

2nd Grade

May 25 - May 29



Building Blocks

by Rachelle Kreisman



My class learned about solids today. Solids are things that have their own shape. My building blocks are examples of solids. I can build so many different things with my blocks.

Yesterday, I built a school out of blocks. When I was done playing with my block school, I took it apart and put the blocks away. I keep all my blocks in a cardboard box.

Today, I dumped out the blocks and started building a house. My brother Asante walked into the room while I was making my house. He asked me if he could play, too. I said okay, if he would build something different from what I was making. So my brother made a doghouse and a supermarket.

When we finished our projects, we played with them for a while. Then we knocked the blocks down and built a train. All aboard!

Name: _____ Date: _____

1. Which of the following describes the building blocks?

- A. They can only be used to make one thing.
- B. They are shaped like houses.
- C. They are examples of solids.

2. What happened today, before the main character started building with blocks?

- A. The main character learned about solids in class.
- B. The main character learned about blocks in class.
- C. Asante learned about solids in class.

3. Read this sentence from the text.

"I can build so many different things with my blocks."

What evidence from the text supports this statement?

- A. Building blocks are examples of solids.
- B. The main character keeps all the blocks in a cardboard box.
- C. Asante builds something different from what the main character makes.

4. Yesterday, the main character built a school out of blocks. Today, the main character built a house and a train with the blocks.

What conclusion can you draw from this evidence?

- A. The main character has blocks that can change shape.
- B. The school and the house that the main character built are exactly the same.
- C. The same pieces can be put together in different ways to make different things.

5. What is the main idea of this text?

- A. A kid builds a school out of building blocks.
- B. Two kids make many different things out of building blocks.
- C. Building blocks are examples of solids.

6. Read these sentences from the text.

"Yesterday, I built a school out of blocks. When I was done playing with my block school, I took it apart and put the blocks away."

What does the phrase "took it apart" mean in these sentences?

- A. took the block school to another place
- B. broke each block into pieces
- C. broke the block school into separate blocks

7. Choose the answer that best completes this sentence.

The main character and Asante played with the things they built _____ knocking them down and building something else.

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

8. What did the main character build yesterday with the blocks?

9. What things did the main character and Asante build today with the blocks?

10. Could the main character and Asante have built anything else with the blocks? Why or why not? Use evidence from the text to support your answer.

Name _____



In the Country

Alex likes to drive to the country on a nice summer day. It is quiet away from the uproar of the city.

He notices a barn up ahead. He stops to admire it. Alex is an artist, and he thinks he might return to the barn some day. He will paint the scene.

There are apple trees near the barn. "That would make a nice place for a picnic," he thinks.

Then he hears the sudden sound of an airplane overhead.

"Not that silent here!" he smiles and drives on.

★ACTIVITY★

Write about what you might see in the country.

Name _____



Marge Bakes

“Hello Marge. This is Randy. Did you make the cake for the baby party yet?”

Marge is silent for a minute. Then she says, “Oh no! I forgot! I am so sorry.”

Randy seems upset. “The party is tonight, Marge. Can you make the cake in time?”

“I can’t make a cake unless I have some sugar and flour. They are the basic items you need to make a cake. I will have to check.”

Marge runs to the pantry. The door is open. She sees most of the things she needs. But there is no sugar. There will be no cake unless she can find sugar!

“Oh, there it is,” she says into the phone. “It was hidden behind the cans. Now I can begin baking!”



Write about the party
Marge will go to.

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.


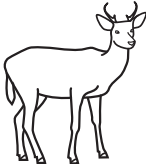


1. **School Day.** You have a younger sibling who hasn't started school yet. Tell him or her about a typical school day.
2. **Class Pet.** Your class gets to choose a classroom pet for the year. Name an animal that you think would make a good choice and explain its needs (such as food, habitat, temperature).
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 _____

Words that rhyme end with the same sounds.



Say each picture name. Then draw two pictures of things whose names rhyme with it.

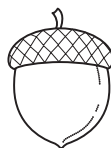
1. 	
2. 	
3. 	
4. 	

Teacher Directions: Read the box at the top of the page. Point to the pictures as you name each one: *cat*, *bat*, *hat*. Explain that these words rhyme. Read the directions with children.

Name _____

Listen to each word your teachers says. Add the beginning sound. Circle the picture of the new word.

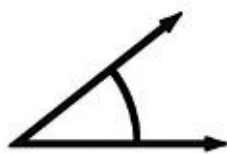
1.



2.



3.



4.



5.



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Teacher Directions: 1. **Model** I can add sounds to words to make new words. Listen to the word corn. Lets add /ā/ to the beginning of corn. Say the new word with me. Guide children to circle the acorn. 2. Say shoe. Add /i/ to the beginning. Circle the new word. Repeat with 3. angle, /t/; 4. race, /ē/; 5. eagle, /b/

Name _____

A **closed syllable** ends with a consonant. It has a short vowel sound. Some words have two closed syllables. Say ***sunset***. Each syllable ends with a consonant.

