

2nd Grade

May 11 - May 15



Oranges from Tree to You

by Susan LaBella



Oranges are round, juicy fruits that grow on trees in places with warm weather. How does an orange get from the tree to your refrigerator?

People who work as fruit pickers move through groves filled with orange trees. When an orange is ripe, the picker clips it off the tree. All picked oranges are then carefully moved to a packing plant.

In the plant, oranges are placed on a machine with moving rollers. Special brushes wash the fruit as it rolls along. Next, each orange is dried.

Another machine lines up the oranges in boxes. A computer checks each box. Any oranges with spots or damage are removed. Orange growers want to produce good fruit that people will buy.

Finally, each orange is given a sticker and placed in a box. Full boxes are shipped in cool trucks to stores.

People who work in the store place the oranges on shelves. Then someone from your family comes to the store. Your family member chooses a few oranges, buys them, brings them home, and puts them in your refrigerator.

Then, one day, you open your refrigerator-and there those oranges are, ready for you to eat!

Name: _____ Date: _____

1. Where do oranges grow?

- A. on trees in places with cool weather
- B. underground in places with warm weather
- C. on trees in places with warm weather

2. This article describes the sequence of steps needed to bring an orange from a tree to your refrigerator. The first step is when the orange is picked from a tree. What is the second step?

- A. The picked oranges are moved to a packing plant.
- B. Any oranges with spots or damage are removed.
- C. Each orange is washed and dried.

3. Oranges have to be moved carefully, washed with special brushes, and then checked for spots or damage before they are sold.

What can you conclude based on this evidence?

- A. People treat oranges more carefully than they treat apples before they are sold.
- B. It's important for people to take good care of the oranges before they are sold.
- C. People who buy oranges are not able to wash the fruit with special brushes.

4. Why might any oranges with spots or damage be removed from their box at the packing plant?

- A. because people are not likely to buy oranges with spots or damage
- B. because orange growers like to keep oranges with spots or damage
- C. because it is important for all the oranges in a box to look the same

5. What is the main idea of this article?

- A. Oranges are round, juicy fruits that many people like to eat.
- B. Oranges have to go through different steps to get from a tree to your refrigerator.
- C. It is important to only choose oranges without spots or damage.

6. Read these sentences from the text.

"Oranges are round, juicy fruits that grow on trees in places with warm weather. How does an orange get from the tree to your refrigerator?"

Why does the author ask this question in the first paragraph of the text?

- A. to hint to readers that the article will give them the answer to this question
- B. to ask readers to do research and find the answer to this question
- C. to distract readers from the main idea of the article

7. Choose the answer that best completes this sentence.

A machine lines up oranges in boxes _____ each orange is washed and dried.

- A. after
- B. while
- C. before

8. Where do oranges get sent after the packing plant?

9. Summarize the steps that an orange goes through from the tree to your refrigerator. Use details from the text in your answer.

10. Why might oranges have to go through the whole picking and packing process before people buy them? Use evidence from the text to support your answer.

Name _____



Puppy Runs Ahead

Nell has a puppy she loves very much.

"You are a little thing," she says, "as light as a feather." She can touch his paw and pat him on his head.

"It is nice weather. Are you ready to go out?" she asks.

The puppy runs ahead of Nell.

Soon they are out of breath. The puppy had had enough!

At home, Nell has soup for lunch. The puppy looks up at Nell. "Can I try some soup?" the puppy seems to ask.

"No, soup would not be good for you," says Nell.
"Here is yours."

Nell and her puppy are happy enough.

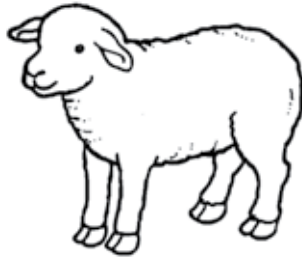
★ACTIVITY★

Write about what else Nell and the puppy might do.

Name _____

Phonics

Short Vowel
Digraphs /e/ ea; /u/ ou; /i/ y



Sheep on a Meadow

Chad lives on a farm. Instead of working in the barn he likes to be in the meadow. He goes to the meadow in all kinds of weather. It is a pleasure for Chad to walk in the meadow.

