Arvin Union School District

Independent Study Packet



Second Grade

10 Day Planner

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Arvin Union School District
Independent Study Packet

Dear Parents,

This is your guide for the days your child will be absent from school. This packet includes daily assignments for each day of absence involving all curriculum areas. You can assist your child by providing them with a quiet time every day to complete their daily assignments. Daily independent reading is included and is just as important as completing the pages in this packet. Each day, have your child check off the assignments completed on the activity tracker provided. Upon returning to school bring the completed activity tracker, with parent and student signatures, along with the work packet.

NOTE: The physical education activities may be replaced with vigorous exercise that is a part of your travels (e.g., hiking, swimming, horseback riding, skateboarding, bicycling, etc.) The important thing is to make sure your child is participating in daily activities that promote good health.

Dear Students,

You are required to do these assignments. All work must be completed to receive credit. It is best to complete the assignments on a daily basis as outlined on the activity tracker. Please keep all of your work together, and be prepared to have it checked when you return. These activities were chosen so that you can continue learning while you are absent and have fun at the same time. Please do both while you are away!

Arvin Union School District
Paquete de estudio independiente

Queridos padres,

Esta es su guía para los días que su hijo (a) estará ausente de la escuela. Este paquete incluye tareas diarias para cada día de ausencia que involucran todas las áreas del plan de estudios. Puede ayudar a su hijo proporcionándole un momento de tranquilidad todos los días para completar sus tareas diarias. Lectura independiente está incluida y es tan importante como completar las páginas de este paquete. Todos los días su hijo puede marque las tareas completadas en el rastreador de actividad provisto. Al regresar a la escuela, traiga el rastreador de actividad completo, con las firmas de el padre y estudiante, junto con el paquete de trabajo.

NOTA: Las actividades de educación física pueden reemplazarse con ejercicio riguroso que sea parte de sus viajes (por ejemplo, senderismo, natación, equitación, patinaje, ciclismo, etc.). Lo importante es asegurarse de que su hijo participe en las actividades diarias que promueven la buena salud.

Queridos estudiantes,

Debes hacer estas tareas. Todo el trabajo debe completarse para recibir crédito. Es mejor completar las tareas diariamente como se describe en el rastreador de actividad. Mantenga todo su trabajo junto y prepárese para que lo revisen cuando regrese. Estas actividades fueron elegidas para que puedas continuar aprendiendo mientras estás ausente y divertirte al mismo tiempo. ¡Por favor haz las dos cosas mientras estás fuera!

Week 1 Activity Tracker **Student name:** _____

Date: _____ **School:** _____ **Grade:** _____

M

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

T

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

W

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Th.

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

F

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Week 2 Activity Tracker **Student name:** _____

Date: _____ **School:** _____ **Grade:** _____

M

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

T

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

W

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Th.

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

F

- ❑ Reading
- ❑ Writing
- ❑ Math
- ❑ Movement/PE
- ❑ Art Project
- ❑ I read for ____ minutes.
  (K- 2nd: 15 minutes; 3rd - 5th: 20 minutes; 6th -8th: 30 minutes)

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Daily Movement Activities/ Actividades diarias de movimiento

GARDEN YOGA FOR KIDS



Pretend to be a tree

Tree Pose: Stand on one leg. Bend the other knee and place the sole of your foot on your inner thigh. Sway like a tree in the breeze. Now the other side.



Pretend to be a frog

Squat Pose: Come down to a squat with your knees apart and arms resting between your knees. Touch your hands to the ground. Jump like a frog.

Pretend to be a seed



Child's Pose: Sit back on your heels and bring your forehead down to rest on the floor. Pretend to be a seed in the garden.



Pretend to be a butterfly

Cobbler's Pose: Sit on your buttocks with a tall spine. Bend your legs with the soles of your feet together. Flap your legs like the wings of a butterfly.



Pretend to be a flower

Flower Pose: Lift your bent legs, balancing on your sitting bones. Weave your arms under your legs, palms up. Pretend to be a flower in bloom.



© Childhood 101 & Kids Yoga Stories

printable yoga poster

Daily Movement Activities/ Actividades diarias de movimiento

EXERCISES
FOR KIDS



1. Planks



2. Push-ups



3. Crunches



4. Cycling



5. Lunges



6. Running

Daily Movement Activities/ Actividades diarias de movimiento

let's play...

early years

musical statues

Equipment needed – music player

Pick a games leader who is in charge of the music. He or she plays the music while everyone else dances around the room. When the music stops, everyone must freeze like a statue. The last person to stand completely still is out, and anyone moving when the music is not playing is also out.

The game continues until the person left at the end is the winner.

AGE 2 AND UP



hop about!

One player is the 'hop leader' while all the others have three lives. The hop leader picks a magic word, and every time they say it, all players must hop three times on the spot. Each time they miss it, they lose a life. When all their lives are gone they're out of the game.

AGE 2 AND UP





wiggly worms

Ask the kids to lie on the floor on their tummies with their hands by their sides, and see how far they can wiggle around the room.

AGE 1 AND UP



change 4 life

Eat well Move more Live longer

penguin shuffle

Equipment needed – a small beanbag

Players stand side by side with their 'eggs' (small objects, like beanbags) balanced on top of their feet. The first one to shuffle across the room without dropping their eggs wins.

AGE 2 AND UP





catch don't catch

Equipment needed – ball or small beanbag

Players stand in a circle with their arms crossed. One person in the centre throws the ball to someone in the circle, saying either 'Catch' or 'Don't catch'. If they say 'Catch', the player should not catch the ball and must not move their arms. If they say 'Don't catch', the player should catch the ball. If a player does the wrong thing or misses the ball, they're out!

AGE 3 AND UP



hot potato

Equipment needed – ball or small beanbag

All players stand in a circle and one person stands with his or her back to the circle and does not watch where the 'potato' is. Everyone passes a ball or small beanbag (or anything else for that matter) from person to person. When the player with his or her back to the circle shouts 'stop', the person holding the potato is out.

The game continues until the person left at the end is the winner.

AGE 3 AND UP



For more early years information ask a member of staff or search Change4Life.

For ideas on play geared towards disabled kids visit www.cafamily.org.uk

Day 1 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

Buffalo Dusk

Invite your child to read aloud the poem.

- **Discuss** who "those who saw" are in the poem.

Day 1 Writing

Writing Prompt: Who do you like to talk to on the phone? Draw and write to tell who you talk to on the phone and what you like to talk about.

Grammar/Spelling: Commas and Greetings and Closings

Day 1 Math

Start with Day 1 Task: Ford and Logan Add 45 + 36. Continue with Day 1 Math activities. End with Day 1 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Dia 1 Lectura

Leer por 15 minutos. Use un libro propio o un libro plegable al final de este paquete.

Buffalo Dusk

Invite a su hijo a leer en voz alta el poema.

- **Discuta** quiénes son "those who saw" en el poema.

