

2nd Grade

May 18 - May 22



The Hare and the Tortoise

by Aesop
This text is from "Aesop's Fables."



A Hare was making fun of the Tortoise one day for being so slow.

"Do you ever get anywhere?" he asked with a mocking laugh.

"Yes," replied the Tortoise, "and I get there sooner than you think. I'll run you a race and prove it."

The Hare was much amused at the idea of running a race with the Tortoise, but for the fun of the thing he agreed. So the Fox, who had consented to act as judge, marked the distance and started the runners off.

The Hare was soon far out of sight, and to make the Tortoise feel very deeply how ridiculous it was for him to try a race with a Hare, he lay down beside the course to take a nap until the Tortoise should catch up.

The Tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the Hare was sleeping. But the Hare slept on very peacefully; and when at last he did wake up, the Tortoise was near the goal. The Hare now ran his swiftest, but he could not overtake the Tortoise in time.

The race is not always to the swift.

Name: _____ Date: _____

1. What does the Hare make fun of the Tortoise for?
 - A. The Hare makes fun of the Tortoise for being so slow.
 - B. The Hare makes fun of the Tortoise for being so fat.
 - C. The Hare makes fun of the Tortoise for being so ugly.
2. One of the main characters in the story is the Hare. What is the other main character?
 - A. the Fox
 - B. the Tortoise
 - C. There is no other main character in the story.
3. The Tortoise wins the race. What evidence in the text supports this conclusion?
 - A. "A Hare was making fun of the Tortoise one day for being so slow."
 - B. "The Hare was much amused at the idea of running a race with the Tortoise."
 - C. "The Hare now ran his swiftest, but he could not overtake the Tortoise in time."
4. Which animal would probably have won the race if the Hare had not taken a nap?
 - A. the Fox
 - B. the Hare
 - C. the Tortoise
5. What is the theme of this story?
 - A. You can be successful at something by doing it slowly and steadily.
 - B. You should always get a good night's sleep before a contest.
 - C. You should not take part in contests that you cannot win.

6. Read this sentence from the text:

"The Tortoise meanwhile kept going slowly but steadily, and, after a time, passed the place where the Hare was sleeping. But the Hare slept on very peacefully; and when at last he did wake up, the Tortoise was near the goal. The Hare now ran his swiftest, but he could not overtake the Tortoise in time."

What does the word "swiftest" probably mean here?

- A. coldest
- B. slowest
- C. fastest

7. Read this sentence from the text:

"But the Hare slept on very peacefully; and when at last he did wake up, the Tortoise was near the goal."

How could this sentence best be broken in two?

- A. But the Hare slept on very peacefully? When at last he did wake up, the Tortoise was near the goal.
- B. But the Hare slept on very peacefully. When at last he did wake up, the Tortoise was near the goal.
- C. But the Hare slept on very peacefully. When at last he did wake up, the Tortoise was near the goal?

8. Describe the Tortoise.

Include two or more details from the story in your answer.

9. Describe the Hare.

Support your answer with evidence from the text and images.

10. What is one trait the Tortoise has that helps him win the race?

Support your answer with evidence from the text and images.

The Search for the Magic Lake

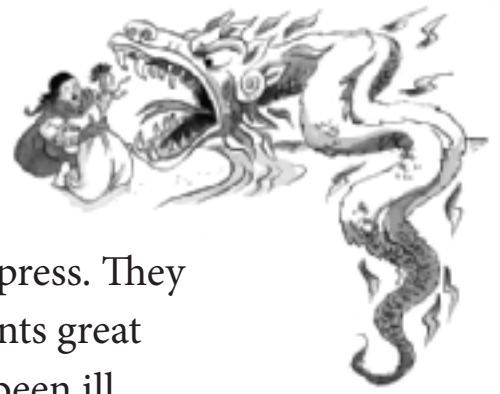
based on an Ecuadorian folk tale
by Merrily P. Hansen

CAST:

Emperor
Voice of the Fire
Empress
Sumac
Magician
Prince
First Son
Second Son

Farmer's Wife
Farmer
First Sparrow
Second Sparrow
Crab
Serpent
Alligator
Guard

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Narrator: Long ago, the Incas were ruled by an emperor and an empress. They had a son who brought his parents great joy in all ways but one. He had been ill since birth. Not even the best doctors in the land could cure him.

Emperor: Each day our son grows weaker and weaker. None of the doctors know what to do. I fear he will die.

Empress: Husband, let us call on the gods in heaven. Perhaps they can tell us how to cure our son. We must go to the fire of the gods and beg for wisdom.

Narrator: A short time later, the emperor and empress bowed before the fire. They asked the gods for help.

Emperor: O Great Ones, I grow older. Soon I will join you in heaven. Who will look after my people if the prince is not well?

Empress: Please make our son well and strong. Tell us how he can be cured.

Voice of the Fire: O mighty rulers, there is only one cure for your son's illness.





Emperor: Tell us! We will do anything.

Voice of the Fire: The prince must drink water from the magic lake at the end of the world. Then he will be cured.

Narrator: The fire died and grew cold. But among the ashes lay a golden flask.

Empress: The magic lake at the end of the world? I have never heard of such a place.

Emperor: The Voice of the Fire always speaks the truth. We must find the lake so that our son may be cured.

Narrator: The emperor was too old to make the long journey himself. So he had his messengers announce that anyone who could fill the golden flask with magic water would receive a great reward. Many brave people set out to find the lake. Weeks passed, and the flask remained empty. One day, news of the prince's illness reached a poor farmer and his family.

First Son: Father, my brother and I would like to search for the magic lake.

Farmer: It is too dangerous, my sons! Besides, I will need you to help with the harvest.





Second Son: We shall return before the moon is new again, to help with the harvest. We promise.

First Son: Just think of the rich reward, Father!

Farmer's Wife: Husband, it is their duty to go. We must all try to help the young prince.

Farmer: Go if you must. But beware of the wild animals in the hills.

First Son: We will be very careful, Father. Do not worry.