Sheep stay on the meadow in the day. They find food there. Birds fly overhead. Insects buzz in the air. The farm dog chases the sheep on the meadow. The sheep seem to dread it. It is not pleasant to have a dog barking at them! They like it more when it is quiet. So does Chad.

When the day is done, the sheep are ready to head back to the barn. Then they let the dog show them the way.

★ACTIVITY★

Write about what you might see on a farm.

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







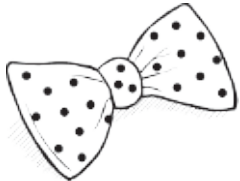






Expository essays inform the readers about a specific topic. Second grade students should introduce their topic and provide facts, definitions, or steps to develop their point.

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 _____

Say the picture name. Take away the ending sound and say the new word. Circle the picture that shows it.


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1. 	2	
2. 	10	
3. 		
4. 		
5. 		

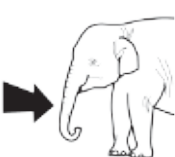
Teacher Directions: Explain to children that we can take away a sound from a word to make a new word. **Model:** *This is toad. I can take away /d/ from the end of toad to make a new word: toe.* Guide children to circle the picture of the toe. Tell children to complete the other items, taking away the ending sound of the word, saying the new word, then circling the picture that shows it.


Name _____

Say the picture name. Then say the sounds in the word one at a time. Draw an X for each sound. Write the number of sounds on the line.

1.  _____

2.  _____

3.  _____

4.  _____

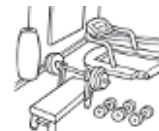
5.  _____

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Teacher Directions: Model 1. I can say the sounds in the word cloud: /k/ /l/ /ou/ /d/. Cloud has four sounds: /k/ /l/ /ou/ /d/. Say the sounds with me. Guide children to draw 4 X's and write the amount of sounds for #1.

Name _____

The short **e** sound can be spelled **ea**, as in **thread**. The short **u** sound can be spelled **ou**, as in **touch**. The short **i** sound can be spelled **y**, as in **gym**.

thread**touch****gym**

A. Underline the letters that stand for the vowel sound in each word.

double

spread

wealth

myth

feather

touch

dread

breath

B. Circle the word that names each picture. Then write the word on the line.

1.



breed

bread

2.



young

food

3.



head

heed

4.



tiny

gym

Name _____

The short **e** sound can be spelled **ea**, as in **bread**. The short **u** sound can be spelled **ou**, as in **double**. The short **i** sound can be spelled **y**, as in **crystal**.

bread**double****crystal**

A. Read both words. Circle the word that has the short vowel sound.

1. dead deed

2. fly gym

3. touch tune

4. sweet sweat

B. Read each word. Find a word from the box that rhymes. Write the word on the line.

myth

tread

young

double

1. rung _____

2. bubble _____

3. bed _____

4. with _____

Name _____

Words in the dictionary are listed in **alphabetical order**. This means that the words whose first letters come first in the alphabet are listed first.

apple, banana, cherry

When two words have the same first letter, the words whose second letters come first in the alphabet are listed first.

almond, apple, banana, blackberry, cashew, cherry

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A. Write the words in alphabetical order on the lines.

1. bird, bear, ape _____

2. deer, elk, donkey _____

3. slide, swings, seesaw _____

4. sand, sticks, soil _____

5. chair, bench, couch _____

6. cow, cat, dog _____

B. Write the names in alphabetical order on the lines.

7. Fred, Gloria, George _____

8. Irene, Howard, Harriet _____

9. John, Jill, Jane _____

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Vendor: LDL	Grade: 2	

Name _____

Complete each sentence. Use the words in the box.

anything

children

everybody

instead

paper

person

voice

whole

woman

words

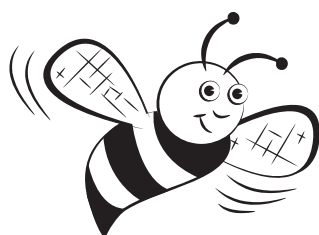
1. Fold your _____ in half.
2. That _____ works at the store.
3. I have been telling _____ about this place.
4. Let’s cook dinner _____ of going out to eat.
5. My sister wishes she could eat the _____ cake.
6. Lower your _____ when you are at the library.
7. The _____ in our class all enjoyed the field trip.
8. Only one _____ at a time can enter the room.
9. I can’t think of the right _____ to say what I mean.
10. You must be ready for _____ when you hike in the forest.