When a word has a blend or digraph in the middle as in ***pumpkin*** or ***purchase***, the blend or digraph stays together. Pumpkin is divided after the *mp* blend, *pump/kin*. Purchase is divided before the *ch* digraph, *pur/chase*.

An **open syllable** ends with a vowel. The vowel sound is usually long. Say ***baby***. Each syllable ends with a vowel.

A. Fill in the blank with the word that completes each sentence.

icy dolphins invent reply complete

1. I wish she would _____ to my message.
2. The sidewalk can get _____ in winter, so be careful.
3. When I grow up, I want to _____ a machine that folds clothes.
4. We watched _____ jumping out of the water.
5. I did not _____ my homework.

B. Go back and circle the open syllables in the words above. Underline the closed syllables.

Name _____

A **closed syllable** ends with a consonant. It has a short vowel sound. When there is a blend or digraph in the middle of a word, as in **conflict** or **laughter**, the blend or digraph stays together in the same syllable. Conflict is divided before the *fl* blend, *con/flict*. Laughter is divided after the *gh* digraph, *laugh/ter*.

An **open syllable** ends with a vowel. The vowel sound is usually long.

A. Read each word. Draw a line to divide each word into syllables. Then write the syllables on the lines.

secret	_____	_____
silent	_____	_____
silly	_____	_____
instead	_____	_____

B. Complete each sentence using a word from above.

1. I chose an apple _____ of a plum.
2. We have to be _____ during the movie.
3. I know what gift I will give you, but it's a _____.
4. Sometimes I like to sing _____ songs that I make up.

Name _____

A **compound word** is made up of two smaller words. Compound words have more than one syllable.

hand + made = handmade

A. Find compound words in the wordsearch.

1. _____

2. _____

3. _____

4. _____

5. _____

s	p	r	i	n	g	t	i	m	e
s	a	n	d	b	o	x	t	q	n
b	e	d	s	i	d	e	p	g	v
w	i	n	d	m	i	l	l	v	p
c	u	p	c	a	k	e	f	e	v

B. Fill in each blank with a word from above to make a compound word. Then write the compound word.

1. Kids like to play in a _____.
 _____ + _____

2. A nice time of year is _____.
 _____ + _____

3. Ted keeps his alarm clock by his _____.
 _____ + _____

4. Dad gave me a _____ to eat.
 _____ + _____

Name _____

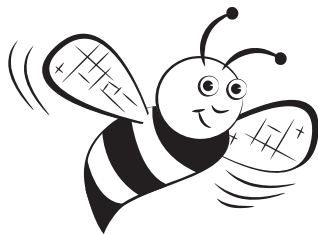
Complete each sentence. Use the words in the box.

door	front	order	probably	remember
someone	tomorrow	what's	worry	yesterday

1. I _____ visiting this lake before.
2. Will you come to my party _____?
3. You don't need to _____ about us.
4. Where did you go on the hike _____?
5. Go see who is knocking on the _____.
6. _____ next on your list of things to buy?
7. What are you planting in the _____ yard?
8. What kind of food do you want to _____?
9. Let's find _____ who can help us lift this table.
10. We can _____ walk there in about ten minutes.

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 text, unfold the paper. Use the list at the right to correct any spelling mistakes.



Review Words

High-Frequency Words

- | | |
|-----------|-------------|
| 1. _____ | 1. pencil |
| 2. _____ | 2. magnet |
| 3. _____ | 3. publish |
| 4. _____ | 4. supper |
| 5. _____ | 5. letter |
| 6. _____ | 6. lady |
| 7. _____ | 7. gravy |
| 8. _____ | 8. solo |
| 9. _____ | 9. open |
| 10. _____ | 10. odor |
| 11. _____ | 11. lead |
| 12. _____ | 12. touch |
| 13. _____ | 13. door |
| 14. _____ | 14. front |
| 15. _____ | 15. someone |

Name _____

pencil

magnet

publish

supper

letter

lady

gravy

solo

open

odor

A. Write the spelling words that have a closed first syllable.

1. _____ 2. _____ 3. _____

4. _____ 5. _____

B. Write the spelling words that have an open first syllable.

6. _____ 7. _____ 8. _____

9. _____ 10. _____

C. 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. gravvy _____ 12. oppen _____

13. magnete _____ 14. oddor _____

15. sollo _____

Name _____

pencil

magnet

publish

pocket

ticket

lady

gravy

solo

open

odor

A. Write the spelling words that have a closed first syllable.

1. _____ 2. _____ 3. _____

4. _____ 5. _____

B. Write the spelling words that have an open first syllable.

6. _____ 7. _____ 8. _____

9. _____ 10. _____

C. 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. gravvy _____ 12. oppen _____

13. magnete _____ 14. oddor _____

15. sollo _____

Name _____

pencil

magnet

publish

supper

letter

lady

gravy

solo

dinosaur

crocodile

A. Write the spelling words that have a closed first syllable.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

B. Write the spelling words that have an open first syllable.

7. _____ 8. _____

9. _____ 10. _____

C. 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. gravvy _____

12. dinnosaur _____

13. magnete _____

14. crockodile _____

15. sollo _____

Name _____

Write the abbreviations.

