

2nd Grade

April 27 - May 1



Meet Rosa Parks

by Susan LaBella



Years ago, places in the United States had laws that kept black people and white people apart. In some cities, laws said that black people could not sit next to white people on buses. Other laws did not allow black people to use the same drinking fountains or restrooms as white people.

One day, an African American woman named Rosa Parks got on a bus. After she sat down, the bus became full. The bus driver told Rosa to give up her seat to a white man. Rosa refused. She believed it was not fair that

she had to give up her seat.

Rosa was arrested after refusing to move. People heard about Rosa's protest against the law. Some people said there should be fairer laws. Soon, more people began demanding that the law be changed.

Slowly, places in the United States began changing their laws. Bus drivers were no longer allowed to make black people give up their seats. New laws said black people must be able to use the same drinking fountains and restrooms as white people.

Rosa Parks spoke out for what she believed in. She was a person of strong character. We remember Rosa today as a hero who worked for fairness and equality.

Name: _____ Date: _____

1. What did Rosa Parks refuse to do on a bus?

- A. give up her seat to an old lady
- B. sit down instead of standing up
- C. give up her seat to a white man

2. Rosa's protest caused some people to start saying the law should be changed. What was an effect of these people demanding change?

- A. Places in the United States slowly began changing their laws.
- B. Rosa was arrested for refusing to change seats on the bus.
- C. Rosa started to believe that the laws were not fair.

3. Read these sentences from the text.

"Rosa Parks spoke out for what she believed in. She was a person of strong character."

What evidence from the text supports this statement?

- A. Rosa refused to give up her seat on the bus because she thought it was unfair.
- B. Some people who heard about Rosa's protest started saying there should be fairer laws.
- C. When the bus Rosa was on became full, the bus driver told Rosa to give up her seat.

4. The article says Rosa Parks was a person of strong character. How else could Rosa be described, based on the article?

- A. brave
- B. lonely
- C. friendly

5. What is the main idea of this article?

- A. Rosa Parks spoke out against a law she thought was unfair by refusing to give up her seat on a bus to a white man.
- B. The United States used to have many laws that kept black people and white people apart.
- C. Rosa Parks wanted to be able to sit down on a bus, but an law stopped her from sitting.

6. Read these sentences from the text.

"The bus driver told Rosa to give up her seat to a white man. Rosa refused. She believed it was not fair that she had to give up her seat.

"Rosa was arrested after refusing to move."

Based on these sentences, what does the word "refuse" mean?

- A. say no
- B. yell
- C. cry

7. Read these sentences from the text.

"The bus driver told Rosa to give up her seat to a white man. Rosa refused. She believed it was not fair that she had to give up her seat."

How could the last two sentences best be combined?

- A. Rosa refused, so she believed it was not fair that she had to give up her seat.
- B. Rosa refused, but she believed it was not fair that she had to give up her seat.
- C. Rosa refused because she believed it was not fair that she had to give up her seat.

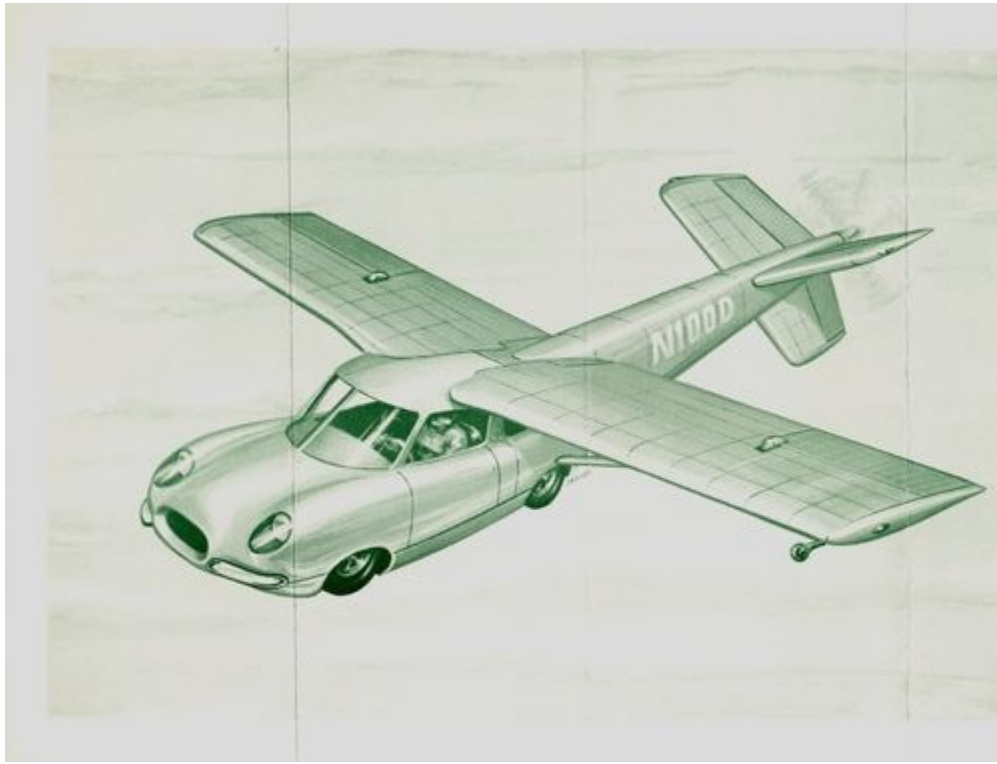
8. How did Rosa Parks protest against the law that said black people could not sit next to white people on buses?

9. What did people do when they heard about Rosa's protest?

10. If Rosa had agreed to move from her seat, would the laws keeping black people and white people apart in the United States have changed? Why or why not? Support your answer with evidence from the text.

When Will We Have Flying Cars?

by Linda Ruggieri



People have been trying to build a flying car for a long time. So far, no one has been able to get a car off the ground safely. But engineers keep trying!

One problem is that flying cars need wings. The wings must be designed so they will not stick out into other lanes of the road. Engineers are looking for solutions to that problem.

Two kinds of flying cars are being developed that may solve the problem. One type is called *the Transition*. It has rotating blades that spin and lift the car. Those blades fold flat against the sides when the car is on the ground.

Another kind is named the *Skycar*. It has large propellers. These propeller

wings fold up and can be packed in the car's trunk.

Flying cars will not just fly up from the road. They will have to take off from an airport runway. Still, some people are eager to have one of their own. Nobody is sure when flying cars will be available, but one company already has a hundred customers waiting for one.

So fasten your seat belts, and get ready for takeoff. Someday, cars may be on the road *and* in the air!

Name: _____ **Date:** _____

1. Which people are trying to build flying cars?

- A. engineers
- B. airplane pilots
- C. racecar drivers

2. What is a main problem engineers are trying to solve to make flying cars?

- A. Flying cars need wings that will not stick out into other lanes of the road.
- B. Flying cars need to have a special kind of gas to be able to fly.
- C. Flying cars need to be able to fly up into the air straight from the road.

3. It is difficult to make a flying car that can be used safely.

What evidence from the text supports this conclusion?

- A. Two kinds of flying cars are being developed that may solve the problem.
- B. One company already has a hundred customers waiting for a flying car.
- C. So far, no one has been able to get a car off the ground safely.

4. Read these sentences from the text.

"People have been trying to build a flying car for a long time. [...] Nobody is sure when flying cars will be available, but one company already has a hundred customers waiting for one."

What can you conclude based on this evidence?

- A. Engineers are very close to inventing a flying car.
- B. Many people are excited about flying cars.
- C. People are not interested in cars that can fly.

5. What is the main idea of this article?

- A. Flying cars will need to take off from an airport runway, instead of just flying up from the road.
- B. Engineers are trying to make flying cars, but first they have to solve the problems of flying cars by finding different solutions.
- C. Engineers are developing a flying car called the Skycar, which has wings that can fold up and fit in the car's trunk.

