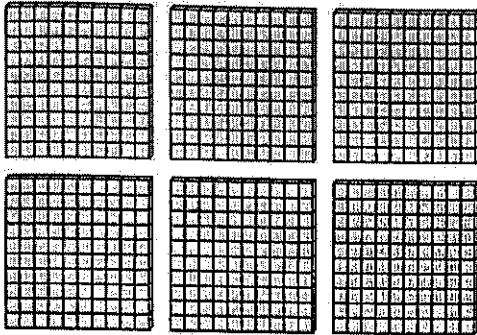
- 5 How many hundreds are in 400?

_____ hundreds

- 6 Dog treats come in boxes of 100. Daniel bought 8 boxes. How many dog treats did Daniel buy?

_____ dog treats

- 7** What does this model show?



Choose the 2 correct answers.

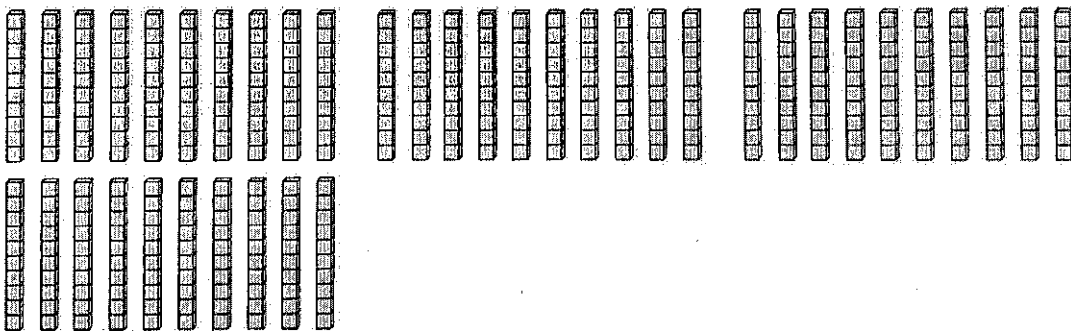
- ☐ 6 tens
☐ 600 ones
☐ 6 hundreds
☐ 60 hundreds

- 8** Ms. Lee has 700 cans of food for the food bank. She will place 100 cans on each shelf.

How many shelves will she need?

_____ shelves

- 9** Write how many tens. Write how many hundreds. Write the number.



_____ tens _____ hundreds _____

- 10** Ahmed has 2 boxes of straws. Each box has 100 straws. He needs 800 straws. How many more boxes of straws does he need?

_____ more boxes

Name _____

- 1** A store has 263 board games. It has 100 fewer puzzles than board games. The store has 10 more action figures than puzzles.

How many of each does the store have?

_____ board games
_____ puzzles
_____ action figures

- 2** Subtract.

$$\begin{array}{r} 659 \\ - 10 \\ \hline \end{array}$$

What is the difference?

- ☐ 559
☐ 649
☐ 669

- 3** Use the clues to answer the question.

- Shawn counts 213 cars.
- Maria counts 100 fewer cars than Shawn.
- Jayden counts 10 fewer than Maria.

How many cars does Jayden count?

_____ cars

- 4** Sanjo has 348 marbles. Harry has 100 more marbles than Sanjo. Abel has 10 more marbles than Harry.

Harry has _____ marbles.

Abel has _____ marbles.

- 5** Subtract.

$$\begin{array}{r} 721 \\ - 100 \\ \hline \end{array}$$

What is the difference?

- ☐ 611
☐ 621
☐ 711

- 6** What is the sum?

$$843 + 10 = ?$$

- ☐ 853
☐ 943
☐ 953

- 7** What is 100 more than 387?

100 more than 387
is _____.

Name _____

- 8** Todd has 105 stickers. He gives 10 stickers to a friend. Then Todd buys 100 more stickers. How many stickers does Todd have now?

☐ 95
☐ 195
☐ 215

- 9** What is 10 fewer than 309?

☐ 300
☐ 299
☐ 289

- 10** Add.

$$\begin{array}{r} 446 \\ + 100 \\ \hline \end{array}$$

The sum is _____.

- 1** Which number sentence is true?

Choose the 2 correct answers.

- ☐ $275 > 164$
☐ $424 > 417$
☐ $560 = 506$
☐ $823 < 710$

- 2** Which number sentence is true?

Choose the 2 correct answers.

- ☐ $209 > 641$
☐ $373 < 368$
☐ $465 = 465$
☐ $861 > 761$

- 3** Which number sentence is true?

Choose the 2 correct answers.

- ☐ $424 > 318$
☐ $108 > 150$
☐ $765 = 756$
☐ $850 < 984$

- 4** Write the symbol that correctly compares the numbers. Write $>$, $<$, or $=$.

787 _____ 769

405 _____ 399

396 _____ 402

128 _____ 131

- 5** Write the symbol that correctly compares the numbers. Write $>$, $<$, or $=$.

343 _____ 328

705 _____ 699

691 _____ 706

115 _____ 120

- 6** Write the symbol that correctly compares the numbers. Write $>$, $<$, or $=$.

183 _____ 138

182 _____ 208

947 _____ 947

428 _____ 392

- 7** Jill and Ed collect postcards. Jill has 124 postcards. Ed has 131 postcards.

Jill gets 10 more postcards.
Ed gets 5 more postcards.

Who has more postcards now?

_____ has more postcards now.

- 8** Dan and Hannah collect toy cars. Dan has 132 cars. Hannah has 138 cars.

Dan gets 10 more cars.
Hannah gets 3 more cars.

Who has more cars now?

_____ has more cars now.

- 9** Samantha and Brian collect trading cards. Samantha has 309 cards. Brian has 312 cards.

Samantha gets 10 more cards. Brian gets 6 more cards.

Who has more trading cards now?

_____ has more trading cards now.

- 10** Write the symbol that correctly compares the numbers. Write $>$, $<$, or $=$.

183 _____ 138

182 _____ 208

947 _____ 947

Name _____

- 1** Which sums are equal to 76?

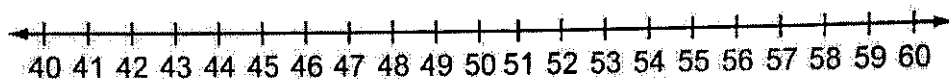
Choose the 2 correct answers.

- ☐ $35 + 31$
☐ $49 + 27$
☐ $54 + 22$
☐ $68 + 18$

- 2** Subtract 18 from 35. Which is a correct way to model 35 to be able to subtract 18?

- ☐ 2 tens and 15 ones
☐ 2 tens and 15 tens
☐ 3 tens and 15 ones

- 3** Use the number line. Count up to find the difference.



$$53 - 46 = \underline{\quad}$$

- 4** George collected 36 oak leaves. He collected 41 maple leaves. Break apart the addends to show how many leaves George collected.

$$\begin{array}{r} 36 \rightarrow \underline{\quad} + 6 \\ + 41 \rightarrow 40 + \underline{\quad} \\ \hline 70 + 7 = \end{array}$$

- 5** What is the difference?

$$65 - 8 = \underline{\quad}$$

- 6** What is the sum?

$$\begin{array}{r} 65 \\ + 25 \\ \hline \end{array}$$

$$65 + 25 = \underline{\hspace{2cm}}$$

- 7** What is the difference?

$$\begin{array}{r} 84 \\ - 37 \\ \hline \end{array}$$

$$84 - 37 = \underline{\hspace{2cm}}$$

- 8** Which has the same sum as $32 + 48$?

Choose the **2** correct answers.

- ☐ $15 + 75$
- ☐ $18 + 62$
- ☐ $22 + 48$
- ☐ $56 + 24$

- 9** What is the sum?

$$\begin{array}{r} 48 \\ + 52 \\ \hline \end{array}$$

- ☐ 80
- ☐ 90
- ☐ 100

- 10** What is the difference?

$$\begin{array}{r} 77 \\ - 55 \\ \hline \end{array}$$

- ☐ 12
- ☐ 22
- ☐ 32

- 1** Which shows a related addition fact?

$$15 - 8 = 7$$

☐ $5 + 8 = 13$

☐ $7 + 8 = 15$

☐ $15 + 7 = 22$

- 2** There are 9 bugs on the grass and 5 bugs on a leaf. Which equation shows how many bugs there are in all?

☐ $9 + 5 = 14$

☐ $9 - 5 = 4$

☐ $5 + 4 = 9$

- 3** Gina has 4 green toy trains, 2 red toy trains, and 6 yellow toy trains. How many toy trains does Gina have in all?

☐ 6

☐ 10

☐ 12

- 4** There are 725 students in the school. There are 343 boys. How many girls are there?