Narrator: The two brothers set out. They found many lakes, but none where the sky touched the water at the end of the world. Many weeks went by.

Second Son: Brother, it is time for us to return home. We promised to help father with the harvest.

First Son: You are right, but don't worry. I have a plan. Let us each fill a jar with water from the next lake we pass. We'll tell the emperor that the water is from the magic lake at the end of the world. Even if it does not cure the prince, we will surely receive a small reward for all our trouble.





Second Son: All right. Besides, water is water. No one will ever know that the water did not come from the magic lake.

Narrator: When the brothers arrived at the palace, they gave the emperor the jars filled with water. Both of them said that the water had come from the magic lake.

Emperor: Then one sip of water should cure the prince.

Empress: Hurry! Let us give him a taste of it.

Narrator: The prince took a sip from each jar of water.

Prince: Father, I don't feel any better.

Emperor: I have my doubts about this water!

First Son: Your majesty, perhaps the prince should drink it from the golden flask.

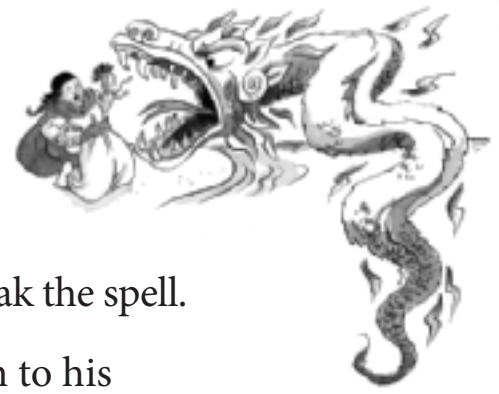
Second Son: That will probably make all the difference in the world!

Narrator: The emperor carefully poured a little water from each jar into the golden flask.

Emperor: My goodness! Look what is happening!

Empress: Why, the water is disappearing as you pour it! The flask is still empty.





First Son: That flask must be magic!

Second Son: Perhaps your magician could break the spell.

Narrator: The emperor called his magician to his side. He told him all that had happened.

Magician: Your majesty, I cannot break the spell of the golden flask.

Emperor: But you are my best magician! Of course you can break the spell.

Magician: No, your majesty, I cannot. I believe that the flask is telling us that we have been tricked. This is ordinary water! The golden flask can only be filled with water from the magic lake at the end of the world.

Emperor: So, you two have dared lie to me! You will spend the rest of your lives in chains. Each day you will drink water from your jars to remind you of your trickery.

Narrator: The two brothers were put in chains. Then once again, the emperor sent out his messengers. They told of the wicked brothers and the need to search again for the magic lake. Finally, the news reached Sumac, sister of the two brothers. She was tending her flock of llamas on a hill.





Sumac: I must tell Mother and Father the sad news about my brothers. Perhaps they will let me go in search of the magic lake.

Narrator: Sumac told her parents all she had heard.

Farmer: How could my sons do such a thing? I do not understand it.

Sumac: Father, they were wrong to do what they did. Now I must go to search in their place.

Farmer: No, no! A thousand times, no! You are too young. Besides, look what happened to your brothers.

Farmer's Wife: It is bad enough to have two children gone. What would we do if anything happened to you?

Sumac: But Mother, perhaps I can find the magic lake and save the prince. Then the emperor may forgive my brothers and send them home again.

Farmer's Wife: Dear husband, we should let Sumac go.

Farmer: Yes, you are probably right. She may be able to bring our sons home. And we must think of our emperor and his family, too.





Farmer's Wife: Go get one of the llamas. It can carry your blanket and keep you company. I will prepare food for your journey.

Narrator: When the llama was loaded, the family said goodbye. Sumac set out, leading the llama along the trail. The first night, she heard the cry of the wild puma. She feared for her llama, so the next morning she sent it home. The second night, Sumac slept in a tall tree. At sunrise she was awakened by the voices of some sparrows.

First Sparrow: Poor child. She will never be able to find her way to the magic lake.

Second Sparrow: Let us help her!

Sumac: Oh, please do! I beg your pardon, but I could not help overhearing. I hope you will forgive me for spending the night in your tree.

Second Sparrow: You are the girl who shared her food with us yesterday. You are quite welcome in our tree.

First Sparrow: We shall help you, because you are kind and generous. Each sparrow in our flock will give you a wing feather. Hold the feathers together to make a fan.





Second Sparrow: The fan has magic powers that will carry you wherever you wish to go. It will also keep you safe from harm.

Narrator: Each sparrow then lifted a wing and pulled a special feather hidden underneath. They gave the feathers to Sumac, who used a ribbon to fasten them into the shape of a little fan.

Second Sparrow: Listen well, little Sumac. I must warn you that the lake is guarded by three terrible monsters.

First Sparrow: But have no fear. If you hold the magic fan up to your face, you will be safe.

Narrator: Sumac thanked the birds for their kindness. Then she spread the fan and held it up.

Sumac: Please, magic fan. Take me to the lake at the end of the world.

Narrator: With that, a soft breeze began to blow. It picked up Sumac and carried her higher and higher into the sky. She looked down and saw the great mountains covered with snow. At last the wind put her down on the shores of a beautiful lake. Sumac looked across the lake to where the sky touched the water.





Sumac: This must be the lake at the end of the world!

Narrator: Sumac carefully tucked the magic fan into her belt. As she did so, she realized that she had forgotten something.

Sumac: Oh no! I left the jar back in the forest. How will I carry the water back to the prince?

Narrator: There was a soft thud at her feet. She looked down and discovered a beautiful golden flask. It was the same one that the emperor had found in the ashes of the fire of the gods. Sumac picked up the flask and went down to the lake. As she bent over, she heard a terrible hissing sound.

Crab: Just a moment. What do you think you are doing?

Narrator: Sumac turned and saw a giant crab. It was as large as a pig and as dark as the night.

Crab: Get away from my lake, or I shall wrap my long, hairy arms around you and carry you to the bottom!

Sumac: The sparrows said that the magic fan would protect me. I must trust in their promise.





