

Second Grade Learning Resources

Dear Families,

Enclosed is our second set of optional learning resources that your student may use to practice skills previously taught this school year. These activities are intended to supplement assignments and activities provided directly from your child's teacher. It is designed to support 2-3 weeks' worth of supplemental learning. We recommend that students complete no more than one math activity and one literacy activity from this packet per day. For additional learning and practice opportunities, including our first set of resources and available extensions, please visit our website at:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Estimadas familias,

Adjunto se encuentra nuestra segunda serie de recursos de aprendizajes adicionales que su estudiante puede usar para practicar las habilidades que se enseñaron anteriormente este año escolar. El propósito de estas actividades es complementar las tareas y actividades proporcionadas por el maestro de su hijo. Están diseñadas para apoyar el aprendizaje suplementario de 2-3 semanas. Les recomendamos que los estudiantes completen no más de una actividad de matemáticas y una de alfabetización diariamente. Para más oportunidades de aprendizaje y práctica, incluyendo nuestra primera serie de recursos y extensiones de materiales disponibles, por favor visite nuestro sitio web en:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Thân gửi gia đình các học sinh,

Đính kèm theo đây là tài liệu học tập thứ hai với tài nguyên học tập tùy chọn mà học sinh có thể sử dụng để thực hành năng khiếu đã được giảng dạy tại trường trong niên học này. Những hoạt động này với chủ đích như là bài tập và hoạt động bổ sung được cung cấp trực tiếp từ các giáo viên của con em quý vị. Nó được thiết kế để hỗ trợ từ 2 tới 3 tuần lễ trong việc học tập. Chúng tôi đề nghị học sinh hoàn tất một hoạt động với toán học và một hoạt động về Anh Ngữ trong tập tài liệu này cho mỗi ngày. Để bổ túc cho việc học tập và những cơ hội thực tập, bao gồm trong tập tài nguyên (resources) học tập thứ nhất và sự khai triển có sẵn, xin coi tại mạng lưới của chúng ta tại:

www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

Qoysaska Qaaliga ahaw,

Waxa ku lifaaqan xidhmadeena labaad ee khayraadka waxbarasho ee ikhtiyaariga ah ee ardaygaagu u isticmaali karo inuu ku tabobarato xirfadaha hore loo baray sannad dugsiyeedkan. Hawlahaas waxaa loogu talagalay in lagu kabo shaqooyinka iyo nashaadaadka tooska ah ee uu bixiyo macallinka ilmahaagu. Waxaa loogu talagalay in lagu taageero 2-3 toddobaad qiimaynta dheeriga ah. Waxaan kula talineynaa ardayda inay dhammeeyaan wax aan ka badneyn hal hawl oo xisaabta ah iyo hal hawl oo qorista oo xidhmadan ah maalin kasta. Si aad u hesho waxbarasho dheeraad ah iyo fursado tababar ah, oo ay kujirto qaybteena koowaad ee khayraadka iyo kordhinta la heli karo, fadlan booqo bartayada internetka: www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

የተከበራች ቤተሰቦች፣

እሽጉ የእርስዎ ተማሪ በዚህ የትምህርት ዘመን ቀደም ብሎ የተማራቸውን ችሎታዎችን ለመለማመድ ሊጠቀምባቸው የሚችል አማራጭ የመማሪያ ግብዓቶቻችን ሁለተኛ ስብስብ ናቸው። እነዚህም ተግባራት የተሰጡ ስራዎችን ለሚሟላት የታሰቡ እና በቀጥታ በልጅዎ መምህር የቀረቡ ተግባራት ናቸው። ይህ ከ 2-3 ሳምንታት የሚሆን ተጨማሪ ትምህርት ለመደገፍ የተቀረበው ነው። ተማሪዎች ከዚህ እሽግ ውስጥ ከአንድ የሂሳብ ተግባር እና ከአንድ የማንበብ ተግባር ያልበለጠ በየቀኑ እንዲያጠናቅቁ እንመክራለን። ለተጨማሪ የትምህርት እና የልምምድ እድሎች፣ የመጀመሪያዎቹን የሀብቶች ስብስቦችን እና የሚገኙን ቅጥያዎችን ጨምሮ ለማግኘት፣ እባክዎ ድር ጣቢያችንን እዚህ ላይ ይጎብኙ፡ www.highlineschools.org/coronavirus/learning-support/home-learning-supports.

2nd Grade Math

To access the online resources in this packet as well as lessons from other grade levels, visit **<https://bit.ly/homemathresources>**

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Grade 2 Day 1: Mental Fluency - Addition within 20

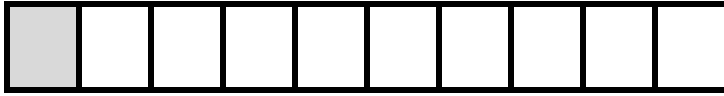
Grade	2
Day	1
Math	Mental Fluency - Addition within 20
Audience	Teachers
Language of Instruction	English
Objective	Develop greater fluency with mental strategies for addition within 20
Standard	Operations and Algebraic Thinking Add and subtract within 20. 2.OA.2 Fluently add and subtract within 20 using mental strategies.* By end of Grade 2, know from memory all sums of two one-digit numbers. <i>* Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</i>
Links to printable materials (Student facing)	Grade 2 Day 1: Mental Fluency - Addition within 20 Magic Triangles - Worksheets 3, 4, and/or 5 Flower Petal Puzzles - Worksheets 2, 3, and/or 4
Online / Blended Resources	Addition Blocks: http://www.additionblocksgame.com/AdditionBlocksGame/ Magic Triangles: https://www.mathplayground.com/magic_triangle.html Galaxy Pals to 20: https://www.mathplayground.com/galaxypalsto20.html Dots in the Box: https://www.geogebra.org/m/kkDBeRQ8

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	Worksheets	Online
Launch	Color the 10-sticks with different combinations and write equations that match them.	Play the Addition Block Game: additionblocksgame.com/AdditionBlocksGame/
Explore	Play Cross Out with a friend	Solve the Magic Triangles puzzles: mathplayground.com/magic_triangle.html and/or play Galaxy Pals to 20: https://www.mathplayground.com/galaxypalsto20.html
Summarize	What patterns did you see? What strategies did you use?	What patterns did you see? What strategies did you use?

Part 1: What are all the combinations of numbers that add to 10?

Color the 10-sticks with two colors and write equations like the examples:



$$1 + 9 = 10$$



$$2 + 8 = 10$$



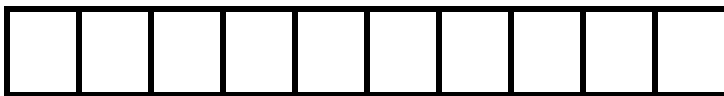
$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



$$\underline{\quad} + \underline{\quad} = 10$$



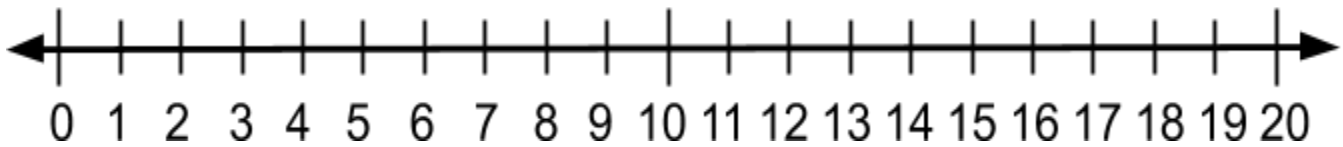
$$\underline{\quad} + \underline{\quad} = 10$$



What patterns do you see?

Part 2: Play Cross Out

Play on this number line:



- Player 1 chooses a number on the line and crosses it out.
- The **same** player chooses a **second** number and crosses that out too.
- Player 1 then circles the sum **or** difference of the two numbers and records the equation.

Example 1	Example 2
$6 + 8 = 14$ A number line from 0 to 20. The numbers 6 and 8 are crossed out with blue 'X' marks. The number 14 is circled in blue.	$8 - 6 = 2$ A number line from 0 to 20. The numbers 8 and 6 are crossed out with blue 'X' marks. The number 2 is circled in blue.

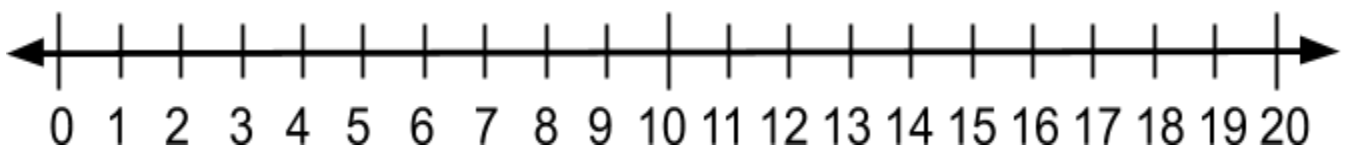
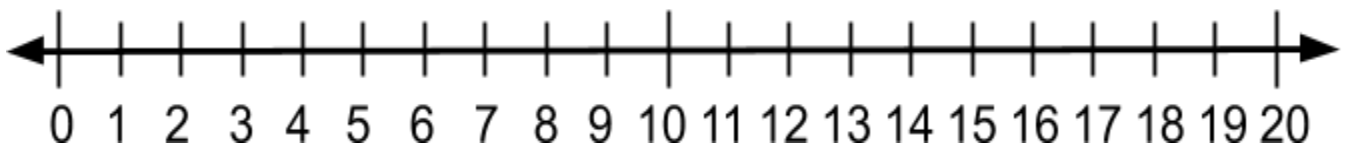
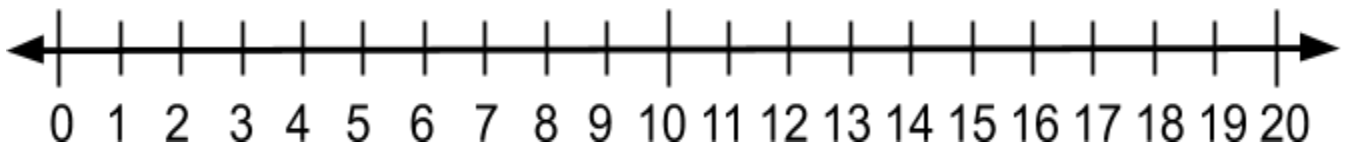
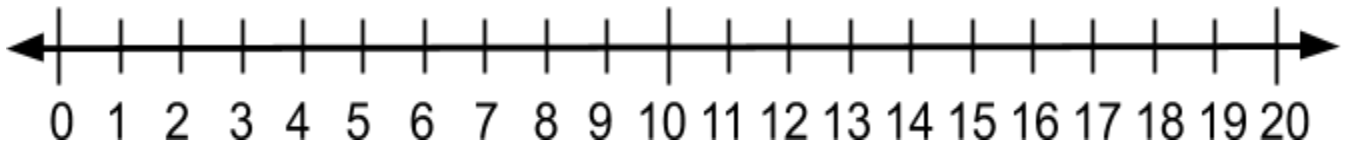
- Player 2 crosses out the number that Player 1 circled.
- Player 2 chooses **another** number to cross out and then circles a third number, which is the sum or difference of the two crossed-out numbers. They record the equation.