Mr. Ms. Jr. Dr.

St. Rd. Ave. Ct.

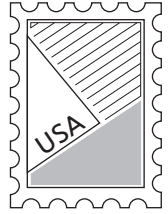
Sept. Oct. Nov.

Dec. Jan. Feb.

Name _____

Write your address.

Vin Raval
 3 Elm St.
 Kent, OH 01021



Write your address.

Name _____

- An **adjective** is a word that describes a noun.
- Some adjectives tell **what kind** or **how many**.
Joe's aunt grows tall plants.
She has five sunflowers.

Circle each adjective and underline the noun being described.

1. Luke grows pretty flowers.
2. His garden has tall shrubs in it.
3. There are white fences.
4. Luke built wooden benches to sit on.
5. Flowers grow fast in good soil.
6. Luke plants new flowers often.



Use the sentences as a model. Write about a place you love to visit. Use adjectives to describe the place in as much detail as you can.

Name _____

- The words **the**, **a**, and **an** are special adjectives called **articles**.
- Use **a** before singular nouns that begin with a consonant sound. Use **an** before singular nouns that begin with a vowel sound.
- Use **the** in front of singular and plural nouns. **The** is used to tell about a specific thing or group.

a fanan electric fanthe wind

Choose the correct article in ().

1. Some of our energy comes from (a, the) Sun.
2. Wind is (a, an) energy source.
3. (The, A) wind can be changed into electricity.
4. (The, A) wind machines are put in windy places.
5. Water is also (an, a) source of energy.
6. (An, A) waterfall is moving water that carries energy.

Connect to
Community

Write about an important outdoor work of art in the community where you live. It could be a picture painted on a wall, or a sculpture in a park. Use adjectives to tell where it is and what it looks like.

Name _____

An **abbreviation** is a shortened form of a word. Days of the week and months of the year are often abbreviated to their first syllable. They begin with a capital letter and end with a period.

Saturday = Sat.

November = Nov.

Months of five letters or fewer are usually not abbreviated.

March

April

May

June

July

A. Write the day of the week or month of the year that each abbreviation stands for.

1. Aug. _____

2. Mon. _____

3. Jan. _____

4. Wed. _____

5. Dec. _____

B. Write the abbreviation for each day of the week or month of the year.

6. September _____

7. Friday _____

8. February _____

9. Tuesday _____

10. October _____

Name _____

- An **adjective** is a word that describes a noun.
- The words **the**, **a**, and **an** are special adjectives called articles.
- Use **a** before singular nouns that begin with a consonant sound.
- Use **an** before singular nouns that begin with a vowel sound.
- Use **the** to tell about a specific thing or group of things.

Read the paragraph. Circle the articles. Underline the other adjectives. Find the mistakes. Then rewrite the paragraph correctly on the lines.

Tim helps his mother plant an garden. They grow many berries, vegetables, and fruits. Tim works in an garden during the sunny days of summer. He likes a beans, corn, and peas they grow. He eats them in soups, salads, and stews. His mother puts a white, purple, and pink flowers around their house.

Name _____

**Find the adjective and the noun it describes in each sentence.
Write them on the lines.**

1. Mr. Goff planted new plants.

adjective _____

noun _____

2. Small birds like to fly nearby.

adjective _____

noun _____

3. They use their long beaks to drink nectar.

adjective _____

noun _____

4. They have built nests in the yard.

adjective _____

noun _____

5. A squirrel built one, too.

adjective _____

noun _____

6. Pine trees grow quickly here.

adjective _____

noun _____

Writing/Spelling
Connection

Look back through your writer's notebook for articles and other adjectives you have used. Check that you used them correctly.

Name _____

Content words are words that are specific to a field of study. Words like mammal, litter, and omnivore are science content words.

Some times you can figure out what a content word means by using context clues.



Go on a word hunt with a partner. Find content words related to money. Write them in the chart.

Money	
_____	_____
_____	_____
_____	_____

CONNECT TO CONTENT

"The Life of a Dollar Bill" gives facts about what happens to dollar bills. The author uses content words that help you understand the topic.

Circle two words that you were able to figure out the meaning to using context clues. Write the words and what they mean on the lines.