Narrator: Sumac spread the magic fan in front of her face. At once, the crab's eyes began to close.

Crab: What is happening? I feel so tired . . . I cannot keep my eyes open. Z-Z-Z-Z-Z-Z

Narrator: With that, the monster fell to the sand in a deep sleep. Quickly, Sumac began to fill the flask. This time she heard a strange bubbling noise. It was coming from a huge green log floating near the shore. Then the log began to speak.

Alligator: Stop! You may not take water from this lake.

Sumac: It's another monster! That log is really a giant alligator!

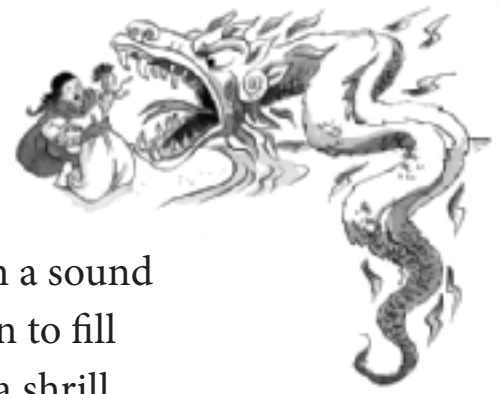
Alligator: Get away from my lake, or I shall eat you!

Sumac: I must trust the fan once more.

Narrator: Sumac waited until the alligator swam closer. Then she opened the fan and held it up.

Alligator: What is happening? I feel so tired . . . I cannot keep my eyes open. Z-Z-Z-Z-Z-Z





Narrator: With that, the alligator slowly sank to the bottom of the lake in a sound sleep. A third time, Sumac began to fill the flask. All at once, she heard a shrill whistle.

Serpent: What are you doing? Who gave you leave to take water from the magic lake?

Narrator: Sumac looked up. There was a flying serpent. Its scales were as red as fire. Shining sparks flew from its eyes.

Serpent: Get away from my lake, or I shall bite you!

Sumac: I must hope that my magic fan will save me yet again.

Narrator: Sumac spread the fan and held it over her head near the serpent's open jaws.

Serpent: What is happening? I feel so tired . . . I cannot keep my eyes open. Z-Z-Z-Z-Z-Z

Narrator: The serpent closed its eyes and drifted slowly to the ground. Then the monster folded its wings and curled up in sleep. Sumac picked up the flask. This time she was able to fill it with water from the magic lake.





Sumac: Magic fan, please take me to the palace.

Narrator: As Sumac spoke these words, she found herself standing beside the palace gates looking up at a tall guard.

Sumac: Please, sir, I wish to see the emperor.

Guard: What business do you have with the emperor, little girl?

Sumac: I am Sumac. I bring water from the magic lake to cure the prince.

Guard: Come this way. I'll take you to see the emperor immediately!

Narrator: Sumac followed the guard through the palace. Finally, they came to a room with a huge bed. There lay the prince. The emperor and the empress stood by his side.

Guard: Your majesty, this is Sumac. She brings water from the magic lake!

Narrator: Sumac rushed to the bed to give the prince a few drops of the water.

Sumac: Dear prince! Taste this water. It is from the magic lake at the end of the world.





Empress: Look, his eyes are opening! See, his cheeks are becoming rosy!

Prince: How strong I feel! This must indeed be water from the magic lake.

Emperor: Dear child, you have saved my son's life! All the riches of my kingdom are not enough to reward you. Ask whatever you wish.

Sumac: Kind emperor, I have but three wishes.

Emperor: Name them, and they will be granted.

Sumac: First, I wish my brothers to be free. They have learned a hard lesson and will never lie again.

Emperor: Guards, free the two brothers at once! What is your second wish, my dear?

Sumac: I wish to have the magic fan returned to the sparrows in the forest.

Narrator: Before the emperor could speak, the magic fan floated out through the window, over the trees, and back to the forest.

Empress: What is your last wish, dear Sumac?





Sumac: I wish my parents to have a large farm with great flocks of llamas, so they will never be poor again.

Emperor: It will be so. But I am sure your parents never felt poor with such a wonderful daughter as you.

Prince: Sumac, won't you stay with us in the palace?

Empress: Yes, stay with us. We shall do all that we can to make you happy.

Sumac: Thank you for your kindness. But I must return to my family. I miss them, as I know they have missed me.

Narrator: When Sumac returned home, her family was waiting. Her parents now owned a rich farm. A beautiful new house and barn were soon built. And at the palace, the golden flask was never empty. The royal family lived long and happy lives.



★ Activities

DRAMA ACTIVITIES:

The Search for the Magic Lake



Learn from the Dialogue

In a play, characters say lines of dialogue. The dialogue tells what is happening. Characters can be people, animals, or things.

Think about the dialogue in *The Search for the Magic Lake*. With a partner, answer these questions.

1. What does the Narrator say about the prince at the beginning?
2. What do the Emperor and Empress decide to do? Use dialogue to support your answer.
3. What do you learn when Voice of the Fire speaks?
4. What does the Magician reveal about the golden flask?
5. What does the Prince say about the water that Sumac brings?

DRAMA ACTIVITIES:

The Search for the Magic Lake



Performance Activity: Write Dialogue

- *The Search for the Magic Lake* is a fairy tale. In it, animals and fire can talk. Some things in fairy tales are magic. In this play, there is a magic lake and a magic fan.
- Think of a fairy tale that you know, such as “Jack and the Beanstalk.” List the magic things in it. For example, there are magic beans in “Jack and the Beanstalk.”
- Now choose one of the magic things on your list. Think about what it might say. Do Jack’s beans try to warn him?
- Write dialogue for the magic thing. It might say how it feels about a character or event in the story. With a partner, read aloud each other’s dialogue.

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







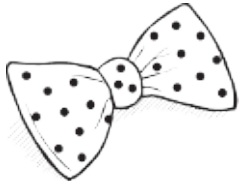






Expository essays inform the readers about a specific topic. Second grade students should introduce their topic and provide facts, definitions, or steps to develop their point.