Example 1	Example 2
$14 + 3 = 17$ A number line from 0 to 20. The numbers 14 and 3 are crossed out with red 'X' marks. The number 17 is circled in red.	$2 + 13 = 15$ A number line from 0 to 20. The numbers 2 and 13 are crossed out with red 'X' marks. The number 15 is circled in red.

Take turns! When a player can't make a move, the game is over.

	What strategy did you use?

Cross Out Game Boards



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Grade 2 Day 2: Skip Counting

Grade	2
Day	2
Math	Skip Counting
Audience	Teachers
Language of Instruction	English
Objective	Group and skip count by 5s and 10s
Standard	Number and Operations in Base Ten Understand place value 2.NBT.2 Count within 1000; skip-count by 2s , 5s, 10s, and 100s. (CA)
Links to printable materials (Student facing)	Grade 2 Day 2: Skip Counting
Online / Blended Resources	Interactive 100 Charts: https://www.mathplayground.com/interactive_hundreds_chart.html https://www.geogebra.org/m/fFrhmsQZ Grouping and Grazing

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	Worksheets	Online
Launch	Skip count by 5s and 10s on the hundred chart	Interactive 100 Chart: https://www.mathplayground.com/interactive_hundreds_chart.html
Explore	Group by 5s and count	Grouping and Grazing
Summarize	What patterns did you see? What strategies did you use?	What patterns did you see? What strategies did you use?

Part 1: Skip counting on the hundred chart.

Skip count by fives (5). Color in the numbers.

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

Skip count by tens (10). Color in the numbers.

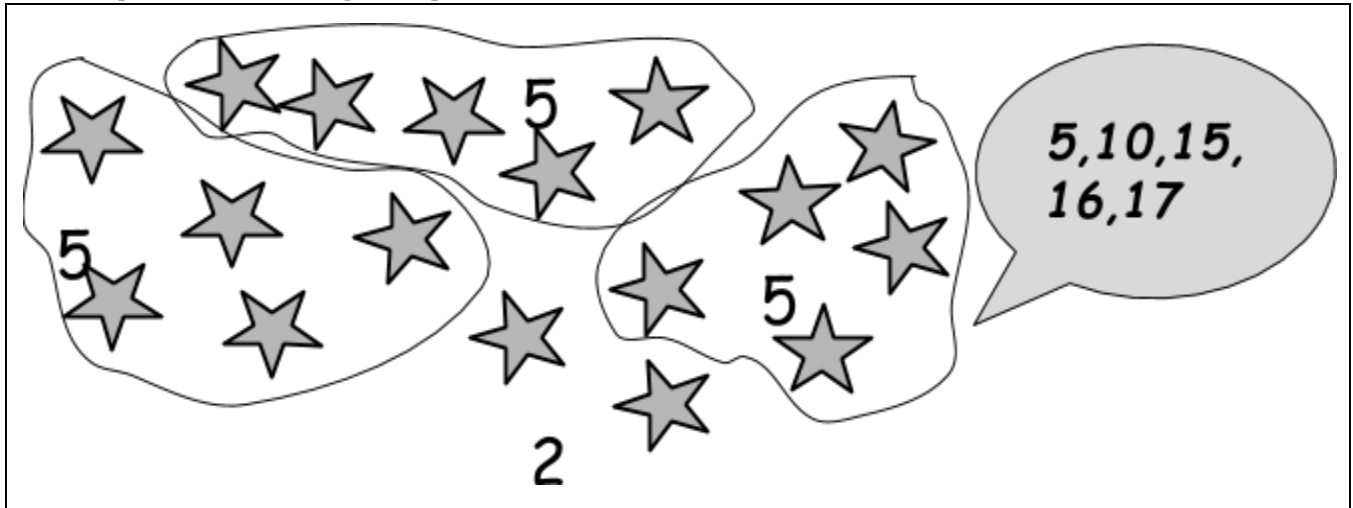
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



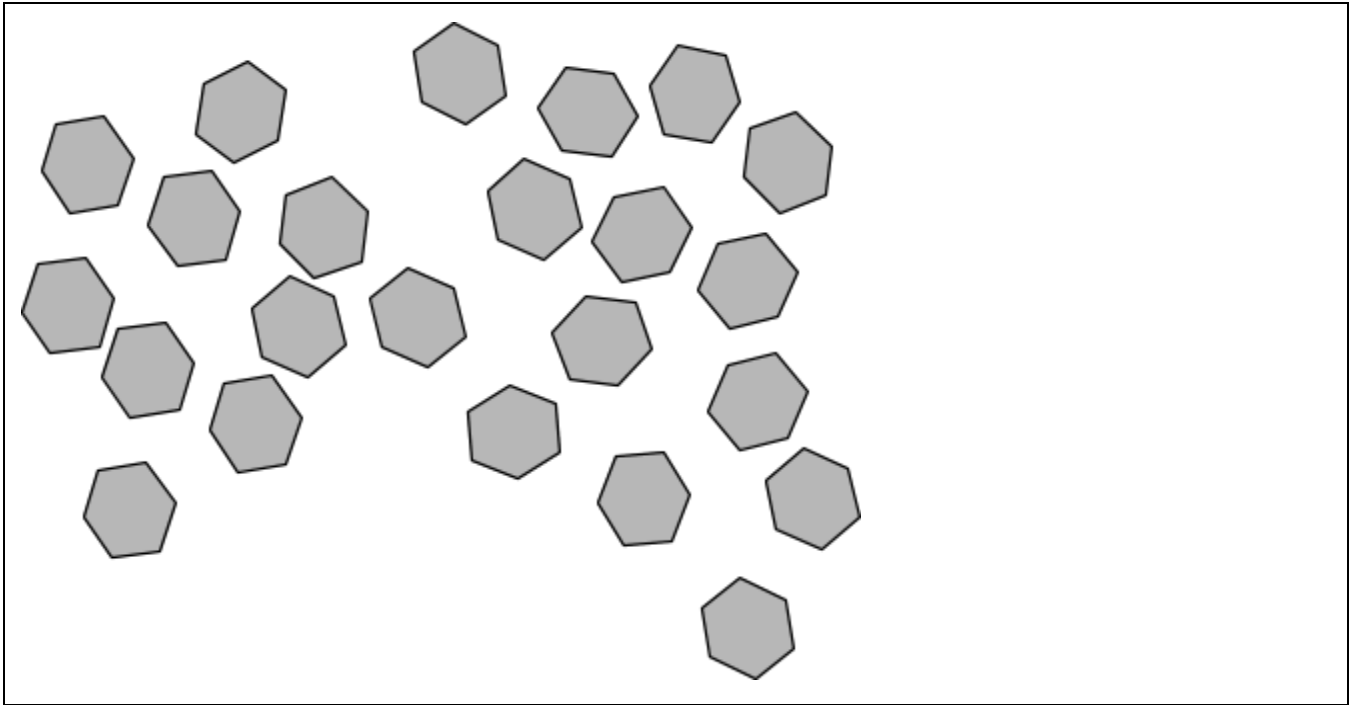
What patterns do you see?

Part 2: Grouping and Counting

Example: Circle groups of 5 stars and count all the stars:



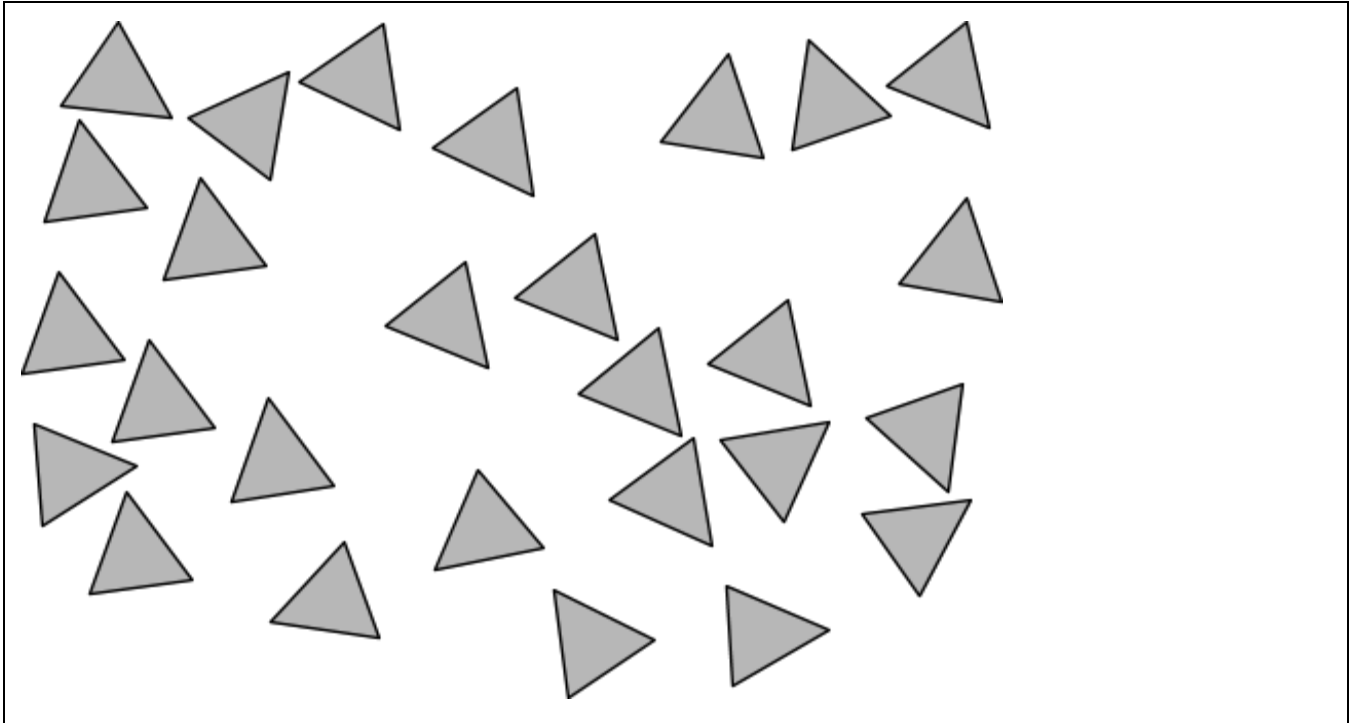
Circle groups of 5 hexagons and count them:



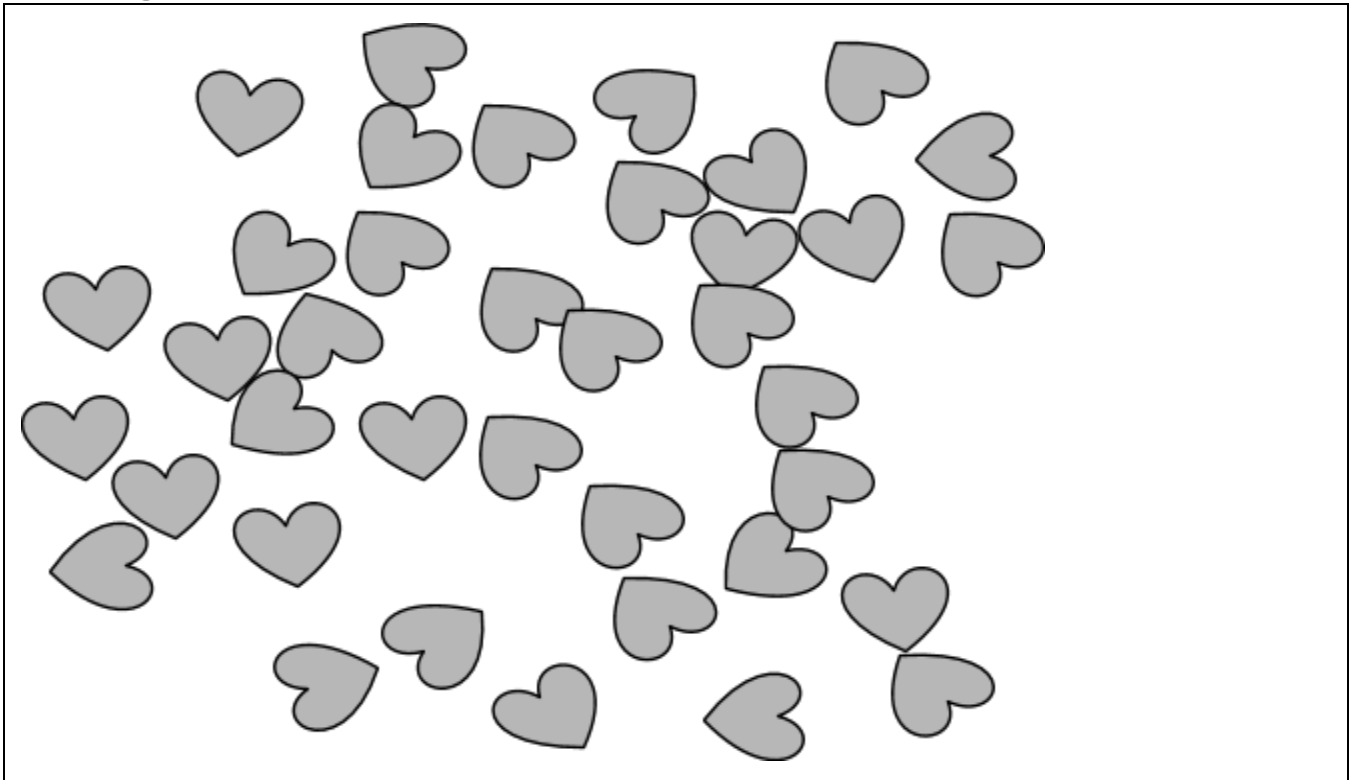
What patterns do you see?

More shapes to count:

Circle groups of triangles and count them:



Circle groups of hearts and count them:



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Grade 2 Day 3: Measurement

Grade	2
Day	3
Math	Measurement
Audience	Teachers
Language of Instruction	English
Objective	Practice measuring objects in inches and centimeters
Standard	Measurement and Data Measure and estimate lengths in standard units. 2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, metersticks, and measuring tapes. 2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. 2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.
Links to printable materials (Student facing)	Grade 2 Day 3: Measurement Paper Rulers
Online / Blended Resources	Turtle Pond Is an interactive activity that provides practice with a number of different spatial ideas, including distance / length How Do You Measure Up? General Intro to measurement , including length.



	Worksheets	Online
Launch	Find 4 different objects around the house and estimate their length in either inches or centimeters.	Watch How Do You Measure Up? https://pbskids.org/martha/stories/truestories/measureup_story.html
Explore	Measure them using the paper ruler and record your findings.	Play Turtle Pond https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Turtle-Pond/
Summarize	What was the longest object you measured? What was the shortest?	What did you learn?

Name _____ Date _____



Measuring Objects Around the House

Object	Estimate (centimeters, inches, feet, meters or yards)	Tool	Measurement (centimeters, inches, feet, meters or yards)

What was the longest object you measured? _____

What was the shortest object you measured? _____

**Grade 2 Day 4: Addition within 100**

Grade	2
Day	4
Math	Addition within 100
Audience	Teachers
Language of Instruction	English
Objective	Students use place value understanding to add within 100.
Standard	Use place value understanding and properties of operations to add and subtract. 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
Links to printable materials (Student facing)	Grade 2 Day 4: Addition within 100 (Part 1) Grade 2 Day 4: Addition within 100 (Part 2)
Online / Blended Resources	Maze Hundreds Chart https://stevevyborney.com/2016/10/the-maze-hundreds-chart/ Cash Register https://www.geogebra.org/m/pjUnFhr8

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	Worksheets	Online
Launch	Start with the given number on the open number line and then use the other number to Hop up in chunks. Write the equation that matches below.	Play Maze Hundreds Chart https://stevevyborney.com/2016/10/the-maze-hundreds-chart/
Explore	Start with the given number and Move by 10s and 1s on the Hundreds chart. Record the Expression and the End number	Play Cash Register https://www.geogebra.org/m/pjUnFHr8
Summarize	How can you use the Hundreds Chart to add?	How can you use the Hundreds Chart to add?

Number Line Hops

Start 19 Hop 41



Write the equation:

Start 33 Hop 27



Write the equation:

Arrow Math Puzzles

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

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

Start	Moves	Expression	End
10	↓ ↓ ↓ → → → →		
45	↓ ↓ ↓ → →		
	↓ ↓ ↓ → → → →		
	↓ → → →		
55			
			80

How can you use the Hundreds Chart to Add?

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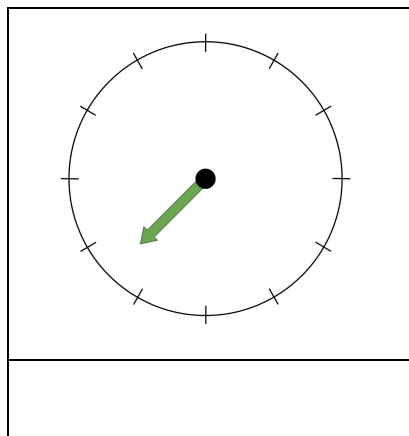
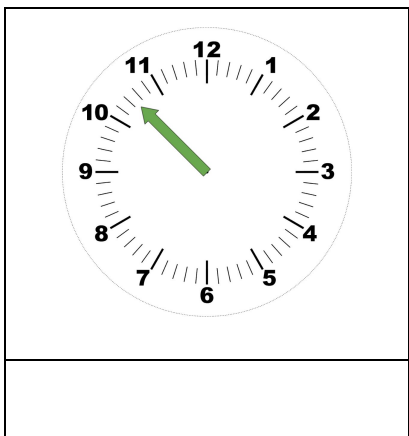
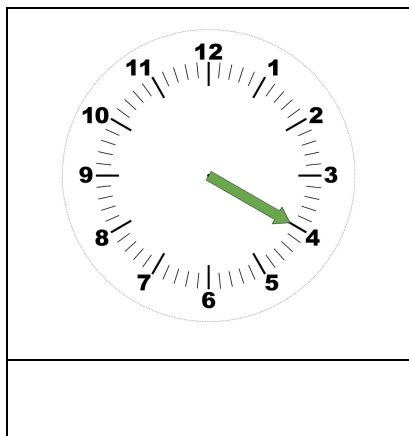
Grade 2 Day 5: Time

Grade	2
Day	5
Math	Time
Audience	Teachers
Language of Instruction	English
Objective	Read and write time to 5-minute intervals with analog and digital clocks
Standard	Measurement and Data Work with time and money. 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
Links to printable materials (Student facing)	Grade 2 Day 5: Time
Online / Blended Resources	Interactive Clock https://docs.google.com/drawings/d/127tXMjoRnEAvkxQzn2WxQTP7L58EXHJ-bkue8jAalCk/edit Time Slide Show https://docs.google.com/presentation/d/1xCG-YdEBua7nU2y_pLhPVxx6HPtUBnf bTrEsjabvHP0/edit#slide=id.g384ff99f1b_0_6

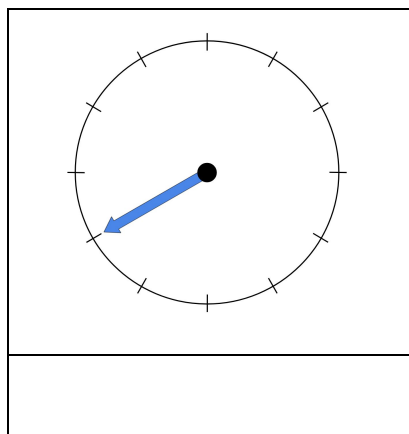
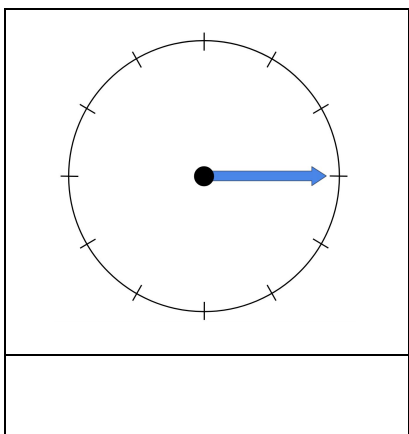
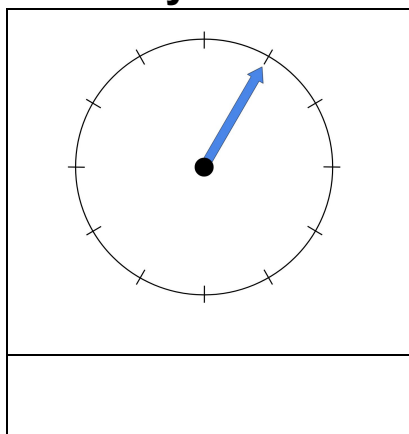
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	Worksheets	Online
Launch	Fill in the time for each clock	Interactive Clock https://docs.google.com/drawings/d/127tXMjoRnEAvkxQzn2WxQTP7L58EXHJ-bkue8jAaICk/edit Make the hands show the time for the following: 4:10, 3:15, 3:35, 3:45, 4:30, 3:05
Explore	Draw the hands on the clock that shows the given time	Time Slide Show https://docs.google.com/presentation/d/1xCG-YdEBua7nU2y_pLhPVxx6HPtUBnfbTrEsjabvHP0/edit#slide=id.g384ff99f1b_0_6 Read the time including am or pm for each picture.
Summarize	Draw a picture of something you do in the morning (am)	