6. Read these sentences from the text.

"One problem is that flying cars need wings. The wings must be designed so they will not stick out into other lanes of the road. Engineers are looking for solutions to that problem."

What does the word "designed" mean here?

- A. thrown away
- B. planned and built
- C. forgotten

7. Read this sentence from the text.

"Nobody is sure when flying cars will be available, but one company already has a hundred customers waiting for one."

Choose the answer that best completes the sentence below without changing the meaning of the sentence from the text.

_____ nobody is sure when flying cars will be available, one company already has a hundred customers waiting for one.

- A. So
- B. Because
- C. Even though

8. Why are wings a problem for engineers trying to design flying cars?

9. What are the two solutions engineers have found to the flying cars' wings problem?

10. Which kind of flying car is the better solution to the problem of needing wings? Why? Support your argument with evidence from the text.

Name _____



Troy Joins Joy

Joy is playing with her friend, Kate, outside. Troy wants to join them. "Can I play with you?" he whines.

"Don't be a pain" says Joy. "You don't need to whine. We agree that you can join us. We are playing tag."

Troy jumps up and down. "I like tag! Can I be *it*?" he asks Joy. Kate says, "I want to be *it*, too."

Joy spots a coin. "We can flip a coin to see who will be *it*!" she says. Joy flips the coin, and Troy wins.

Joy, Kate, and Troy play tag. Roy sees them playing and wants to join them. "Can I play, too?" asks Roy.

"Yes, you can! Join us!" says Joy. Joy, Kate, Troy, and Roy play tag late into the day.

★ACTIVITY★

Create a new game to play outside.

Name _____

Phonics

Variant Vowel
Spellings with
Digraphs: /ü/ oo, u,
u_e, ew, ue, ui,
/ù/ oo, ou, u



A Look by the Brook

Ryan and his dad went to a brook in June and took a look.

“I see a hook!” said Ryan. “What can we do with it?”

They stood by the brook and looked at the hook.

“We can look for treats in nooks!” said Ryan.

“We can put the hook in the brook to look,” said Dad.

Dad put one foot in the brook. He gave Ryan the hook. Ryan put it in the water. He stood still.

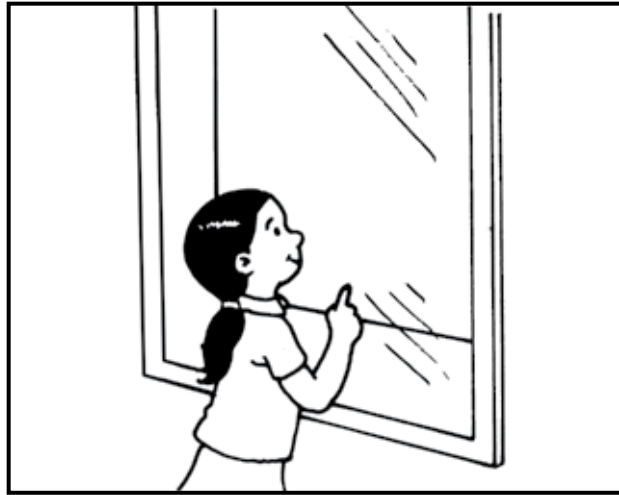
“I got something!” he said. He had to tug, but the hook came up. A blue book was on the hook.

“That is a good book!” said Dad. “It looks like you own a lucky hook!”

★ACTIVITY★

Write your own tale
about what Ryan
finds on the hook.

Name _____



The Storm That Blew

Sue was chewing the stew that her mom had cooked. There was a big boom in the back room!

“Oh my!” said Sue. “The window blew shut. There must be a lot of wind!”

Sue went to the back room and peered outside. The sky was blue. Sue went back to eat the rest of her stew and sip her fruit juice. Soon she went to the back room again. She looked outside. The sky was gray.

“Will it rain?” Sue thought. “I will close the windows. If there is a storm, it will not ruin my home!”

Sue shut the windows just in time. The rain started to fall hard when she closed the last one!

★ACTIVITY★

Write directions to follow during a storm.

Second Grade Writing Prompts

Opinion Essay Writing Prompts

Second graders should write opinion pieces that introduce their topic and provide reasons to support their opinion, using words such as *because* and *and* to connect their reasoning. The paper should include a conclusion sentence.

1. **Fun and Games.** What is your favorite game to play? Why is it better than other activities?
2. **Bedtime Tales.** What is the best bedtime story your mom or dad has ever read to you? What made it the best?
3. **Travel Stops.** If you could choose to stay in a tent, an RV, or a fancy hotel while traveling with your family, which would you choose and why?
4. **Playground Fun.** What is the very best piece of equipment on your school's playground? What makes it the best?
5. **Exotic Pets.** If you could choose any wild animal for a pet, what would you choose and why?
6. **Study Choice.** Your teacher has asked you to decide what topic the class studies next. What do you pick and why?
7. **Favorite subject.** Which school subject is your favorite and why?
8. **Yucky or Yummy.** Write about a food that you like but most people don't. Why should people give it a chance?
9. **Play Time.** Should your school give kids a longer recess time? Why or why not?
10. **Digital or Print.** Which is better for reading, a printed book or a tablet?
11. **Allergies.** Are you allergic to anything? Why is it important for people to know about your allergy?
12. **Drinks.** Do you like milk? Soda? Lemonade? Name your favorite drink and give three reasons why it's your favorite.
13. **Best Day.** What is your favorite day of the week? Write an essay including three reasons why that day is the best.

Expository Essay Writing Prompts

Expository essays inform the readers about a specific topic. Second grade students should introduce their topic and provide facts, definitions, or steps to develop their point.

1. **School Day.** You have a younger sibling who hasn't started school yet. Tell him or her about a typical school day.
2. **Class Pet.** Your class gets to choose a classroom pet for the year. Name an animal that you think would make a good choice and explain its needs (such as food, habitat, temperature).
3. **Favorite Food.** What is your favorite food? Describe it as if no one else has ever seen or tasted it.
4. **Seasonal Fun.** Pick a season, like summer or fall, and describe your favorite activity during that season.
5. **If You Build It.** Think of a time when you saw something being built (like a house, a new road, or even a snowman). Explain the stages of the building process.
6. **Famous Firsts.** Think about a famous first like the first person to walk on the moon or the first person to sail around the world. Explain why this first was so important.
7. **Famous People.** Choose a famous person and explain what he or she did to become famous.
8. **Past Parties.** Think of the best party you've ever attended and explain what made it the best.
9. **Favorite Film.** Choose your favorite animated film of all time and explain why you love it.
10. **Bedtime.** Explain why it's important to get plenty of sleep every night.
11. **Funny Pet Tricks.** Describe an unusual trick that your pet can do.
12. **Holiday Happenings.** Select a popular holiday and explain why or how people celebrate it.
13. **Smelly Tale.** Every place has different smells, good or bad. Describe two or three smells you associate with your home or school.

Name _____

Every syllable in a word must have a vowel sound.

Say the picture name. Then say each syllable in the word.
 Draw an X for each syllable. Write the number of syllables on the line.

1.



2.



3.



4.



Teacher Directions: Model 1. Listen as I say the first word: butterfly. Say the syllables with me: but-ər-flī. Model drawing 3 X's and writing the amount of syllables on the line.

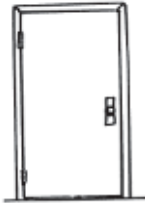
Name _____

Say the name of each picture. Say the beginning sounds. Place an X on the picture whose name has a different beginning sound.

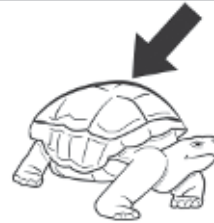
1.



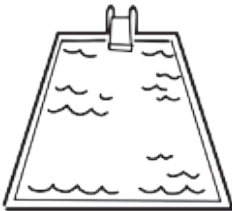
2.



3.



4.



5.