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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.



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1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

1. dead

2. ahead

3. lead

4. thread

5. bread

6. breath

7. touch

8. trouble

9. gym

10. myth

11. small

12. chalk

13. instead

14. whole

15. words

Review Words

High-Frequency Words

Name _____

dead	ahead	lead	thread	bread
breath	touch	trouble	gym	myth

A. Look at the spelling words in the box.

Write the spelling words that have the short e sound spelled ea.

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

Write the spelling words that have the short u sound spelled ou.

7. _____ 8. _____

Write the spelling words that have the short i sound spelled y.

9. _____ 10. _____

B. 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. gyme _____ 12. leade _____
13. deayd _____ 14. mythe _____
15. threade _____

Name _____

dead	ahead	lead	tread	bread
dread	touch	trouble	gym	myth

A. Look at the spelling words in the box.

Write the spelling words that have the short e sound spelled ea.

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

Write the spelling words that have the short u sound spelled ou.

- | | |
|----------|----------|
| 7. _____ | 8. _____ |
|----------|----------|

Write the spelling words that have the short i sound spelled y.

- | | |
|----------|-----------|
| 9. _____ | 10. _____ |
|----------|-----------|

**B. 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. gyme _____ | 12. leade _____ |
| 13. deayd _____ | 14. mythe _____ |
| 15. treade _____ | |

Name _____

dead	tread	lead	thread	breads
breathless	touches	trouble	gym	myth

C. Look at the spelling words in the box.

Write the spelling words that have the short *e* sound spelled *ea*.

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

Write the spelling words that have the short *u* sound spelled *ou*.

- | | |
|----------|----------|
| 7. _____ | 8. _____ |
|----------|----------|

Write the spelling words that have the short *i* sound spelled *y*.

- | | |
|----------|-----------|
| 9. _____ | 10. _____ |
|----------|-----------|

D. 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. gyme _____ | 12. leade _____ |
| 13. deayd _____ | 14. mythe _____ |
| 15. threade _____ | |

Name _____

Write the titles.

The Amazing
Night Sky

All About the
Internet

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Name _____

Write the titles.

The Underwater
Hotel

Friendly
Firefighters

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Name _____

- A **contraction** is a short form of two words.
- An **apostrophe (')** shows where letters have been left out.
we are = we're you are = you're they are = they're

Write the contraction for the underlined words. Rewrite each sentence with the contraction.

1. You are a good worker. _____

2. They are trying to collect old papers. _____

3. We are going to help them. _____

4. I think that you are very helpful. _____

5. He says we are almost done. _____

6. We will be done when they are all collected. _____



Use contractions to write about what the people in the room with you are doing right now. Use the sentences as a model.

Name _____

- A contraction is a short form of two words.
- An apostrophe (') shows where letters have been left out
we have = we've you had = you'd she has = she's

Write the contraction for the underlined words. Rewrite each sentence with the contraction.

1. He has been looking everywhere for you. _____

2. We thought you had gotten lost. _____

3. We have been worried. _____

4. But they have been telling us not to worry. _____

5. They knew May was with you, and she had brought a map. _____

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 Connect to
Community

What's new in your community? Write about what people have been doing lately. Use contractions.

Name _____

- Do not confuse possessive pronouns with contractions. Some sound the same but are spelled differently and have different meanings.

Possessive Pronoun

their

your

its

Contraction

they're

you're

it's

- Remember that an apostrophe takes the place of the letter or letters that are left out of a contraction.
- Possessive pronouns such as ***their***, ***your***, and ***its*** do not have apostrophes.
- Possessive pronouns tell who or what has or owns something.