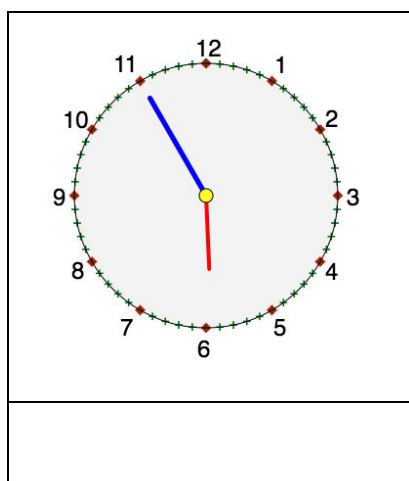
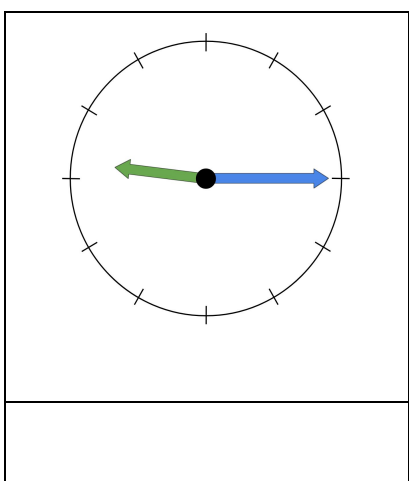
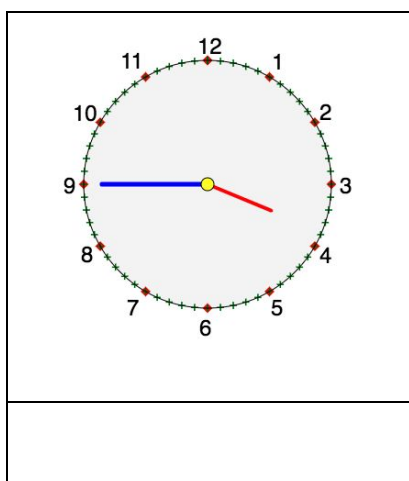
About what time does each clock show?



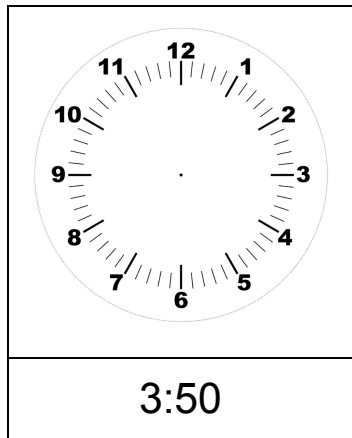
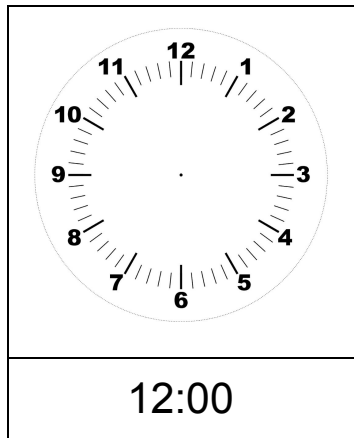
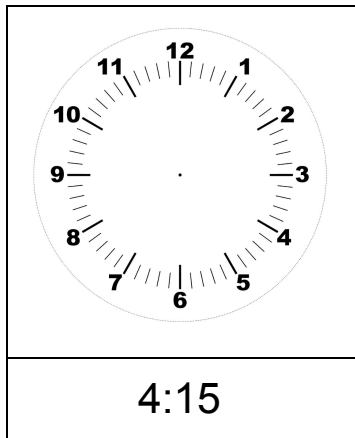
How many minutes after the hour does each clock show?



What time does each clock show?



Show the time on each clock:



In the morning I ...

a.m.



Teaching, Learning and Leadership

Chief Academic Officer-Susanne Jerde

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Dear Second Grade Students and Families,

The pages in this packet will provide you with fun activities to keep you learning while you are out of school. Please use the materials at your own pace. In this packet, you will find:

- Fluency: spend a few minutes on this each day. Read the story ("The Luckless Cat" and "Football" with a grown-up or older child; then take turns reading; then read it yourself (you might try one of these each day)
- Circling sounds: each day, use the page that comes after the fluency story. Circle the letter patterns on one line, and then read the words aloud.
- "Firefighters" and "Celebrating Food and Family": you'll probably want to read these more than once over several days. Read the story and poem by yourself or with someone else. Think about what you are learning.
- A sheet to help you think about how your thinking changed as you read.
- A sheet to help you think about all the different texts you are reading.
- KCLS: how you and your child can access the King County Library System

In addition to the activities in the packet, here are some suggestions to keep growing as a reader and writer:

- Have a grown-up read to you each day.
- Read to yourself each day.
- Tell stories with someone else. Take turns making up what comes next in the story.
- Sing songs together.
- At the end of the day, talk with someone about what happened in your day. Tell that person about what you did, and ask what they did. Ask each other questions.
- Write and illustrate your own stories.



Estimados estudiantes y familias del segundo grado,

Las páginas en este paquete les proveerá con actividades divertidas para que sigan aprendiendo mientras están fuera de la escuela. Por favor usen los materiales a su propio ritmo. En este paquete, encontrarán:

- **Fluidez:** toma unos minutos en esto cada día. Lee la historia (“The Luckless Cat” y “Football”) con un adulto o un niño mayor que tu; luego tomen turno leyendo; después léelo tú mismo (puede hacer uno de éstos cada día)
- **Circulando sonidos:** cada día, usa la página que viene después de la historia. Circula los patrones de la letra en una línea, luego lee las palabras en voz alta.
- **“Firefighters” y “Celebrating Food and Family”:** probablemente querrás leer estos más de una vez por varios días. Lee la historia y el poema tú mismo o con alguien más. Piensa sobre lo que estas aprendiendo.
- Una hoja para ayudarte a pensar sobre como tu opinión cambia a medida que vas leyendo.
- Una hoja para ayudarte a pensar sobre todos los diferentes textos que estas leyendo.
- **KCLS:** cómo usted y su hijo pueden tener acceso al Sistema de la biblioteca pública del Condado King

Además de las actividades en el paquete, he aquí algunas sugerencias para continuar creciendo como lector y escritor:

- Haz que un adulto te lea cada día
- Léete a ti mismo todos los días.
- Cuenta historias con alguien más. Tórnense para adivinar lo que viene después en la historia.
- Canten juntos.
- Al final del día, habla con alguien sobre lo que ocurrió en tu día. Cuéntale a esa persona lo que hiciste y pregúntale qué hizo. Pregúntense unos a otros.
- Escribe e ilustra tus propias historias

Thư gửi học sinh lớp hai và gia đình,

Những tài liệu trong tập hồ sơ này sẽ cung cấp cho bạn những hoạt động vui thích và duy trì việc học hỏi khi bạn xa trường. Xin sử dụng tài liệu học tập này với nhịp độ của bạn. Trong tập hồ sơ này, bạn sẽ thấy:

- Thông thạo: sử dụng ít phút về việc này cho mỗi ngày. Đọc truyện (“The Luckless Cat,” và “Football,”) với trẻ trưởng thành hoặc lớn hơn; rồi thay phiên nhau đọc; rồi bạn tự đọc (bạn có thể thử một trong những thứ này mỗi ngày).
- Âm thanh vòng tròn: mỗi ngày, sử dụng trang sau câu chuyện trôi chảy. Khoanh tròn những mẫu tự kiểu mẫu trên một dòng, rồi đọc lớn những chữ.
- “Firefighter,” và “Celebrating Food and Family”: bạn có thể đọc những truyện này hơn một lần cho vài ngày. Đọc truyện này và thơ cho chính bạn hoặc với người khác. Nghĩ về bạn đang học gì.
- Một giấy để giúp bạn nghĩ về sự suy luận của bạn thay đổi như thế nào khi bạn đọc.
- Một giấy để giúp bạn suy luận về những bản văn khác biệt khi bạn đọc.
- Hệ thống thư viện King County: quý vị và con em có thể đăng nhập vào hệ thống thư viện King County (KCLS) như thế nào.

Trong việc bổ túc về những hoạt động trong tập hồ sơ này, đây là một số đề nghị để tiếp tục phát triển như là đọc văn và viết văn:

- Có phát triển việc đọc sách với bạn mỗi ngày.
- Bạn tự đọc sách mỗi ngày.
- Kể truyện với người khác. Thay phiên nhau để nói về những gì xảy ra tiếp theo trong câu chuyện.
- Cùng nhau ca hát.
- Vào cuối ngày, nói với người khác về những gì xảy ra trong một ngày của bạn. Nói cho họ biết về những gì bạn đã thực hiện, và hỏi họ đã làm gì. Hỏi lẫn nhau những câu hỏi khác.
- Viết và vẽ hình về câu chuyện của bạn.