Teacher Directions: 1 Model Say *bed, book, foot*. Repeat, emphasizing the beginning sounds. Say: *The words bed and book have the same beginning sound: /b/. Foot has a different beginning sound: /f/.* Guide children to put an X on the picture of the foot.

Name _____

The letters **oo**, **u**, **u_e**, **ew**, **ue**, or **ui** can stand for the vowel sound you hear in the words **broom**, **flu**, **tune**, **drew**, **blue**, and **fruit**.

broom**tune****drew****fruit**

The letters **oo**, **ou**, or **u** can stand for the vowel sound you hear in the words **book**, **could**, and **bull**.

book**bull**

A. Read both words. Circle the word that has the vowel sound you hear in *could*. Underline the word that has the vowel sound you hear in *glue*.

- | | |
|---------|-------|
| 1. put | tuna |
| 2. suit | would |
| 3. book | flute |

B. Write *oo*, *ew*, *ue*, or *u* to complete each picture name.

4.



scr _____

6.



p _____ l

5.



w _____ d

7.



gl _____

Name _____

Susan and Stuart's Book Nook

5 This bookstore is so cool!
 10 Its name is "Susan and
 15 Stuart's Book Nook." I look
 20 at books about cooking food
 25 and making fruit juice. My
 31 friend Lewis pulled a book off
 42 the shelf. It was about playing tunes on the flute. He
 53 bought it and took it home. Lewis likes to play music.
 63 My friend Drew looked at a book about making art
 74 from newspapers and glue. But he put it back on the
 83 shelf. Instead, he bought a book about building things
 93 with wood and screws. These books are all so good!
 100 We should go to this bookstore more!



1. Circle the words that have the vowel sound you hear in *book*.
2. Underline the words that have the vowel sound you hear in *cool*.
3. Complete the sentence.

The bookstore's name is _____.

Name _____

A contraction is a short form of two words. An **apostrophe** (') takes the place of the missing letters.

could + not = couldn't

The apostrophe (') in ***couldn't*** stands for the letter ***o***.

A. Read the sentences. Circle each contraction. Fill in the blanks for the words that make up each contraction.

1. I couldn't find my hat. _____ not
2. We shouldn't make the cake yet. should _____
3. Mom hasn't finished her work yet. _____ not
4. Dad wasn't feeling well this morning. was _____
5. They wouldn't tell me what the prize is. _____ not

B. Write the contraction for the two words.

6. would + not = _____
7. did + not = _____
8. should + not = _____
9. is + not = _____
10. do + not = _____

Name _____

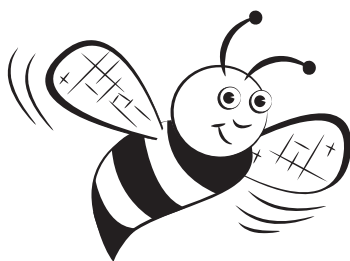
Complete each sentence. Use the words in the box.

air	along	always	draw	during
ever	meant	nothing	story	strong

1. She is _____ the best at this game.
2. He likes to _____ pictures of birds.
3. Have you _____ flown on a plane?
4. I _____ to thank you for being here yesterday.
5. There is _____ I like better than roller skating.
6. Our teacher read us a _____ about two rabbits.
7. She went home _____ the break between games.
8. When Mom went to the store, I went _____ with her.
9. When Dad bakes bread, it makes the _____ smell good.
10. He is _____ enough to move that log out of the road.

Name _____

Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|-----------|------------|
| 1. _____ | 1. room |
| 2. _____ | 2. flu |
| 3. _____ | 3. June |
| 4. _____ | 4. new |
| 5. _____ | 5. glue |
| 6. _____ | 6. fruit |
| 7. _____ | 7. crook |
| 8. _____ | 8. could |
| 9. _____ | 9. full |
| 10. _____ | 10. push |
| 11. _____ | 11. point |
| 12. _____ | 12. coin |
| 13. _____ | 13. along |
| 14. _____ | 14. ever |
| 15. _____ | 15. strong |

Review Words

High-Frequency Words

Name _____

room
fruit

flu
crook

June
could

new
full

glue
push

A. Look at the spelling words in the box. Write the spelling words that have the vowel sound you hear in the middle of *spoon*.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

B. Write the spelling words that have the vowel sound you hear in the middle of *book*.

7. _____ 8. _____

9. _____ 10. _____

C. Read each word. Write the spelling word that has the same vowel sound and vowel spelling pattern.

11. moon _____

12. suit _____

13. foot _____

14. put _____

15. blue _____

Name _____

too

flu

June

dew

clue

suit

cook

could

pull

put

A. Look at the spelling words in the box. Write the spelling words that have the vowel sound you hear in the middle of *spoon*.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

B. Write the spelling words that have the vowel sound you hear in the middle of *book*.

7. _____

8. _____

9. _____

10. _____

C. Read each word. Write the spelling word that has the same vowel sound and vowel spelling pattern.

11. moon _____

12. fruit _____

13. foot _____

14. push _____

15. blue _____

Name _____

school	flu	June	chewed	glued
fruitcake	crooks	should	full	pushing

A. Look at the spelling words in the box. Write the spelling words that have the vowel sound you hear in the middle of *spoon*.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

B. Write the spelling words that have the vowel sound you hear in the middle of *book*.

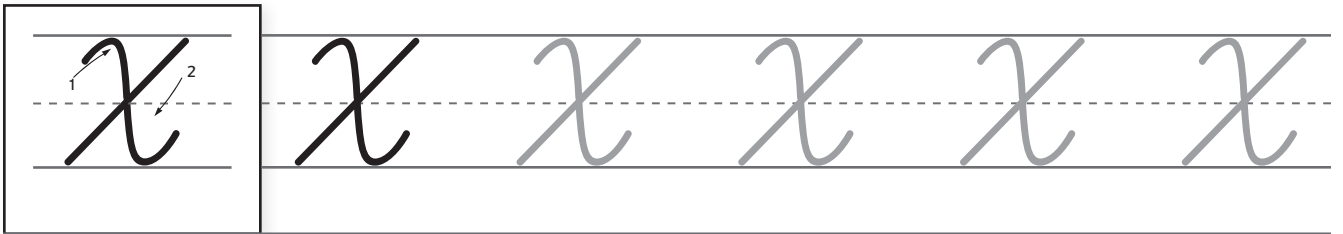
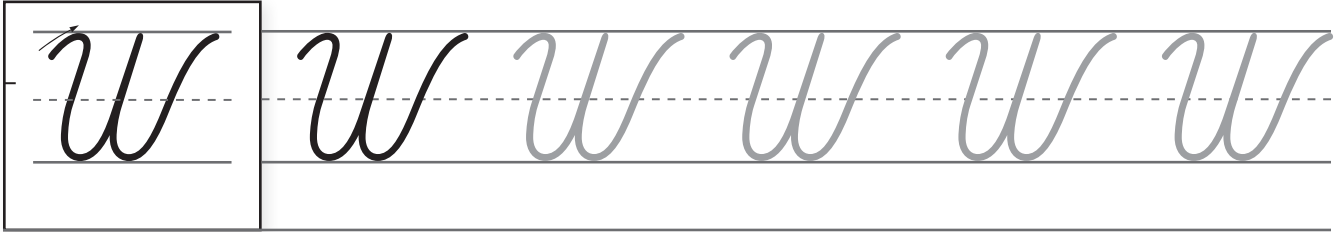
- | | |
|----------|-----------|
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

C. Read each word. Write the spelling word that has the same vowel sound and vowel spelling pattern.

- | | |
|----------------|----------------|
| 11. moon _____ | 12. suit _____ |
| 13. foot _____ | 14. put _____ |
| 15. blue _____ | |

Name _____

Trace the letters. Then write the letters and the words.