Name _____

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

exclaimed

finally

form

history

issues

promises

rules

votes

1. The past _ _ _ _ _ 2. Opinions counted when making a group decision _ _ _ _3. Subjects to be argued about _ _ _ _ _4. To shape _ _ _ _5. At last _ _ _ _ _ _6. Said suddenly, with emotion _ _ _ _ _ _ _ _7. Things you have said you will do _ _ _ _ _ _ _

8. Statements about what you should and should not do

_ _ _ _

**It belongs to you, but others use it more than you do.
What is it?**

Name _____

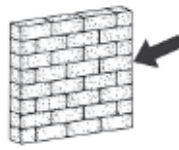
Listen to each word your teacher says. Add the beginning sound.
Circle the picture of the new word.

1.

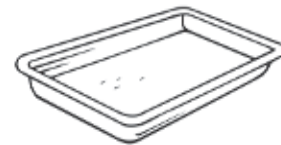
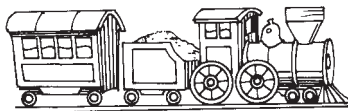
2



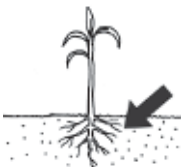
2.



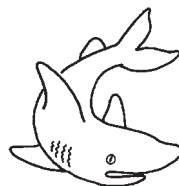
3.



4.



5.



Teacher Directions: 1. **Model** I can add sounds to make new words. Listen to the word two. I can add /s/ to make the word stew. Say it with me. Guide children to circle the picture. Have children do the following: 2. Say room. Add /b/; 3. rain, /t/; 4. root, /f/; 5. park, /s/

Name _____

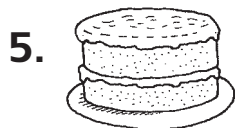
Say the picture name. Then say the sounds in the word one at a time. Draw an X for each sound. Write the number of sounds on the line.













Teacher Directions: Model 1. I can say the sounds in the word broom: /b/ /r/ /ü/ /m/. The word broom has four sounds: /b/ /r/ /ü/ /m/. Say the sounds with me. Guide children to draw 4 X's and write the amount of sounds for #1.

Name _____

Each syllable in a word has only one vowel sound. A **final e syllable** ends in a vowel, consonant, final **e**. The final **e** is silent. The vowel sound before it is long. In the word **tadpole**, the syllable **pole** has the long o sound.

tadpole

A. Underline the final e syllables in the words below.

invite mistake female

inside ninety reptile

B. Choose a word from Part A that completes each sentence. Write that word on the line.

1. Meg made a _____ on her homework.

2. A snake is a _____.

3. My grandfather is _____ years old.

4. I will _____ you to my party.

5. Come _____. It is raining.

6. My cat is not a male cat. She is a _____ cat.

Name _____

Each syllable in a word has only one vowel sound. A **final e syllable** ends in a vowel, consonant, final **e**. The final **e** is silent. The vowel sound before it is long. In the word **athlete**, the syllable **lete** has the long **e** sound.

athlete

A. Underline the final e syllable in each word.

perfume reptile excite polite inside excuse

B. Circle each word in the puzzle. Look for the CVCe syllables to help you.

p	e	r	f	u	m	e	s	t
o	p	e	x	c	i	t	e	s
l	m	p	i	p	r	b	i	k
i	l	t	e	c	e	l	n	a
t	d	i	n	s	i	d	e	z
e	d	l	s	m	t	u	c	t
b	r	e	x	c	u	s	e	l

Name _____

The prefix **re-** means “again.” The prefix **un-** means “not.” The prefix **dis-** means “opposite of.”

reread = read again **untied** = not tied

dislike = opposite of like

The suffix **-ful** means “full of.” The suffix **-less** means “without.”

wonderful = full of wonder **restless** = without rest

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A. Read each pair of words. Circle the word that has a prefix or a suffix. Write its meaning.

- | | | |
|---------------|-------------|-------|
| 1. unhappy | usual | _____ |
| 2. cannot | careful | _____ |
| 3. disappear | downstairs | _____ |
| 4. themselves | thoughtless | _____ |
| 5. redo | river | _____ |

B. Read each sentence and underline the word that contains a prefix or suffix. Circle the prefix or suffix. Then write the meaning of the word on the line.

6. He feels helpless. _____

7. She and I disagree about what to do. _____

Name _____

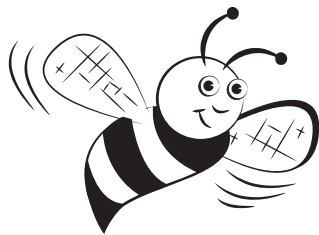
Complete each sentence. Use one of the words in the box.

alone	became	beside	four	hello
large	notice	round	suppose	surprised

1. I _____ we'll be all right now.
2. Come sit _____ me on the couch.
3. She looked very _____ to see us.
4. You can eat the last _____ crackers.
5. Is this box _____ enough?
6. I said _____ to her when I first got home.
7. Can you draw a circle that is perfectly _____?
8. Did you _____ how happy the dog was to see Grandma?
9. He _____ very happy when we showed him his new bike.
10. This board game can be played with a friend or played _____.