Hundreds	Tens	Ones
<div><div></div><div>7</div><div>3</div></div>	<div><div></div><div>2</div><div>4</div></div>	<div><div></div><div>5</div><div>3</div></div>

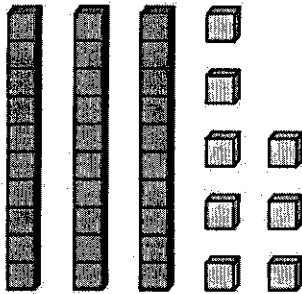
☐ 382

☐ 422

☐ 482

- 12** What is the value of the underlined digit?

38



- ☐ 3
- ☐ 30
- ☐ 80

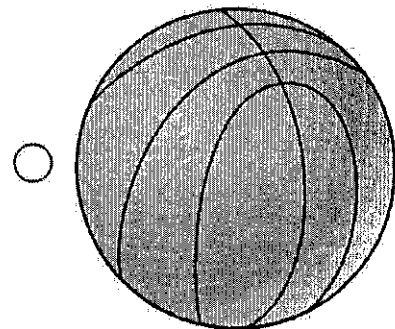
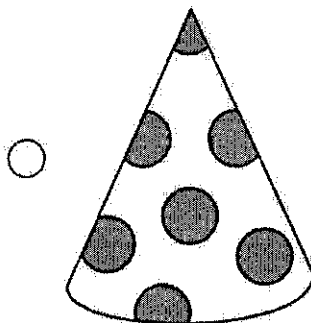
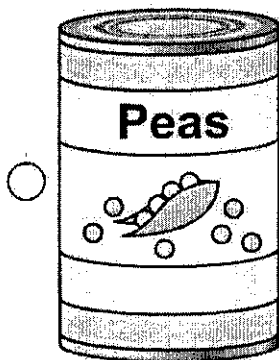
- 13** Which shows another way to write the number 257?

- ☐ $2 + 5 + 7$
- ☐ $200 + 7 + 5$
- ☐ $200 + 50 + 7$

- 14** Which group of numbers shows counting by hundreds?

- ☐ 300, 310, 320, 330
- ☐ 500, 600, 700, 800
- ☐ 600, 605, 610, 615

- 15** Which object has 2 circular surfaces?



Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

This document provides a breakdown of activities per week. Please check off the pages as they are completed.

2nd Grade

Week 5:
<input type="checkbox"/> ReadWorks: A Day to Celebrate Earth
Week 6:
<input type="checkbox"/> ReadWorks: Dinosaur Discovery
Week 7:
<input type="checkbox"/> ReadWorks: Oceans, Rivers, and Lakes
Week 8:
<input type="checkbox"/> ReadWorks: Spinning Storms
Week 9:
<input type="checkbox"/> ReadWorks: The Coldest Continent

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.

Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

This document provides a breakdown of activities per week. Please check off the pages as they are completed.

2nd Grade

Week 5:
<input type="checkbox"/> ReadWorks: A Day to Celebrate Earth
Week 6:
<input type="checkbox"/> ReadWorks: Dinosaur Discovery
Week 7:
<input type="checkbox"/> ReadWorks: Oceans, Rivers, and Lakes
Week 8:
<input type="checkbox"/> ReadWorks: Spinning Storms
Week 9:
<input type="checkbox"/> ReadWorks: The Coldest Continent

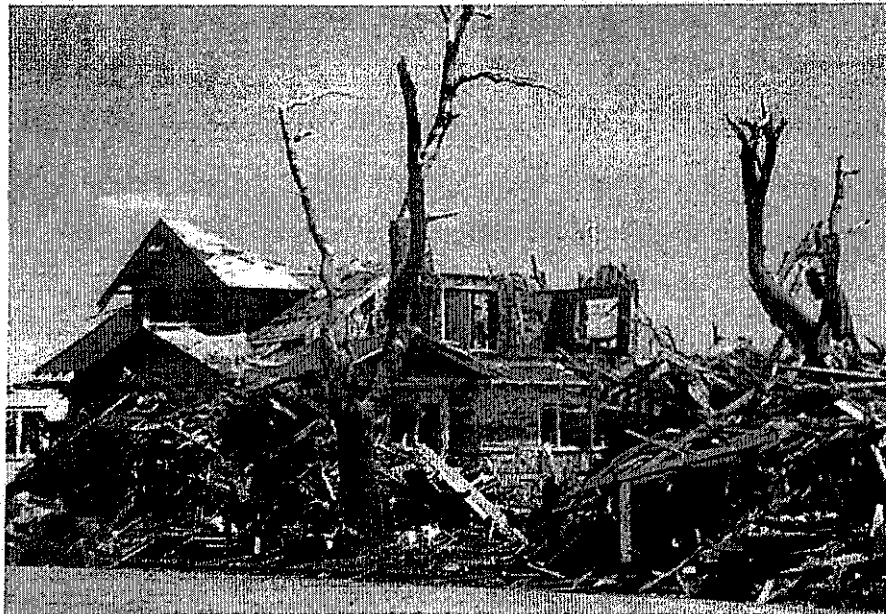
Spinning Storms

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

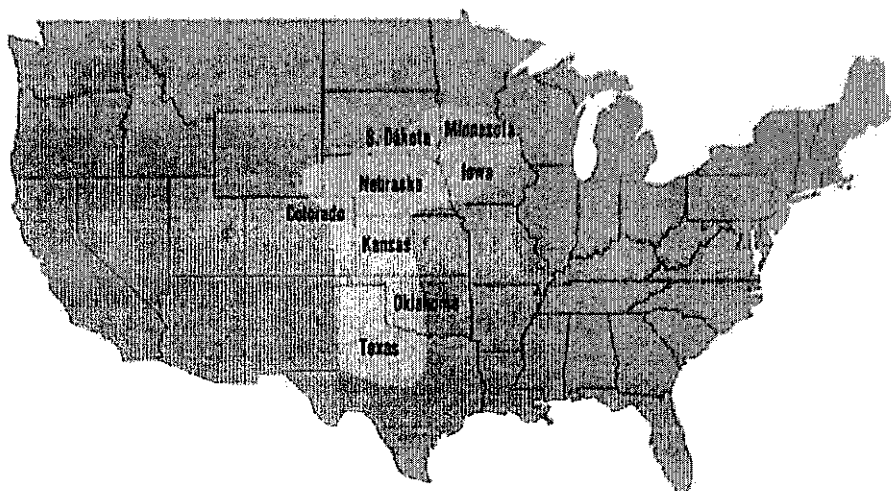
A tornado is a swirling, funnel-shaped column of wind. It starts with a thunderstorm. Thunderclouds form when warm, wet air collides with cool, dry air. Then, strong winds form a wide tube of spinning air. When the tube touches the ground, it becomes a tornado.



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.

Disclaimer: This packet is intended ONLY for the use of students enrolled in Leon County Schools.

This document provides a breakdown of activities per week. Please check off the pages as they are completed.

2nd Grade

Week 5:
<input type="checkbox"/> ReadWorks: A Day to Celebrate Earth
Week 6:
<input type="checkbox"/> ReadWorks: Dinosaur Discovery
Week 7:
<input type="checkbox"/> ReadWorks: Oceans, Rivers, and Lakes
Week 8:
<input type="checkbox"/> ReadWorks: Spinning Storms
Week 9:
<input type="checkbox"/> ReadWorks: The Coldest Continent

The Coldest Continent

If you know anything about Antarctica, you may know that it is really, really cold. In fact, it's the coldest place on Earth. Antarctica is made up of ice. It doesn't get much snow or rain so it's considered a desert.

Given how cold Antarctica is, it's no surprise that not many people live there. Most of the people who stay in Antarctica are scientists who study its ice. In the summer, tourists also visit Antarctica. Soon enough, these tourists go back home. In general, this continent can be a pretty lonely place for humans.

While not many humans call Antarctica home, some animals certainly do. Emperor penguins live in Antarctica. They are the biggest species of penguins. Weddell seals live in Antarctica. They spend a lot of their time in the cold waters below the ice looking for animals to eat. Killer whales live in the ocean waters of Antarctica. They eat other animals like seals and seabirds. They also eat krill, a small ocean animal that lives in the ocean surrounding Antarctica. Many other animals in the Antarctic also eat krill.

As for plants, not many can be found in Antarctica. Moss and algae are few of the plants that can live in a place that cold.

What do you think? Does Antarctica sound like a place you'd like to visit?



Emperor penguins



Killer whale

Name: _____ Date: _____

1. What is Antarctica like?

- A. It is really, really hot.
- B. It is really, really cold.
- C. It is really, really rainy.

2. What does the text list?

- A. different things tourists in Antarctica do
- B. scientists who study Antarctica's ice
- C. different animals that live in Antarctica

3. Antarctica can be a pretty lonely place for humans. What evidence from the text best supports this statement?

- A. Scientists in Antarctica study its ice.
- B. Tourists visit Antarctica in the summer.
- C. Not many people live in Antarctica.

