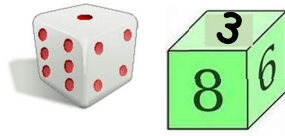


2Nd GRAdE super stars

week 2 – APRIL 27 – MAY 1
 ALL TASKS MARKED WITH AN ASTERISK (*) Need to Be Submitted for A GRADE.

	MONDAY	Tuesday	wednesday	THURSDAY	FRIDAY
READING	<input type="checkbox"/> Listen to Neil Armstrong Story – YouTube https://safeyoutube.net/w/e8a4	<input type="checkbox"/> Read Neil Armstrong article (P) <input type="checkbox"/> Complete Neil Armstrong Organizer* (P)	<input type="checkbox"/> Money, Money, Everywhere article (P) <input type="checkbox"/> Money, Money, Everywhere questions* (P)	<input type="checkbox"/> Redwood Forest pg 153-154 (YT) <input type="checkbox"/> Redwood Forest comprehension and fluency pg. 155* (YT)	<input type="checkbox"/> Read a book of your choice <input type="checkbox"/> Complete mini book report for your book* (P)
WRITING	<input type="checkbox"/> Computers – Brainstorm* (P) <input type="checkbox"/> Spelling Menu (List 6.4) – Choose 1 activity* (P)	<input type="checkbox"/> Computers – Organize* (P) <input type="checkbox"/> Spelling Menu (List 6.4)* (P)	<input type="checkbox"/> Computers – First Draft* (P) <input type="checkbox"/> Spelling Menu (List 6.4)* (P)	<input type="checkbox"/> Computers – Use a pen to edit your first draft using the editing marks (P) <input type="checkbox"/> Spelling Menu (List 6.4)* (P)	<input type="checkbox"/> Computers – Final Draft* (P) <input type="checkbox"/> Take Spelling Test*
MATH	<input type="checkbox"/> Lesson 12.1* (MB)	<input type="checkbox"/> Lesson 12.2* (MB)	<input type="checkbox"/> Lesson 12.3* (MB)	<input type="checkbox"/> Lesson 12.7* (MB)	<input type="checkbox"/> Shape and Fraction Dice Game (P)
DAILY	<input type="checkbox"/> READ!! <input type="checkbox"/> iRead <input type="checkbox"/> Get Epic! <input type="checkbox"/> Math Fluency games – Roll and Total(P) and Fun with Pennies (P)				KEY MB - Math workbook YT - Your Turn workbook P - Online or Paper Packet
"RECESS" IDEAS: Play a board game with siblings, build something with Legos, help with a household chore, play outside, or do a puzzle! Remember to exercise for 30 or more minutes every day!					
EXTRA	<input type="checkbox"/> Mystery Monday www.mysteryscience.com	<input type="checkbox"/> Typing Tuesday www.kidztype.com	<input type="checkbox"/> We are Kind Wednesday Go on a "Chalk Walk" and leave message for people to see as they walk	<input type="checkbox"/> Thinking Thursday Try a Virtual Field Trip	<input type="checkbox"/> Fun Friday! Try a directed draw on YouTube!

Roll and Total



1-2 players

Requires:

- Score Sheet for Game in a sheet protector
- 2 dice (1 regular dot die, the other with the numerals 3-8)
- *Optional* Hundreds chart or # line in a sheet protector

Game Play:

1. Students roll two dice- one is a regular dot die, the other is a die with the numerals 3-8 recorded on it.
2. Students then count on from the numeral die, using dots from the regular die as needed, to find the sum
3. Record the sum in the appropriate column.
4. Play continues until one column is filled completely.

Objective: To completely fill a column.

	X This is 5 + 1									
4	5	6	7	8	9	10	11	12	13	14

If I rolled and , the board would be marked like this.

Roll and Total Recording Sheet



								14
								13
								12
								11
								10
								9
								8
								7
								6
								5
								4

Game Play: www.nctm.org Vol. 21, No. 4 *Teaching Children Mathematics* . November 2014
 Can be played with a partner or alone.
 Students roll two dice- one is a regular dot die, the other is a die with the numerals 3-8 recorded on it.
 Students then count on from the numeral die, using dots from the regular die as needed, to find the sum.
 Record the sum in the appropriate column.
 Play continues until one column is filled completely.

Shape and Fraction Dice Game

This can be hand-drawn or you can create it on the computer.

You can do it outside with chalk to get some sunshine, too!

Be creative! It is just for fun!