Dia 1 Escritura

Mensaje de escritura: ¿Con quién te gusta hablar por teléfono? Dibuja y escribe para decir con quién te gusta hablar por teléfono y de qué te gusta hablar.

Gramática/Ortografía: Commas and Greetings and Closings

Dia 1 Matematicas

Comience con la tarea: Ford y Logan suman 45 + 36. Continúe con las actividades de matemáticas del día 1. Termine con el Día 1 de Fluidez en Matemáticas, donde se alienta al alumno a resolver un problema utilizando múltiples estrategias.

Remember to annotate as you read.

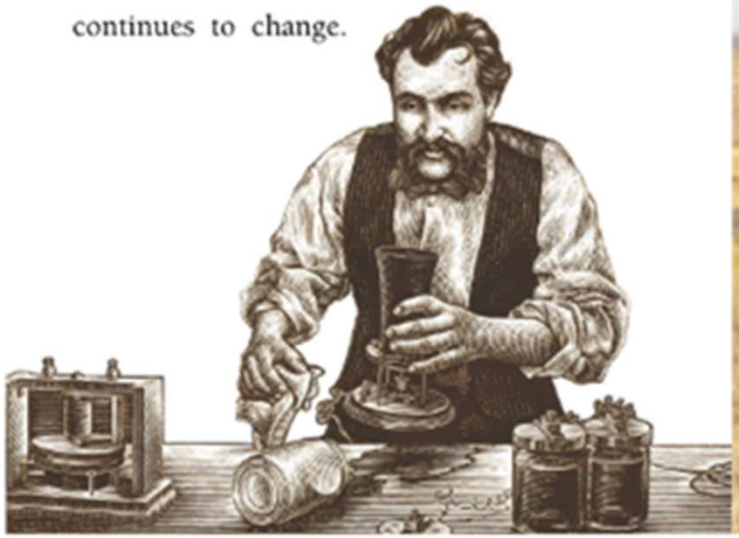
Notes

A Look Back at Bell

1 Today you can use a cell phone to talk to someone far away. Before telephones, people could not talk with anyone who was out of hearing range. That changed in 1876 when Alexander Graham Bell

2 invented the telephone. Bell improved the telephone. Soon hundreds and then thousands of people had telephones in

3 their homes. From those early telephones to smartphones, the way people communicate continues to change.



Notes

Buffalo Dusk

by Carl Sandburg

The buffaloes are gone.
And those who saw the buffaloes are gone.
Those who saw the buffaloes by thousands
and how they pawed the prairie sod
into dust with their hoofs,
their great heads down pawing on
And the buffaloes are gone.
Those who saw the buffaloes are gone.



Name _____ Date _____

Commas in Greetings and Closings

Letters or e-mails begin with a **greeting**. A greeting includes a word such as **Dear** or **Hi** and the name of the person you are writing to. A comma comes after the greeting. Diary or journal entries may also begin with a greeting.

Dear Mrs. Grant**,** **Hi** Carlos**,** **Dear** Diary**,**

Put a comma in the correct place for each letter opening.

1. Dear Ann
Will you come to my party?

2. Dear Diary
I rode my bike to school.

3. Hi Kelsey
Meet me tomorrow.

4. Dear Teddy
Did you find your gear?

5. Hi Aunt Kay
How are you?

6. Hi Grandma
I miss you.

Read the start of a letter below. Then write it correctly on the lines.

7. Dear Adam Thank you for the gift.

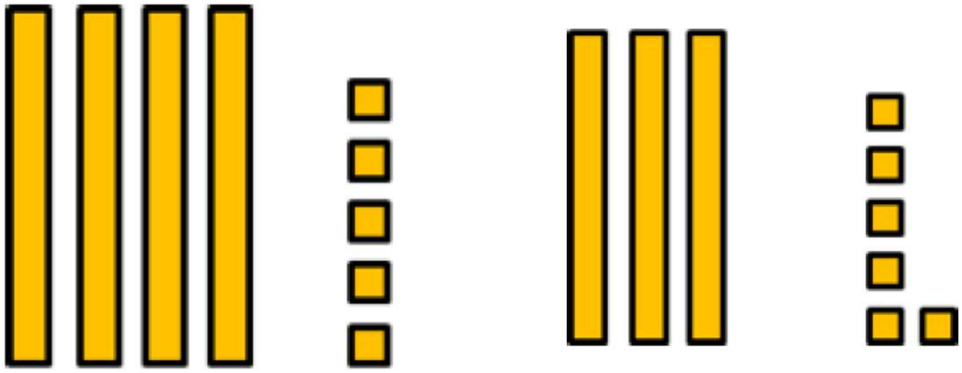
_____

_____

Day 1 Math Task

Task: Ford and Logan Add 45 + 36

Part One: Solve the problem and explain your thinking. 45 + 36



Part Two: Ford and Logan each solved the problem using a different strategy.

a. How did Ford solve the problem? Will his strategy always work?

b. How did Logan solve the problem? Will her strategy always work?

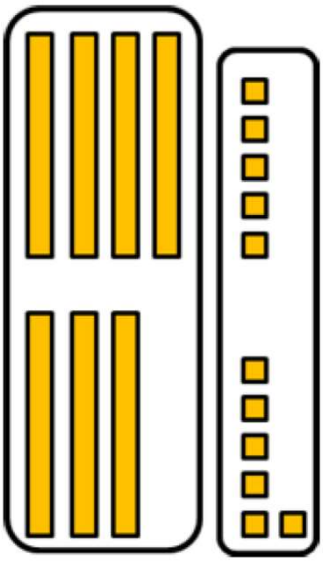
c. How are their strategies similar or different?

d. How was your strategy similar or different than Ford or Logan's?

Day 1 Math Task

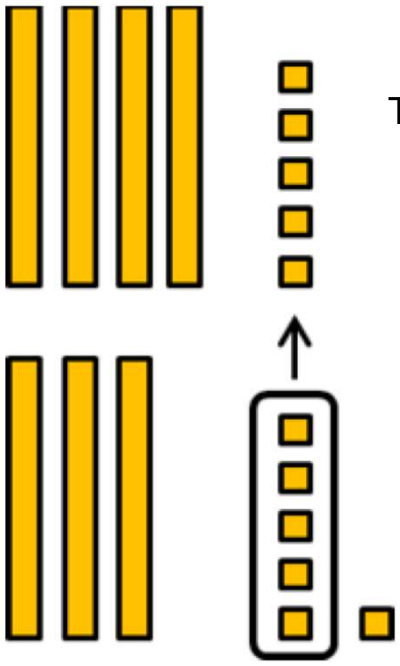
Task: Ford and Logan Add 45 + 36

Ford's thinking:



I counted the tens first, so 10, 20, 30, 40, 50, 60, 70.
Then I counted the ones, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81.
So 45 + 36 = 81.