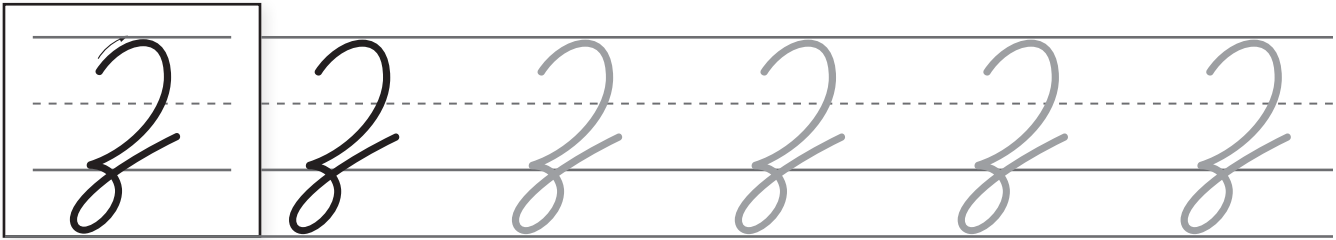
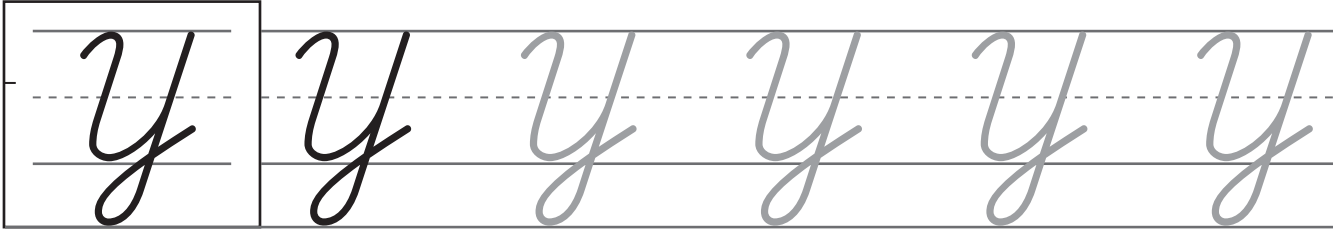


Walt Willa

Wyoming Xenia

Name _____

Trace the letters. Then write the letters and the words.



Yale Yukon

Zaire Zurich

Name _____

- A pronoun is a word that replaces a noun or nouns.
- A present-tense verb tells about an action that is happening right now.
- A present-tense action verb must **agree** with the subject pronoun of the sentence.
- Add *s* to most action verbs in the present tense with the pronouns **he**, **she**, and **it**.

He makes rules. She votes for It explains the
the law. rules.

**Underline the verbs that agree with the subject pronouns.
Write the sentences on the line.**

1. She (like, likes) to think about history.

2. He (thinks, think) history can teach us lessons.

3. It (show, shows) us how people used to live.

4. He (learn, learns) about the Constitution.



Use the sentences as a model. Write a story about two children. Use present tense and pronouns in your story. Make sure your verbs agree with their subjects.

Name _____

- A present-tense action verb must **agree** with the subject pronoun of the sentence.
- Add **s** to most action verbs with the singular pronouns **he**, **she**, and **it**.

She tells us about the past.

- Do **not** add **s** to most action verbs with the pronouns **I**, **we**, **you**, and **they**.

I see a copy of the Constitution.

You talk about its importance.

Circle the verb in () that agrees with the subject pronoun in each sentence.

1. We (like, likes) to visit historic places.
2. I (plan, plans) to visit the Liberty Bell.
3. They (wants, want) to see it, too.
4. She (know, knows) all about the bell.
5. You (plans, plan) to share part of the story, don't you?
6. He (reads, read) lots of books about history.
7. You (show, shows) us what our country was like long ago.
8. I (thinks, think) the bell is a special gift from the past.

Connect to
Community

Write about the people in your family. What do they do? What do they like?

Name _____

- **Proper nouns** name specific people, places, or things.
- Proper nouns begin with a capital letter.
- Some proper nouns are the names of people, days of week, months, locations, holidays, or schools.

Jane Brown Monday January

Austin, Texas New Year's Day Lincoln Elementary School

Choose the proper noun that names a place. Write it correctly on the line below.

1. my teacher
our dad
susan smith

2. beach
countryside
atlantic ocean

3. today
tuesday
yesterday

4. hot season
july
summer

5. hill
forest
walnut avenue

6. birthday
labor day
weekend

7. preschool
pratt high school
my school

8. forest
falcon state park
mountain range

Name _____

- Add *s* to most present-tense action verbs with the pronouns *he, she, and it*.
- Do **not** add *-s* to present-tense action verbs with the pronouns *I, we, you, and they*.

Circle the mistakes. Rewrite the paragraph correctly.

Mom and I walk to the library. She look at history books. They is her favorite kind of books. They is my favorite kind, too! I checks out a book about the Statue of Liberty. She get one about the Civil War. The books tell us about the United States. We wants to learn about American history. We thinks it is interesting.

Name _____

Underline the subject pronoun in each sentence. Then rewrite the sentence. Make the present-tense verb agree with its subject pronoun.

1. We visits a special place each year.

2. They waits to see the Statue of Liberty.

3. It stand tall in the harbor.

4. He tell us all about the statue.

5. She welcome visitors to our country.

6. I wants to see it again.

7. You likes studying history.

8. It seem like an interesting subject.

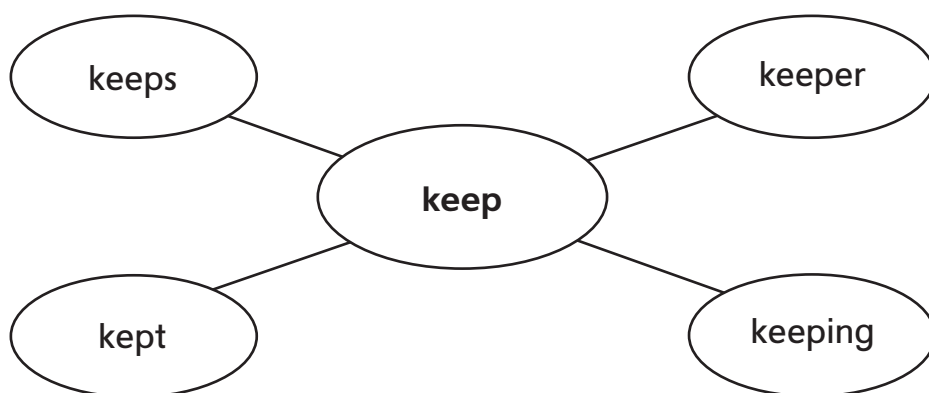
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**Writing/Spelling
Connection**