Read each sentence. Circle the correct possessive pronoun or contraction. Then write it on the line.

1. (They're, Their) making posters. _____
2. (They're, Their) posters will be put on the walls. _____
3. (You're, Your) helping with the posters. _____
4. (You're, Your) poster is about saving water. _____
5. (It's, Its) a very colorful poster. _____
6. What is (it's, its) message? _____

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Name _____

- Remember that an **apostrophe** takes the place of the letter or letters left out of a contraction.
- **Possessive pronouns** do not have apostrophes.

A. Draw a line below each mistake in the paragraph. Then rewrite the paragraph correctly on the lines.

Were learning about taking care of Earth. Mrs. Murphy knows a lot about Earth. Shes an expert! She says that its important to save resources. This planet is you're home. People should want they're home to be lovely for years to come!

B. Write the contractions from the paragraph above. Then write the words they stand for.

 =

 =

 =

Name _____

Underline two words in each sentence that could be used to form a contraction. Then write the contractions on the lines below.

1. We are reading a book about saving resources.
2. It is a story about real people.
3. In the story, they are living in a small town.
4. The dad is a farmer, and he is always busy.
5. The mom is a scientist, and she is fighting pollution.
6. I think that you are enjoying the story.
7. Someday I am going to save the planet.
8. Do you think that it is really possible?

- | | | |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |
| 7. _____ | 8. _____ | |

**Writing/Spelling
Connection**

Look back through your writer's notebook for contractions you have used. Check that you used them correctly. Underline any pairs of words that could be replaced with contractions.

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Name _____

Multiple-meaning words have more than one meaning. Use other words in the sentence to figure out which meaning is being used.

Read the lines from the poem. Circle the meaning of the word in bold print.

1. You'll never find a tortoise at sea.
It lives on **land**—that's where it should be.

the ground to come down from above

2. A tortoise wears a hard outer shell
That always works to serve it **well**.

in a good way a hole in the ground that stores water

3. It has four stumpy legs and four tortoise **feet**.

measurements of 12 inches parts of the body

4. When a tortoise doesn't know where to hide,
It just pulls its head and four **limbs** inside.

tree branches legs

5. For a tortoise is a marvel of the animal **pack**.
It carries its home right on its back.

to put things in a suitcase a group of animals

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Name _____

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

champion

determined

Earth

perform

responsibility

rights

succeed

volunteered

1. Fair legal or moral claims
2. The winner of a competition
3. To achieve a goal
4. The planet we live on
5. To do, especially in front of an audience
6. Offered
7. Decided firmly
8. A duty

How can a pocket be empty but still have something in it?

A

Number Correct: _____

Addition and Subtraction by 5

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

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

A

Number Correct: _____

Skip-Counting by 5

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








23.	35, __, 45	
24.	15, __, 25	
25.	40, __, 50	
26.	25, __, 15	
27.	50, __, 40	
28.	20, __, 10	
29.	45, __, 35	
30.	15, __, 5	
31.	40, __, 30	
32.	10, __, 0	
33.	35, __, 25	
34.	__, 10, 5	
35.	__, 35, 30	
36.	__, 15, 10	
37.	__, 40, 35	
38.	__, 20, 15	
39.	__, 45, 40	
40.	50, 55, __	
41.	45, 50, __	
42.	65, __, 55	
43.	55, 60, __	
44.	60, 65, __	









Name _____

Date _____

Count or add to find the total value of each group of coins.

Write the value using the ¢ or \$ symbol.

1.		_____
2.		_____
3.		_____
4.		_____
5.		_____
6.		_____
7.		_____

<p>8.</p>  <p>_____</p>	<p>9.</p>  <p>_____</p>
<p>10.</p>  <p>_____</p>	<p>11.</p>  <p>_____</p>
<p>12.</p>  <p>_____</p>	<p>13.</p>  <p>_____</p>
<p>14.</p>  <p>_____</p>	<p>15.</p>  <p>_____</p>

Science Studies WeeklyTM

Trailblazer

GRADE
2

Animals

Millions of animals live on Earth.
Animals live on every continent.
How are animals alike? How are
they different?