1. Start by drawing a shape.

circle

triangle

square

rectangle

pentagon

hexagon

parallelogram

trapezoid

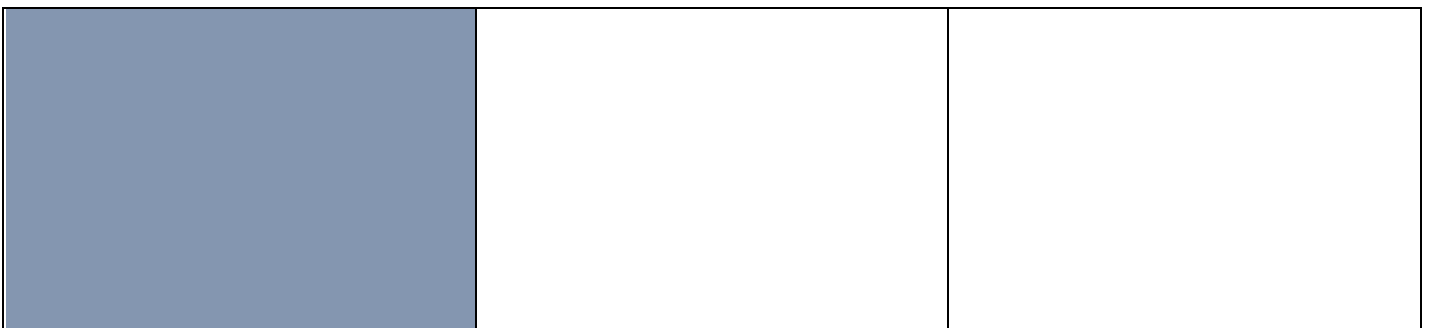
2. Next, roll a dice and partition your shape into that many equal parts. You learned about halves, thirds, and fourths this week, so you could just use those if you want. Make sure the parts are equal.

3. Then color in some of the parts.

4. Write the fraction for the colored part.

5. Draw at least 5.

Example:



One third or $\frac{1}{3}$ of the rectangle is colored.

Name _____

Read the passage. Use the reread strategy to check your understanding of new information or difficult facts.

In a Redwood Forest

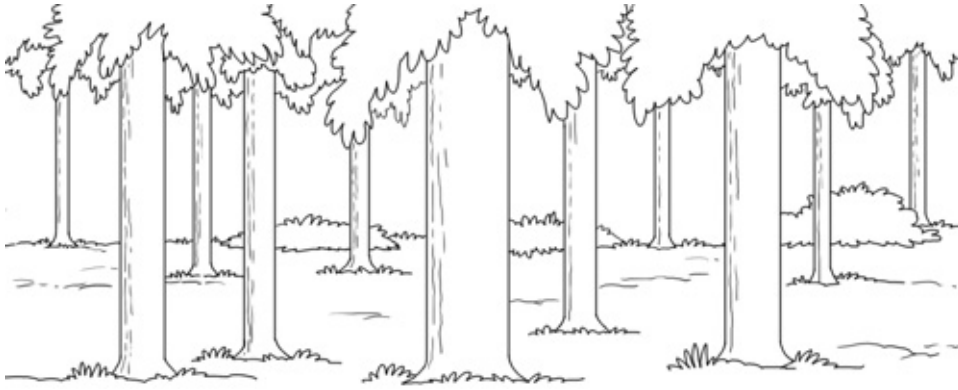
A forest is a large area of land covered by trees
11 growing close together. There are different kinds of
19 forests. Some have hardwoods. These forests have trees
27 that lose their leaves each year. Some forests have
36 evergreen trees with needles. One of the most amazing
45 kinds of forests is the redwood forest.

52 What Is a Redwood Tree?

57 In a redwood forest, you will find some of the tallest
68 trees in the world. A redwood tree can grow over
78 300 feet tall. That's as tall as a 35-story skyscraper, a
90 building found in big cities.

95 Redwoods are some of the oldest trees in the world.
105 A redwood tree can live to be 2,000 years old. One
116 reason is these trees can survive fire. Their thick bark
126 keeps them from burning.

Name _____



130 Where Are Redwoods Found?

134 Redwood forests are not found everywhere. California
141 is the only place where they grow in nature. Redwoods
151 need a wet climate to grow. The coast of California is a
163 good spot.

165 There is fog almost every day. The fog keeps the soil
176 moist. It also helps the redwood trees get water. They
186 soak up water from the fog right into their leaves.

196 In the past, people cut down many redwood trees.
205 These big trees would have disappeared. Now most of
214 them are protected in parks. They can't be destroyed
223 anymore. People can visit the parks to see these special
233 forests.