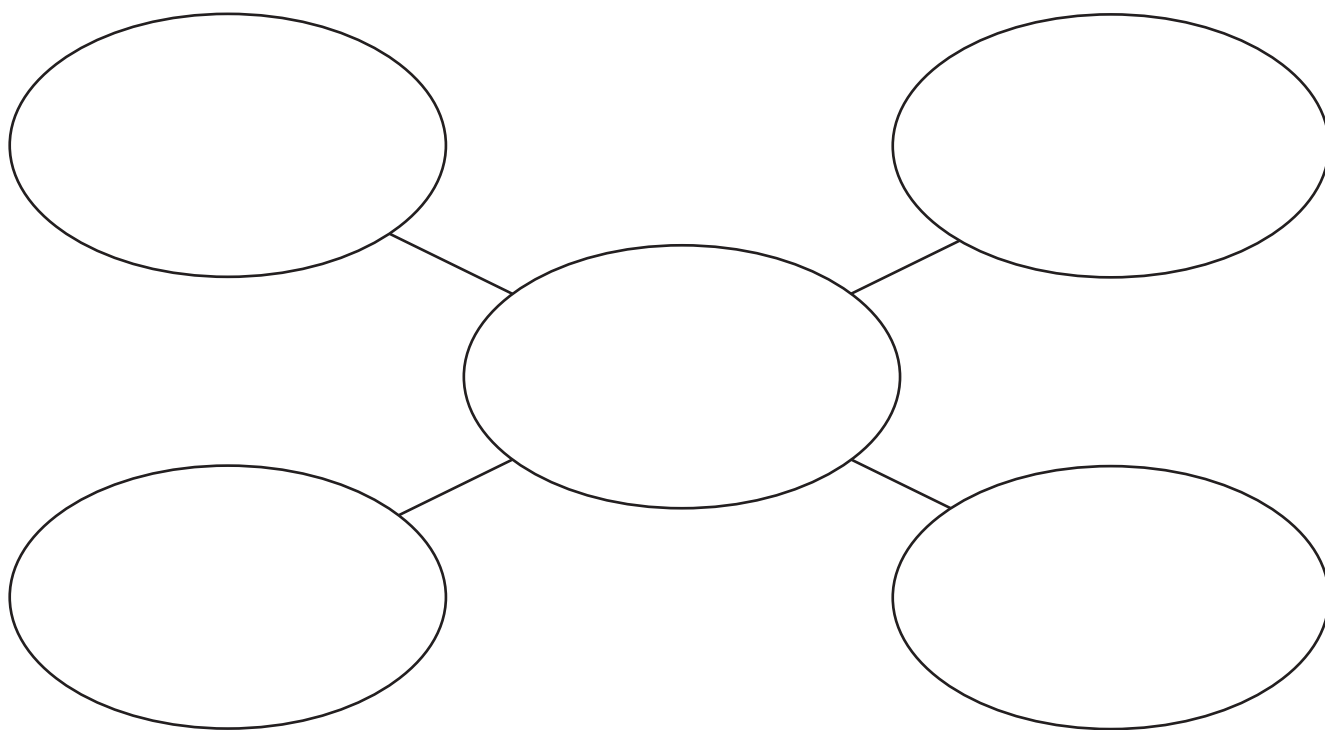
Look back through your writer's notebook for pronouns you have used. Check that you used the correct verbs with them.

Name _____

Expand your vocabulary by adding or removing inflectional endings, prefixes, or suffixes to a base word to create different forms of a word.



Use your notes from "A Difficult Decision." Choose one word and write it in the word web. Add circles to the web to write as many related words as you can. Use a dictionary to help you.



Name _____

Read the clues. Complete the puzzle with your vocabulary words. Use the letters in the boxes to solve the riddle.

agree

challenging

costume

discover

heroes

interest

study

surrounded

1. A wish to know more about _ _ _ _ 2. People we admire _ _ _ _3. To find _ _ _ _ _4. Clothes worn to dress up as someone else _ _ _ _ _ _5. Difficult _ _ _ _ _ _ _6. Encircled _ _ _ _ _ _ _ _7. To think alike _ _ _8. To try to learn about _ _ _ _

Where does Friday come before Thursday?

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Name _____

Date _____

1.	$10 + 3 =$	21.	$7 + 9 =$
2.	$10 + 6 =$	22.	$4 + 8 =$
3.	$10 + 4 =$	23.	$5 + 9 =$
4.	$5 + 10 =$	24.	$8 + 6 =$
5.	$8 + 10 =$	25.	$7 + 5 =$
6.	$10 + 9 =$	26.	$5 + 8 =$
7.	$12 + 2 =$	27.	$8 + 3 =$
8.	$13 + 4 =$	28.	$9 + 8 =$
9.	$16 + 3 =$	29.	$6 + 5 =$
10.	$2 + 17 =$	30.	$7 + 6 =$
11.	$5 + 14 =$	31.	$4 + 6 =$
12.	$7 + 12 =$	32.	$8 + 7 =$
13.	$16 + 3 =$	33.	$7 + 7 =$
14.	$11 + 5 =$	34.	$8 + 6 =$
15.	$9 + 2 =$	35.	$6 + 9 =$
16.	$5 + 9 =$	36.	$8 + 5 =$
17.	$7 + 9 =$	37.	$4 + 7 =$
18.	$9 + 4 =$	38.	$3 + 9 =$
19.	$7 + 8 =$	39.	$6 + 6 =$
20.	$8 + 8 =$	40.	$4 + 9 =$

A

Number Correct: _____

Subtraction from Teens

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

23.	$19 - 9 =$	
24.	$15 - 6 =$	
25.	$15 - 7 =$	
26.	$15 - 9 =$	
27.	$20 - 10 =$	
28.	$14 - 5 =$	
29.	$14 - 6 =$	
30.	$14 - 7 =$	
31.	$14 - 9 =$	
32.	$15 - 5 =$	
33.	$17 - 8 =$	
34.	$17 - 9 =$	
35.	$18 - 8 =$	
36.	$16 - 7 =$	
37.	$16 - 8 =$	
38.	$16 - 9 =$	
39.	$17 - 10 =$	
40.	$12 - 8 =$	
41.	$18 - 9 =$	
42.	$11 - 9 =$	
43.	$15 - 8 =$	
44.	$13 - 7 =$	

2nd grade-Week 2

1. Mike sorts his socks by color. He has 4 black socks, 4 yellow socks, 4 red socks, and 4 orange socks. Draw groups to show how Mike sorts his socks. Then write an addition sentence to match. How many socks does Mike have in all?

Mike has _____ socks in all.

2. Sam is organizing her greeting cards. She has 8 red cards and 8 blue cards. She puts the red ones in 2 columns and the blue ones in 2 columns to make an array.

a. Draw a picture of Sam's greeting cards in the array.

b. Write a statement about Sam's array.

3. Sandy's toy telephone has buttons arranged in 3 columns and 4 rows.

a. Draw a picture of Sandy's telephone.

b. Write a number sentence to show the total number of buttons on Sandy's telephone.

Studies WeeklyTM

Trailblazer

GRADE
2

See Primary-Source
Related Media...



www.s-w.co/S2-9



Living Things

Many living things call Earth home. What do living things need to survive? Living things have different features that help them survive.



Living Things



Features can be part of the living thing, like stems or ears. Features can be something a living thing can do, like hang by its tail or get water from roots.



Animals have features that help them get what they need. Some animals have claws and sharp teeth to help them catch other animals for food. Fish have gills so that they can breathe under water.



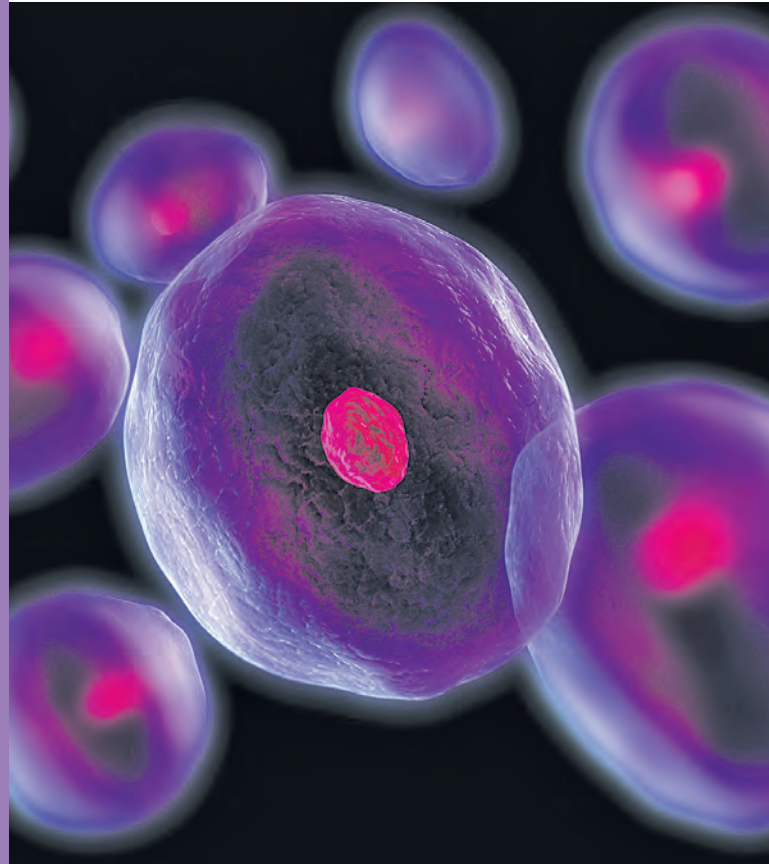
Living things need food and water. They need air to breathe and a place to live. How do you and your family get what you need?