See Primary-Source
Related Media...



www.s-w.co/S2-11



Animals

Most animals start as an egg. Some eggs grow inside the mother's body. Some eggs grow outside.



Some animals are born live. Some animals hatch from eggs. This baby chick just hatched. As soon as they are born, animals begin to grow.

Many animals use plants for shelter. Birds build nests from twigs, leaves and grass. Spiders spin webs on bushes and branches.



Look & Learn

Beavers use their sharp teeth to cut down trees.



They use trees, sticks and mud to build dams and lodges. Lodges are beavers' homes.



**These are adult chickens.
A female chicken is a hen.
Mother hens lay eggs.**



**A male chicken is a rooster.
Roosters are the fathers.**

The Amazing Rubber Egg

WHAT YOU NEED

- a raw egg
- a jar with a lid
- white vinegar
- a measuring tape

WHAT TO DO

1. Wrap the measuring tape around the egg. Write the number here. _____ inches.
2. Talk to your friends about how the egg looks and feels.
3. Carefully place the egg in the jar. Be careful not to drop it.
4. Pour vinegar into the jar. Be sure the egg is covered.
5. Put the lid on the jar.
6. Put the jar in a safe place for three days. Check it each day.
7. On the fourth day take the egg out of the jar. Measure it again.



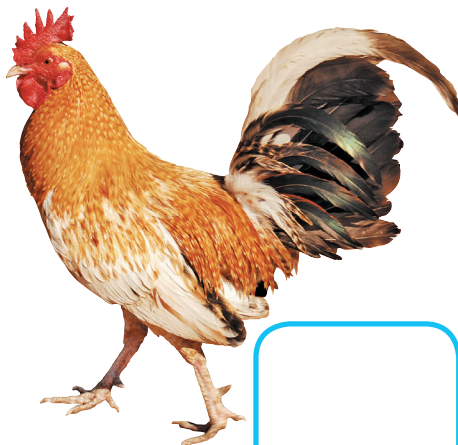
Write the number here: _____ inches.
Talk to your friends about how the egg looks and feels.

WHAT HAPPENS

The egg got bigger because water from the vinegar went inside. The shell is gone because the vinegar broke it down.

Put these pictures in order by writing a number by each picture.







Second Grade

THIRD QUARTER • WEEK 16

Studies WeeklyTM

GRADE
2

Celebrate America

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.



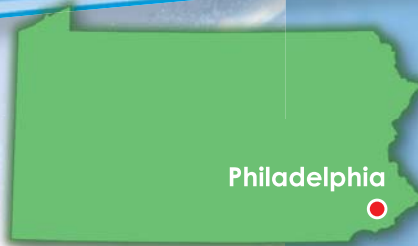
Scan this
to earn points!



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.