4. Based on the text, what can be concluded about the ocean waters of Antarctica?

- A. The ocean waters are not important to many of the animals living in Antarctica.
- B. The ocean waters are important to many of the animals living in Antarctica.
- C. The ocean waters are very polluted with trash people around the world throw away.

5. What is the main idea of the text?

- A. Weddell seals spend a lot of their time in the cold waters of Antarctica below the ice looking for animals to eat.
- B. Most of the people who stay in Antarctica are scientists who study its ice.
- C. Antarctica is a very cold place where some animals live but not many people do.



Grade 2 / Week 7

Your Week at a Glance

- ☐ Area of focus: American History – Lesson: Pilgrims Come to America
- ☐ Area of Focus: American History – Lesson: Changes in America
- ☐ Area of Focus: American History – Lesson: Changes for American Indians
- ☐ STANDARDS:

SS.2.A.2.1 Recognize that Native Americans were the first inhabitants in North America.

SS.2.A.2.2 Compare the cultures of Native American tribes from various geographic regions of the United States.

SS.2.A.2.3 Describe the impact of immigrants on the Native Americans.

SS.2.A.2.4 Explore ways the daily life of people living in Colonial America changed over time.

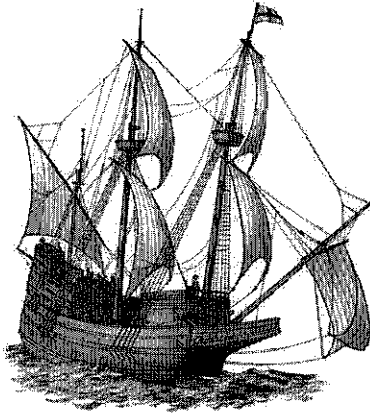
SS.2.A.2.5 Identify reasons people came to the United States throughout history.

- ☐ STATUTES: 1003.42 f

Name

Teacher

Pilgrims Come to America
(adapted from Florida Studies Weekly Week 11)



In 1620, the Pilgrims came to America on the Mayflower. They wanted to be free to worship in their own way. The Pilgrims were supposed to land in Virginia, but storms blew them off course. They landed in Plymouth, Massachusetts, and made this land their new home.

The Pilgrims signed the Mayflower Compact. They promised to stick together and to obey the laws of their community. A compact is an agreement.

How did the Pilgrims Survive?



How did the Pilgrims survive during their first winter in America? It was very cold, and the Pilgrims did not have enough food.

The Pilgrims ate cheese, dried meat and dried biscuits. They did not have any fruits or vegetables. Almost half of the Pilgrims died of disease or hunger.

In the spring, some Wampanoag Indians came to help the Pilgrims. Samoset and Squanto showed them how to plant corn. They taught the Pilgrims to put a small fish in each hill of corn. That would help the corn to grow tall.

Pilgrim Life

There were no schools for the Pilgrim children to attend. Their parents taught them to read and to write their names. The children also learned to do easy math problems.

What did Pilgrim children wear? Both boys and girls wore dresses until they were seven years old. Older girls wore long skirts or dresses, aprons and a white cap called a coif. Older boys wore long-sleeved shirts, pants and hats.



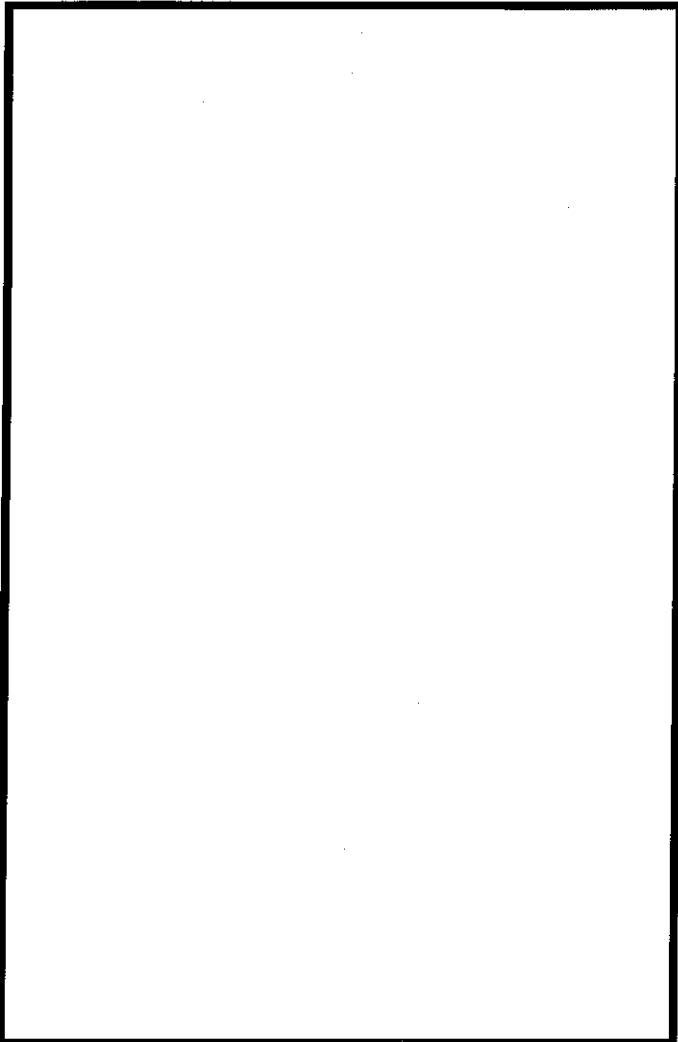
Name: _____

1. Answer the following question in a complete sentence.

Prior to getting help from the American Indians, what did the Pilgrims eat when they first arrived in America?

Fill in the circle next to the correct answer.

2. In the box below, draw two Pilgrim children with items that they would have worn. Do not forget to label your images.



3. What important document did the Pilgrims sign to promise they would stick together and obey the laws of their community?

- ☐ Cauliflower Compact
- ☐ Mayflower Compact
- ☐ Mayflower Contract
- ☐ Pilgrim Contract

4. Who taught the Pilgrim children to read and write their names?

- ☐ teachers
- ☐ grandparents
- ☐ parents
- ☐ siblings

5. Fill in the blank with the correct year.

In _____, the Pilgrims came to America on the Mayflower.

6. What object did the Wampanoag Indians plant with the corn?

- ☐ fish
- ☐ fruit
- ☐ cheese
- ☐ biscuits

7. What vegetable did the Wampanoag Indians introduce to the Pilgrims to help them survive?

- ☐ carrots
- ☐ peas
- ☐ green beans
- ☐ corn

8. Answer the following question in a complete sentence.

Why did the Pilgrims come to America?

Changes in America (adapted from Florida Studies Weekly Week 12)



The Pilgrims were not the only people who left England and came to America. More and more people came. Soon there were 13 colonies. The people cleared more land by cutting down trees and large plants. This gave them room to plant more crops and build more houses.

Life in the colonies was very hard at first, but it got easier. The people learned how to plant different kinds of food. They built better homes. Some people opened shops. The shops sold clothes, tools, food and other things people needed. In 1635, the first public school opened in America.

As time passed, the population of America got much larger. (Population is the number of people living in a certain place.) More land had to be cleared to grow enough food to feed all the people.

People needed more and more buildings—homes, stores and places to meet. They built factories to make things they needed. They built roads leading to every town and city.

All of those changes had consequences. Some animals lost their habitats, and some became extinct (gone forever). Cars and factories polluted the air. Homes and factories polluted the water.

Order the Sentences



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

___ Shops began to sell clothes, tools, food and other things people needed.

___ Some animals became extinct, and the air and water became polluted.

___ People who came to America cleared land to plant crops and build houses.

___ People built roads and more buildings.

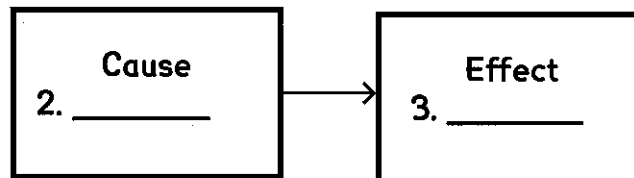
Name: _____

1. Answer the following question in a complete sentence.

In order for there to be enough room for all the settlers, what was done outdoors in the 13 Colonies? By doing this, what did the people have room to do?

Fill in the circle next to the correct answer.

Cause and Effect on Changes in America



Choose from the sentences below to complete the cause and effect chart.

2. Causes

- ☐ People needed more and more buildings. They built factories to make things they needed.
- ☐ Life in the Colonies was very hard at first, but it got easier. The people learned how to plant different kinds of food.
- ☐ Don't let the water run while you are brushing your teeth. Take short showers instead of baths.
- ☐ All of these changes had consequences. They caused pollution in the air and water.