Mudanayaal Qoysaska iyo Ardayda Fasalka Labaad,

Bogagan bushqadan waxa aad ka heleysaa hawlo madadaalo ah oo markaa aad wax ku baran karto adiga oo sidoo kale ku madadaaloonaya inta aad dugsiga ka maqan tihiin. Fadlan u isticmaal waxyaabaha qaabkaaga. Bushqadan, waxa aad ka heleysaa:

- Aqoonta: waxa aad maalin kasta siisaa dhawr daqiiqo. Akhri sheeki ("The Luckless Cat" iyo "Football" adiga oo la jooga qof wayn ama ilmo wayn; kadibna kolba midkiin ha akhriyo; kadibna akhri laftaadu (waxa aad isku dayi kartaa mid kamid ah)
- Codka goobaabta: maalin kasta, waxa aad isticmaashaa boga ka danbeeya aqoonta sheekada. Waxa aad goobaabtaa xarafa khadka, oo kadibna akhri kalmada adiga oo kor u akhriyay.
- "Firefighters" iyo "Celebrating Food and Family": waa inaad akhrido kuwan wax ka badan hal mar dhawrkii maalmoodba. Akhri sheekada iyo gabayga laftaadu ama cid kale la akhri. Waxa aad ka fikirtaa waxa aad ka ogaatay.
- Xaashidan waxa ay kaa caawinaysaa inaad ka fikirto isbadala akhriskaaga.
- Xaashidan waxay kaa caawinaysaa inaad ka fikirto dhamaan qoraalada kala duwan ee waxa aad akhrinayso.
- KCLS - sida adiga iyo ilmahaaga aad u geli kartaan King County Library System

Marka laga tago hawlaha ku jira bushqada, waa kuwan talooyin aad ku kobcin karto akhriskaaga iyo qoraalkaaga:

- Qof wayni hakuu akhriyo adiga maalin kasta.
- Laftaadu akhriso maalin kasta.
- Waxa aad ugu sheegtaa qof kale sheeko ahaan. Waxa uu kolba midkiin mala awaalaa waxa soo socda ee sheekada.
- Wada heesa hees.
- Ugu danbaynta, waxa aad kala sheekeysataa qof waxa dhacay guriga dhaxdiisa. Waxa aad u sheegtaa qof waxa aad samaysay, oo waxa aad waydiisaa waxa aad samaysay. Waxa aad iswaydiisaan su'aalo kale.
- Waxa aad qortaa oo aad mala awaashaa sheeko kuu gaar ah.



ውድ የሁለተኛ ክፍል ተማሪዎች እና ቤተሰቦች፤

በዚህ ጥቅል ላይ ያሉት ገጾች ከትምህርት ውጪ በምትሆኑበት ወቅት መማራችሁን እንዲቀጥል የሚረዱ አስደሳች የሆኑ ተግባራትን ለእናንተ ይሰጣሉ። እባክዎን ቁሳ ቁሶችን በራስዎ ፍጥነት ይጠቀሙ። በዚህ ጥቅል ውስጥ፤ የምታገኙት፡

- አንደበተ ርቱዕነት፡ በእያንዳንዱ ቀን ላይ በዚህ ላይ ጥቂት ደቂቃዎች ውሰዱ። ታሪክ (“The Luckless Cat” እና “Football”) ከአዋቂ ጋር ወይም ታላቅ ልጅ ጋር አንብቡ፤ በመቀጠልም ንባብ ተለዋወጡ፤ በመቀጠል ለራሳችሁ አንብቡ (ከእነዚህ ውስጥ አንዱን ለእያንዳንዱ ቀን መመከር ትችላላችሁ)
- ዚህ ድምፆች፡ በእያንዳንዱ ቀን፤ ከአንደበተ ርቱዕነት ታሪክ ቀጥሎ የሚመጣውን ገፅ ተጠቀሙ። በአንድ መስመር ላይ ያሉ የፊደል አቀማመጦችን አክብቡ፤ በመቀጠልም ቃላቶችን ጮክ ብላችሁ አንብቡ።
- “Firefighters” ታሪክ እና “Celebrating Food and Family” ግጥም፡ እነዚህን ለበርካታ ቀናት ከአንድ ጊዜ በላይ ደጋግማችሁ ማንበብ ትፈልጉ ይሆናል። ታሪክ ወይም ግጥም በራሳችሁ ወይም ከሌላ ሰው ጋር አንብቡ። ምን እየተማራችሁ እንደሆነ አስቡ።
- እያነበባችሁት እያለ አስተሳሰባች እንዴት እንደተቀየረ ማሰብ እንድትችሉ የሚረዱ ገፅ።
- እያነበባችሁት እያለ ስላሉ ሁሉም የተለያዩ ፅሁፎች ማሰብ እንድትችሉ የሚያግዝ ገፅ።
- KCLS: King County Library System እርስዎ እና ልጅዎ እንዴት ማግኘት እንደሚችሉ

በዚህ ፖክ ውስጥ ካሉ ተግባራት በተጨማሪ፤ እንደ አንባቢ እና ፀሃፊ ማደግ እንዲቀጥሉ አንዳንድ ምክሮች በዚህ ውስጥ አሉ።

- በእያንዳንዱ ቀን የሚያነብላች አዋቂ ይኑራችሁ።
- ለራሳችሁ በየቀኑ አንብቡ።
- ታሪኮችን ከሆነ ሰው ጋር አውሩ። በታሪኩ ውስጥ ቀጥሎ የሚመጣውን ነገር የሚይዝ ተራ በተራ አድርጉ።
- አብረው መዝሙሮችን ዘምሩ።
- በቀኑ ማብቂያ፤ በቀንዎ ላይ ስለፈጠረው ነገር ከሆነ ሰው ጋር ተነጋገሩ። ለዚያ ግለሰብ ምን እንዳደረጋችሁ ተናገሩ እና እነሱም ምን እንዳደረጉ ጠይቋቸው። እርስ በእርሳችሁ ጥያቄዎችን ተጠያቂ።
- የራሳችሁ የሆኑትን ታሪኮች ፃፉ እና አብራሩ።

The Luckless Cat

Rosa the cat loves fish. She would joyfully eat fish for each meal, but she only gets fish at home once in a while.

“I will go look for some fish,” she says to herself.

With a graceful leap, Rosa jumps outside. She feels joyful as she clammers up the roof of the fish shop.

A man exits the shop with a bag of fish. Now is the time for action! Rosa takes a leap to catch the bag. The man quickly jerks it away. Rosa carelessly tries to grab it again, but the man grabs her!

“Are you lost, little cat?” He asks.

“No!” Rosa yowls, but the man does not understand how cats speak.

He looks at her collar. She keeps yowling and he says, “Don’t worry, Rosa, your home is close.”

He takes her home and gives her to her family. Now she is locked inside with no fish. Rosa is a luckless cat.

Circle the suffix. Say the suffix and its meaning. Read the whole word. Say the meaning of the whole word.

stressful	sadness	randomness	gainful
-----------	---------	------------	---------

question	timeless	colorless	addition
----------	----------	-----------	----------

brightly	endless	rapidly	wildly
----------	---------	---------	--------

gleeful	gladly	friendless	helpless
---------	--------	------------	----------

Football

Jameer liked to play football, but he did not like to tackle people.

“How can you play football if are not able to tackle the other players?” asked his friends.

“I will be a kicker,” he said. “Kickers do not tackle.”

“A player might tackle you,” said his friends.

“Then I will tumble on the ground and that will be okay,” Jameer replied.

“It is simple to tackle,” said his coach. “Stand in the middle of the field and watch me.”

“No thanks,” said Jameer.

His coach got mad, but Jameer still did not tackle.

Jameer practiced a lot and became a really good kicker.

Did he end up as a football star? No, he became a soccer star!

Circle the first vowel in the word. Say the long or short vowel sound. Read the whole word.

bridle	cattle	cable	ladle
--------	--------	-------	-------

kibble	title	whittle	middle
--------	-------	---------	--------

sidle	little	table	gobble
-------	--------	-------	--------

pebble	stifle	cripple	rifle
--------	--------	---------	-------

Firefighters

A Reading A-Z Level M Leveled Book
Word Count: 531

LEVELED BOOK • M

Firefighters

Connections

Writing

Write a thank-you letter to firefighters. Tell them what you know about how they keep people safe. Ask the firefighters any questions you have about their job.

Social Studies

Who are some other community helpers who help keep people safe? Draw and label a picture of at least three different community helpers.

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Written by Katie Knight

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Firefighters



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Focus Question

How do firefighters help keep us safe?

Words to Know

chemicals
equipment
firefighters
fuel
machine

oxygen
pump
smother
spray

Page 3: A Colorado firefighter mixes sweet potatoes for Thanksgiving dinner at a firehouse. Even on holidays, firefighters must be ready to fight fires.

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Firefighters

Level M Leveled Book

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Correlation

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New York City firefighters head out of the station.

Introduction

Can you hear the loud siren? It is the sound of **firefighters** rushing to fight a fire in their bright red fire truck. Firefighters put out fires and save people whose lives are in danger. They also help prevent fires from starting. They inspect buildings, and they teach people about fire safety.

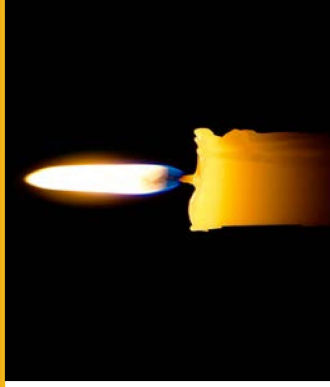
What Makes Fire Burn

Fires need both **fuel** and **oxygen** to burn. Some types of fuel are wood, oil, and coal. Oxygen is a gas in the air. The more fuel or oxygen there is, the hotter the fire will burn.

Fires can be stopped in three ways. One way is to remove the fuel. A second way is to **smother** the fire by removing its oxygen. A third way is to remove the fire's heat with water.

Do You Know?

In our solar system, Earth is the only planet where fire can burn. Earth is the only planet with enough oxygen. Even a candle can't burn without it.



Firefighters battle a fire in a New York warehouse.

Types of Fires

Firefighters put out house fires, factory fires, and even forest fires. They must be ready to fight many different kinds of fires and face other dangers, too.

Firefighting Equipment

Firefighters use many different tools to fight fires. Large hoses **spray** water or special foam on fires. Tall ladders reach high places. Axes chop holes in doors, roofs, and walls to reach places safely.



Smoke masks and air tanks protect firefighters from smoke. Large fans remove smoke from rooms. Firefighters also use fire extinguishers to put out small fires.





A pumper truck sprays water onto a fire from the side and from above.

Firefighting Machines

Fire trucks are an important firefighting **machine**. There are four main kinds of fire trucks. The most common is a pumper truck. It carries long hoses and a **pump** to spray water a long way.



Firefighters use a ladder truck to reach a fire.

Other kinds of fire trucks include ladder trucks, tanker trucks, and rescue trucks. Ladder trucks carry ladders of many different sizes. Big ladder trucks have a ladder that can reach up to ten stories high.

Tanker trucks carry water to fight fires in places without water. Rescue trucks carry **equipment** to help rescue people who are trapped.

There are other kinds of firefighting machines, too. Fireboats fight fires from the water. They pump water from under the fireboats and spray it on the fire.



A fireboat sprays water from a lake to put out a house fire in Georgia.