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. 		

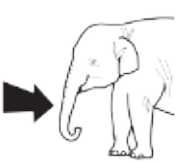
Teacher Directions: Explain to children that we can take away a sound from a word to make a new word. **Model:** *This is toad. I can take away /d/ from the end of toad to make a new word: toe.* Guide children to circle the picture of the toe. Tell children to complete the other items, taking away the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

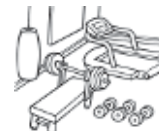
5.  _____

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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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Name _____

Complete each sentence. Use the words in the box.

anything

children

everybody

instead

paper

person

voice

whole

woman

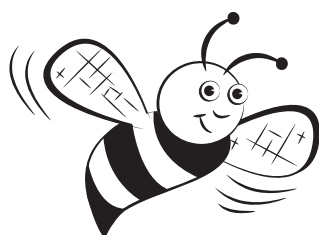
words

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.



- | | |
|-----------|-------------|
| 1. _____ | 1. dead |
| 2. _____ | 2. ahead |
| 3. _____ | 3. lead |
| 4. _____ | 4. thread |
| 5. _____ | 5. bread |
| 6. _____ | 6. breath |
| 7. _____ | 7. touch |
| 8. _____ | 8. trouble |
| 9. _____ | 9. gym |
| 10. _____ | 10. myth |
| 11. _____ | 11. small |
| 12. _____ | 12. chalk |
| 13. _____ | 13. instead |
| 14. _____ | 14. whole |
| 15. _____ | 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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Program: CR20 Ancillaries	Component: PracticeBook	PDF Pass
Vendor: LDL	Grade: 2	

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.

Program: CR20 Ancillaries	Component: PracticeBook	PDF Pass
Vendor: LDL	Grade: 2	

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? _____

Program: CR20 Ancillaries	Component: PracticeBook	PDF Pass
Vendor: LDL	Grade: 2	

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.

Program: CR20 Ancillaries	Component: PracticeBook	PDF Pass
Vendor: LDL	Grade: 2	

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

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: _____

Subtraction Across a Ten

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

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

A

Number Correct: _____

Adding Across a Ten

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

23.	$4 + 7 =$	
24.	$4 + 8 =$	
25.	$5 + 6 =$	
26.	$5 + 7 =$	
27.	$3 + 8 =$	
28.	$3 + 9 =$	
29.	$2 + 9 =$	
30.	$5 + 10 =$	
31.	$5 + 8 =$	
32.	$9 + 6 =$	
33.	$6 + 9 =$	
34.	$7 + 6 =$	
35.	$6 + 7 =$	
36.	$8 + 6 =$	
37.	$6 + 8 =$	
38.	$8 + 7 =$	
39.	$7 + 8 =$	
40.	$6 + 6 =$	
41.	$7 + 7 =$	
42.	$8 + 8 =$	
43.	$9 + 9 =$	
44.	$4 + 9 =$	

Problem 1

Sarah is saving money in her piggy bank. So far, she has 3 dimes, 1 quarter, and 8 pennies.

- a. How much money does Sarah have?

- b. How much more does she need to have a dollar?

Problem 2

Danny has 2 dimes, 1 quarter, 3 nickels, and 5 pennies.

- a. What is the total value of Danny's coins?

- b. Show two different ways that Danny might add to find the total.

Problem 3

Kiko's brother says that he will trade her 2 quarters, 4 dimes, and 2 nickels for a one-dollar bill.

Is this a fair trade?

How do you know?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

TEN FRAMES

Studies WeeklyTM

Blazer

GRADE
2

Your Body

See Primary-Source
Related Media...



www.s-w.co/S2-12

People are amazing creatures. Every part of your body has an important job to do. All the parts work together to keep your whole body working the way it should.

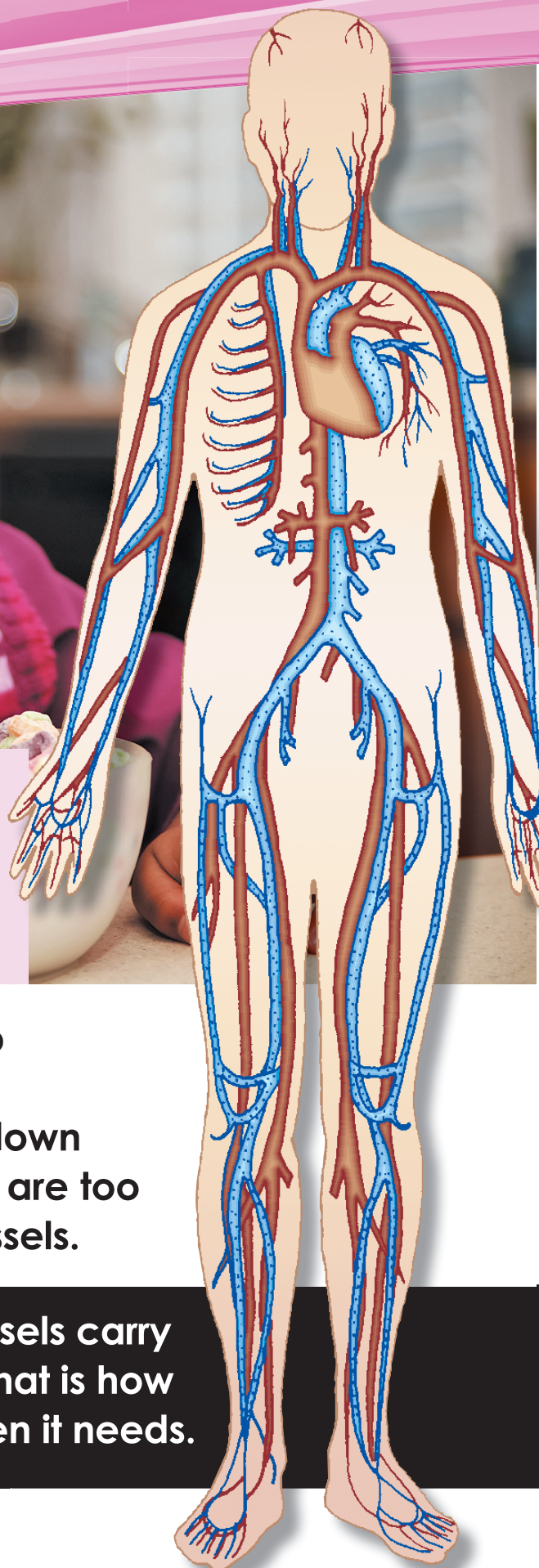
Your Body



A system is a group of parts that work together. You have different systems in your body. Each system does a different job.