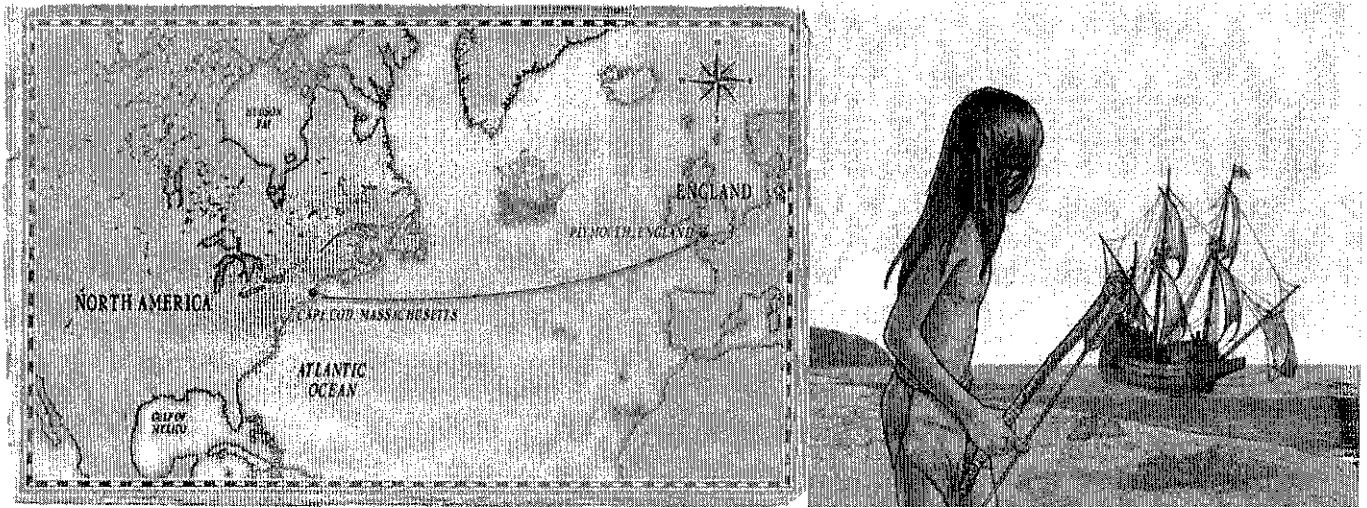
3. Effect

- ☐ People needed more and more buildings. They built factories to make things they needed.
- ☐ Life in the Colonies was very hard at first, but it got easier. The people learned how to plant different kinds of food.
- ☐ Don't let the water run while you are brushing your teeth. Take short showers instead of baths.
- ☐ All of these changes had consequences. They caused pollution in the air and water.

4. In 1635, the first _____ opened in America.

- ☐ private school
- ☐ house
- ☐ public school
- ☐ shop

Changes for American Indians (adapted from Florida Studies Weekly Week 13)



The first people who lived in North America were American Indians. They lived here for thousands of years. Then other people started coming to America. Many people came from countries in Europe. Europe is a continent.

People who move to a new country are called immigrants. The Pilgrims came to America in 1620. The American Indians were already living here.

The Pilgrims and the American Indians had different ways of living. It was not always easy to share the land. Sometimes they fought.

As more and more people came to America, things changed for the American Indians. They had to move away from their homes to find animals to hunt. The immigrants brought germs that made many of the American Indians sick. Many American Indians died.

Name: _____
Florida Studies Weekly - Second Grade

Date: _____
Quarter 2, Week 13

Our Trip to America

Look at the map. Draw a red circle on Europe where the Pilgrims left. Draw a green "X" on the spot in North America where the Pilgrims landed. Draw a blue line over the ocean that they crossed.

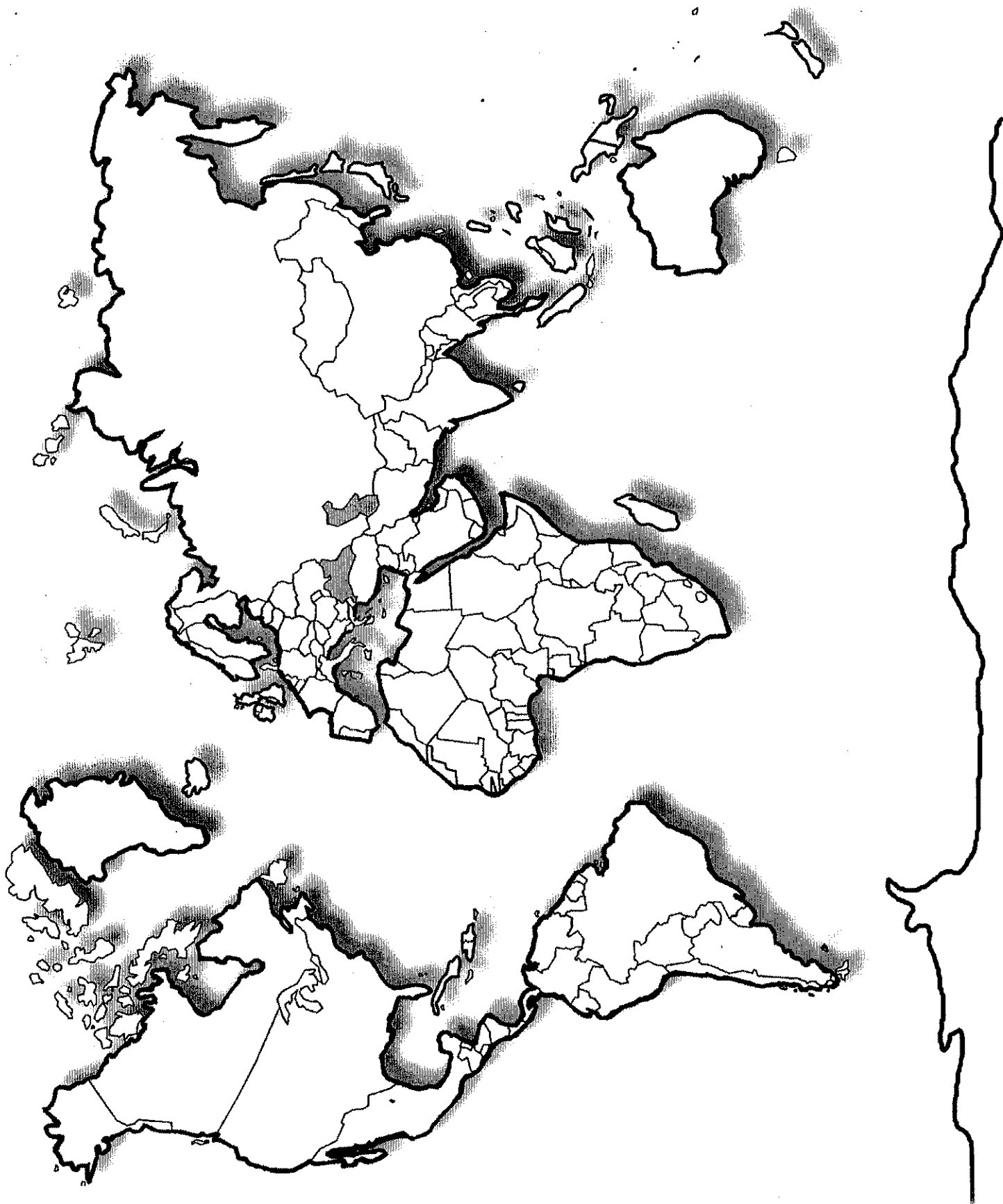
Answer the following questions using your classroom map and information from this week's magazine.

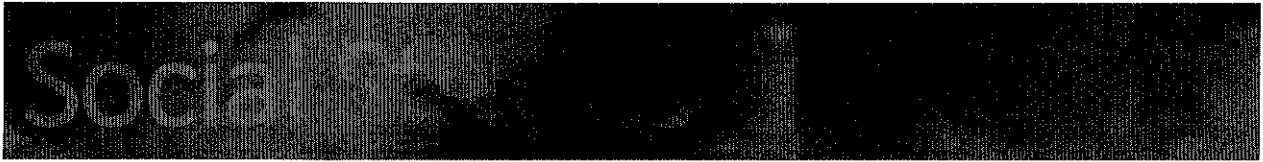
1. What type of transportation do you think the Pilgrims used to make the trip to America?

2. How did the American Indians feel about sharing the land with the Pilgrims?

3. Why do you think the American Indians felt that way?

4. What happened to many of the American Indians after the Pilgrims arrived?





Grade 2 / Week 8

Your Week at a Glance

- ☐ Area of focus: American History – Lesson: Presidents and Patriots
- ☐ Area of Focus: Civics – Lesson: Celebrate America
- ☐ Area of Focus: Civics – Lesson: Florida Cultures
- ☐ STANDARDS:

SS.2.A.2.8 Explain the cultural influences and contributions of immigrants today.