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. state

2. replace

3. nine

4. ninety

5. side

6. sidewalk

7. face

8. outside

9. these

10. tadpole

11. letter

12. magnet

13. alone

14. beside

15. round

Review Words

High-Frequency Words

Name _____

state	replace	nine	ninety	side
sidewalk	face	outside	these	tadpole

A. Look at the spelling words in the box. Match each spelling word with the spelling of the vowel sound. Write the word.

a_e

1. _____

2. _____

3. _____

o_e

4. _____

e_e

5. _____

i_e

6. _____

7. _____

8. _____

9. _____

10. _____

B. A letter is missing from each spelling word below.

11. n□nety _____

14. th□se _____

12. tadp□le _____

15. f□ce _____

13. outs□de _____

Writing/Spelling
Connection

Look back through your writer's notebook for words you used that have CVCe spelling patterns. Check that you spelled them correctly. Fix any mistakes you find.

Name _____

place	replace	nine	ninety	side
sidewalk	face	outside	pole	tadpole

A. Look at the spelling words in the box. Match each spelling word with the spelling of the vowel sound. Write the word.

a_e

i_e

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

o_e

9. _____

4. _____

10. _____

5. _____

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

11. n□nety _____

14. p□le _____

12. tadp□le _____

15. f□ce _____

13. outs□de _____

Writing/Spelling
Connection

Look back through your writer's notebook for words you used that have CVCe spelling patterns. Check that you spelled them correctly. Fix any mistakes you find.

Name _____

place	replace	nine	ninety	side
sidewalk	relate	outside	compete	tadpole

A. Look at the spelling words in the box. Match each spelling word with the spelling of the vowel sound. Write the word.

a_e

1. _____

2. _____

3. _____

o_e

4. _____

e_e

5. _____

i_e

6. _____

7. _____

8. _____

9. _____

10. _____

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

11. n nety _____

14. comp te _____

12. tadp le _____

15. rel te _____

13. outs de _____

Writing/Spelling
Connection

Look back through your writer's notebook for words you used that have CVCe spelling patterns. Check that you spelled them correctly. Fix any mistakes you find.

Name _____

Trace the punctuation marks in the letter. Add the missing period and comma in the date.

Dec 5 2020

Dear Tess,

Will you come
over Sunday?

Please do! We
will have fun.

Your friend,

Alex

Name _____

Write a letter and sign your name. Don't forget to include a date.

A large rectangular area for writing a letter, consisting of 12 horizontal rows. Each row is defined by a solid top line, a dashed midline, and a solid bottom line. The word "Dear" is written in cursive on the first row, and "Your friend," is written in cursive on the eighth row.

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Name _____

- The words ***the***, ***a***, and ***an*** are special adjectives called **articles**.
- Use ***a*** before words that begin with a consonant sound. Use ***an*** before words that begin with a vowel sound. Both are used only with singular nouns.
- Use ***the*** with singular and plural nouns to tell about a specific thing or group of things.

a caran old carthe car over there**Choose the correct article in ().**

1. I told my dad I wanted (a, an) dog.
2. He said (a, an) puppy would be too hard to take care of.
3. But he said we could get (a, an) adult dog.
4. We went to (a, the) animal shelter on Main Street to look at dogs.
5. As soon as I saw Spot, I knew she was (a, the) best dog for us.
6. She was such (a, the) happy and friendly dog.



Use the sentences as a model. Write about what you want to be and where you want to live when you grow up. Use articles.

Name _____

- ***This, that, these, and those*** are special adjectives that tell how many and how close.
- Use ***this*** and ***that*** with singular nouns.
- Use ***these*** and ***those*** with plural nouns.

this bookthat lightthese wiresthose batteries

Choose the correct adjective in () to complete the sentence.

1. (This, These) solar cells will make electricity.
2. The electricity runs through (this, these) wire.
3. Carla needs (that, those) things to build a solar cell.
4. (This, These) directions show how to build it.
5. How much power will (that, those) battery hold?
6. (These, This) cell will work in bright light.
7. (This, These) video shows how it works.
8. Should I throw out (that, those) boxes?

Connect to
Community

What are some special places to visit in your community? Write about what makes them special. Use articles and *this, that, these, and those* to describe the places.

Name _____

When you write a date, place a comma between the day of the month and the year.

I was born March 1, 2013.

If you include the day of the week, place a comma between it and the month.

Please come to my party Saturday, August 1.

If you continue the sentence after a date that has one or more commas in it, place a comma after the date.

I was born March 1, 2013, on my mom's birthday.

Please come to my party Saturday, August 1, at noon.

Rewrite the sentences. Add commas where they are needed.

1. My mom and dad got married January 31 2010.

2. We will go camping from Friday July 31 until Tuesday August 4.

3. My brother was born July 15 2011 and my sister was born March 11 2015.

Name _____

- Use the article **a** before words that begin with a consonant sound. Use the article **an** before words that begin with a vowel sound.
- Use **that** and **this** with singular nouns. Use **these** and **those** with plural nouns.