Logan's Thinking:



First I broke 36 into 30 + 1 + 5.
Then I gave 5 from 36 to the 45 to make 50 because 50 is a friendly number.
Then I added 30 + 50 to make 80. Then I added 1 to 80 to get 81.
So 45 + 36 = 81.

Day 1 Math/ Dia 1 Matemáticas

See and Show

Mathematical PRACTICE

Numbers that end in zero are easier to add.
Take apart addends to make numbers that end in zero.

Find 28 + 36.

One Way:

Take apart 36 as 2 + 34.
Then make 28 + 2 into 30.

28 + 36

28 + 2 + 34

30 + 34 = 64

Another Way:

Take apart 28 as 24 + 4.
Then make 4 + 36 into 40.

28 + 36

24 + 4 + 36

24 + 40 = 64

So, 28 + 36 = 64.

Take apart an addend to solve.

1. 18 + 35

18 + 2 + 33

20 + 33 = 53

So, 18 + 35 = 53.

2. 44 + 26

44 + ____ + ____

____ + ____ = ____

So, 44 + 26 = ____.

Talk Math How do you decide which addend to take apart when adding?

Day 1 Math/ Dia 1 Matematicas

Name _____



On My Own

Take apart an addend to solve.

3. 36 + 45

36 + _____ + _____

_____ + _____ = _____

So, 36 + 45 = _____.

4. 25 + 58

_____ + _____ + 58

_____ + _____ = _____

So, 25 + 58 = _____.

5. 67 + 26

67 + _____ + _____

_____ + _____ = _____

So, 67 + 26 = _____.

6. 38 + 14

38 + _____ + _____

_____ + _____ = _____

So, 38 + 14 = _____.

Day 1 Math/ Dia 1 Matematicas

Problem Solving

Mathematical PRACTICE

7. 28 people came to the bake sale in the morning. 34 people came to the bake sale in the afternoon. How many people came to the bake sale?



_____ people

8. Bill collected 16 toys for the toy drive. Lisa collected 37 toys. How many toys did Bill and Lisa collect in all?



_____ toys

Write Math Explain how you would find 65 + 18 by taking apart an addend.



_____

_____

_____

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Day 1 Math Fluency

Use any strategy

Use models or visuals

13 + 9

Write a story

How do you know your answer is correct?

Day 2 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

The Oregon Trail

Take turns reading the diary entries with your child.

- **Point out** the dates of the diary entries, and discuss what it might have been like for Edith on the **Oregon Trail.**

Day 2 Writing

Writing Prompt: Write a letter to your friend.

Grammar/Spelling: Commas and Greetings and Closings

Day 2 Math

Start with Day 2 Math Task of adding using base ten blocks. Cut out the base ten blocks cut outs. Continue with Day 2 Math activities. End with Day 1 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Dia 2 Lectura

Leer por 15 minutos. Use un libro propio o un libro plegable al final de este paquete.

The Oregon Trail

Túrnese para leer las entradas del diario con su hijo.

- **Señale** las fechas de las entradas del diario y discuta cómo podría haber sido para Edith en el **Oregon Trail.**

Dia 2 Escritura

Mensaje de escritura: escriba una carta a su amigo.

Gramática/Ortografía: Commas and Greetings and Closings

Dia 2 Matemáticas

Comience con la tarea de matemáticas del dia 2 de agregar usando bloques de base diez. Recorte la base diez bloques recortes. Continúe con las actividades de matemáticas del día 2. Termine con el Día 1 de Fluidez en Matemáticas, donde se alienta al alumno a resolver un problema utilizando múltiples estrategias.

Short Read 1

Remember to annotate as you read.

Notes

The Oregon Trail

May 17, 1849

Dear Diary,

1 We've been on the Oregon Trail for two weeks. I'm exhausted. Papa and I walk while Mama and the baby ride. Papa says it's because our weight would be too much for the mules.

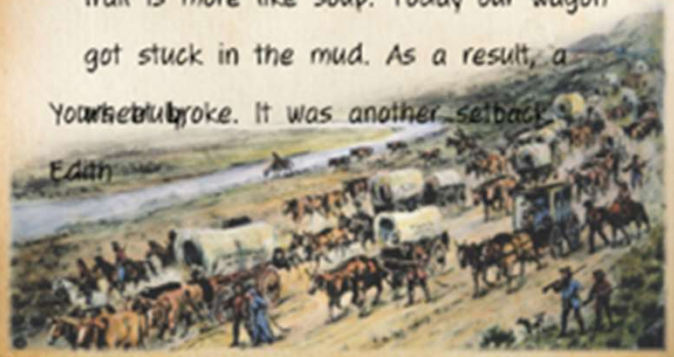
Yours truly,
Edith

June 29, 1849

Dear Diary,

2 Rain, rain, and more rain! Now the trail is more like soup. Today our wagon got stuck in the mud. As a result, a wheel broke. It was another setback.

Yours truly,
Edith





Dear Diary, July 14, 1849

3 Sunrise brought a magnificent sight—a herd of buffalo grazing on the plain. Our provisions have been getting low, so we stopped at an Indian village. We traded some iron pans for other supplies.

Yours truly,
Edith

August 1, 1849

Dear Diary,

4 We have arrived at Soda Springs! The water has bubbles in it like soda water. We are going to stay here for an extra day because we need the rest. We can bathe in the hot springs and Mama says the water is great for making bread.

Yours truly,
Edith

Diary

Notes

Dear _____,

Your Friend,

_____

Name _____ Date _____

Commas in Greetings and Closings

Letters or e-mails end with a **closing**. A closing includes words such as **Yours**, **Yours truly**, **Love**, or **Sincerely** followed by a comma. The letter writer's name appears below the closing.

Yours,	**Love,**	**Sincerely,**
Miguel	Mom and Dad	Mr. Chen

Circle whether each group of words is a greeting or a closing. Then write it correctly on the line.

1. Your friend _____ greeting closing

2. Dear Eric _____ greeting closing

3. Hi Nate _____ greeting closing

4. With love _____ greeting closing

5. Yours truly _____ greeting closing

Read the letter closing below. Then write it correctly on the lines.

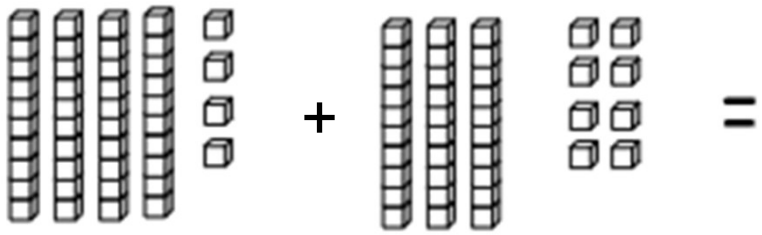
6. Your pal Marcus

_____

_____

Day 2 Math Task

Add with the base ten blocks. Write the sum on the line.



_____

Day 2 Math/ Dia 2 Matemáticas

Regroup Ones as Tens

Lesson 2

ESSENTIAL QUESTION
How can I add two-digit numbers?