SS.2.C.2.5 Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.

SS.2.C.3.1 Identify the Constitution as the document which establishes the structure, function, powers, and limits of American government.

SS.2.C.3.2 Recognize symbols, individuals, events, and documents that represent the United States.

- ☐ STATUTES: 1003.42 f, h, l, q, s, t

Name

Teacher

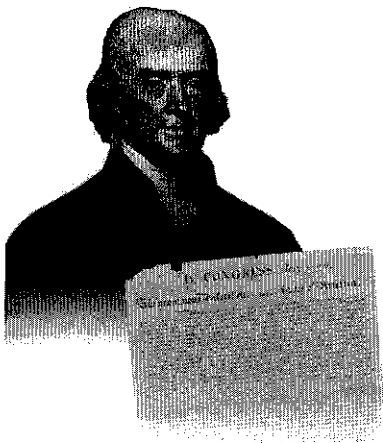
Presidents and Patriots
(adapted from Florida Studies Weekly Week 18)



Patriots are people who love their country. You can be a patriot no matter how young or old you are. Are you a patriot?

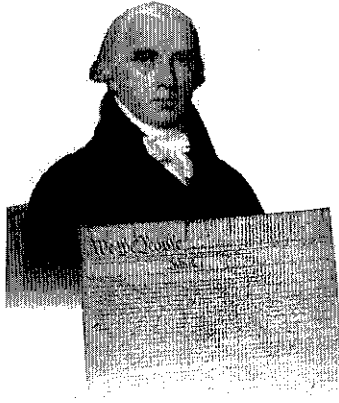
Would you like to be the president of the United States someday? You have to be at least 35 years old. You must have been born an American citizen. And you must have lived in the United States for at least 14 years.

Thomas Jefferson



Thomas Jefferson was born in Virginia. He was the third president of our country. He wrote the Declaration of Independence. The Declaration of Independence said that America was a free country. Thomas Jefferson died on the Fourth of July, fifty years after he wrote the Declaration of Independence.

James Madison



James Madison was another president born in Virginia. He was known as the “Father of the Constitution,” because many of the ideas in the Constitution came from him. The Constitution is the law of the United States. James Madison believed that citizens have both rights and responsibilities.

Abraham Lincoln



Abraham Lincoln was born in Kentucky. He wanted to be the president ever since he was a boy. Lincoln was president during the Civil War. In the Civil War American citizens were fighting against each other.

Slavery

For more than 300 years, some people in America owned slaves. Slaves were brought to America from Africa on crowded ships. They were chained together, so they could not escape. Many

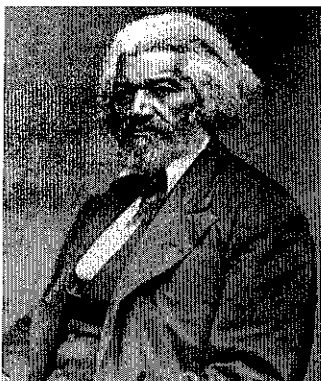
slaves got sick and died on the journey. People who owned plantations (large farms) bought slaves to work in the fields and in their homes. The slaves were not paid for the work they did. They had no rights and no freedom. All slaves were declared free after the Civil War ended.

Harriet Tubman

Some slaves were able to escape to states where slavery was not allowed. Harriet Tubman escaped when she was about 30 years old. Harriet was born in slavery in Maryland. After she escaped, she went back to the South many times to help other slaves escape. Thanks to Harriet, almost 300 slaves became free.



Frederick Douglass



Frederick Douglass was also born in slavery in Maryland.

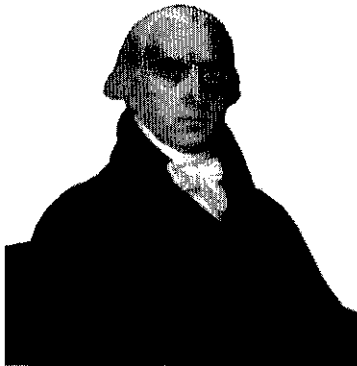
He escaped when he was twenty years old. He began writing a newspaper called The North Star. He wrote articles and gave speeches to convince people that owning slaves was wrong. Frederick worked hard to end slavery. His words inspired many slaves to escape.

Name: _____

1. What must you be in order to be the president of the United States someday?

Fill in the circle next to the correct answer.

2. Which caption is best for this picture of James Madison?



- ☐ He was known as the "Father of the Constitution" and was a former president.
- ☐ He was elected president because he was a good leader during the War.
- ☐ He was president during the Civil War.
- ☐ He wrote the Declaration of Independence and was a former president.

3. The Constitution is the _____ of the United States.

- ☐ history
- ☐ law
- ☐ citizens
- ☐ presidents

4. His words inspired many slaves to escape. Who was this person born into slavery in Maryland who escaped when he was twenty years old?

- ☐ Harriet Tubman
- ☐ Ulysses S. Grant
- ☐ Thomas Jefferson
- ☐ Frederick Douglass

5. For more than _____ years, some people in America owned slaves.

- ☐ 300
- ☐ 3,000
- ☐ 30
- ☐ 100

6. Which former slave helped other slaves escape, after she had escaped herself?

- ☐ Harriet Tubman
- ☐ Ulysses S. Grant
- ☐ Thomas Jefferson
- ☐ Frederick Douglass

7. Which of these statements is NOT true?

- ☐ The slaves were not paid for the work they did.
- ☐ Slaves had no rights and freedoms.
- ☐ The slaves were paid a little for the work they did.
- ☐ People who owned plantations bought slaves to do work.

Celebrate America
(adapted from Florida Studies Weekly Week 19)



The Statue of Liberty was a gift from the people of France. It is one of the biggest statues in the world. It took 10 years to make the statue. Americans celebrated the 100th birthday of the Statue of Liberty on July 4, 1986.

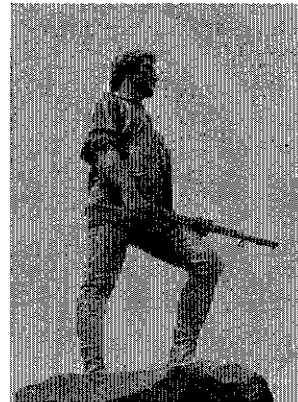
When immigrants came by ship to America, they could see the Statue of Liberty from the ship. The statue is a symbol of freedom for all people.

Liberty Bell

Did you know there is a replica of the Liberty Bell in Florida? (A replica is a copy.) It is in the Liberty Bell Memorial Museum in Melbourne, Florida. The museum also has copies of some important papers from American history — the Mayflower Compact, the U.S. Constitution, and the Declaration of Independence.

Minute Men

During the American Revolution, some soldiers were called minutemen. They had to be ready to fight for freedom on just a minute's notice. There are statues of minutemen in Lexington, and Concord, Massachusetts.



Why do we have symbols?

Americans believe that everyone has rights that cannot be taken away. The Declaration of Independence says people have the right to "life, liberty, and the pursuit of happiness." That means we have the right to live, to be free and to try to be happy. Many American symbols remind us that these rights are very important and should be protected.

Chief Joseph and Cesar Chavez

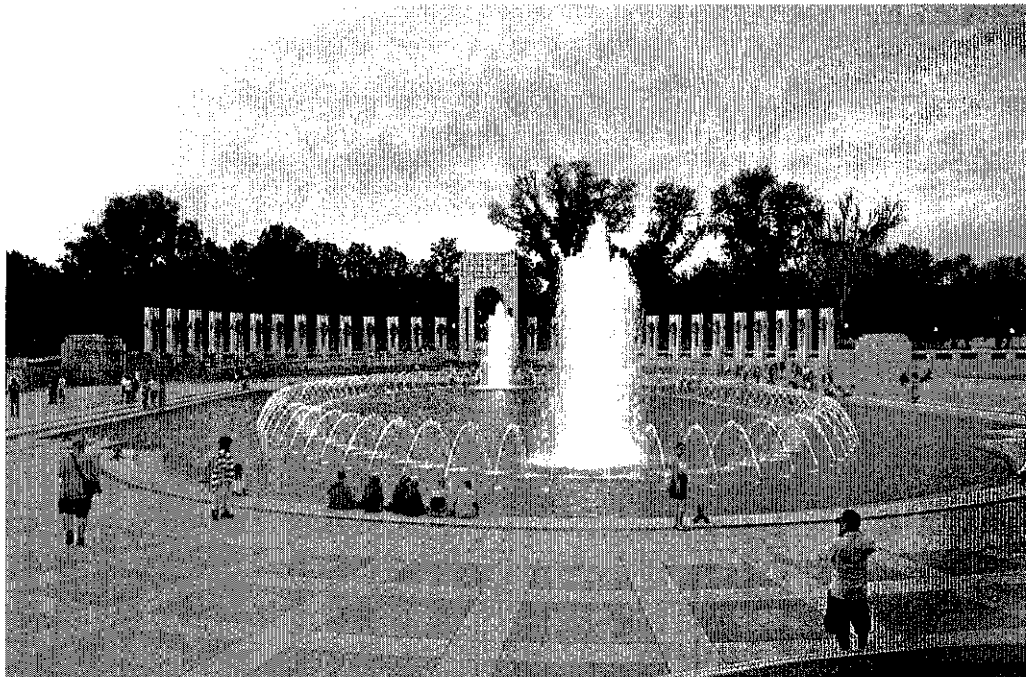


Chief Joseph was an American Indian who belonged to the Nez Perce Nation. He believed that American Indians should have the same rights as other Americans. He did not want the government to make the people of the Nez Perce Nation move to a new place.