Celebrate America

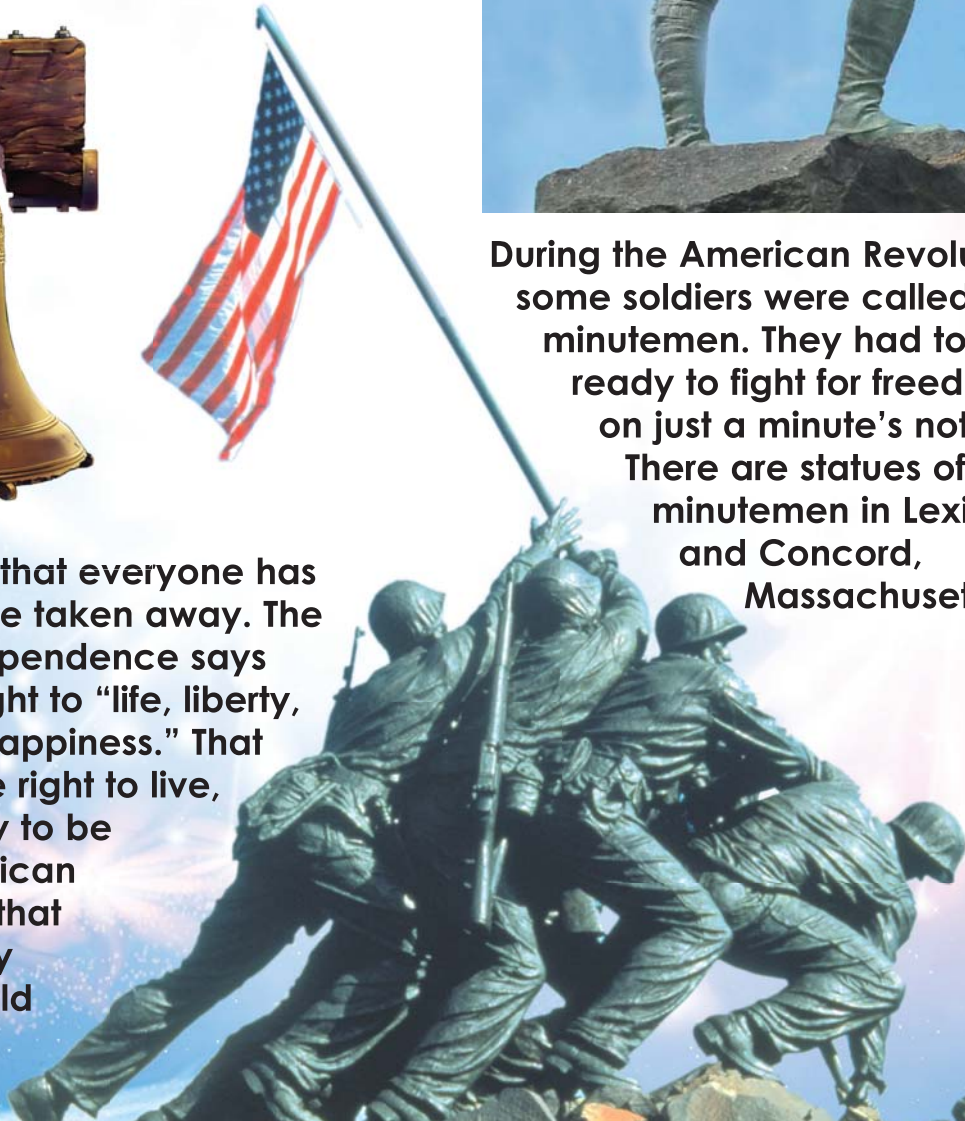
The Liberty Bell is a symbol of independence and freedom. It is more than 250 years old. It cracked many years ago. The last time the bell rang was on George Washington's birthday in 1846. You can see the Liberty Bell in Philadelphia, Pennsylvania.



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.



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.



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.

- Examine primary and secondary sources.
- Discuss the importance of Ellis Island and the Statue of Liberty to immigration from 1892-1954.
- Identify terms and designations of time sequence.
- Define and apply the characteristics of responsible citizenship.
- Evaluate the contributions of various African Americans, Hispanics, Native Americans, veterans, and women.
- Recognize symbols, individual events, and documents that represent the United States.

Some of our American symbols are people who stood up for their beliefs. These people are symbols of American courage.



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.



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 _____

Fill in the Blanks

1. The Statue of Liberty was a gift from the people of _____.
2. The Declaration of Independence says that people have the right to "life, _____, and the pursuit of happiness."
3. The World War II _____ honors the men and women who fought in the Second World War.
4. Cesar Chavez was the son of immigrants from _____.

Word Bank

- Memorial
- Mexico
- France
- Joseph
- independence
- Minutemen
- liberty

5. _____ had to be ready to fight for freedom on just a minute's notice.
6. The Liberty Bell is a symbol of _____ and freedom.
7. Chief _____ was an American Indian who belonged to the Nez Perce Nation.

The Liberty Bell is in Philadelphia, Pennsylvania. Write an X on the map to show where Philadelphia is located. How many years has it been since the last time the bell rang?