Explore and Explain

Watch Tools



tens	ones

19 + 3 = _____

Also, _____ tens

and _____ ones.





Teacher Directions: Show the number 19 in the chart using base-ten blocks. In the ones column, below the first number, show 3 more ones cubes. Count all of the ones. Make a group of 10. Trade it for a tens rod and place the rod in the tens column. Write the sum. Write how many tens and ones.

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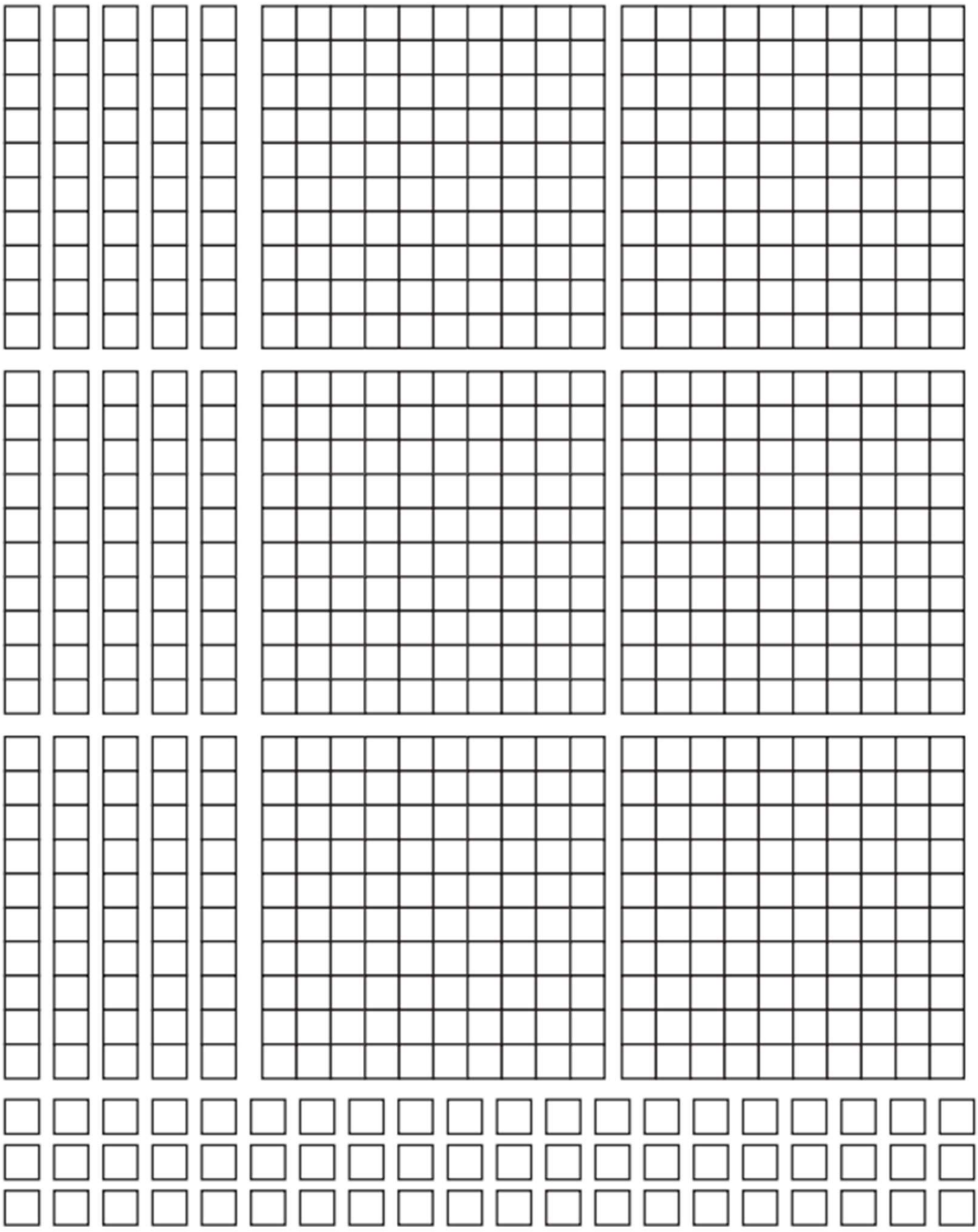
Day 2 Math / Dia 2 Matemáticas

Work Mat / Tapete de Trabajo

TENS / DECIMOS	ONES/UNOS

Day 2 Math / Dia 2 Matematicas

Base 10 Blocks Cut-outs



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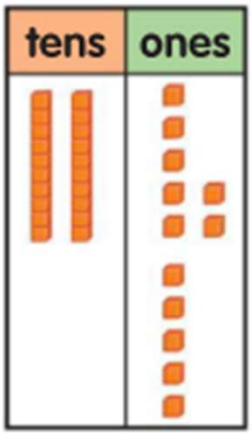
Day 2 Math/ Dia 2 Matemáticas

See and Show

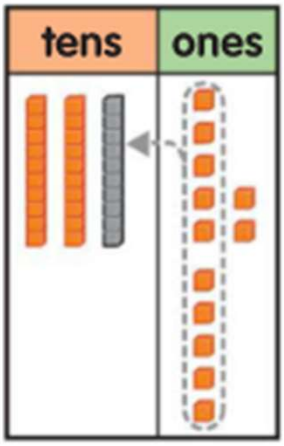
Mathematical PRACTICE

Find 27 + 5.

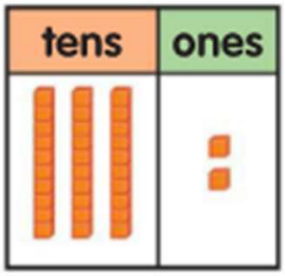
Step 1
Use ▬ and ▪ to show 27 and 5.



Step 2
If there are ten or more ones, **regroup** 10 ones as 1 ten.



Step 3
Write the number of tens and ones.



3 tens 2 ones

27 + 5 = 32

Use Work Mat 6 and base-ten blocks to add.

	Add the ones. Add the tens.	Do you regroup?	Write the sum.
1. 15 + 8	_____ ten _____ ones	yes no	
2. 23 + 6	_____ tens _____ ones	yes no	

Talk Math How do you know if you need to regroup?

Day 2 Math/ Dia 2 Matemáticas

On My Own

Use Work Mat 6 and base-ten blocks to add.



	Add the ones. Add the tens.	Do you regroup?	Write the sum.
3. 76 + 4	_____ tens _____ ones	yes no	
4. 17 + 7	_____ ten _____ ones	yes no	
5. 32 + 6	_____ tens _____ ones	yes no	
6. 59 + 5	_____ tens _____ ones	yes no	
7. 13 + 9	_____ ten _____ ones	yes no	
8. 31 + 8	_____ tens _____ ones	yes no	
9. 25 + 6	_____ tens _____ ones	yes no	
10. 62 + 7	_____ tens _____ ones	yes no	

Day 2 Math/ Dia 2 Matemáticas

Problem Solving

Mathematical PRACTICE

Use Work Mat 6 and base-ten blocks to solve.