Name _____

A. Reread the passage and answer the questions.

1. How are some forests different from others?

2. How is a redwood tree like a 35-story skyscraper?

3. How was the past different for redwood trees than today?

B. Work with a partner. Read the passage aloud. Pay attention to pronunciation. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Money, Money, Everywhere!

Cross-Curricular Focus: Mathematics



Money helps us buy things we need and want. People earn money by working at all different kinds of jobs. You can earn money even if you are a child. Your parents may pay you to do extra chores around the house.

If you have money, you can use it for many things. You can pay bills. You can buy things from stores. You can save it in the bank. Before people had money to use, they traded things with each other. Some people used beads or shells for money.

Paper money is also called **dollars**. The numbers on the paper money tell how many dollars it is worth. If it has a one on it, it is a one dollar **bill**. Five, ten, and twenty dollar bills are also common.

Coins are made from different kinds of metal. They are worth part of a dollar. There are dollar coins but they are rare. Amounts less than a whole dollar are counted in **cents**. It takes 100 cents to make a dollar. Each coin is worth a different number of cents. A penny is worth only 1 cent. A nickel is worth 5 cents. A dime is worth 10 cents. A quarter is worth 25 cents.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) How do people earn money?

2) What can we do with money?

3) What did people use before there was money?

4) How can you tell how much paper money is worth? _____

5) How do we count money that is less than a whole dollar? _____

NEIL ARMSTRONG

Neil Armstrong

Born August 5, 1930, in Wapakoneta, Ohio

Family: Married Janet Shearon; two children

Claim to Fame: Astronaut who was the first person to walk on the moon



Armstrong was ready to fly high—right into space.

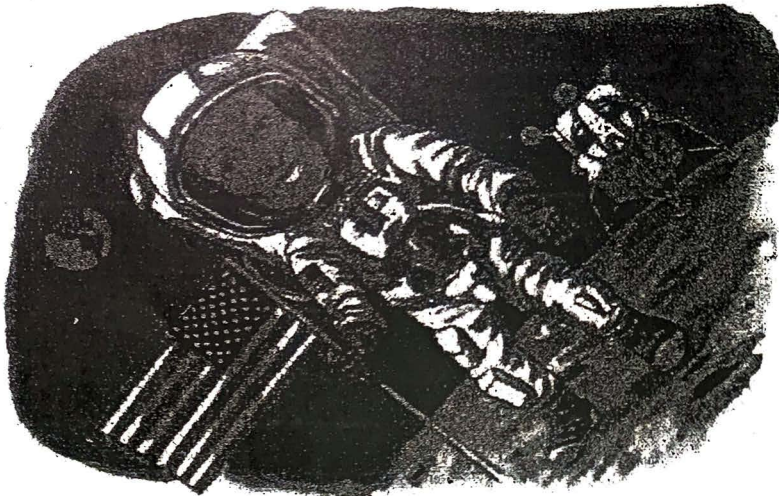
On his first mission, aboard *Gemini 8*, he docked his spaceship with a vehicle already in orbit—something no one had ever done before. But that “first” was nothing compared to what lay ahead. On his next mission, *Apollo 11*, Neil Armstrong shot for the moon.

From the time six-year-old Neil Armstrong went for his first ride in an airplane, he was hooked on flying. He took flying lessons at 15 and got his pilot's license the next year—even before he had a license to drive a car!

Armstrong became a jet pilot for the U.S. Navy. In 1962, he joined NASA, the National Aeronautics and Space Administration. After four years of tough training, Astronaut



On July 20, 1969, Armstrong and fellow astronauts Michael Collins and Buzz Aldrin smoothly set down their lunar landing craft, the *Eagle*, on the moon's dusty surface. Armstrong climbed out first, speaking the most famous words in the history of space exploration: “That's one small step for a man, one giant leap for mankind.” His words were heard around the world as millions watched the spectacular event on television. The mission led by Neil Armstrong put the United States in the forefront of space exploration.



It's a Fact

Neil Armstrong and Buzz Aldrin spent 21 hours, 37 minutes on the moon, collecting samples and performing tests.



Gemini 8

Be sure to attach your work and bring back to class at the end of the week!

May

Spelling Menu

Name: _____

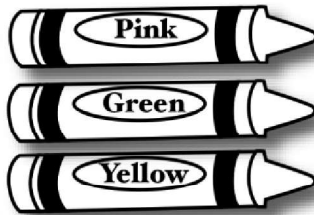
Picture This!

Draw a large picture of a flower. In the empty spaces, write your spelling words as many times as you can. Then, color your picture.