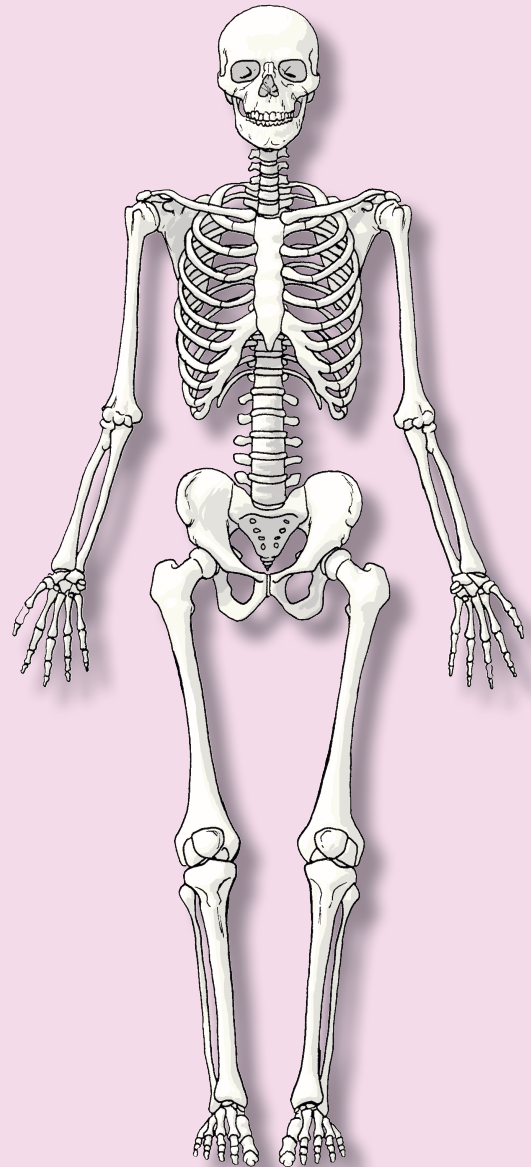
Your mouth, teeth and tongue help you eat. Inside your body, your stomach and other organs break down the food. Tiny particles of food that are too small to see go into your blood vessels.

Your heart pumps blood. Blood vessels carry blood to every part of your body. That is how your body gets the food and oxygen it needs.



Look & Learn

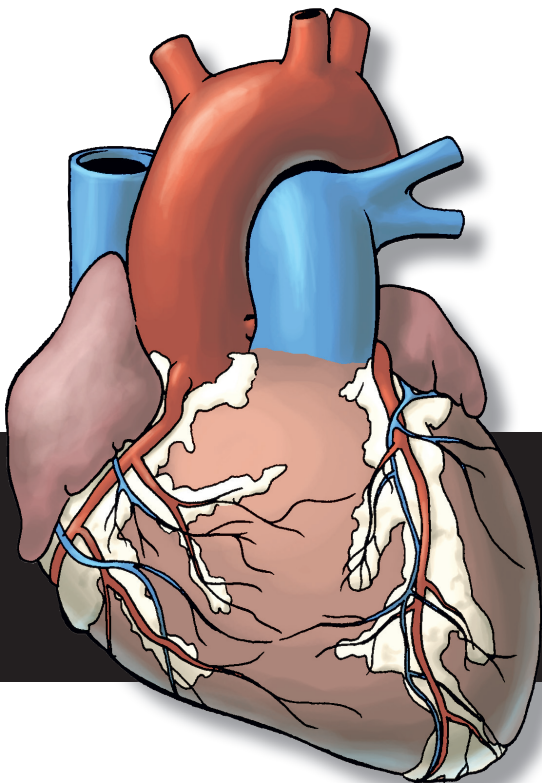
Your skeleton is the frame of your body. Your bones look something like this.



Bones protect your organs. They work with your muscles to help you move.



Your brain and nerves are part of your nervous system. Nerves carry messages from parts of your body to the brain. They carry messages from your brain to parts of your body. The messages help keep your body working the way it should.



Hard-Working Heart

How many times does your heart beat in one minute?

WHAT YOU NEED

- tape
- clock with a second hand
- 2 funnels
- 3-foot piece of rubber tubing

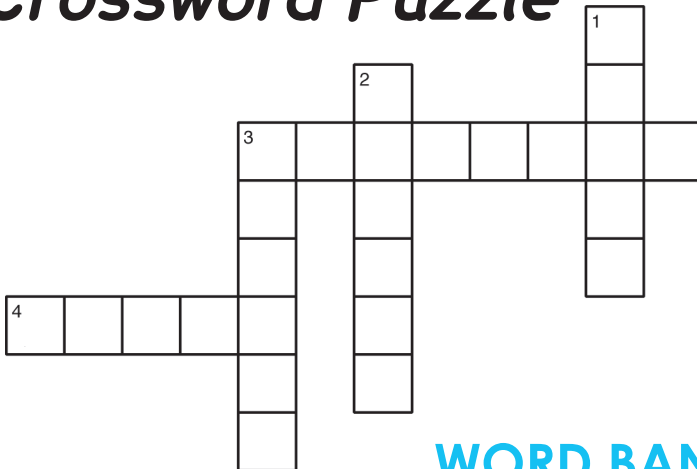


WHAT TO DO

1. Put the funnels in the ends of the tube. Tape them in place tightly.
2. Put one funnel over your heart. Put the other funnel over your ear.
Do you hear your heart?
3. Have a friend time you for one minute.