11. In April, it rained 18 days. It rained 6 days in May. How many days did it rain in April and May?

_____ days

12. John sold 17 bottles of water. Later, he sold 8 bottles of water. How many bottles of water did John sell in all?



_____ bottles of water

13. The runners ate 6 bananas before the race. They ate 14 bananas after the race. How many bananas did the runners eat in all?

_____ bananas

Write Math Explain how you can regroup 19 + 7 to find the sum.

_____

_____

_____

Day 2 Math Fluency

Use any strategy

Use models or visuals

13 + 17

Write a story

How do you know your answer is correct?

Day 3 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

The Oregon Trail

Reread the diary entries with your child.

- Have your child **point out** facts and details that show the diary entries are from long ago.

Day 3 Writing

Writing Prompt: Write a diary entry to tell about your day today.

Grammar/Spelling: Short Vowels

Day 3 Math

Start with Day 3 Math Task: Jamir's Jar Continue with Day 3 Math activities. End with Day 3 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Dia 3 Lectura

Leer por 15 Minutos. Use un libro propio o un libro plegable al final de este paquete.

The Oregon Trail

Vuelve a leer las entradas del diario con su hijo.

- Haga que su hijo **point out** hechos y detalles que muestran que las entradas del diario son de hace mucho tiempo.

Dia 3 Escritura

Mensaje de escritura: Escriba una entrada en el diario para contar su día de hoy.

Gramática/Ortografía: Short Vowels

Dia 3 Matemáticas

Comience con la tarea de matemáticas del dia 3: Jamir's Jar Continúe con las actividades de matemáticas del día 3. Termine con el Día 3 de Fluidez matemática, donde se alienta al alumno a resolver un problema utilizando múltiples estrategias.

Date _____

Dear Diary,

Yours Truly,

_____

Name _____ Date _____

Short Vowels

wet	jump	this	box	him
stand	chest	flag	run	shop

Write the spelling word for each clue.

1. It starts like **red** and ends like **fun**. _____

2. It starts like **jet** and ends like **bump**. _____

3. It starts like **ham** and ends like **dim**. _____

4. It starts like **bed** and ends like **fox**. _____

5. It starts like **win** and ends like **pet**. _____

6. It starts like **shed** and ends like **top**. _____

7. It starts like **chin** and ends like **best**. _____

Write a spelling word to complete each sentence.

8. I like _____ book.

9. I _____ and read aloud in class.

10. We raised the _____ to the top of the pole.

Day 3 Math Task

Task: Jamir's Jar

Jamir has collected some pennies in a jar. Recently, he added coins other than pennies to his jar. Jamir reached his hand into the jar and pulled out this combination:



a. Jamir wants to count the total value of these coins. What coin do you suggest he start with? Why would Jamir want to start counting with this coin?

b. What is the total value of these coins? Write a number sentence that represents the total value of the coins.

c. Jamir reached into the jar again and was surprised to pull out a different combination of coins with the same total value as before. Draw a collection of coins that Jamir could have pulled from the jar. Write a number sentence that represents the total value of the coins.

Day 3 Math/Dia 3 Matemáticas

Add to a Two-Digit Number

Lesson 3

ESSENTIAL QUESTION
How can I add two-digit numbers?



Explore and Explain

Watch Tools



tens	ones

_____ newspapers

Teacher Directions: Use base-ten blocks to show this addition story. Morgan and her friends are collecting newspapers to recycle. One group collects 7 newspapers. The other group collects 15 newspapers. How many newspapers have they collected in all? Write the number.

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Day 3 Math/ Dia 3 Matemáticas

See and Show

Mathematical PRACTICE

Find 17 + 5.

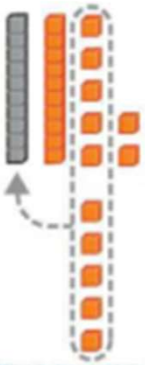
Step 1
Add the ones.
7 + 5 = 12 ones

	tens	ones
	□	
	1	7
+		5



Step 2
Regroup if needed.
Write how many.

	tens	ones
	□	
	1	7
+		5
		2



Step 3
Add the tens.
1 ten + 1 ten
= 2 tens

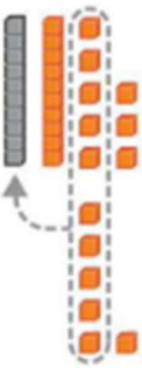
	tens	ones
	1	
	1	7
+		5
	2	2



Use Work Mat 6 and base-ten blocks to add.

1.

	tens	ones
	□	
	1	8
+		6



2.

	tens	ones
	□	
	4	3
+		3



3.

	□	
	1	9
+		6

4.

	□	
	3	6
+		5

5.

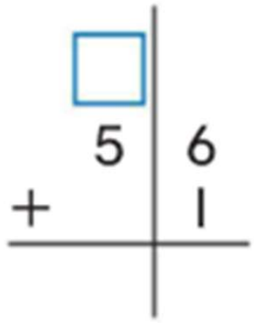
	□	
	1	4
+		9

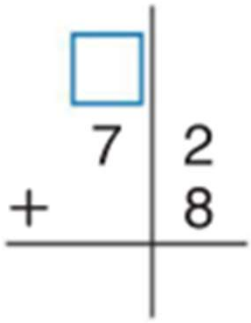
Talk Math How did you show that you regrouped?

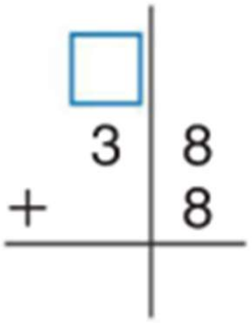
Day 3 Math/ Dia 3 Matemáticas

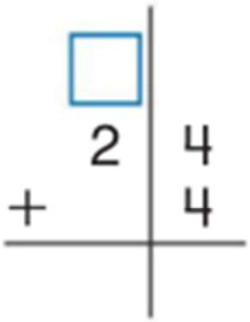
On My Own

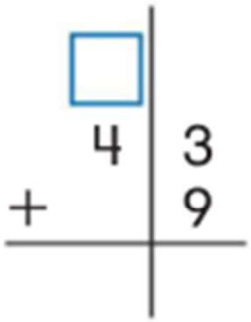
Use Work Mat 6 and base-ten blocks to add.

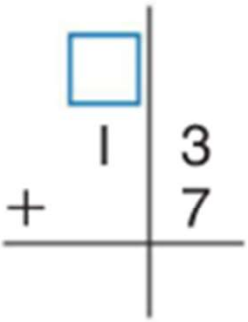
6. 