Read the article about Chief Joseph or Cesar Chavez on Page 3 again. Write about why you think the person in the article was a symbol of courage.

Digging Through The Dictionary

Read the vocabulary words in the boxes. Use a dictionary or glossary to find the words to help you write the meaning. Then, write the meaning in your own words. Put the word in a sentence. Draw a picture of your sentence.

Word	Dictionary Meaning	In Your Own Words	Sentence	Picture
symbol				
rights				
liberty				
independence				
courage				

Name: _____

Second Grade Studies Weekly

Date: _____

Worksheet 2 Week 16

Weekly Literacy Connection

An adverb is a word that describes a verb. For example: The boy quickly ran to the playground. The adverb “quickly” describes the verb ran. Read each sentence and write the adverb on the line.

1. Chief Joseph bravely fought for American Indians’ rights.

2. Immigrants easily spotted the Statue of Liberty from their ship.

3. Elle finally visited the Liberty Bell with her family.

4. Davis silently read about the life of Cesar Chavez.

5. Minutemen patiently waited until they were needed for battle.

6. Carson happily shared pictures of his trip to Washington, D.C.

Correct the sentence. Rewrite it on the lines below.

7. there are are many symbols wee use two celebrate america

Name: _____

Date: _____

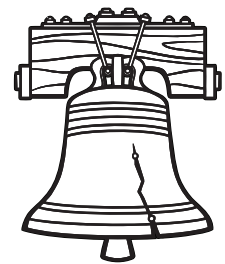
Second Grade Studies Weekly

Celebrate America

Week 16 Assessment

Fill in the circle next to the best answer

1. Minutemen were _____ who had to be ready at a minute's notice.
☐ (A) swimmers
☐ (B) symbols
☐ (C) soldiers
2. The _____ says people have the right to "life, liberty and the pursuit of happiness."
☐ (A) Constitution
☐ (B) Declaration of Independence
☐ (C) Liberty Bell
3. The World War II Memorial is located in _____.
☐ (A) Philadelphia, Pennsylvania
☐ (B) Washington, D.C.
☐ (C) New York City, New York
4. Many immigrants saw the _____ from their ships when they arrived.
☐ (A) Statue of Liberty
☐ (B) Liberty Bell
☐ (C) Gateway Arch
5. Cesar Chavez worked for equal rights for which kind of workers?
☐ (A) migrant workers
☐ (B) road workers
☐ (C) factory workers
6. Chief Joseph belonged to the _____ Nation.
☐ (A) Cherokee
☐ (B) Pueblo
☐ (C) Nez Perce
7. Look at the photos of the Statue of Liberty and the Liberty Bell. How are these two things alike?
☐ (A) They are both symbols of freedom.
☐ (B) They are both statues.
☐ (C) They are both in Washington, D.C.



Fill in the Blank

8. You can visit the _____ in Philadelphia, Pennsylvania.
9. The Statue of Liberty was a gift from _____.
10. Chief Joseph wanted equal rights for _____ Indians.

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 5/11/20

ASSEMBLAGE WITH PATTERN



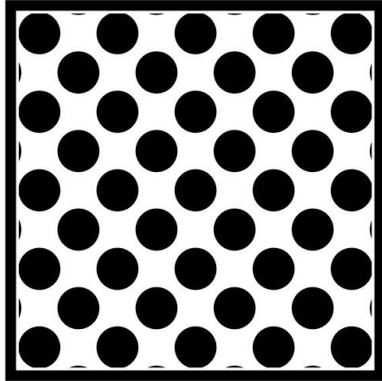
Coins and Mason jar rings were used to add pattern to the shark.

DIRECTIONS:

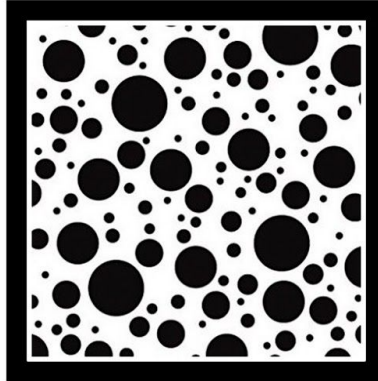
Create a work of art by assembling and layering household items together to create an image that incorporates pattern (*see more information below about patterns.*) It could be a small-scale design created on a tabletop or other surface, using coins, silverware or other small items to create an image, or it could be a large-scale design created on the floor using larger household items. The items used could be random and unrelated, or they could be themed, such as; only using kitchen utensils to create the image, or only using clothing, or stuffed animals, etc.