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

I am writing an report about solar energy. It is a interesting topic. These kind of energy is made by the Sun. Solar cells change sunlight into energy. Batteries can store an energy until we need it. Mr. Ryan helped me with the report. He said solar cells work best in the sunny place like Arizona.

Name _____

A. Circle the correct word to complete each sentence.

1. Natural gas is one of (the, an) most useful fuels.
2. Natural gas can be used to heat (a, an) home.
3. It is sent through (a, an) set of underground pipes.
4. (A, An) underground pipe goes to every house where natural gas is used.
5. People in (an, the) house can stay warm all winter.

B. Circle the word that completes each sentence correctly.

6. (These, That) posters show that energy is important.
7. (This, Those) poster shows how coal is used.
8. I learned about solar energy from (that, these) pictures.
9. Show me (those, that) poster again, please.
10. (That, Those) drawings are great.

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**Writing/Spelling
Connection**

Look back through your writer's notebook for places you used articles or *this, that, these, and those*. Check that you used them correctly.

Name _____

Look at this example of **context clues** in a paragraph. The underlined words help explain what the word *energy* means.

We use **energy** every day to do work. With energy, we can turn on a light, heat a home, cook food, and run a computer.

Read each paragraph. Write the meaning of the word in bold print. Underline the context clues that helped you.

1. Yes, energy can come from the ocean. There are not many ocean power plants right now. But the ocean is a big **source** of energy.

2. The ocean has high and low **tides**. This means the water rises and falls every twelve hours. This tidal energy can be used to make power.

3. The movement of ocean waves can run a machine built to produce power. The waves move up and down inside the machine. They spin parts of the machine. The machine makes **electricity**.

4. The water temperature on the ocean's **surface** is warmer than below. That's because the sun heats the water on top. Deep below the surface, the water is very cold.

Name _____

You can figure out the meaning of unfamiliar words by looking for **word roots**. Some English words have Greek or Latin roots.

cred = to believe spect = to look

port = to carry sta = to stand

struct = to build

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Read each sentence. Circle the word root in each bold print word. Then write a definition for the word.

1. The Antarctic is an **incredible** place to explore.

2. One of the first jobs is to set up a research **station**, or base camp.

3. Some team members **construct** the camp's buildings.

4. They **transport** people and equipment to the camp.

5. Some people **inspect** the camp's electricity system to make sure it is working.

A

Number Correct: _____

Subtraction from Teens

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

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

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

Clark has 3 ten-dollar bills and 6 five-dollar bills. He has 2 more ten-dollar bills and 2 more five-dollar bills than Shannon.

How much money does Shannon have?

Problem 2

Andrew, Brett, and Jay each have 1 dollar in change in their pockets. They each have a different combination of coins.

What coins might each boy have in his pocket?

Andrew:

Brett:

Jay:

Problem 3

Tracy has 85 cents in her change purse. She has 4 coins.

- a. Which coins are they?

- b. How much more money will Tracy need if she wants to buy a bouncy ball for \$1?

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

Science Studies WeeklyTM

Trailblazer

GRADE
2

Living Things Grow

See Primary-Source
Related Media...



www.s-w.co/S2-13

Plants, animals and people grow. As they grow, they change. How have you changed since you were born? You are taller and heavier. You have learned many new things, and you are still learning.

Living Things Grow

People start life as babies. They grow to become children, and they learn to walk and talk. Children grow into teenagers who can learn many more things. Finally, they become adults.



Once living things are fully grown, they can produce offspring. An offspring is very much like its parents, but it is not exactly like them.

Look & Learn

Butterflies change a lot as they grow.

A butterfly starts as an egg.



The egg grows into a caterpillar.



The caterpillar forms a chrysalis.



An adult butterfly comes out of the chrysalis.



How do living things grow? They need energy.

People and animals get energy from food. Plants make their own energy.



Living things do not live forever. Many insects live less than one year. Some people live 100 years or more. Some trees can live for hundreds or even thousands of years.

Butterflies

What You Need

- 1 tiny, round piece of pasta
- 1 small piece of shell pasta
- 1 piece of spiral pasta
- 4 pieces of cardboard
- markers or crayons
- glue



What to Do

1. Glue each piece of pasta on a cardboard square.
2. Write “egg” under the tiny round pasta.
3. Write “caterpillar” under the spiral pasta.
4. Write “chrysalis” under the shell pasta.
5. Use the markers or crayons to draw a butterfly on the last piece of cardboard. Write “butterfly” under your drawing.
6. Put the pieces of cardboard in order to show the life cycle of a butterfly.

Put these pictures in order. Write 1 under the picture that shows what happens first, 2 under the picture that shows what happens next, and so on.



Second Grade

THIRD QUARTER • WEEK 18

Studies WeeklyTM

GRADE
2

What is a government?
A government is a
group of people who
lead a country, state
or city.