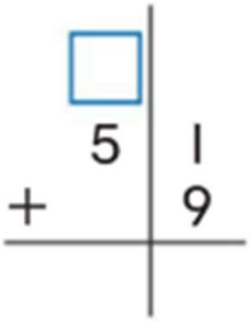
7. 

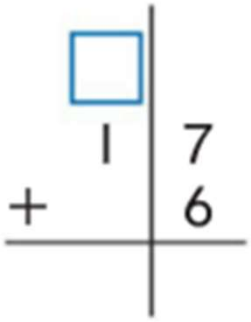
8. 

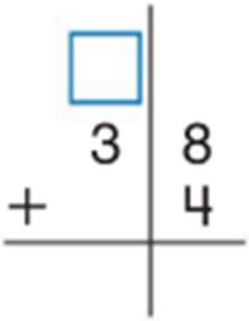
9. 

10. 

11. 

12. 

13. 

14. 

15. $\begin{array}{r} 33 \\ +\ \ 7 \\ \hline \end{array}$

16. $\begin{array}{r} 22 \\ +\ \ 9 \\ \hline \end{array}$

17. $\begin{array}{r} 68 \\ +\ \ 3 \\ \hline \end{array}$

Day 3 Math/ Dia 3 Matemáticas

Problem Solving

Mathematical PRACTICE

18. Jaya has 25 stickers on her paper. She adds 4 more stickers.How many stickers does Jaya have now?



_____ stickers

19. Micah does 19 cartwheels. Then he does 8 more. How many cartwheels does Micah do altogether?



_____ cartwheels

20. 13 children are waiting for the bus. 5 more children get in line for the bus. How many children are waiting for the bus now?

_____ children

Write Math Explain how you can solve 14 + 7.

_____

_____

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Day 3 Math Fluency

Use any strategy

Use models or visuals

37 + 14

Write a story

How do you know your answer is correct?

Day 4 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

Helen Keller: Words through Touch

Invite your child to read the journal entries.

- **Talk** about the words **Helen Keller** used to describe the tadpoles. **Invite** your child to act out frisked about and darted

.

Day 4 Writing

Writing Prompt: Write a diary entry to tell about your day today.

Grammar/Spelling: Short Vowels

Day 4 Math

Start with the Day 4 Math Task. Continue with Day 4 Math activities. End with Day 4 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Dia 4 Lectura

Leer por 15 minutos. Use un libro propio o un libro plegable al final de este paquete.

Helen Keller: Words through Touch

Invite a su hijo a leer las entradas del diario.

- **Hable** sobre las palabras que **Helen Keller** usó para describir los renacuajos.

Invite a su hijo a actuar y registrarlo

.

Dia 4 Escritura

Mensaje de escritura: escriba una entrada en el diario para contar su día de hoy.

Gramática/Ortografía: Short Vowels

Dia 4 Matemáticas

Comience con la tarea de matemáticas de dia 4. Continúe con las actividades de matemáticas del día 4. Termine con el Día 4 de Fluidez matemática, donde se alienta al alumno a resolver un problema utilizando múltiples estrategias.

Short Read 2

Remember to annotate as you read.

Notes

Helen Keller:
Words through Touch

1 A childhood illness left Helen Keller deaf and blind. One of the ways she learned about the world was through touch. This is what she wrote:

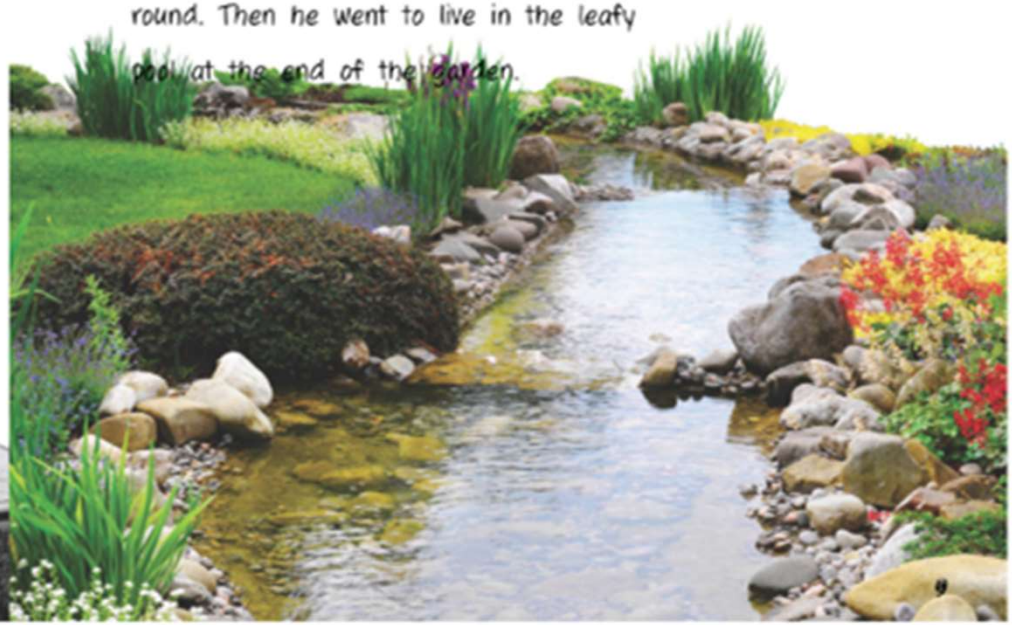


Journal

Notes

2 Once there were eleven tadpoles in a glass globe set in a window full of plants. It was great fun to plunge my hand into the bowl and feel the tadpoles frisk about.

3 One day a more ambitious fellow leaped beyond the edge of the bowl and fell on the floor. I found him more dead than alive. But no sooner had he returned to his element than he darted to the bottom, swimming round and round. Then he went to live in the leafy pool at the end of the garden.



Date _____

Dear Diary,

Yours Truly,

_____

Name _____ Date _____

Short Vowels

wet	jump	this	box	him
stand	chest	flag	run	shop

Write the correct spelling words.

Spelling words with short vowel *a*

1. _____ **2.** _____

Spelling words with short vowel *e*

3. _____ **4.** _____

Spelling words with short vowel *i*

5. _____ **6.** _____

Spelling words with short vowel *o*

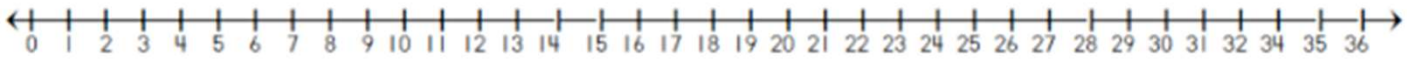
7. _____ **8.** _____

Spelling words with short vowel *u*

9. _____ **10.** _____

Day 4 Math Task/ Dia 4 Tarea de Matemáticas

A frog jumped 18 inches on his first jump and 13 inches on his second jump. How far did the frog jump in total? Show your work on the number line.



Day 4 Math/ Dia 4 Matemáticas

Add Two-Digit Numbers

Lesson 4

ESSENTIAL QUESTION
How can I add two-digit numbers?