Rainbow Words

Write each spelling word with a pencil. Then, use the colors below to trace the whole word.



Dear Mom

Write a letter to your mom using your spelling words. Be sure to use spaces in between your words AND underline your spelling words.



Telephone

1	2 ABC	3 DEF
4 GHI	5 JKL	6 MNO
7 PQRS	8 TUV	9 WXYZ
*	0	#

Use the numbers on the telephone keypad to add the letters in each of your spelling words.

Practice Test

Ask an adult at home to quiz you on your spelling words. If you misspell a word, write it correctly THREE more times.

_____ **Adult Signature**

Let's Move!

SWIMMING POOL!

Write a spelling word on your paper. Then, swim with your arms for every letter in the word – plug your nose and “sink” to say the word. Repeat for all of your spelling words!

ABC Order

Write your spelling words in ABC order. Use the letter chart below to help you.

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

Eyes Closed

Look at each of your spelling words. Say the letters in the word out loud. Then, close your eyes and write the word.



Curious Questions

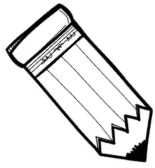
Use each of your spelling words to ask a question – ANY question! Be sure to use a capital letter at the beginning of your sentence and a question mark at the end. Underline your spelling word.

Does a whale have gills?

Name _____

Date _____

Book Title _____



Author _____

Characters

A large, cloud-shaped frame with a scalloped border. Inside the frame, there are four horizontal lines for writing.

Setting

A large, cloud-shaped frame with a scalloped border. Inside the frame, there are four horizontal lines for writing.

Draw a picture of your favorite part!

A large rectangular area with a decorative, scalloped border, intended for drawing a picture of the favorite part of the book.

Name _____



Problem Solving

STRATEGY: Draw a Diagram

Lesson 3

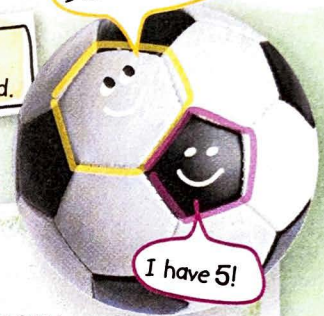
ESSENTIAL QUESTION
How do I use shapes and equal parts?



Lyla drew a shape. The shape has 6 sides. It also has 6 angles. What shape did Lyla draw?



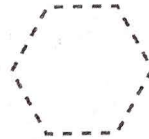
I have 6 sides!



1 Understand Underline what you know. Circle what you need to find.

2 Plan How will I solve the problem?

3 Solve Draw a diagram.



Lyla drew a _____.

4 Check Is my answer reasonable? Explain.

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Practice the Strategy

Marcy drew a shape.
It has 5 sides. It has 5 angles.
What shape did she draw?



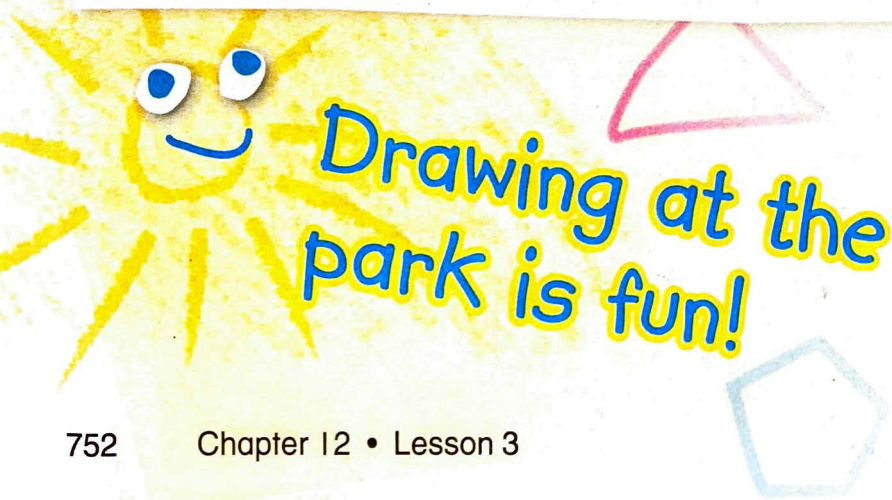
1 Understand Underline what you know.
Circle what you need to find.

2 Plan How will I solve the problem?

3 Solve I will...

Marcy drew a _____.

4 Check Is my answer reasonable? Explain



Name

Apply the Strategy

1. If a shape has 3 sides and 3 angles, what shape is it? Draw the shape.

2. Abby draws a triangle. Samuel draws a shape that has 1 more side than a triangle. What shape did Samuel draw? Draw the shape.