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.

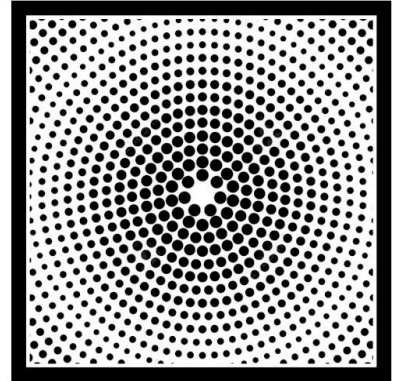
DEFINITION: Pattern in visual arts is the repetition of design elements (lines, shapes, forms, textures, colors, values.)



ORGANIZED



RANDOM



RADIAL

PATTERN RESOURCES:

YouTube Videos:

[Robot Art School - Elements & Principles of Art - Pattern](#) A short, fun video featuring examples of many types of patterns.

[Peep and the Big Wide World: The Road Not Taken Part 2](#) Short movie about Pattern

[Julia and Grover Search for Patterns | #SeeAmazing](#)

[Sesame Street: Elmo and Craig Robinson See a Pattern](#)

Books:

[Read Aloud: A-B-A-B-A---a Book of Pattern Play by Brian P. Cleary](#)

[Pattern Fish](#)

<https://www.storyjumper.com/book/read/3632612/The-Pattern-Hunt#page/22>

<https://www.storyjumper.com/book/read/29541906/THE-BOOK-OF-ILLUSIONS-#page/28>

<https://www.storyjumper.com/book/read/47296826/Oh-the-Patterns-of-the-Zoo#page/18>

Games:

[Patterns for Children](#)

<https://www.tynker.com/ide/v3?type=course&slug=activity:pattern-maker&chapter=0&lesson=0>

[Splash and Bubbles . Games . Sand Art Spectacular
1 P K Shape Patterns](#)

[Silk – Interactive Generative Art](#)

[The Color Cube Art Game | Interactive Arts Game for Kids | Paint Online](#)

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

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

Wayne-Westland Physical Education Elementary Distance Learning Lessons

Week of May 11th

Move It Monday

Today is a planking challenge!!! Use the link below and scroll down to the Solid Core challenge. Level I (K-1) Level II (2-3) Level III (4-5). After you're done with that, feel free to try any of the workouts!

[Darebee Planking Challenge](#)

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!

[Zumba Kids \(22 Short Videos\)](#) - Pick 4 of your favorites !!!

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 video below, record your family's dances and post to social media with the hashtag #kidsheartchallenge and #movemore.

[Jazz Routine](#)

Topic: Use personal, ethical, safety, and cultural factors in making decisions.

Kindergarten Read [How to Lose All Your Friends](#) by Nancy Carlson. Talk about what happened and how it could have been stopped.

1st Read [Tease Monster](#) by Julia Cook. Give examples of teasing vs not teasing and ask the student to explain if it is teasing or not.

2nd Discuss bullying behaviors and what we can do to prevent/end them.

3rd Repeat 2nd grade lesson.

4th Discuss how saying “I was just kidding!” or “It was just a joke!” doesn’t make unkind words excusable. There is a huge difference between harmless teasing and hurtful language. Discuss the differences and situations that are examples of both.

5th Repeat 4th grade lesson.

All grades: Please feel free to play the games we do at the end of each class that help practice teamwork, communication, active listening, cooperation, etc. Even ask your child at the end of the game why the game is played in life skills and they’ll have an answer for you!

Game Ideas:

Simon Says

Four Corners

Would You Rather

Telephone

Hot Potato

Pictionary

Charades

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?