Look & Learn

This is a cell. All living things are made of cells.



Plants have features that help them get what they need. Plants have roots that take water from the soil. Most plants have leaves to collect sunlight. The sunlight helps plants make their own food.



Cells are too small to see with our eyes. Scientists use a microscope to see cells.

Pollination

Pollination is the movement of pollen from one plant to another.

WHAT YOU NEED

- a coffee filter
- glue
- various colors of glitter
- a small plastic foam ball
- markers
- toothpicks

WHAT TO DO

1. Color the coffee filter. This is your flower.
2. Color the plastic foam ball and attach the toothpick at the bottom. This is your bee.
3. Your teacher will place a small amount of glue and glitter in the center of each flower. This is the pollen.
4. "Fly" your bee to other classmates' flowers and pick up pollen by rolling the bee in the glitter and glue mixture.



QUESTIONS TO ANSWER

1. How has your flower changed?

2. How has your bee changed?

Second Grade

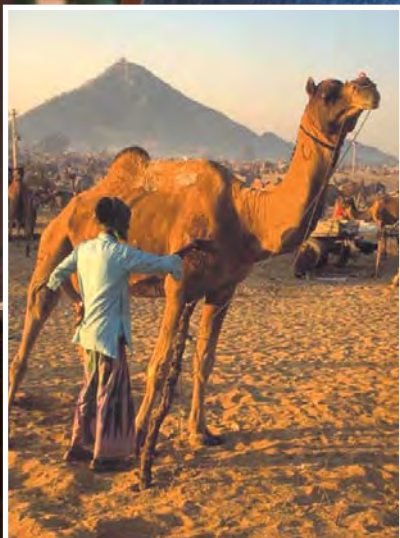
THIRD QUARTER • WEEK 14

Studio WeeklyTM

GRADE
2

Where on Earth?

Communities are the places where people live. How is your community like other communities around the world?



People who live in different communities sometimes have very different lives. They wear different clothes, live in different types of houses and eat different kinds of food.

Where on Earth?

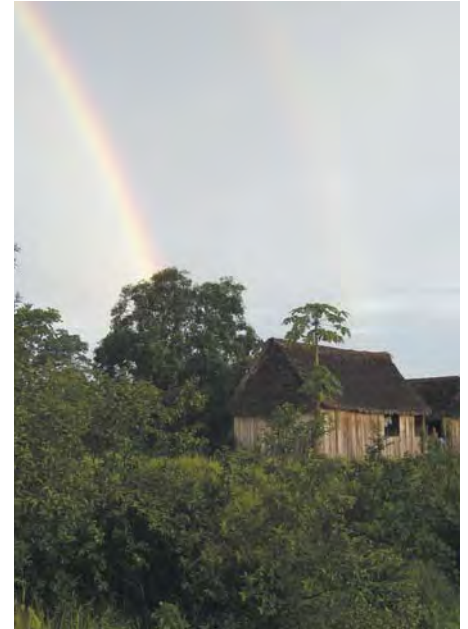
Different places on Earth have different climates and landforms. Climate is the weather patterns that are usually the same year after year. Landforms are things like mountains, valleys, deserts and beaches.



The higher you go in the mountains, the colder it gets. People who live in the mountains often raise animals like llamas. Llamas can carry heavy loads up mountain paths, and their wool makes warm clothing.



People who live in the desert have to use water very carefully. In some desert regions, people use pipes to bring water from somewhere else.



In the rain forest, people use the plants that are all around them. They use some plants for food and medicine. They use some plants to make roofs for their homes.

Using good judgement means thinking about something and making the right choice. What if a friend asks to copy your homework? If you say yes, that is cheating. If you say no, your friend might be disappointed. Even though your friend might not be happy with your choice, you should say no. That is using good judgement.

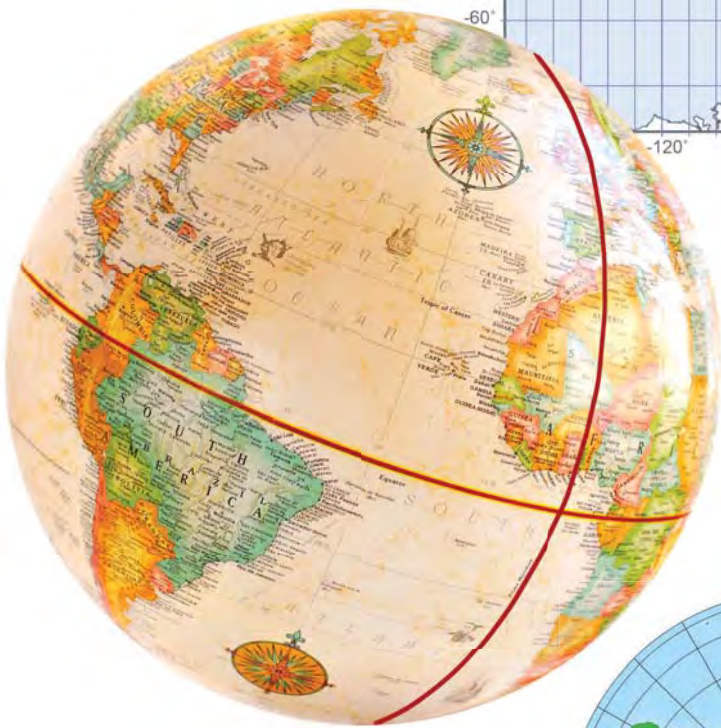
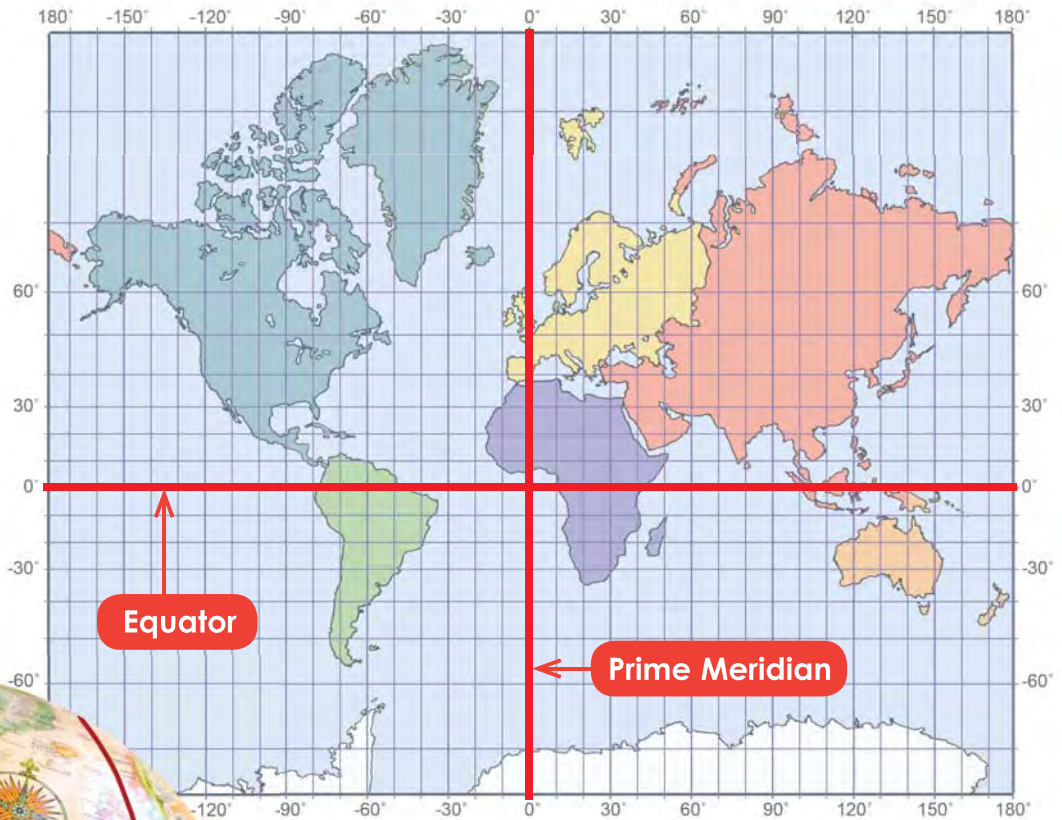


These standards are representative of common second grade social studies curriculum standards. Please use them as a guideline to determine which of your state's standards are addressed. You may view a detailed correlation of your state's social studies standards with this publication at studiesweekly.com.