3. Jason drew a shape that has more sides than a triangle or rectangle but less angles than a hexagon. What shape did he draw? Draw the shape.

Review the Strategies

Choose a strategy

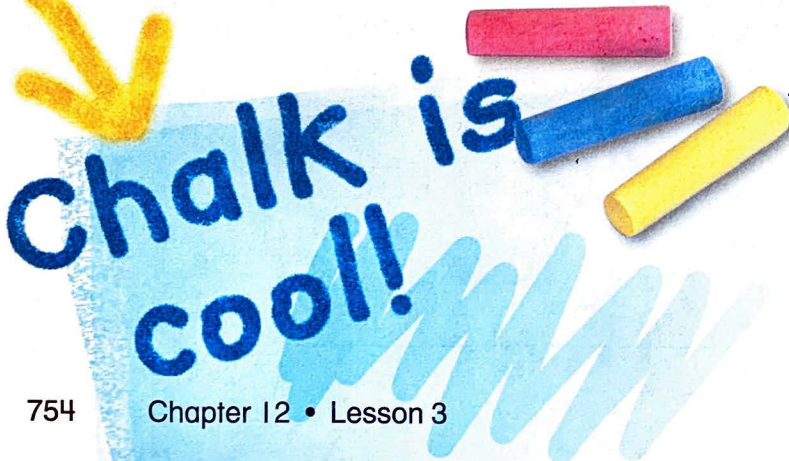
- Write a number sentence.
- Draw a diagram.
- Use logical reasoning.

4. Tammy saw a two-dimensional shape. The shape has 6 sides and 6 angles. Two of the sides are longer than the others. What shape did Tammy see?
- _____

5. The sign at the end of David's street is a two-dimensional shape. It has 4 sides and 4 angles. The sides are all the same length. What shape is the sign?



6. Jason was drawing shapes with sidewalk chalk in the park. He drew 3 triangles and then 2 squares. How many angles did he draw?
- _____ angles



Name _____

Halves, Thirds, and Fourths

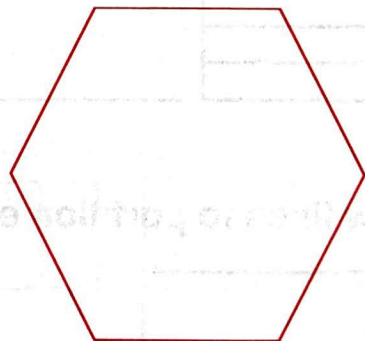
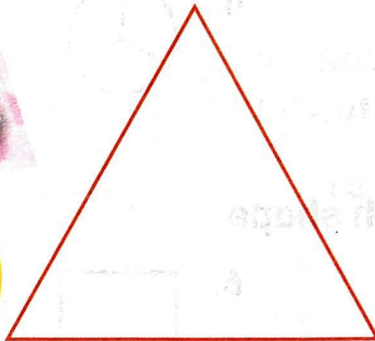
Lesson 7

ESSENTIAL QUESTION

How do I use shapes and equal parts?



Explore and Explain



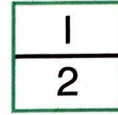
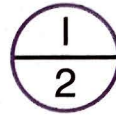
Teacher Directions: Use square, triangle, and trapezoid pattern blocks to cover each shape. Trace the blocks to show the shapes you used. Write how many blocks you used to cover each shape.

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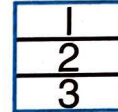
See and Show

You can **partition**, or separate, shapes into equal parts.

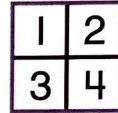
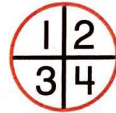
Two equal parts or two **halves**.
Each part is **half of** the whole.



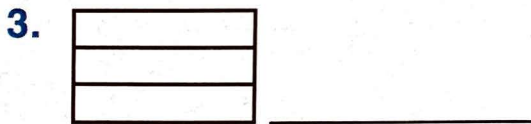
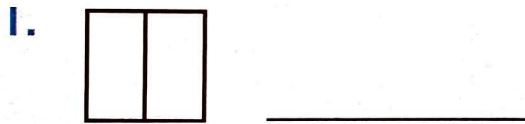
Three equal parts or three **thirds**.
Each part is a **third of** the whole.



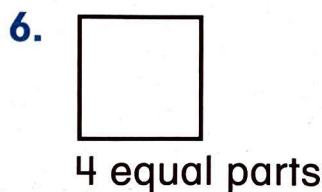
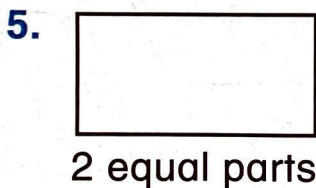
Four equal parts or four **fourths**.
Each part is a **fourth of** the whole.