Count your heartbeats. Write the number here.

Crossword Puzzle



ACROSS

3. the frame of your body
4. this organ pumps blood

DOWN

1. what veins and arteries carry
2. these carry messages to and from the brain
3. a group of parts that work together

WORD BANK

- system • heart • nerves • skeleton • blood

Second Grade

THIRD QUARTER • WEEK 17

Studies WeeklyTM

GRADE
2



American Cultures

Long ago, only American Indians lived in America. 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 America.

American Cultures

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

Food Long ago, American Indians ate what they could hunt or grow. They fished and hunted animals like rabbits, turkeys and deer. They grew corn and beans. We still eat some of these foods today.

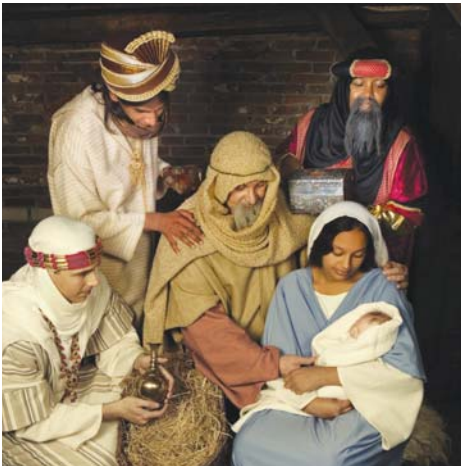


Slave ships from Africa brought foods like rice, okra and yams to America. Peanuts came from Africa, too. Asian families brought stir-fried foods and egg rolls to America. Hispanic families brought arroz con pollo (rice with chicken) and empanadas to America.

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.

- Compare the cultures of Native American tribes from various geographic regions of the United States.
- Explain the cultural influences and contributions of immigrants today.
- Identify terms and designations of time sequence.
- Recognize symbols, individuals, events, and documents that represent the United States.

Holidays Many people celebrate winter holidays. Most families in America celebrate Christmas with gifts and Christmas trees. Jewish families celebrate Hanukkah by lighting a candle each night. Hindu families light lamps and set off fireworks to celebrate Diwali.



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



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

Languages Most people in America speak English. Many people speak both English and Spanish. In different parts of the country you may hear Chinese, French, Vietnamese and many other languages. Different cultures make America a great place to live!



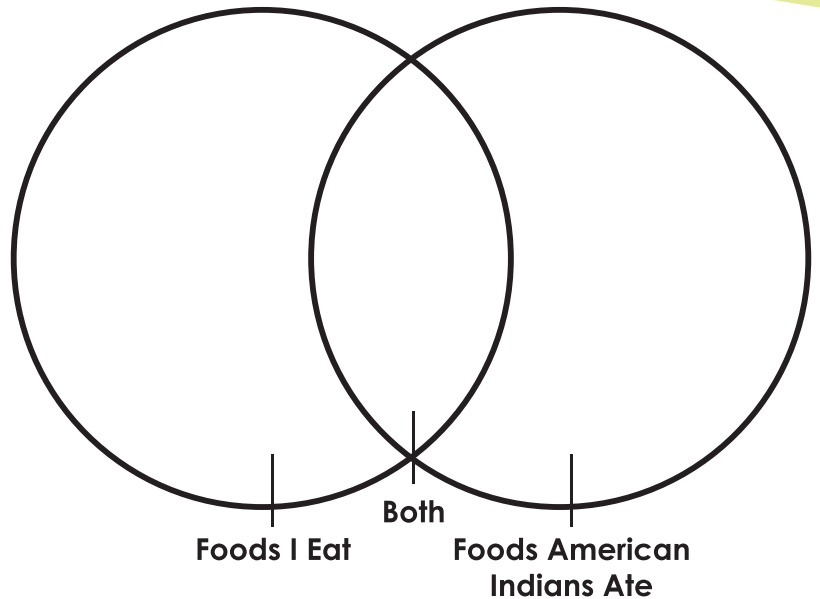


Name _____

Which foods do you eat? Which foods did American Indians eat long ago? Write the words from the box in the Venn diagram.

WORD BANK

- rabbits
- spaghetti
- corn
- beans
- hamburgers
- deer
- turkey
- candy bars



Write a sentence about a food you like that is from another culture.

Draw a picture of something that is part of your family's culture.
Write a sentence about your drawing.

A large rectangular area for drawing, outlined in light blue. Below the drawing area are three horizontal lines for writing a sentence.

Name: _____

Second Grade Studies Weekly

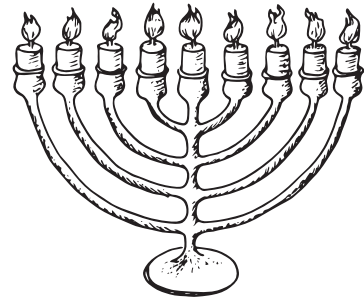
Date: _____

Worksheet 1 Week 17

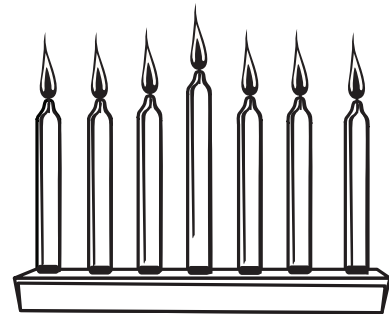
Celebration Symbols

Read the list of holidays on the left-hand side. Draw a line to the matching picture on the right-hand side. Next, write a short sentence about how the symbol is used to celebrate the holiday.