Helicopters dump water on fires in places that trucks cannot reach. Large planes help fight forest fires, too. Sometimes planes dump **chemicals** instead of water to slow the spread of a forest fire.



Sometimes planes drop water to put out fires, other times to prevent them.



Firefighters in China train for real emergencies.

Becoming a Firefighter

You must be at least eighteen years old to be a firefighter. Before you can become one, you must pass a fitness test. You must be in very good shape to fight fires. You also must pass a written test.

Firefighting school trains people to fight different kinds of fires. They also learn how to rescue people and how to treat them if they're hurt.



Roasting marshmallows is a fun use of fire.

Conclusion

Fire is useful, of course. Scientists think that people have been using it to cook for more than four hundred thousand years. Fires can keep us warm in the winter, and some forests need fire to stay healthy.



A seedling sprouts in the ashes of a forest fire. Some trees actually need fire to open their cones and release their seeds.

A Fierce Fire

In 1666, the Great Fire of London destroyed most of the city. It also helped end an outbreak of the plague. The fire killed the rats and fleas that carried and spread the deadly illness.

At the same time, fire can be very dangerous to people and other living things. Every year, it takes many lives and destroys large areas of forest. Fires also destroy thousands of buildings. Long ago, fires burned down entire cities because there was no way to stop them from spreading.

Today, we have brave firefighters to put out fires and help keep us safe.

A Wisconsin firefighter
rescues a man from
the balcony of his
burning home.



Glossary

chemicals (n.)	substances that have specific properties and can combine with other substances to make new things (p. 12)
equipment (n.)	tools used in work or play (p. 11)
firefighters (n.)	people whose work is putting out fires (p. 4)
fuel (n.)	anything that is burned to produce heat or power (p. 5)
machine (n.)	a device that use energy to help a person do work (p. 9)
oxygen (n.)	a gas that has no color, taste, or smell and that most animals need to live (p. 5)
pump (n.)	a machine that uses pressure or suction to move liquid or gas (p. 9)
smother (v.)	to prevent someone or something from getting enough air; to cover (p. 5)
spray (v.)	to sprinkle or force out liquid in a mist or many small drops (p. 7)

Celebrating Food and Family

A Reading A-Z Level N Leveled Book
Word Count: 657



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Celebrating Food and Family



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Correlation		
LEVEL N		
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A farmer gathers his corn crop.

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Introduction

People around the world celebrate the harvest season, a time when the crops are ready to be gathered and eaten or stored for the year ahead.

In the United States, people celebrate the harvest in November. This celebration is called *Thanksgiving*.

Evan's family goes to Grandma's house. They feast on food such as turkey and pumpkin pie. Family members tell what they are thankful for, and Grandpa tells the story of the First Thanksgiving. After dinner, Evan plays with his cousins.



A family eats Thanksgiving dinner.



Yams are gathered during the Yam festival in Papua New Guinea.

Yam Festival

People in West Africa and the South Pacific Islands celebrate the Yam Festival. In early August, Bem and Sade and their parents gather yams from a Nigerian field. It is the end of the rainy season there. Yams are the most common food in these regions, and the first crop to be harvested in Nigeria.

The night before the festival begins, the children help throw out any yams left over from last year. They scrub all the pots, especially the wooden bowls in which cooked yams are mashed.



A Nigerian family mashes yams.

The next morning, they offer the freshly harvested yams to the gods and their **ancestors** in special ceremonies. This is the way they thank the spirits for a good crop.

No one eats any new yams until this is done.



After the ceremonies, yams are divided among the villagers. Everyone cooks dishes made with yams and other vegetables. The festival lasts many days in Bem and Sade's village.



At the harvest in West Africa, people dance to celebrate the yam crop.



A mother sits with her daughters, who wear traditional costumes.

Chuseok

Like Bem and Sade, Shin honors her ancestors. The Harvest Moon Festival in Korea is called **Chuseok**. Like the Yam Festival, it is celebrated in August.

Shin travels with her family to the village of her ancestors. When they arrive, Shin helps the women prepare food. The night before the festival begins, Shin's mother dresses in costume and joins other women in a circle dance.

The next morning everyone dresses in their best clothes. They visit the graves of their ancestors. Shin carries rice cakes stuffed with sesame seeds. She bows and places her offering on the grave. She says, "Good fortune, ancestor." Her father bows and asks if the



ancestors are pleased with him. Her mother bows and tells the ancestors they are happy as a family.

An offering of food is placed at the grave of a family's ancestor.



A family celebrates with a meal at the grave of an ancestor.

Then there is a feast of fresh rice cakes, **persimmons**, mushrooms, and chestnuts. They give thanks for the harvest. Shin likes the stories Mother tells of her ancestors.

Later, Shin plays tug-of-war with friends. She laughs at the men who dress as **tortoises**. They dance around the village and sing for food and drink.

Sukkoth

In Israel, Abel and Ilana have a different way of celebrating the harvest and honoring their ancestors. The celebration is called **Sukkoth**, and it's held in September or October. Abel helps his father build a three-sided hut in their

garden. They make the roof from corn stalks. They leave holes where they can see the sky.



Some families build huts on their balconies.

The family will eat their meals in the hut for the next week. Abel hopes he can sleep in it at night. Ilana comes to help decorate the hut with squash and corn.



Enjoying a Sukkoth meal in a hut

Father explains why they build a hut. "It's to remember our ancestors. They built huts in the fields at harvest time. They slept there so they wouldn't have to walk so far each day." The hut reminds them of how far their ancestors had to walk on their journey to the promised land.

There are seven days of feasting and religious services. Abel and

Ilana prepare lulavs (lool-AVVs) by cutting a palm branch, two willow branches, and three myrtle branches. Then they tie them together. The family joins other families to walk to the



A boy carries a lulav and etrog.

synagogue.

They wave the lulav in their right hands and carry an etrog (es-ROG), a citrus fruit, in their left.



Conclusion

When people around the world leave their homes to find new ones, they often take their celebrations with them. Sometimes they find ways to mix old traditions with new ones.



But no matter where they are, families give thanks for food and each other.



Glossary

ancestors	people who came before your generation (p. 8)
Chuseok	Korean harvest festival (p. 9)
etrog	a large, lemon-like fruit (p. 14)
persimmons	orange-red tropical fruits (p. 11)
Sukkoth	Jewish harvest festival (p. 12)
synagogue	a Jewish place of worship (p. 14)
tortoises	land turtles (p. 11)
yams	root plants similar to sweet potatoes (p. 6)



At first I thought...

Reading Response

Book Title:

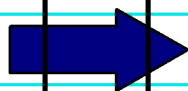
Date:

Minutes Read:

Pages Read:

At first I thought...

Now I think...



Book Title:

Date:

Minutes Read:

Pages Read:



At first I thought...

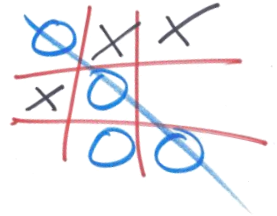
Now I think...



Reading Response

Tic Tac Toe

Do one of the activities below in your reading binder and mark it off with an **X**. The next time you do an activity, mark it with a **O**. Switch back and forth between **X** and **O** until you have a tic tac toe!



Why did you choose this book to read?



Write a three sentence summary of what you read today. Write the details in order.



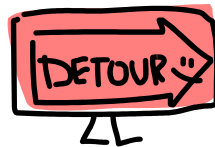
If you could ask your main character one question, what would it be?



What character in your story would you like to invite over to your house? Explain why.



If you were the author, what's one thing you would change about the book and why?



If you wrote a sequel to this book, what title would you give it and why?



Describe the setting in your book including time and place.



You are going to give one character in your book an award for one of their character traits. What would the award be and why?



What lesson do you think the author wants you to learn from reading this story?



King County Library System Access for Highline Students

All Highline students have digital KCLS accounts. Through KCLS you are able to access online materials (books, magazines, videos, and databases). If the book you are waiting for is not available you may place a hold and be notified when it becomes available.

To log-on:

1. Go to www.kcls.org/students
2. Once you land on the student page, **DO NOT** login yet.
3. Choose **elementary school students**
4. Choose one of the links in the center of the screen to explore
5. Log-in from your chosen page using your student number. *(Note: All library card numbers for Highline School District students begin with 401, and are followed by your student number. Your password is the last 4 digits of your student number.)*

Example:

library card number: 4019811640

PIN: 1640

Acceso al Sistema de bibliotecas del condado King para los estudiantes de Highline

Todos los estudiantes de Highline tienen cuentas digitales de KCLS. A través de KCLS pueden tener acceso a materiales en línea (libros, revistas, videos y bases de datos). Si el libro que está esperando no está disponible puede reservarlo y ser notificado cuando esté disponible.

Para iniciar la sesión:

1. Vaya a www.kcls.org/students
2. Una vez que llegues a la página del estudiante, **NO** inicies la sesión todavía.
3. Escoge estudiantes de la primaria
4. Escoge uno de los enlaces en el centro de la pantalla para explorar
5. Inicia la sesión de la página escogida usando tu número de estudiante. (Nota: Todos los números de las tarjetas de la biblioteca para el Distrito Escolar de Highline empiezan con 401 y son seguidos por tu número de estudiante. Tu contraseña son los últimos 4 dígitos de tu número de estudiante.

Ejemplo:

Número de la tarjetea de la biblioteca: 4019811640

PIN: 1640

Việc truy cập vào hệ thống thư viện King County cho học sinh học khu Highline

Tất cả các học sinh của học khu Highline có tài khoản hệ thống thư viện King County kỹ thuật số. Qua Hệ Thống Thư Viện King County (KCLS) bạn có thể truy cập trên mạng lưới cho tài liệu (sách, tạp chí, băng thép video, và cơ sở dữ liệu). Nếu sách mà bạn đang chờ đợi chưa có, bạn có thể đặt yêu cầu là bạn sẽ chờ và bạn sẽ được thông báo khi có sách.

Để truy cập

1. Vô mạng: www.kcls.org/students
2. Khi bạn đạt được vô trang học sinh (student page). vẫn **KHÔNG** truy cập.
3. Chọn **elementary school students** (học sinh tiểu học)
4. Chọn một trong những nút kết ở giữa màn hình (screen) để khám phá
5. Đăng nhập từ trang bạn chọn bằng số thẻ học sinh của bạn (your student number).
(Chú ý: Tất cả số thẻ thư viện cho học sinh thuộc khu học chánh Highline bắt đầu bằng số 401, tiếp theo là số thẻ học sinh của bạn. Mã số (password) của bạn là 4 số sau cùng của số thẻ học sinh của bạn)

Thí dụ

Số thẻ thư viện: 4019811640

PIN: 1640

Gelitaanka Nidaamka Laybareeriga Degmada King ee Ardayda Highline

Dhamaan ardayda Highline waxa ay leeyihiin xisaabaadka KCLS oo dhijitaal ah. KCLS waxa aad ka geli kartaa agab online ah (buugaag, majalado, fiidyaw, iyo kaydka macluumaadka). Hadii buuga aad sugaysay aanad ka geli karin waxaa lagu gelin karaa hakad oo waxaa lagula socodsiin doonaa marka la heli karo.