Chief Joseph gave many speeches asking for freedom and equal rights for American Indians.

Cesar Chavez was the son of Mexican immigrants. He and his family were migrant workers (people who move from place to place working on farms). They had almost no money and no home of their own. Cesar believed that migrant workers should have the same rights as others. When Cesar grew up, he helped migrant workers get better pay and better homes.

The World War II Memorial



American soldiers have fought in two world wars. They fought to keep our country free. In 2004, a new memorial was finished in Washington, D.C. The World War II Memorial honors all the men and women who fought in the Second World War. It is a symbol of their courage and their belief in freedom.

Name: _____

1. What makes the Statue of Liberty so special?

Fill in the circle next to the correct answer.

2. Which of the following artifacts is **NOT** found in the Liberty Bell Memorial Museum in Melbourne, Florida?

- ☐ a replica of the Liberty Bell
- ☐ a copy of the Constitution
- ☐ a copy of the Declaration of Independence
- ☐ a replica of the Statue of Liberty

3. How did soldiers, called the Minutemen, receive their title?

- ☐ They only fought in a war for one minute.
- ☐ They had to be ready in a minute's notice.
- ☐ They wore clocks on their uniforms to help them tell time.
- ☐ No one knows how they received their title.

4. Which important document states that all Americans have the right to life, liberty and the pursuit of happiness?

- ☐ the Constitution
- ☐ the Declaration of Independence
- ☐ the Magna Carta
- ☐ the Mayflower Compact

5. Whose rights did Chief Joseph fight for?

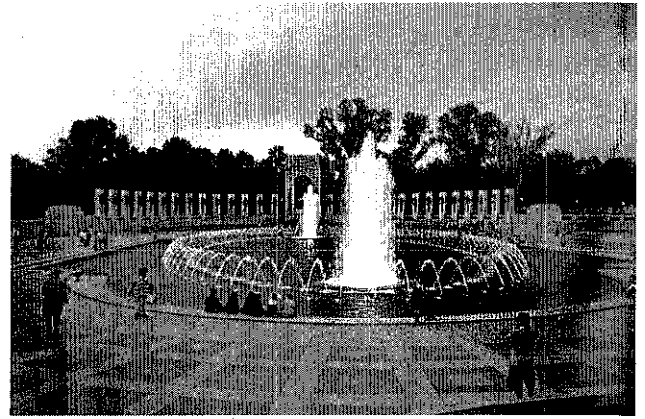
- ☐ the rights of migrant workers
- ☐ the rights of African Americans
- ☐ the rights of American Indians
- ☐ the rights of Mexican Americans

6. How did Cesar Chavez help migrant workers?

- ☐ He helped them get better pay and better homes.
- ☐ He helped them find jobs.
- ☐ He helped them learn to read and write.
- ☐ He helped them learn about the government.

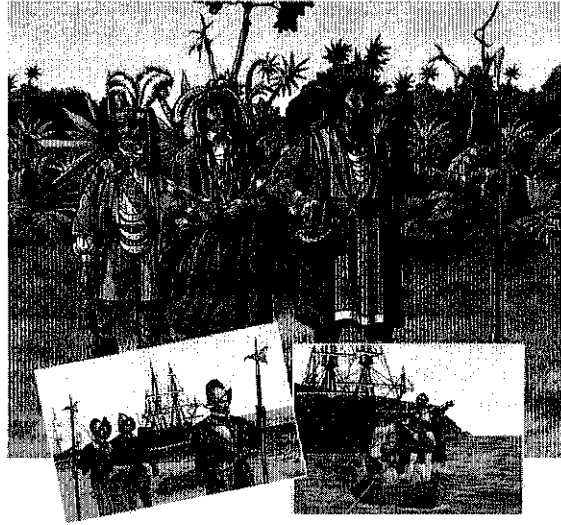
7. What does the new memorial in Washington, D.C., represent?

- ☐ It honors all men and women who fought in World War II.
- ☐ It honors all men and women who fought in Afghanistan.
- ☐ It honors the presidents of the United States.
- ☐ It honors all immigrants who enter the United States.



8. How are symbols used to represent the United States?

Florida Cultures (adapted from Florida Studies Weekly Week 20)



Long ago, only American Indians lived in Florida. Then settlers came from Spain, France and England. Next, slaves were brought from Africa. Today, many different people from many different places live here. There are many different cultures in Florida.

Culture is all the beliefs and traditions of a group of people. It is food, clothing, music, beliefs, language and much more.

Food

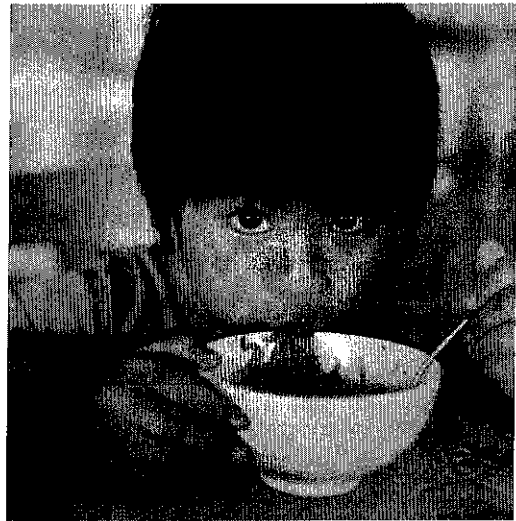
The Seminole and Cherokee ate what they could hunt or grow. They hunted rabbits, turkeys and deer. They grew corn and beans. We still eat some of these foods today.

Slave ships from Africa brought foods like rice, okra and yams to Florida. Peanuts came from Africa, too. Asian families brought stir-fried foods and egg rolls to Florida. Hispanic families brought arroz con pollo (rice with chicken) and empanadas to Florida.

Holidays

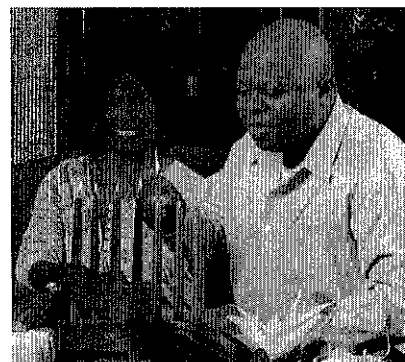
Many people celebrate winter holidays. The Cherokee held a Winter Festival. They danced and waved tree branches. They ate a big feast.

Many Asian Americans in Florida celebrate Dong Zhi on the first day of winter. They eat food like long noodles, soup and rice dumplings.



Many Hispanic Americans in Florida celebrate Las Posadas in December. They remember Mary and Joseph's journey before Jesus was born. They celebrate Christmas on December 25.

Many African Americans in Florida celebrate Kwanzaa in the winter. Families light a candle each day for seven days. It is a time to remember their African culture.



Name: _____

1. What are some foods African slaves brought with them to Florida?

Fill in the circle next to the correct answer.

2. Which list has the important timeline events in the order in which they happened?

- ☐ American Indians settled in the United States. Settlers came from Spain, France and England. Slaves were brought from Africa. Many different people from many different places live here.
- ☐ American Indians settled in the United States. Many different people from many different places live here. Settlers came from Spain, France and England. Slaves were brought from Africa.
- ☐ Many different people from many different places live here. Slaves were brought from Africa. Settlers came from Spain, France and England. American Indians settled in the United States.
- ☐ none of the above

3. Which list correctly matches the continents with the celebrations from their cultures?



Las Posadas



Dong Zhi



Kwanzaa

- ☐ Kwanzaa from Asia
Las Posadas from Africa
Dong Zhi from Mexico
- ☐ Kwanzaa from Africa
Las Posadas from Asia
Dong Zhi from Mexico
- ☐ Kwanzaa from Mexico Las
Posadas from Mexico
Dong Zhi from Asia
- ☐ Kwanzaa from Africa
Las Posadas from Mexico
Dong Zhi from Asia

4. Which sentence below describes the Seminole Indians?

- ☐ They hunted rabbits, turkeys and deer.
- ☐ They hunted buffalo for clothing only.
- ☐ They lived in the Great Plains region.
- ☐ They did not eat what they hunted and grew.