Describe the equal parts. Write two halves, three thirds, or four fourths.



Draw lines to partition each shape.



Talk Math

Explain how you can divide a pie so that four people each get an equal part.

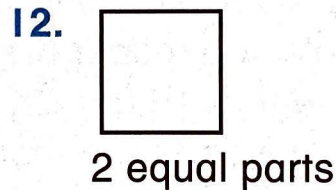
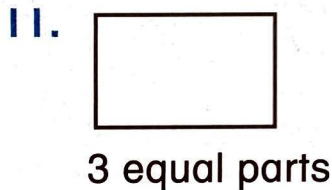
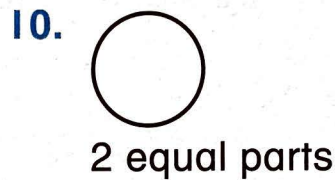
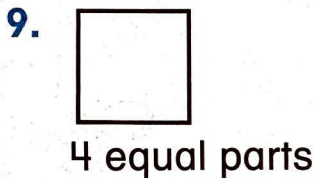
Name

On My Own

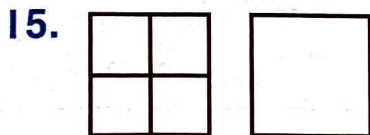
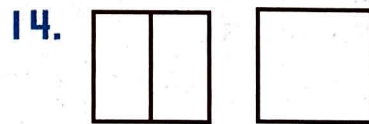
Describe the equal parts. Write *two halves*, *three thirds*, or *four fourths*.



Draw lines to partition each shape.



Partition the shape in a different way.
Show the same number of equal parts.





Problem Solving

Mathematical PRACTICE

What's for lunch?

17. Eva's mom bought a pizza. Eva ate one equal part. Her friend ate one equal part. There was one equal part left for Eva's mom. How much of the pizza was left for Eva's mom?

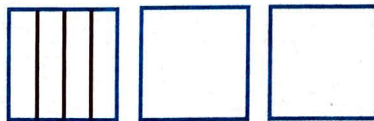
_____ of the pizza

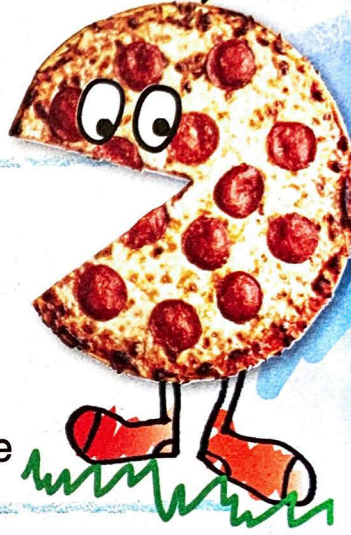
18. Gracie had a round slice of watermelon. She and her sister shared the slice equally. How much did each girl eat?

_____ of the watermelon slice

19. Sadie is making a picture for her cousin. She folds a piece of paper in half. Then she folds it in half again. She opens the paper. How many equal parts are there?

HOT Problem Show the same number of equal parts in two different ways.





Name

Two-Dimensional Shapes

Lesson 1

ESSENTIAL QUESTION

How do I use shapes and equal parts?



Explore and Explain



Don't be such a square.



circle

hexagon

square

rectangle

triangle

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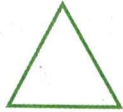
Teacher Directions: Use small attribute blocks. Trace and identify each shape. Draw a line from each shape to its name.

See and Show

A **two-dimensional shape** is a shape with only length and width.



circle



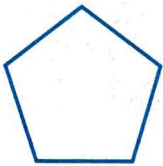
triangle



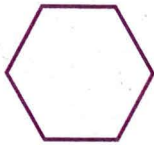
square



rectangle



pentagon



hexagon



parallelogram



trapezoid

Circle the shapes that match the name.

1. parallelogram

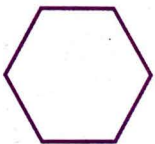


2. triangle



Write the name of the shape.
Circle the shape that matches.

3.





Talk Math

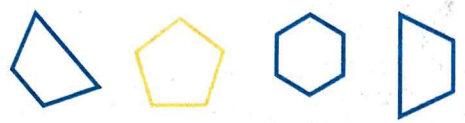
What is the difference between a pentagon and a hexagon? How are they alike?