Si aad u gasho:

1. Qabo www.kcls.org/students
2. Marka aad tagto boga ardayga, **HA** gelin weli.
3. Waxa aad doorataa **ardayda dugsiga hoose**
4. Ka dooro mid kamid ah linkiyada xarunta ee shaashada baadhitaanka
5. Waxa aad ka gashaa boga aad dooratay adiga oo isticmaalaya lambarka ardaygaaga. (Oggow: Dhamaan lambarada ardayda Degmada Dugsiga Highline ee ku bilaabma 401, oo ay markaa la socdaan lamabrka ardayga.
Baaswoodhkaagu waa 4 god ee ugu danbeeya lambarkaaga ardayda.)

Tusaale ahaan:

Lambarka kaadhka laybareeriga: 4019811640

PIN: 1640

King County Library System ለ Highline ተማሪዎች

ሁሉም ሃይላይን ተማሪዎች የዲጂታል KCLS መለያዎች አሏቸው። በ KCLS በኩል የአንላይ ግብዓቶችን ማግኘት ይችላሉ (መፃህፍቶች፣ ጋዜጣዎች፣ ቪዲዮዎች እና ዳታቤዞች)። እየጠበቁት ያለው መፅሃፍ ካልተገኘ በመጠባበቂያ ላይ ሊቀመጡ እና መፅሃፉ ሲገኝ እንዲያወቁ ሊደረጉ ይችላሉ።

በመለያ ለመግባት:

1. ወደ www.kcls.org/students ይሂዱ
2. በተማሪ ገፁ ላይ ከደረሱ በኋላ፣ አሁንም በመለያ እንዳይገቡ።
3. የመጀመሪያ ደረጃ ትምህርት ቤት ተማሪዎች የሚለውን ይምረጡ
4. በማያ ገፁ መሃል ላይ ካሉት ማገናኛዎች ውስጥ ለመዳሰስ አንዱን ይምረጡ
5. የተማሪ ቁጥርዎን በመጠቀም ከተመረጠው ገፅ ይግቡ። (ያስተውሉ: ለ Highline School District ተማሪዎች ሁሉም የቤተ-መፃህፍት ካርድ ቁጥሮች በ 401 ይጀምራሉ እና የተማሪ ቁጥርዎ ያስከትላሉ። የይለፍ ቃልዎ የተማሪ ቁጥርዎ የመጨረሻዎቹ 4 አሃዞች ነው።)

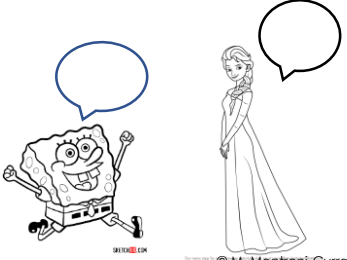
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ፒን: 1640

English K-2 Weeks 1-2

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday
Watch a TV show or movie. List: - Title - Characters - Setting - Beginning - Middle - End	Use objects in your house to invent something. Illustrate it and label it. 	What do you look like? Use a mirror to draw and label yourself. 	Write a word that starts with every letter of the alphabet. Example: A: apple B: boy	Use a toothbrush to measure 5 things in your house. Name: _____  Toothbrush Measuring  The is ____ toothbrushes long. The is ____ toothbrushes long. The is ____ toothbrushes long. The is ____ toothbrushes long.
Monday	Tuesday	Wednesday	Thursday	Friday
Find 10 things that are heavy. Draw them or write a list. Find 10 things that are red. Draw them or write a list. Find 10 things that are soft. Draw them or write a list.	Stack cans and boxes to make a tower. Stand back and throw a small pillow to knock it down. 	Write a message to someone, then write it backwards. Ask them to figure it out! Example: I love you uoY evol I	Write an acrostic poem using <u>your name</u>. Example: R: Really fun O: Outgoing Y: yellow hair	Watch two TV shows or movies and pick two characters. Draw a cartoon of them meeting each other. 

English K-2 Weeks 3-4

Use notebook paper to complete these activities. Do one each day!

Monday	Tuesday	Wednesday	Thursday	Friday		
Read a book to your family. Take turns retelling the story.	Make a T-chart. Make a list of opposites, like big and small, yes and no. <table><tr><td>Big Yes Happy</td><td>Small No Sad</td></tr></table>	Big Yes Happy	Small No Sad	Find food in your house, like crackers or water bottles. Write or draw a math story problem. Omar has 6 crackers. Neveah ate three. How many are left?	Go outside. Tell someone what you see, hear, think, feel, and smell.	Choose an animal. Draw it and label its body parts. Write about how it moves.
Big Yes Happy	Small No Sad					
Monday	Tuesday	Wednesday	Thursday	Friday		
Create shadow shapes on the wall. How many different shapes can you make with your hands?	Use crackers or candy to write words you find in your home. 	Take a walk in your neighborhood. Use sticks, leaves, and rocks to make words. 	Sort your clothes or toys into rainbow order. Sort your clothes or toys into order, biggest to smallest.	Use the food in your house to create a menu with prices. Example: Milk = \$2.00 Bananas = \$3.00 Ice cream = \$1.00		

Spanish K-2 Semanas 1-2

Usar una hoja de libreta para completar las actividades. Hacer uno por dia.

Lunes	Martes	Miercoles	Jueves	Viernes
Ver un programa de television o una pelicula. Lista: • Titulo • Personajes • Lugar • Comienzo • Medio • Fin	Usar objetos en su casa para inventar algo. Dibuja y ponle una etiqueta. 	Como te miras? Usa un Espejo y etiquetate. 	Escribir palabras que empiezen con todas las letras del abecedario. Ejemplo: A: abeja B: banco	Usa un sepillo de dientes para medir 5 cosas en tu casa. _____ Name  Toothbrush Measuring  The is ____ toothbrushes long. The is ____ toothbrushes long. The is ____ toothbrushes long. The is ____ toothbrushes long.
Lunes	Martes	Miercoles	Jueves	Viernes
Encuentra 10 cosas que son pesadas. Dibujalas o escribe una lista. Encuentra 10 cosas que son rojas. Dibujalas o escribe una lista. Encuentra 10 cosas que son blandas. Dibujalas o escribe una lista.	Encimar latas y cajas para hacer una torre. Da un paso atras y avienta un cojin pequeno para derribarlo. 	Escribe un mensaje a alguien, despues escríbelo al reves. Pídele que lo resuelvan. Ejemplo: Buenos días Said soneub	Escribe un poema acrostico con tu nombre. Ejemplo: J: Jugador O: Optimista S: soltero E: emocionado	Ver dos programas de television o dos peliculas. Escoger dos personajes, dibujalos conociendose. 

Spanish K-2 Semanas 3-4

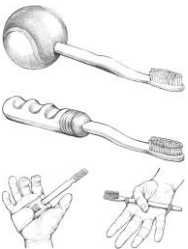
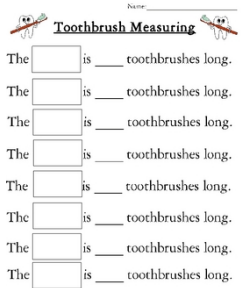
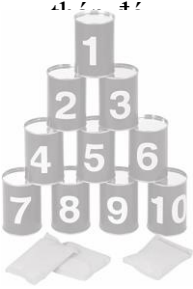
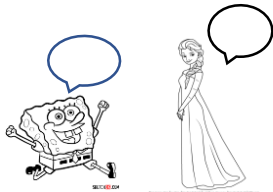
Usar una hoja de libreta para completar las actividades. Hacer uno por dia.

Lunes	Martes	Miercoles	Jueves	Viernes		
Leer un libro a tu familia. Tomar turnos en Volver a contar la historia.	Hacer un grafico de T. Hacer una lista de opuestos, como grande y pequeño. <table><tr><td>Big Yes Happy</td><td>Small No Sad</td></tr></table>	Big Yes Happy	Small No Sad	Encontrar comida en tu casa, como galletas o botellas de agua. Escribe o dibuja una historia de problema matematica. Omar tiene 6 galletas. Neveah comio tres. Cuantas galletas quedan?	Sal afuera. Dile a alguien lo que viste, escuchaste, pensaste, sentiste y oliste.	Escoje un animal. Dibujalo y marcar los partes de su cuerpo. Escribe como se mueve.
Big Yes Happy	Small No Sad					
Lunes	Martes	Miercoles	Jueves	Viernes		
Crear figuras de sombras en la pared. Cuantas figuras puedes hacer con us manos?	Usar galletas o dulces para escribir una palabra de lo que encontraste en casa. 	Sal a caminar en tu vecindad. Usa palos, hojas y piedras para hacer palabras. 	Acomodar tu ropa o juguetes en orden del arcoiris. Acomodar tu ropa o juguetes en orden del mas grande al mas pequeño.	Usa la comida que tienes en casa para crear un menu con precios. Ejemplo: Leche = \$2.00 Platanos = \$3.00 Nieve = \$1.00		

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Vietnamese K-2 tuần 1-2

Sử dụng giấy vở để hoàn thành các bài tập này. Làm một bài mỗi ngày!

Thứ hai	Thứ ba	Thứ tư	Thứ năm	Thứ sáu
Xem một chương trình TV hoặc phim. Ghi xuống: •Tựa đề: •Nhân vật: •Ở đâu/ khi nào (setting): •Bắt đầu: •Ở giữa: •Kết thúc:	Sử dụng các đồ vật trong nhà của bạn để chế tạo ra một cái gì đó mới. Minh họa và dán nhãn cho nó. 	Hình dáng bạn như thế nào? Sử dụng một chiếc gương để vẽ và dán nhãn cho mình. 	Viết một từ bắt đầu bằng mọi chữ cái trong bảng chữ cái. Thí dụ: A: apple B: boy	Sử dụng bàn chải đánh răng để đo 5 thứ trong nhà của bạn. 
Thứ hai	Thứ ba	Thứ tư	Thứ năm	Thứ sáu
Tìm 10 thứ nặng. Vẽ hình hoặc viết một danh sách. Tìm 10 thứ màu đỏ. Vẽ hình hoặc viết một danh sách. Tìm 10 thứ mềm. Vẽ hình hoặc viết một danh sách.	Chồng các hộp sắt hoặc thùng giấy để làm một tòa tháp. Đứng lùi lại và ném một cái gối nhỏ để làm đổ. 	Viết một tin nhắn cho ai đó, sau đó viết ngược lại. Yêu cầu người đó đoán đọc! Thí dụ: I love you uoY evol I	Viết một bài thơ acrostic sử dụng chữ cái của tên của bạn. Thí dụ: R: Really fun O: Outgoing Y: yellow hair	Xem hai chương trình TV hoặc phim và chọn hai nhân vật. Vẽ một phim hoạt hình của họ gặp nhau. 