Government

The United States Constitution explains how our government works. It gives the government many powers, like the power to protect our rights and keep us safe. It also says those powers have limits. For example, the government cannot force people to worship a certain way.



Scan this
to earn points!



Government



The president is the leader of our country. The governor is the leader of a state. The mayor is the leader of your city or town. Senators and representatives make laws.

Why do people form governments? Governments provide many services for citizens. The government helps pay for roads and

parks. It helps pay for schools and libraries in communities. It helps pay for firefighters and police officers to protect citizens. Do you know any other services the government provides?

Governments make laws, decide if the laws are fair and make sure people obey the laws. Laws help keep us safe. Laws help make sure everyone is treated fairly. If we didn't have laws, many things would not run smoothly. There would be no consequences for people who steal things or hurt people.



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.

- Identify the constitution as the document, which establishes the structure, function, powers, and limits of American government.
- Examine primary and secondary sources.

- Explain why people form governments.
- Identify what it means to be a United States citizen either by birth or by naturalization.



Most people who live in our country are U.S. citizens. Some people who live in our country are immigrants. Many immigrants hope to become U.S. citizens someday.

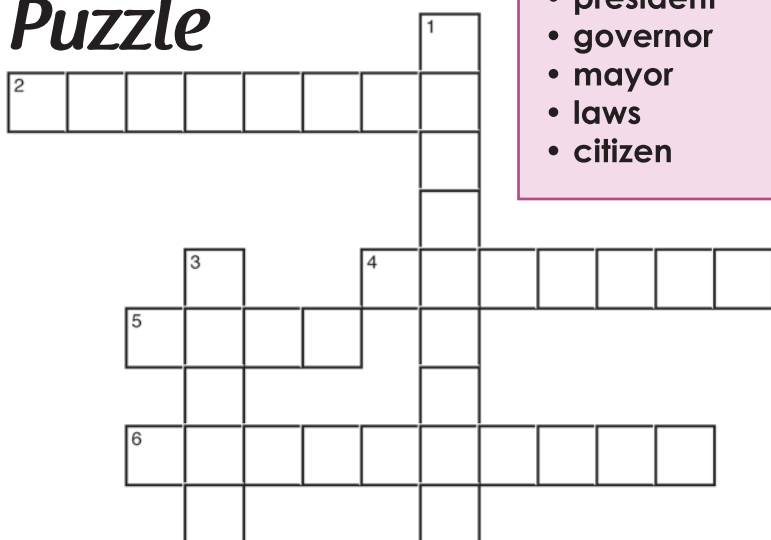
How do people become citizens? If you are born in the United States, you are a U.S. citizen. If your parents are citizens, you are a citizen no matter where you were born.



Immigrants can become citizens by naturalization. Naturalization is all of the things immigrants must do to become citizens. They have to fill out many forms. They have to pass a test about U.S. history and government. They must promise to obey the laws and be loyal to the United States.

Name _____

Crossword Puzzle



WORD BANK

- government
- president
- governor
- mayor
- laws
- citizen

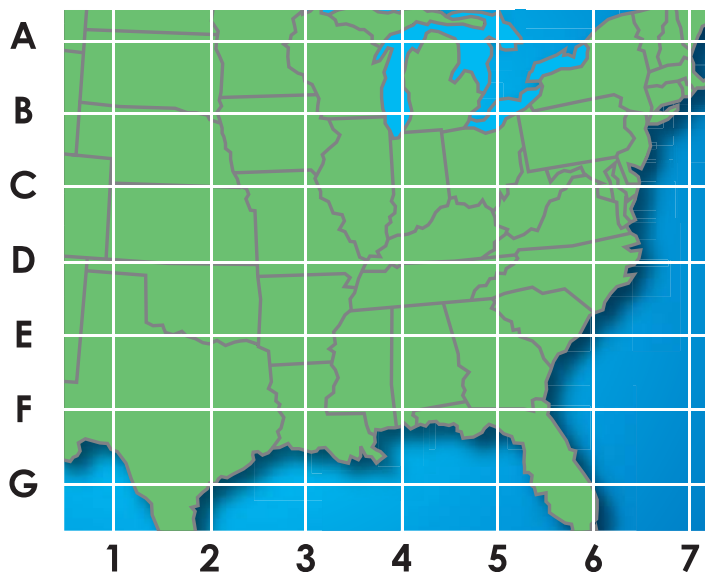
ACROSS:

- The _____ is the leader of a state.
- If you are born in the U.S., you are a U.S. _____.
- Governments make _____.
- A _____ is a group of people who lead a country, state or city.

DOWN:

- The _____ is the leader of our country.
- The _____ is the leader of a city or town.

Washington, D.C. is the capital of our country. On this map, Washington, D.C. is located at C-6. To find Washington, D.C., put your finger on line C at the left. Slide your finger to the right until you reach line 6 (bottom). Write an X where the two lines meet. That's where Washington, D.C. is on this map!