- Use different types of maps (political, physical, and thematic) to identify map elements.
- Define and apply the characteristics of responsible citizenship.

- Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.

One reason different places have different climates is their location on Earth. Places near the equator have the hottest climates on Earth. Places far away from the equator have the coldest climates on Earth. In many places, it is hot in the summer and cold in the winter.

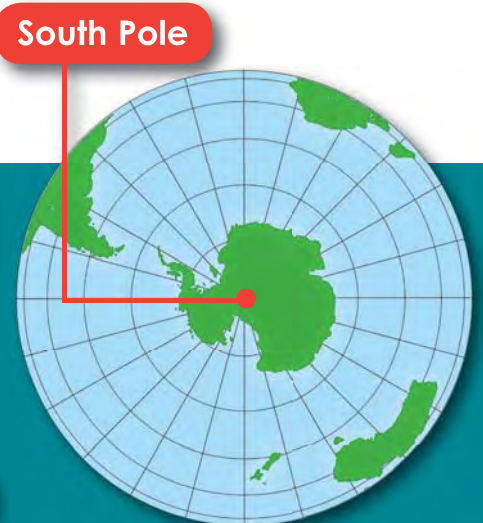


What do you see when you look at a globe? Do you see a horizontal line going around the globe? That line is the equator. Do you see a vertical line going around the globe? That line is the prime meridian.

The North Pole is at the top of the globe. The area around the North Pole is called the Arctic. The South Pole is at the bottom. The land around the South Pole is called Antarctica.



North Pole



South Pole

Name _____

Map Review

Look at the world map. Label the continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America. Label the oceans: Atlantic, Arctic, Indian, Pacific and Southern. Label the North Pole and the South Pole. Draw the equator on the map. Draw the prime meridian on the map. Use classroom maps, globes and Studies Weekly to help you.



Name: _____

Second Grade Studies Weekly

Date: _____

Worksheet 1 Week 14

All Mixed Up

Read each sentence clue. Unscramble the words. Write the correct word to match each sentence clue.

tresed _____	cmmuoiny _____
bahce _____	euqarot _____
malicet _____	

1. I am a landform with a lot of sand that you usually find near a large body of water.

2. I am the horizontal line that goes around the earth. The closer you get to me, the hotter it is.

3. I am a landform that is very dry and has very little water.

4. I am a place where you will find people with homes, clothes and food that are usually the same.

5. I am a weather pattern that is usually the same year after year.

Name: _____

Second Grade Studies Weekly

Date: _____

Worksheet 2 Week 14

Weekly Literacy Connection

Read the phrases in the word box below. Write each phrase in one of the boxes below. Each phrase will get used once.

• top of the globe	• rocky paths
• many types of plants	• gets a lot of rain
• near the Arctic	• near Antarctica
• bottom of the globe	• home to llamas, rams and goats
• steep rocky hill	
• plants used as medicine	

RAIN FOREST

NORTH POLE

SOUTH POLE

MOUNTAIN

Name: _____

Date: _____

Second Grade Studies Weekly

Earth

Week 14 Assessment

Fill in the circle next to the best answer

1. _____ is the weather patterns that are the same year after year.
☐ (A) Climate
☐ (B) Landforms
☐ (C) Regions
2. Places near the _____ have the hottest climates.
☐ (A) North Pole
☐ (B) equator
☐ (C) South Pole
3. Julian is hiking up a steep rocky path. The higher he goes, the colder it gets. What type of landform is he most likely climbing?
☐ (A) a beach
☐ (B) a desert
☐ (C) a mountain
4. If you travel to the North Pole, you are near _____.
☐ (A) Antarctica
☐ (B) the Arctic
☐ (C) the South Pole
5. A _____ is a place where people live.
☐ (A) weather
☐ (B) climate
☐ (C) community
6. Sophia is in a rainy place with trees and plants all around her. People here use these plants for food, for medicine and to make homes. Where is Sophia?
☐ (A) in a rain forest
☐ (B) in a desert
☐ (C) in the Arctic
7. If you travel to Antarctica, you are near the _____.
☐ (A) South Pole
☐ (B) North Pole
☐ (C) equator

Fill in the Blank

8. The large vertical line that goes around the globe is the _____.
9. A _____ is a landform that is dry and has very little water.
10. There are _____ continents on a globe.

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 4/27/20

Creating SPACE With Photography and Household Items



Toys were used to create Foreground, Middleground, and Background in the photographs, to show the art element of SPACE

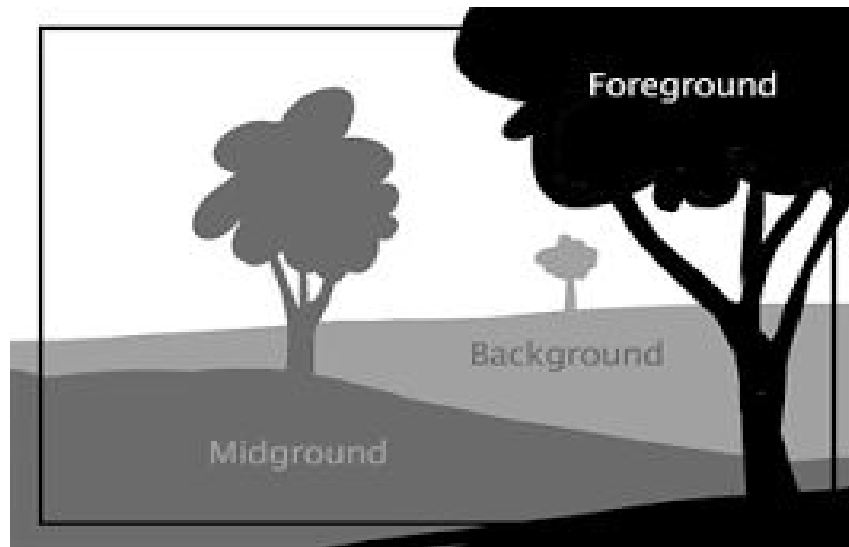
DIRECTIONS:

Create a work of art by assembling toys and household items together to create an image that shows SPACE- Foreground, Middleground, and Background (see *more information below about space*). You could set up the items for your scene on a tabletop or other surface. You can look for items of different sizes, but you could also use items that are the same size, and set them up so that they look smaller as they move back in space. Large items should be in the front (foreground), and then items should get smaller/be further away in the middle ground, and again in the background. You can also take your camera and move it very close to the items in the foreground, making everything behind it appear smaller and further away.

This project could be worked on by a single student, but 2 or more students in the same household, even if they are in different grades, may work together to create the project, and you could even create more than one scene!

SPACE DEFINITION: The Element of Design Space refers to the area within, around, above or below an object or objects. Foreground, Middle Ground, and Background help show SPACE in an artwork.

The foreground of a composition is the visual plane that appears closest to the viewer (*in front*), while the background is the plane in a composition perceived furthest from the viewer. The middleground is the visual plane located between both the foreground and background (*in the middle*).