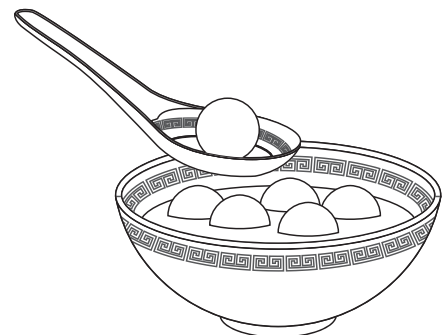
Kwanzaa



Dong Zhi



Hanukkah



Christmas



Name: _____

Second Grade Studies Weekly

Date: _____

Worksheet 2 Week 17

Weekly Literacy Connection

Read the words in the box below. Circle the words that are misspelled. Use a dictionary to help you correct the spelling, and write them on the lines below.

culture	event	reemember
langauges	ligthing	people
tradiitions	fireworks	holidayz
families	beliefs	journey
celebrate	counshry	
seddlers	clothing	

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Correct the following sentence. Rewrite it on the lines below.

many settlers came frum spain, france and england to live in america

Name: _____

Date: _____

Second Grade Studies Weekly

American Cultures

Week 17 Assessment

Fill in the circle next to the best answer

1. How did American Indians get the food they needed?

- ☐ (A) They went to the store and bought it.
- ☐ (B) They wished for it.
- ☐ (C) They hunted for it and grew it.

2. Many Jewish families celebrate _____ by lighting a candle each night of the holiday.

- ☐ (A) Diwali
- ☐ (B) Hanukkah
- ☐ (C) Kwanzaa

3. Many _____ celebrate Las Posadas in December.

- ☐ (A) Hispanic Americans
- ☐ (B) African Americans
- ☐ (C) Asian Americans

4. American Indians ate _____.

- ☐ (A) deer
- ☐ (B) corn
- ☐ (C) both A and B

5. _____ brought egg rolls and stir-fried foods to America.

- ☐ (A) Hispanic Americans
- ☐ (B) African Americans
- ☐ (C) Asian Americans

6. Hindu families light lamps and fireworks to celebrate _____.

- ☐ (A) Diwali
- ☐ (B) Las Posadas
- ☐ (C) Dong Zhi

7. In what way are Christmas, Hanukkah and Kwanzaa alike?

- ☐ (A) They are all summer holidays.
- ☐ (B) They are all winter holidays.
- ☐ (C) They all light seven candles for seven days

Fill in the Blank

8. _____ is all the beliefs and traditions of a group of people.

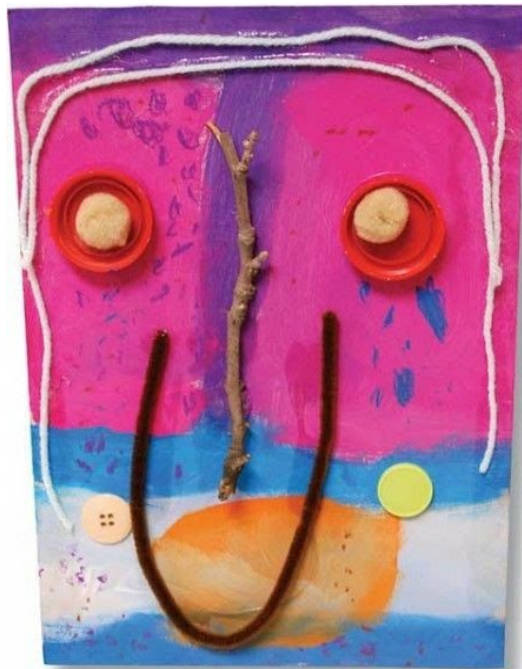
9. Long ago, the only people living in America were the _____.

10. Many families celebrate Christmas on _____.

Wayne Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 5/18/20

PORTRAITS



DIRECTIONS:

Using materials available in your house, create a portrait or a self-portrait. You may draw it, paint it, create a collage, or build it with found objects.

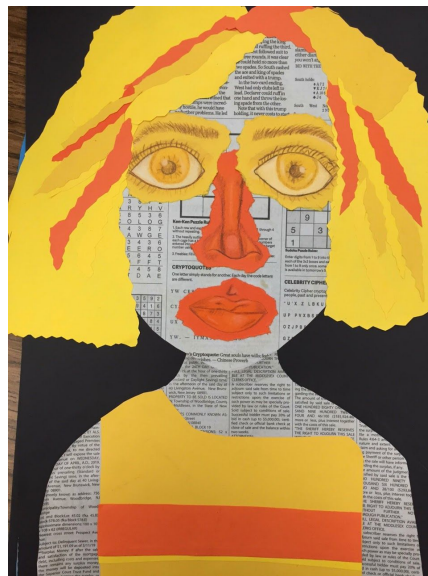
DEFINITIONS:

Portrait is an artwork that has been created about a person or persons (*sometimes animals*). It should tell us something about the people in the work of art.

Self-portrait is a work of art that the artist does of themselves.