Explore and Explain

Watch Tools

Flower sale!

Week 1

Week 2

____ + ____ = ____

Teacher Directions: Model this addition story with base-ten blocks. Mr. Kay's class is selling flowers. The first week they sold 45 flowers. The second week they sold 26 flowers. How many flowers did they sell in all? Write the number sentence.

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Day 4 Math/ Dia 4 Matemáticas

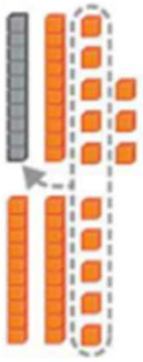
See and Show

Mathematical PRACTICE

Find 18 + 25.

Step 1
Add the ones.
Regroup if needed.

	tens	ones
	1	
	1	8
+	2	5
		3



Step 2
Add the tens.

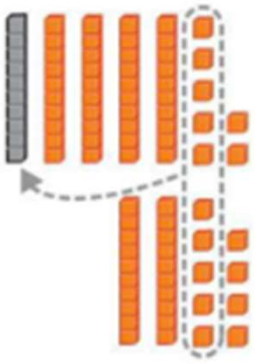
	tens	ones
	1	
	1	8
+	2	5
	4	3

So, 18 + 25 = 43

Use Work Mat 6 and base-ten blocks to add.

1.

	tens	ones
	□	
	4	7
+	2	9



2.

	tens	ones
	□	
	1	2
+	2	4



3.

	tens	ones
	□	
	8	2
+	1	4

4.

	tens	ones
	□	
	1	5
+	1	9

5.

	tens	ones
	□	
	2	4
+	1	8

Talk Math What do you do first when you add two-digit numbers?

Day 4 Math/Dia 4 Matemáticas

On My Own

Use Work Mat 6 and base-ten blocks to add.

6.

tens	ones
□	
3	3
+ 1	8

7.

tens	ones
□	
6	4
+ 2	6

8.

tens	ones
□	
5	8
+ 1	2

9.

□	
3	6
+ 2	7

10.

□	
2	2
+ 1	0

11.

□	
5	9
+ 1	3

12.

□	
4	6
+ 2	6

13.

□	
2	8
+ 1	8

14.

□	
	9
+ 3	2

15. $\begin{array}{r} 42 \\ +\ 42 \\ \hline \end{array}$

16. $\begin{array}{r} 7 \\ +\ 27 \\ \hline \end{array}$

17. $\begin{array}{r} 8 \\ +\ 11 \\ \hline \end{array}$

Day 4 Math/ Dia 4 Matemáticas

Problem Solving

Mathematical PRACTICE

18. Tia fed her turtle 30 times in June and 31 times in July. How many times did she feed her turtle?



_____ times

19. There are 25 chairs in one classroom. There are 28 chairs in another classroom. How many chairs are there in all?

_____ chairs

20. The pet store has 14 small lizards. There are also 16 large lizards. How many lizards are at the pet store in all?

_____ lizards

Write Math How is adding 21 + 9 different than adding 21 + 19?

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Day 4 Math Fluency

Use any strategy

Use models or visuals

19 + 48

Write a story

How do you know your answer is correct?

Day 5 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.
Helen Keller: Words through Touch

Take turns reading paragraphs of the text aloud. **Discuss** the tone of **Helen's** journal. Is the language formal or informal?

- Use informal and formal language to describe an animal other than a tadpole.

Day 5 Writing

Writing Prompt: Find your favorite stuffed animal, pillow or blanket. Close your eyes and hold it. Write to describe how it feels and smells.

Day 5 Math

Start with Day 5 Math Task: Saving Money 1. Continue with Day 5 Math activities. End with Day 5 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Dia 5 Lectura

Lee por 15 minutos. Use un libro propio o un libro plegable al final de este paquete.
Helen Keller: Words through Touch

Turnarse para leer en voz alta párrafos del texto. **Discute** el tono del diario de **Helen** . I¿Es el idioma formal o informal?

• Usa lenguaje informal y formal para describir un animal que no sea un renacuajo.

Dia 5 Escritura

Mensaje de escritura: encuentra tu peluche, almohada o manta favorita. Cierra los ojos y sostenlo. Escribe para describir cómo se siente y huele.

Dia 5 Matemáticas

Comience con la tarea de matemáticas de dia 5: ahorro de dinero 1.
Continúe con las actividades de matemáticas del día 5. Termine con el Día 5 de Fluidez en Matemáticas, donde se alienta al alumno a resolver un problema utilizando múltiples estrategias.

Day 5 Math Task

Task: Saving Money 1

Louis wants to give $15 to help kids who need school supplies. He also wants to buy a pair of shoes for $39. If Louis gets $1 every day for his allowance, how many days will it take him to save money for both. Explain how you know.

Day 5 Math/ Dia 5 Matemáticas

Rewrite Two-Digit Addition

Lesson 5

ESSENTIAL QUESTION
How can I add two-digit numbers?

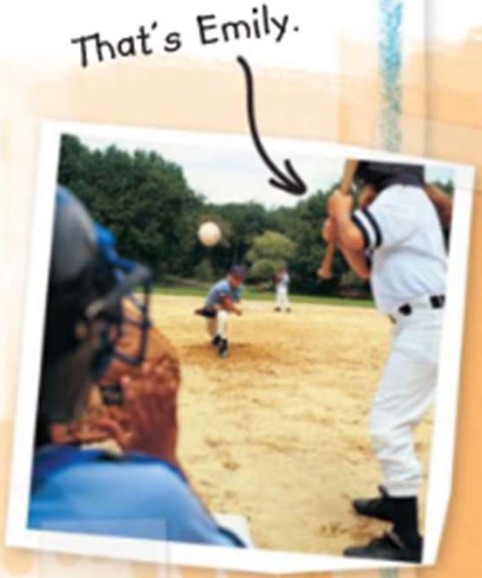
Explore and Explain

Tools



11 + 8

	tens	ones
+		



_____ runs



Teacher Directions: Emily's baseball team is playing a baseball game to raise money for a children's hospital. Emily's team scored 11 runs in the game. The other team scored 8 runs. How many runs were scored in all? Write the numbers in the place-value chart and add.

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Day 5 Math/ Dia 5 Matemáticas

See and Show

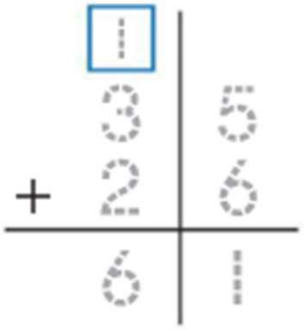
Mathematical PRACTICE

You can rewrite a problem to add.

Find 35 + 26.

Step 1 Write one addend below the other addend. Line up the tens and the ones.

Step 2 Add. Regroup if necessary.



Rewrite the problem. Add.