SPACE RESOURCES:

YouTube Videos:

[Elements of Art: Space | KQED Arts](#)

[Foreground, Middle ground & Background](#)

[Foreground Middle ground Background Rap](#)

Books:

[Oh, the Places You'll Go! by Dr. Seuss Read Aloud](#) Look at the illustrations and find Foreground, Middle Ground, and Background!

[Roberto The Insect Architect by Nina Laden \(Read aloud\)](#)

["When I Build With Blocks" by Niki Alling](#)

Games:

[Starry Night Jigsaw Puzzle](#)

[Balls on pyramids Jigsaw Puzzle](#)

[ARTHUR | Games . Animal Home Builder | PBS KIDS](#)

[ARTHUR | Games . Treehouse Designer](#)

[Playing Sandcastle](#)

We would love to see your creations! You can post photos of them to your Dojo story or email them to us!

Ms. Huhn huhnb@wwcsd.net

Ms. Kurtz kurtzd@wwcsd.net

Mrs. Windley WindleyA@wwcsd.net

Mr. Millett milletts@wwcsd.net

Ms. Peck peckme@wwcsd.net

Mrs. Smith smitha@wwcsd.net

Mr. Wilburn wilburnp@wwcsd.net

Kdg - 2nd Grade Media Choice Board

Please choose **ONE** activity to do **per WEEK**

These can be completed in any order - Just try to complete one box a week!

We Miss you!

Choose reading, letter, math, strategy or skills games:

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

Practice mouse skills:

<http://mousepractice.altervista.org/>

Listen to online stories:

- <https://www.storylineonline.net/>
- <https://pbskids.org/games/reading/>
- https://www.weareteachers.com/storytime/?utm_source=WAT_MDR&utm_medium=CVEnews&utm_campaign=WAT_Enews03182020

Practice typing skills:

- [Typingclub.com](https://www.typingclub.com) (If you cannot remember your login for typing club, just click on **get started** and choose a lesson to practice your typing skills.)
- <https://typetastic.com/>
- <https://www.typing.com/student/game/keyboard-jump>
- <https://www.typing.com/student/game/keyboard-ninja>
- <https://www.typing.com/student/game/type-a-balloon>
- https://www.abcya.com/games/kids_typing_game
- https://www.abcya.com/games/cup_stack_typing_game

Internet Safety: Watch these videos on how to be safe using the internet.

- My Online Neighborhood

<https://www.youtube.com/watch?v=oPHOsCnjMU4>

- Faux Paws Adventures in the Internet

<https://www.youtube.com/watch?v=gPse7dcXwrU>

Extra Websites:

- www.roomrecess.com
- <https://kids.sandiegozoo.org/>
- <https://classroommagazines.scholastic.com/support/learnat home.html>

1st and 2nd Grade:

Create a doc on any topic. Change font size, style and color. Add an image if you'd like.

Some examples...

- What is your favorite part about learning at home?
- What do you miss about school?
- Write about any special celebrations.
- Write about how you have been creative. What did you create?
- How have you helped your family?

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of April 27th

Move It Monday

Today you're going to play the animal game. You'll start by writing a lot of different animals on small pieces of paper. Some examples could be a horse, snake, cheetah, crab, etc. Then you will fold them up and put them in a hat or a bowl. Then gather up your family to play. One person goes at a time, pulls a piece of paper and then you all have to act like that animal that they pulled for one minute. Play until all pieces of paper are picked. You can play this inside or outside!

Turn It Up Tuesday

Time to get moving! Click on the link below and get a great workout! Invite your family to join in on the fun too!

[Kids Cardio 2](#)

Walk Around Wednesday

Get outside and walk around your backyard, around your block or around your neighborhood. Walk at a fast pace for at least 30 minutes to get your heart pumping! Being outside and in the sun helps your body produce vitamin D which gives you energy and makes you feel better!

Team Spirit Thursday

Put on your favorite school t-shirt and do 10 push ups, 10 sit ups and 10 squats 3 different times throughout the day.

Fun Time Friday

So, let's get this dance party started – a great way to keep blood pumping and energy levels high. Not to mention a fun and easy way to get your family movin' and groovin'! Today, take a moment to learn the dance video below, record your family's dances and post to social media with the hashtag #kidsheartchallenge and #movemore.

[Elementary Routine](#)

SPANISH ACTIVITIES
The Week of April 27th - May 1st

Spanish Educators are available to provide support and feedback during the following days and times each week. You can initiate contact through email and then connect further in the method of communication that works best.

Ms Garcia
Email: garciaamp@wwcsd.net
Tues & Wed 1:00 - 3:00

Ms. Williams
Email: williamssd@wwcsd.net
Mon & Wed 10:00 - 12:00

Tema (Theme) - Colores/Números

Vocabulario(Vocabulary)

Colores (Colors)

Rojo-red
Amarillo-yellow
Anaranjado-orange
Azul- blue
Morado-purple
Café- brown
Negro- black
blanco-White
Verde-green
Rosado-pink
Gris-grey

Números(numbers)

uno- one (1)
dos-two (2)
tres-three (3)
cuatro-four (4)
cinco-five (5)
seis- six (6)
siete-seven (7)
ocho-eight (8)
nueve-nine (9)
diez-ten (10)

Lunes, el 27 de abril -

Introducción de los colores (Introduction to colors)

Miren la canción de los colores (Watch the colors videos)

<https://www.youtube.com/watch?v=DsRKOZGaoEM>

<https://www.youtube.com/watch?v=-jf5WnqcePQ>

Actividades (Activities)

Opción 1 (Option 1)

Vamos a buscar! (Go on a hunt) Encuentren cinco cosas. **Un de azul, un de rojo, un de blanco, un de amarillo y un de rosado** en la casa o patio. Find cinco things in your house or yard.

Opción 2- Colorear los colores y pon los nombres (Color the colors and write their names above in Spanish)

Martes, el 28 de abril -

Escuchen la canción para practicar los números (listen to the song to practice the numbers)

<https://www.youtube.com/watch?v=6FEyfy5N3Nc>

Actividades (Activities)

Opción 1(option one) Busquen por el número siete y digas cuando encuentras. (Look around for the number **siete**, call it out everytime you find it)

Opción 2 (option two) Escriben los números en un papel en ingles y espanol para practicar cómo escribirlos (Write the numbers on a piece of paper in English and Spanish to practice how the write them)

Miercoles, el 29 de abril -

Practiquen como contar en espanol. (Practice counting in Spanish, see how high you can go! Watch this video and count along.)

<https://www.youtube.com/watch?v=L26jwqF9Zro>

<https://www.youtube.com/watch?v=2EuOFLYkt5Y&t=143s>

Actividades (Activities)

Opción 1 (option 1) Haz cartas de números (Make numbers flashcards.) los que van a hacer más de diez, crean dos piles de cartas. (For those of you going beyond 10, make 2 piles, both with numbers 1-9.) Ponlas con el número abajo y giran para decir el número) Lay them out face down and turn 2 over at a time and say the number in Spanish.

Opción 2(option 2) Usan dos dados (Use 2 dice.) Tirar los dados y suman los números. (Roll, add it up and say the number in Spanish.)

Jueves, el 30 de abril -

Actividad (Activity)

Abajo hay una pagina de colorear por números que pueden imprimir y colorear. (Below is a color by number for you to print and color.) (claro means light)

Viernes, el 1 de mayo -

Actividad (Activity)

Cuántos de cada color puedes ver? (How many of each color do you see?) Usan la foto abajo para ver cuántos de cada color hay) Use the picture below to find items of each color. Escriba el número en la línea. (Write the number on the line.)

_____ rojo

_____ anaranjado

_____ amarillo

_____ verde

_____ azul

_____ morado

_____ blanco

_____ negro

_____ gris

_____ cafe

_____ rosado



1 - gris 
2 - azul claro 
3 - verde 

4 - amarillo 
5 - azul 
6 - rojo 