5. Which sentence below describes the Cherokee Indians?

- ☐ They usually hunted rabbits, turkeys and deer.
- ☐ They usually hunted buffalo for food and clothing.
- ☐ They lived in the Southeast region.
- ☐ They did not eat what they hunted and grew.

6. Which sentence below is true of BOTH the Cherokee Indians and Seminole Indians of the 1800s?

- ☐ They lived in the Great Plains region.
- ☐ They did not hunt buffalo for food and clothing.
- ☐ They lived in the Southeast region.
- ☐ They did not eat what they hunted and grew.

7. Which foods did Asian families bring to Florida?

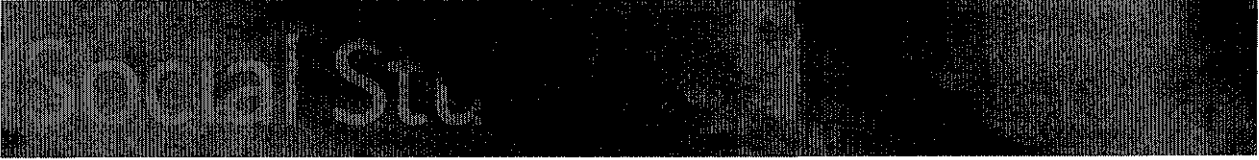
- ☐ stir-fried foods and egg rolls
- ☐ egg rolls and peanuts
- ☐ stir-fried foods and arroz con pollo
- ☐ peanuts and okra

8. Many African Americans in Florida celebrate which holiday in the winter?

- ☐ Dong Zhi
- ☐ Las Posadas
- ☐ Kwanzaa
- ☐ Winter Festival

9. The Cherokee held a _____, where they danced and waved tree branches.

- ☐ Winter Festival
- ☐ Dong Zhi
- ☐ Las Posadas
- ☐ Kwanzaa



Grade 2 / Week 9

Your Week at a Glance

- ☐ Area of focus: Economics – Lesson: Resources and Choices
- ☐ Area of Focus: Economics – Lesson: Goods and Services
- ☐ Area of Focus: Economics – Lesson: Money and Markets
- ☐ STANDARDS:

SS.2.E.1.1 Recognize that people make choices because of 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.

- ☐ STATUTES: 1003.42 m, r, s

Name

Teacher

Resources and Choices

(adapted from Florida Studies Weekly Week 29)



A resource is anything that people can use. There are capital resources, natural resources and human resources. It is important for people and communities to use resources wisely, so they will be there for us to use in the future.

Many people help their communities by volunteering to do things like working at food banks or keeping their neighborhoods clean.

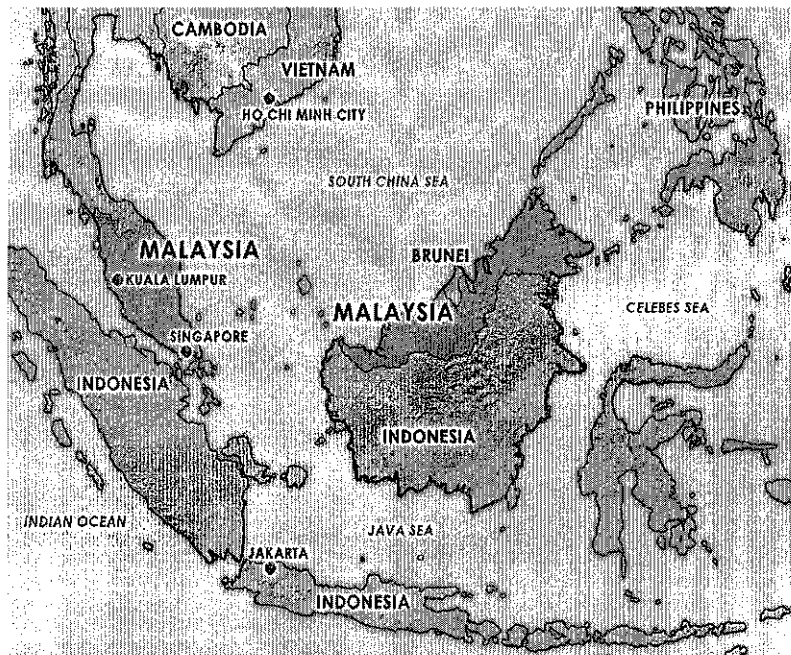
Money is a capital resource. People use money to buy things they need and want. They can also save money for the future or donate money to people in need.

Capital Resources are items that are used to produce other goods or services. Tools, equipment, machinery and buildings are examples of capital resources. Capital resources are used in businesses to create profits or income.

We also have to make choices when we use natural resources. Cutting down too many trees could destroy some animals' homes. But people need wood to build homes, furniture and other things. We have to work together to make the best choices.

The choices people make have costs and benefits. The cost can be money, time or loss of natural resources. The benefits are the good things that happen, like when families have everything they need and some things they want.

Citrus trees are an important natural resource in Florida. The trees provide fruit and juice for people all over the world. The first orange trees were grown in Malaysia 20 million years ago! Malaysia is in



Can people replace natural resources? We can replace some of them, but it may take a very long time. It takes 20 years or more for many trees to grow, but new fruits and vegetables can be grown year after year. Things that become extinct can never be replaced.

Fill in the Blank

Word Bank

- people
- extinct
- costs
- replace
- resource
- benefits
- Citrus






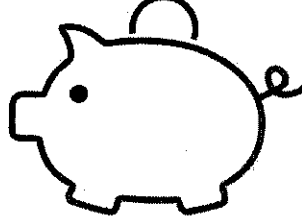

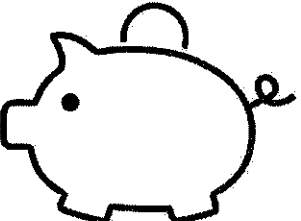
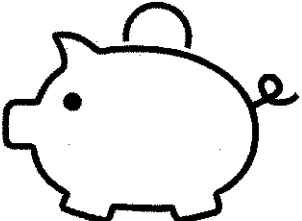



1. A _____ is anything that people can use.
2. Things that become _____ can never be replaced.
3. _____ trees are an important natural resource in Florida.
4. The choices people make have _____ and _____.
5. Human resources are _____.
6. We can _____ some natural resources.

Name: _____
 Florida Studies Weekly - Second Grade

Date: _____
 Quarter 4, Week 29

Piggy Divvy

Pretend you have the money listed below, Show how you would divide it evenly into three jars: **Save**, **Spend** and **Give**. Write the amount of money that should go in each jar on the piggy banks. Write a few sentences at the bottom explaining why it is important to be responsible with money.

Total Money	Save	Spend	Give
\$12.00			
\$15.00			
\$30.00			
\$18.00			

Goods and Services

(adapted from Florida Studies Weekly Week 30)

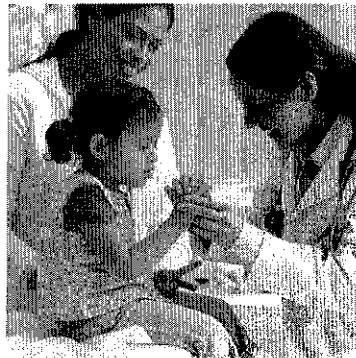


Goods are things that are made for people to buy and use. The people who make goods are called producers. The people who buy goods are called consumers.

A service is work or a duty that one person does for someone else. To use a telephone, you must have telephone service. If you have a cell phone, you pay for cell phone service. Most people who have a computer pay for Internet service.

People who work earn money. The money they earn is called income. Income helps families buy things they need and want. Money can buy goods or services.

Many people work to help keep people healthy. Doctors, nurses and paramedics take care of people who are sick or hurt. It takes at least 11 years of college and special training to become a doctor.