American Stories

Salem Poor

Salem Poor was a patriot. He was born a slave, but he bought his own freedom. He fought in the American Revolution against the British to help America become free, too. Salem was a brave soldier. He got a reward for being brave during the war.



Name: _____

Second Grade Studies Weekly

Date: _____

Worksheet 1 Week 18

Government Services

Governments provide many services for citizens. Write a sentence about each type of service and why it is important to the community.

1. police department

2. fire department

3. library

4. schools

5. parks

Name: _____

Second Grade Studies Weekly

Date: _____

Worksheet 2 Week 18

Weekly Literacy Connection

When we write about an important person, geographic place or thing, such as a holiday, we make sure that we capitalize it. Correct the sentences below and capitalize the important people, places and things. Rewrite the sentences on the lines below.

1. We celebrate our independence on the fourth of july.

2. The capital of the united states is washington, d.c.

3. george washington was the first president of our country.

4. The united states constitution explains how our government works.

5. The leader of our state is called the governor.

Name: _____

Date: _____

Second Grade Studies Weekly

Government and Citizenship

Week 18 Assessment

Fill in the circle next to the best answer

1. The United States _____ explains how our government works.
Ⓐ Constitution
Ⓑ Declaration of Independence
Ⓒ Pledge of Allegiance
2. Services like roads and schools are provided by the _____.
Ⓐ president
Ⓑ government
Ⓒ law
3. The _____ is the leader of our country.
Ⓐ mayor
Ⓑ governor
Ⓒ president
4. A person who lives in the United States but is not a citizen is called an _____.
Ⓐ immigrant
Ⓑ firefighter
Ⓒ governor
5. _____ make the laws.
Ⓐ Teachers and parents
Ⓑ Senators and representatives
Ⓒ Police officers and firefighters
6. _____ was a patriot who was born a slave and fought in the American Revolution against the British.
Ⓐ George Washington
Ⓑ Thomas Jefferson
Ⓒ Salem Poor
7. Look at this photo. What can you observe?
Ⓐ I see people building a road.
Ⓑ I hear people talking about trees.
Ⓒ I smell the materials used to make the road.



Fill in the Blank

8. _____ is the capital of our country.
9. Immigrants can become citizens by _____.
10. The _____ is the leader of a state.

Wayne-Westland Community Schools
Elementary Art
Distance Learning Lessons

Week of 5/25/20

ART APPRECIATION



Art is Everywhere. Let's Look for some!

DIRECTIONS:

ONLINE OPTION: Take a VIRTUAL TOUR of the online art gallery linked below. Maybe write down the title and description of some of your favorite pieces, and explain what you like about them.

GALLERY: <https://www.youtube.com/watch?v=cLftKHybvV8>

OFFLINE OPTION: You don't need to go to a museum to find art - take a tour of your home to see how much art you can find. Are there any paintings, prints, photographs, sculptures or figurines where you live? Everyday objects around the home, and perhaps even your toys and clothes, also have designs or images that were created by artists. Maybe make a list or take photos of the art you find in your home, and discuss with family members why you consider some things to be art, and not others.

These online or home tours could be taken by a single student, but 2 or more students in the same household, even if they are in different grades, may explore together.

ART APPRECIATION RESOURCES:

YouTube Videos:

[The Artist Song! | Nursery Rhymes & Kids Songs with Sweet Tweets](#)

[What is Art?](#)

[How to Look at an Artwork](#)

[Why Kids Love Art](#)

[15. At an art museum – Enjoying the art pieces \(English Dialogue\)](#)

[What I Love About Art | Sesame Street Full Episode](#)

Books:

[The Museum Book Read Aloud For Kids!](#)

<https://www.storyjumper.com/book/read/20949888/A-WALK-IN-THE-ART-GALLERY#page/22>

Games:

[Art History Puzzle Set | Interactive Puzzle Game for Kids | Puzzles with famous artworks](#)

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

We would love to hear about your tour discoveries and thoughts! You can share with your art teacher by posting to your Dojo story or by email.

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 25th

Move It Monday

Let's have some fitness fun using a couple of paper plates! Watch the video below!

[Paper Plate Tabata](#)

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!

[Family Fun Cardio](#)

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 some push ups!!!

[Push Up Demonstration](#)

[Push Up Cadence](#)

Fun Time Friday

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

[Hip Hop Routine](#)

Topic: Play a developmentally appropriate role in classroom management and positive school climate.

Kindergarten Make a list of staff members at school that your child interacts with. Discuss and write down what each member can help you with.

1st Repeat K lesson.

2nd Repeat K lesson.

3rd Create a skit showing how to follow any rule that we have in school (how to walk in the hallway, how to act in the lunchroom, how we behave in special, etc.)

4th Repeat 3rd grade lesson.

5th Ask students "Who is in charge of your decisions?" Discuss the importance of following rules and have them write a paragraph or two about their thoughts on it.

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?