Vietnamese K-2 tuần 3-4

Sử dụng giấy vở để hoàn thành các bài tập này. Làm một bài mỗi ngày!

Thứ hai	Thứ ba	Thứ tư	Thứ năm	Thứ sáu
Đọc một cuốn sách cho gia đình của bạn nghe. Thay phiên nhau kể lại câu chuyện.	Làm biểu đồ chữ T. Ghi xuống các sự đối lập, ví dụ như lớn và nhỏ, có và không.	Tìm thức ăn trong nhà của bạn, như bánh quy hoặc chai nước. Viết hoặc vẽ một câu chuyện toán học. Omar has 6 crackers. Neveah ate three. How many are left?	Đi ra ngoài trời. Kể cho ai đó những gì bạn thấy, nghe, ngửi, nghĩ, và cảm nhận.	Chọn một con vật bạn thích. Vẽ hình nó và ghi chú các bộ phận cơ thể của nó. Viết miêu tả về cách nó di chuyển như thế nào.
Thứ hai	Thứ ba	Thứ tư	Thứ năm	Thứ sáu
Tạo bóng trên tường. Bạn có thể tạo ra bao nhiêu hình dạng khác nhau bằng đôi tay?	Sử dụng bánh hoặc kẹo để tạo những từ bạn tìm thấy trong nhà của bạn. 	Đi dạo trong khu phố của bạn. Nhật và sử dụng que cây, lá và sỏi đá nhỏ để tạo từ. 	Sắp xếp quần áo hoặc đồ chơi của bạn theo thứ tự cầu vòng: đỏ, cam, vàng, xanh da trời, xanh dương, xanh đậm, tím Sắp xếp quần áo hoặc đồ chơi của bạn theo thứ tự lớn nhất đến nhỏ nhất.	Sử dụng thực phẩm trong nhà của bạn để tạo ra một thực đơn với giá cả. Thí dụ: Milk = \$2.00 Bananas = \$3.00 Ice cream = \$1.00

Somali K-2 Isbuuc 1-2

Waxaa isticmaashaa waraaqad si aad u dhamaystirtid casharada. Maalinkasta mid samee!

Isniin	Talaado	Arbaco	Khamiis	Jimce
Daawo filin ama bandhig ka so galo TVga: Liis Ku Qor: •Cinwaanka •Jilayaasha •Meesha lagu dhigay •Bilowga •Dhexda •Dhamaadka	U isticmaal alaabada gurigaada inaad wax abuurto. Muuji oo calaamadee.	Sidee u egtahay? Isticmaal muraayad si aad isku sawirto, calaamad saar qaybo jirkaada ka mid ah.	Qor eray ka bilowda xaraf kasta oo alifbeetada ah. Tusaale: A: Apple B: Bat C: Cat	U isticmaal caday 5 waxyaabood oo gurigaada ah sidaad u cabirtid.
Isniin	Talaado	Arbaco	Khamiis	Jimce
Hel 10 waxyaabo oo culus. Sawir ama liis ka qor. Hel 10 shay oo guduudan. Sawir ama liis ka qor. Hel 10 waxyaabood oo jilicsan. Sawir ama liis ka qor.	Is dul saar dhawr gasacadood iyo bokisyo si aad u sameyso taalo dheer. Dib ooga istaag oo barkin yar ku tuur si aad u dumisid.	Qof u qor fariin, ka dibna gad gadaal u qor. Weydii inay fahmi karaan! Tusaale: I love you uoy evol I	Qor gabay hoos hoos u socda adoo isticmaalaya magacaaga. Tusaale: A: B: D: I: Xaraf kasto u heel sifo qeexeyso.	Daawo laba bandhig ama filimo oo TVga ka soo galo, markaas kabacdi labo jilayaasha ka mid ah dooro. Sawiro kartoon ah ka samee ayagoo kulmayaan.

Somali K-2 Isbuuc 3-4

Waxaa isticmaashaa waraaqad si aad u dhamaystirtid casharada. Maalinkasta mid samee!

Isniin	Talaado	Arbaco	Khamiis	Jimce
U akhri buug qoyskaada. Qof kasta dib ha uga sheekeyo buuga.	Samee liis ka kooban labo qaybood. Ku qor waxyaabo lid isku ah, sida kuwa waaweyn iyo kuwa yar, haa iyo maya, iwm.	Soo hel cunto gurigaada taalo sida buskud ama dhalo biyo. Qor ama sawir su'aalo. Sida “Omar shan buskud ayuu heystaa, Samira ayaa saddex cuntay, meeqaa haray?”	Banaanka u bax. U sheeg qof waxa aad aragto, maqasho, ku fikirto, dareemayso, iyo waxaad uriso.	Dooro xayawaan. Sawir oo calaamadee qaybaha jirkooda. Qor sida ay u socdaan.
Isniin	Talaado	Arbaco	Khamiis	Jimce
Samee hooska ka soo baxo gacantaada markaad derbiga iftiin ku qabato. Immisa qaabab kala duwan ayaad gacmahaaga ku samayn kartaa?	Isticmaal buskud ama nacinac si aad ugu qorto ereyada gurigaada ku yaal.	Ku lugaa xaafadaada. Adeegso ulaha, caleemaha, iyo dhagaxa si aad ereyo u sameyso.	U kala sooc dharkaada iyo boombalayaashaada midabaha ay yihiin. U kala sooc dharkaada iyo boombalayaashaada sida ay u kala weyn yihiin.	Adigoo cuntada gurigaada taalo isticmaalayo, menu qiima wato samee. Kadibna su'aalo ka qor. Tusaale: Caano = \$2.00 Moos = \$3.00 Jalaato = \$1.00

THE META-MOMENT

OVERVIEW

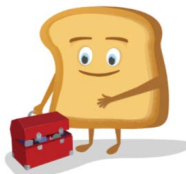
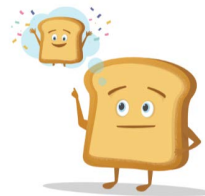
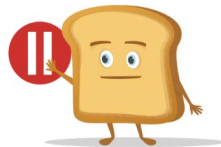
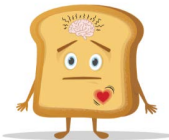
The Meta-Moment

What is the Meta-Moment?

Most of us have had the experience of “losing our cool” and regretting it later. For example, your daughter is whining, the milk spills, and you’re late for work. You yell at her and she dissolves into tears. Later, you wish you had handled the situation differently.

Even in the most trying moments, our behavior does not have to be automatic and reactive. The Meta-Moment is a process that allows us to prolong the time from when we are triggered to when we respond. And, taking Meta-Moments keeps us aligned with our values over time. With practice, our responses can be more deliberate and skillful. Even when our emotions are really “hot,” we can take a Meta-Moment, pause, call to mind our ‘best self’ and choose a helpful strategy.

Practicing Meta-Moments over time requires intentionality and effort...and, it’s worth the extra effort to feel proud of the actions we choose even in the most challenging moments.



The Meta-Moment

consists of four steps:

1. **Sense:** You sense that something has happened or changed in your environment, body, mind, or behavior. For example, you may notice that your palms are sweaty and your mind is racing, or that your heart is beating more quickly in response to an event.
2. **Pause:** You make a conscious choice to pause, and take a few long, slow, deep breaths. This helps to calm your body and mind in the moment so that you can try to problem-solve more effectively.
3. **See Your Best Self:** When pausing, you call to mind an image of your ‘best self’ – the ideal self you want to be; the person you are when your actions align with your values.
4. **Strategize & Act:** As your ‘best self,’ you might choose a thought strategy or an action strategy. A thought strategy might be to remember that there is more than one perspective, or to consider your larger goals (such as preserving the relationship). An action strategy might be to take a walk, drink some water, or set up a time for a conversation later. If you responded to the moment as your ‘best self,’ you’ve just taken a Meta-Moment!

RULER ANCHOR

THE META-MOMENT

SECOND GRADE

MY NAME _____

DATE _____

Duration: 20–25 minutes

1

Family members and grown-ups, please read this before your child leads the activity.

Key Ideas:

- Sometimes we have to manage intense emotions in the moment.
- While this can be difficult, we can all develop strategies to help us.
- Taking long, slow breaths can be calming.

Activity Goal:

- To imagine a real life situation and practice deep breathing as a strategy for calming the body and mind.

Activity Steps:

1. Discuss the Meta-Moment Overview Handout together.
2. Please help your child read through the activity on the next page and support them through the process.

Let's get started!



*Put your hand over your heart
and take three slow, deep breaths*

2

Student, follow the first step and then have fun doing the activity!

First Step

- Ask a grown-up to read this with you.

Before You Start

1. Think about a time when you were in the high yellow (lots of energy and pleasantness). Maybe you wanted to spring out of your chair with excitement or dissolve into laughter—but at a moment when you needed to stay in control of yourself.

For example, you're on a field trip and are so excited about the cool science exhibits that you want to whoop and holler and dash in to start interacting with them. But, you know you have to stay quiet and focused as you are entering the building so that your teacher can get an accurate head count and sign everyone in.

The Activity



1. Student: What is a situation where you had to manage high yellow emotions?
2. Share this story with your family.
3. Get ready to practice pausing!
4. Now, imagine you are in the same situation where you were feeling excited, joyful, or amused. This time, imagine yourself pausing.
 - a. Can you sense how your body is feeling?
 - b. Can you name your feeling?
 - c. Can you take slow, deep breaths?

Say this to yourself in your head and breath slowly three times:

Breathe in like you're smelling the flower.

Breathe out like you're blowing out a candle.

5. While you may still be feeling excited or amused, do you notice a slight difference in how your mind and body feels? Would you feel confident in doing this to help manage your strong emotions in the future?

3

Practicing the Meta-Moment: Pausing and Breathing

ACTIVITY SHEET 1

How did you feel after deep breathing? Please describe any small changes in your body or mind.

The next time you have strong emotions that you need to manage in the moment, draw a picture of yourself deep breathing and succeeding.