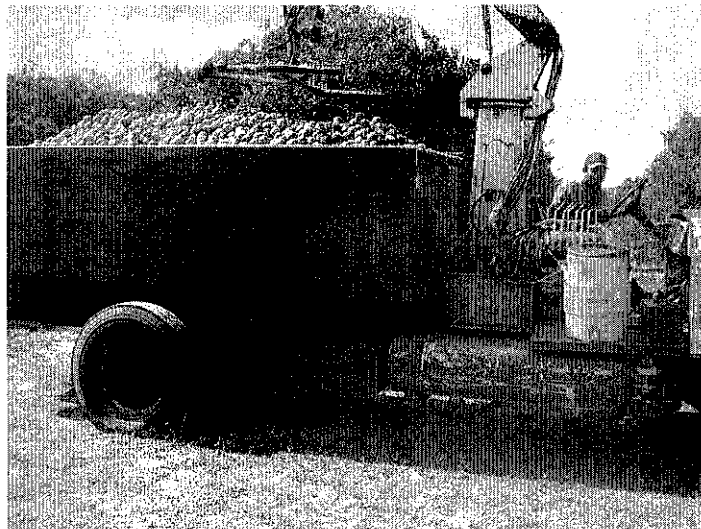




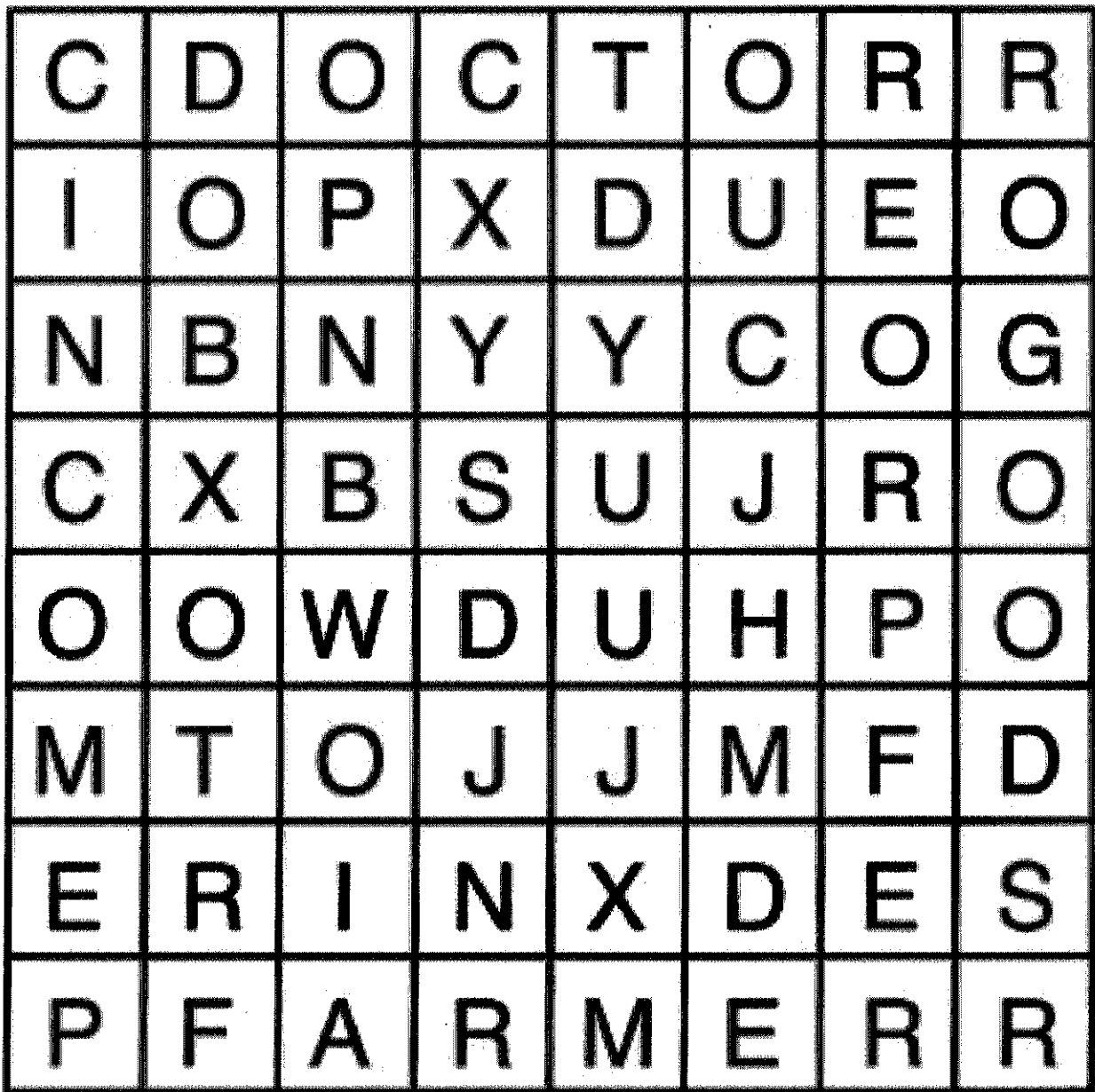
Photographers are creative and talented people who take pictures. Some photographers help us learn about things that are happening in our world. Some photographers help us remember special occasions like weddings and holidays.

Farmers grow food for people to eat. Farmers have to know how to plant and harvest crops. They have to know how to drive tractors. A farmer's income is not always the same every year. Bad weather, insects or diseases can destroy crops.

In Florida, thousands of people work in the citrus business. Some are growers, and others pick fruit. Truck drivers take the fruit and juice to stores. Salespeople help customers buy fruit and juice for their families.



WORD SEARCH



Word Bank

goods producer consumer income doctor farmer

Name: _____
Florida Studies Weekly - Second Grade

Date: _____
Quarter 4, Week 30

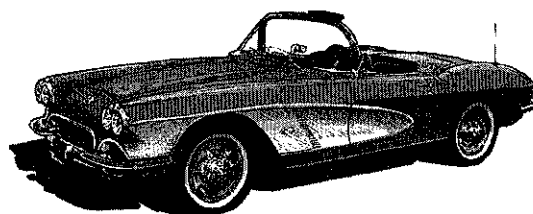
Goods and Services

Write the word **GOOD** or **SERVICE** above each of the pictures below.

1. _____



2. _____



3. _____



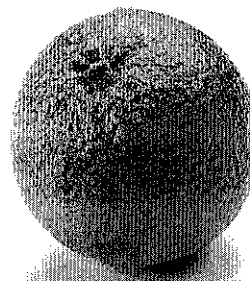
4. _____



5. _____



6. _____



Money and Markets
(adapted from Florida Studies Weekly Week 31)



People earn money in many different ways, usually by working or by selling things. Many children get an allowance from their parents. What do people do with their money?

What is a market? If you said that it's a place where you buy groceries, you are right! But there are other kinds of markets, too. Markets help people get the things they want and need.

A market is not always a store. Everyone who buys or sells goods or services is part of a market. Markets can include just a few neighbors or millions of people from many different countries.

Most people use money to pay their bills and to buy things their families need. Many people also save some money for the future. Some people save money to buy things like a car or a house.

Banks

Banks are safe places to keep your money. If you put money in the bank, you will earn interest. The bank is using your money, so they pay the fee.

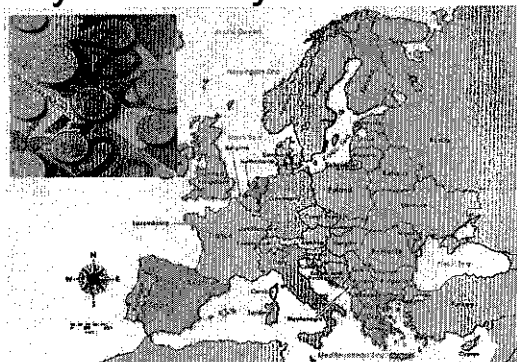
Banks will loan you money when you need it. The bank will charge you interest on the loan. Interest is a fee someone pays for using money. When you borrow money, you have to sign papers that say you will pay it back.

Supply and Demand

The price of a resource (something people can use) depends on two things. It depends on how much of it there is for people to buy. That's called "supply." It also depends on how many people want or need that resource. That's called "demand." When the supply is low and the demand is high, the price goes up. When the supply is high and the demand is low, the price goes down.

The euro

Not very long ago, every country in Europe had a different kind of money. In 2002, some European countries decided that it would be easier if they used the same kind of money. Today, people in France, Germany, Italy and many other countries use the euro.



Name: _____

Florida Studies Weekly - Second Grade

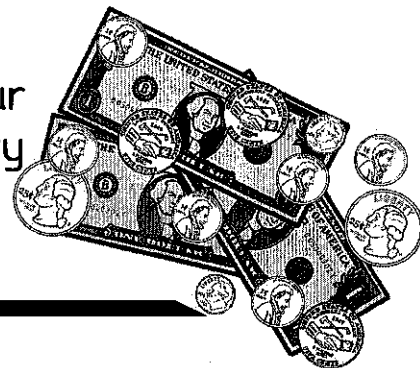
Date: _____

Quarter 4, Week 31

How Many Euros for a Dollar?

If you travel in Europe, you will need to exchange your dollars for euros. The exchange rate is different every day. Pretend that 1 euro is equal to 2 U.S. dollars.

Answer the following questions.



1 euro = 2 U.S. dollars

1. A model of the Eiffel Tower costs 2 euros. How many U.S. dollars do you need? _____

2. You have 10 U.S. dollars to exchange. How many euros will you get back? _____

3. A German cuckoo clock costs 10 euros. You have \$25 U.S. dollars. Do you have enough to buy it? Write yes or no. _____

Bonus: You get home from your trip with 7 euros left over. How many U.S. dollars will you get back?