Name _____

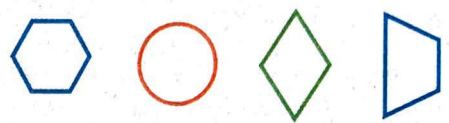
On My Own

Circle the shapes that match the name.

4. trapezoid



5. hexagon



6. triangle



7. pentagon

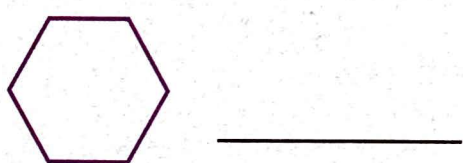


Write the name of the shape.
Circle the shape that matches.

8.



9.



Circle the shape that does not belong in each group.

10.



11.





Problem Solving

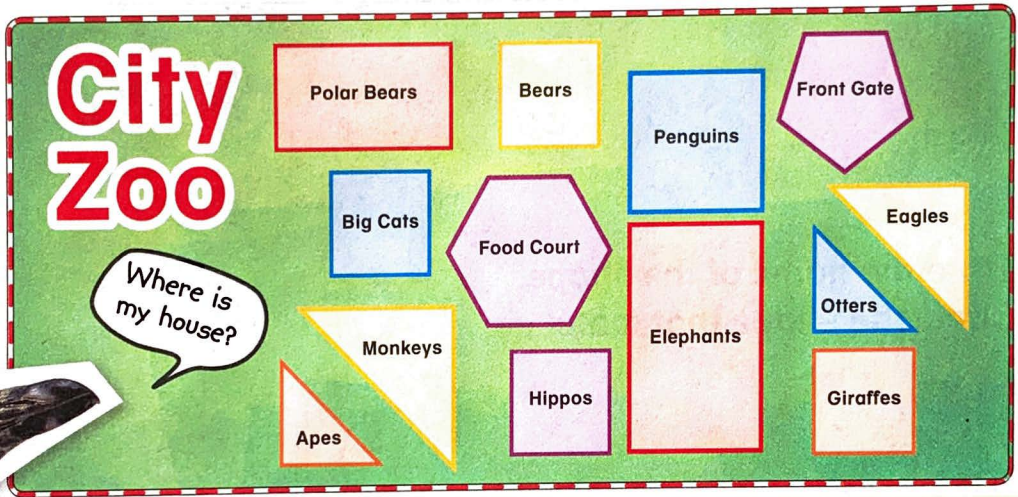
Mathematical
PRACTICE

12. Identify the shape of each sign.



How many of each shape do you see?

13.



triangles _____ hexagons _____ rectangles _____

squares _____ pentagons _____ circles _____

Write Math

Give examples of objects in your school that look like triangles and squares.

Name _____

Sides and Angles

Lesson 2

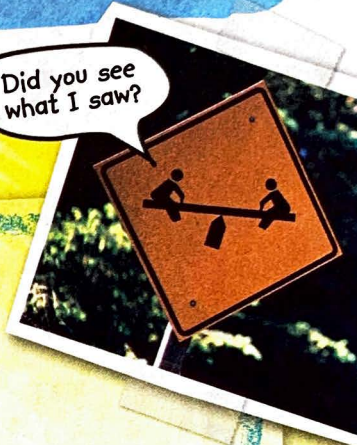
ESSENTIAL QUESTION
How do I use shapes and equal parts?



Explore and Explain



Did you see what I saw?



_____ sides

_____ angles

_____ sides

_____ angles

_____ sides

_____ angles



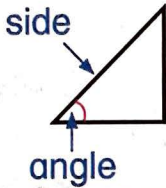
Teacher Directions: Have students sort triangle, square, parallelogram, trapezoid, and hexagon pattern blocks by their number of sides and angles. Trace them. Write how many sides and angles.

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See and Show

You can describe two-dimensional shapes by the number of **sides** and **angles**.

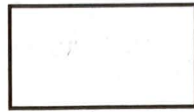
triangle



_____ sides

_____ angles

quadrilateral



_____ sides

_____ angles

pentagon



_____ sides

_____ angles

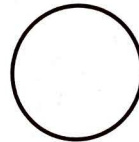
hexagon



_____ sides

_____ angles

circle



_____ sides

_____ angles

Trace each shape. Write how many sides and angles.

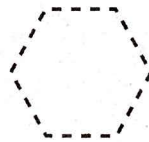
1.



_____ sides

_____ angles

2.



_____ sides

_____ angles

3. Circle the objects that have 0 sides and 0 angles.



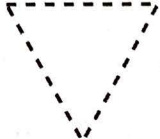
Talk Math


How are a square and a hexagon alike?
How are they different?