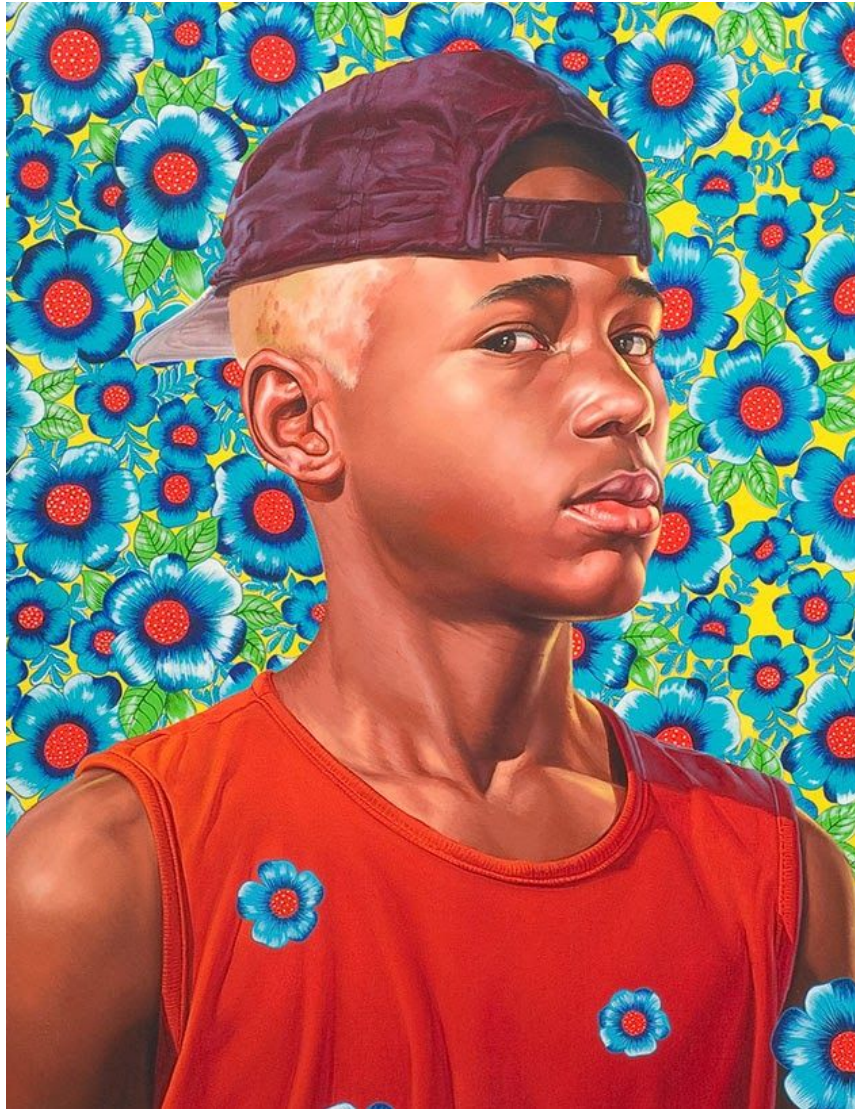
Found object is a natural or man-made object or part of an object that is found by the artist and kept because of some interest or value to the artist. It can be changed or left whole before using in larger works.

Collage describes both the technique and the resulting work of art, in which paper is torn or cut, arranged and stuck to a supporting surface.



Assemblage is art made by assembling unlike object's often every day, common objects scavenged by the artist. It is a 3-D collage.

INSPIRATION:



Portrait by Kehinde Wiley a Contemporary Artist who celebrates the proud Heritage of Black Women and Men in sculpture, painting and stained glass.

Found object faces:

<https://artsandactivities.com/found-object-faces/>

Collage self-portraits:

<http://www.artteacherinla.com/funky-collage-self-portraits/>

Lego style self-portraits:

<https://www.artwithmrsnguyen.com/2014/03/lego-style-self-portraits>

Must see video featuring Kehinde Wiley describing his Art:

<https://youtu.be/dHx4IFPqPil>

If you choose to create a self-portrait, this may be a great time for self-reflection. Try to answer at least 6 of these questions about him/herself. You can talk to someone about it, have someone read it to you or read and write them all by yourself.

1. What is your name?
2. What is your favorite food?
3. If you could make the world a better place what would you do?
4. Who do you spend the most time with?
5. What is your favorite season?
6. What is your favorite thing to do?
7. If you could spend time with anyone, who would it be?
8. What would you like to learn from that person?
9. If you had a superhero power what would it be?
10. What do you miss most about school?
11. What would you like to learn that you have not yet?
12. What do you want to do some day or when you grow up?

Now, collect your materials and create your portrait! Have fun and stick with your choice.

ASSESSING YOUR WORK:

1. Did you include a person or persons?
2. Does your portrait tell the viewer something about the person or people in the work of art? For example: What do they look like? What they're doing?
3. Did you use as many elements of art as possible? (*line, color, shape, etc.*)

PORTRAIT RESOURCES:

YouTube Videos:

[Symmetry Song for Kids | A Day at Symmetry Land | Lines of Symmetry](#)

[ARTY PANTS \(Episode 1\) - Portraiture](#)

[How to Make a Self Portrait | Miss Brushes Art Academy \(Sesame Studios\)](#)

[The History of Portraits](#)

[Sesame Street: Chuck Close And Self Portrait](#)

Books:

[How Mona Lisa Got Her Smile](#)

[Seeing Symmetry](#)

Famous Portraits:

[Famous Portrait Paintings](#)

Games:

[Mona Lisa Puzzle | Online Arts Game](#)

[Free art game for kids- Draw a Portrait](#)

[Symmetry Painter . Games . peg + cat](#)

[Van Gogh self Jigsaw Puzzle](#)

[Disney Yourself](#)

[Vermeer: Girl with a Pearl Earring Breakout Game | Arcade style arts game for kids | Based on a Vermeer painting](#)

[Andy Warhol's Marilyn Prints](#)

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

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 18th

Move It Monday

Today we are going to have some fun with balloons! Try to do this outside if you have space and the weather is cooperating! If you don't have a balloon, try using a light weight ball. This will also make it more challenging!

[Balloon Fun](#)

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!

[20 minute workout for kids](#)

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 let's do some running!!!

[20 Meter Pacer Demonstration](#)

[20 Meter Cadence w/ music](#) - approximately 65 feet

Fun Time Friday

Today you are going to create a new game! It can be anything from using a ball or jump rope or any other sports or fitness equipment you might have at home or it could even be a new tag game. You can make the rules as easy or complex as you'd like. Make sure everyone in your family plays with you!

Topic: Develop, implement, and model effective decision making skills to responsibly deal with daily academic and social situations.

Kindergarten Read [Curious George Gets a Bike](#). Discuss decision making and brainstorm decision making situations that you could be in at home or at school.

1st Good vs bad choice activity- use the “If _____ then _____” model to explain what you would do in certain situations to make a good choice.

2nd Repeat 1st grade lesson.

3rd Discuss strategies you could use to help make a decision (pros and cons list, ask someone’s opinion, flip a coin etc) and explain how some strategies work better for certain situations. For example, you might flip a coin to choose where to go for lunch but not for what house you’re going to buy.

4th Discuss choices and consequences. Have the student verbalize or write about multiple choices they have made and what the consequences are to them (good or bad). How can we learn from the bad choices?

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?