Name


On My Own

Trace each shape. Write how many sides and angles.

4.  _____ sides
_____ angles

5.  _____ sides
_____ angles

6.  _____ sides
_____ angles

7.  _____ sides
_____ angles

Circle the objects that match the description.

8. 3 sides and 3 angles



9. 4 sides and 4 angles



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Problem Solving

Mathematical
PRACTICE

Draw a picture to solve.

10. Kira draws a shape with 6 sides and 6 angles. What shape does she draw?

11. Alex draws a shape with 3 sides and 3 angles. What shape does Alex draw?

12. Josh drew 3 squares. Katie drew 2 triangles and 1 square. Who drew more angles?



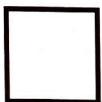
Write Math

Write the name of each shape.
Describe two things about each shape.



1. _____

2. _____



1. _____

2. _____

(Monday)

INFORMATIVE

Write down all of your thoughts on this topic in the box.

I-3

2

I ♥ Paragraph Writing Created by Rachel Lynette copyright ©2016 all rights reserved www.rachel-lynette.com

Computers

How would your life be different if there were not computers?

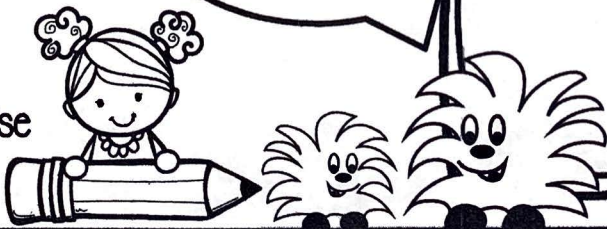
Brainstorm



Tell what you know about the topic.

Track your progress

- Brainstorm
- Organize
- First Draft
- Edit and Revise
- Final Draft



Put a star ★ next to ideas you think you will use.

Name

Date

Date

Name

Use your brainstorming ideas to organize your thoughts.

Introduce the topic.

Tell what you know.
(Use details to tell about the topic.)

Restate the topic using different words.

Paragraph Title: _____

Topic Sentence: _____

Supporting Details: _____

Closing Sentence: _____

Tuesday?

Friday -

Paragraph Title: _____

Use your edited first draft to write your **final draft**.

Handwriting practice area with 10 sets of primary-ruled lines (top solid, middle dashed, bottom solid) for writing the final draft.

Check your work!

- I introduced the topic in the first sentence.
- I used details to tell about the topic.
- I restated the topic in the closing sentence using different words.
- I used complete sentences.
- I used linking words to connect the facts (such as, *also*, *and*, *another*).
- I used correct grammar, spelling, punctuation, and capitalization.
- I wrote neatly.

Name _____

Date _____



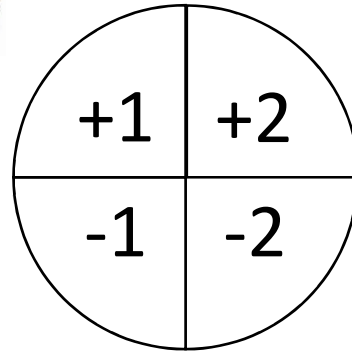
Practice with Pennies



2-4 players

Required:

- Activity Tent
- Directions in a sleeve
- 14 Pennies for each group
- 1 cup
- Use this Spinner (or modify a die to have +1, +1, -1, -1, +2, -2 on the faces)
- Paperclip
- Optional – A ten frame or a number line



Game Play:

1. Place the 12 pennies in the cup and shake them. (Keep 2 pennies on the side)
2. One partner reaches in and pulls out a handful and counts them.
3. Then, he or she spins the spinner or rolls the die.
4. The student puts the situation into a number sentence and gives the answer while modeling with the coins.

Objective: Add and Subtract to find sums and differences. The more you play, the better you will become with numbers.

Variations:

- One partner makes up a word problem. They roll the die when it is time to perform an operation. The other student acts out the situation with the coins.
- Explore the Commutative Property. One partner asks a question and the other answers and tells why and uses pennies and a five frame or a ten frame to prove his/her thinking. (For example: Jimmy says $2 + 3$ has a different sum than $3 + 2$. Do you agree with him? Why or why not?)
- Students show the situation on a ten frame with the pennies.
- Students trade out 5 pennies for each half of the ten frame used- to show a different set of coins with the same value.

Modified from an activity found in
O'Connell & San Giovanni (2011) Circle, Circle *Mastering Basic Math Facts: Addition and Subtraction* pg. 39-41