1. 64 + 22

+

2. 26 + 65

+

3. 36 + 36

+

4. 73 + 19

+

5. 47 + 18

+

6. 56 + 37

+

Talk Math Why is it helpful to rewrite addition?

Day 5 Math/ Dia 5 Matemáticas

Name _____



On My Own

Rewrite the problem. Add.

7. 26 + 36

+

8. 17 + 19

+

9. 74 + 16

+

10. 18 + 63

+ _____

11. 64 + 27

+ _____

12. 73 + 18

+ _____

13. 56 + 23

+ _____

14. 37 + 39

+ _____

15. 28 + 33

+ _____

Day 5 Math/ Dia 5 Matemáticas

Problem Solving

Mathematical PRACTICE

16. 38 hot dogs were sold during the baseball game. 49 hamburgers were sold. How many hot dogs and hamburgers were sold in all?

_____ hot dogs and hamburgers

17. 65 boys and 29 girls came to watch the baseball game. How many boys and girls came to watch the game?



_____ boys and girls

HOT Problem There are 13 players on the Panthers baseball team, 15 players on the Eagles team, and 14 players on the Lions team. How many players are on all three teams? Explain.

_____

_____

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Day 5 Math Fluency

Use any strategy

Use models or visuals

53 + 28

Write a story

How do you know your answer is correct?

Day 1 Art

Materials: Pencil, paper (different colors), scissors, and glue
Instructions: This week you will be using different colored sheets of paper to design subjects for each assignment of each day. Then you will cut them and glue them on your artwork to create a masterpiece.

Designing a park: Think about different things you find in a park. Now draw those things, cut them out, and paste them onto your artwork.

Day 2 Art

Designing your yard: Take time to pay attention to all the details in your yard and select a few to represent in your artwork.

Day 3 Art

Designing your street: Now it's time to look at your neighborhood. Look at your street and pay attention to the details that you see. Create some of those details to add to your artwork.

Day 4 Art

Designing your car: It's time to design your car. Take a look at your car and use different colors of paper to represent different parts of the car. Add your car to your artwork.

Day 5 Art

Designing your family: Now, you have to use different shapes and colors to create your family. Be as creative as you can in order to have your artwork be complete!



Dia 1 Arte

Intención de Aprendizaje: Los artistas usará papel de construcción colorido para crear una composición de arte recortando sus piezas creadas y uniendolas a su lienzo de arte**.**
Criterios de éxito: Los artistas tendrán éxito cuando diseñen, corten, y peguen sus piezas de arte en su composición.
Materiales: Lápiz, papel (diferentes colores), tijeras y pegamento
Instrucciones: Esta semana usará diferentes hojas de colores para diseñar temas para cada tarea de cada dia. Luego los cortas y los pegas en tu composición para crear una obra maestra.

Dia 2 Arte

Diseñar un parque
Piensa en las diferentes cosas que encuentras en un parque. Ahora dibuja esas cosas, recorta y pegalas en tu composición.

Dia 3 Arte

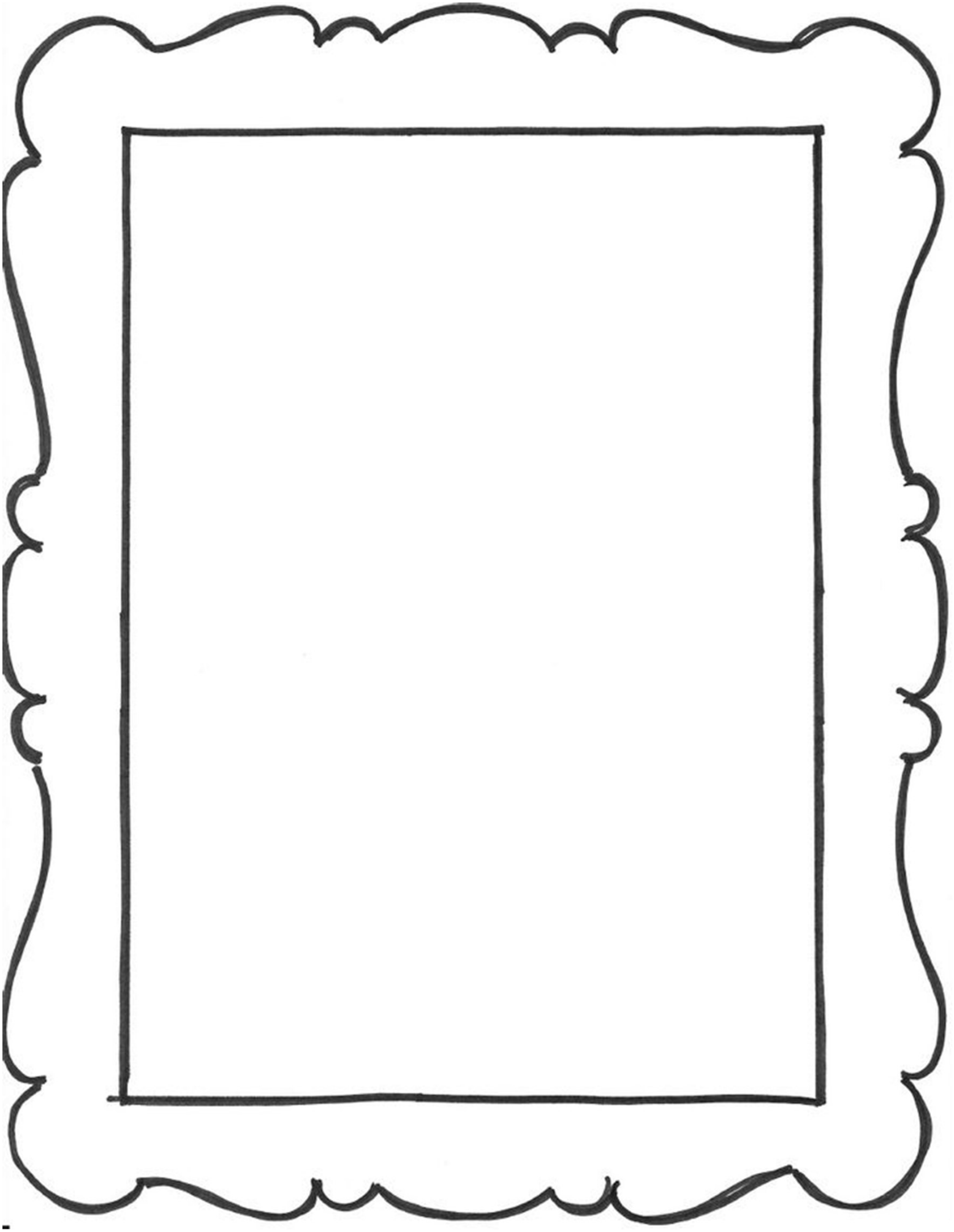
Diseñar tu yarda
Toma tiempo para poner atención a los detalles en tu yarda y escoge algunas cosas para representar en tu composición.

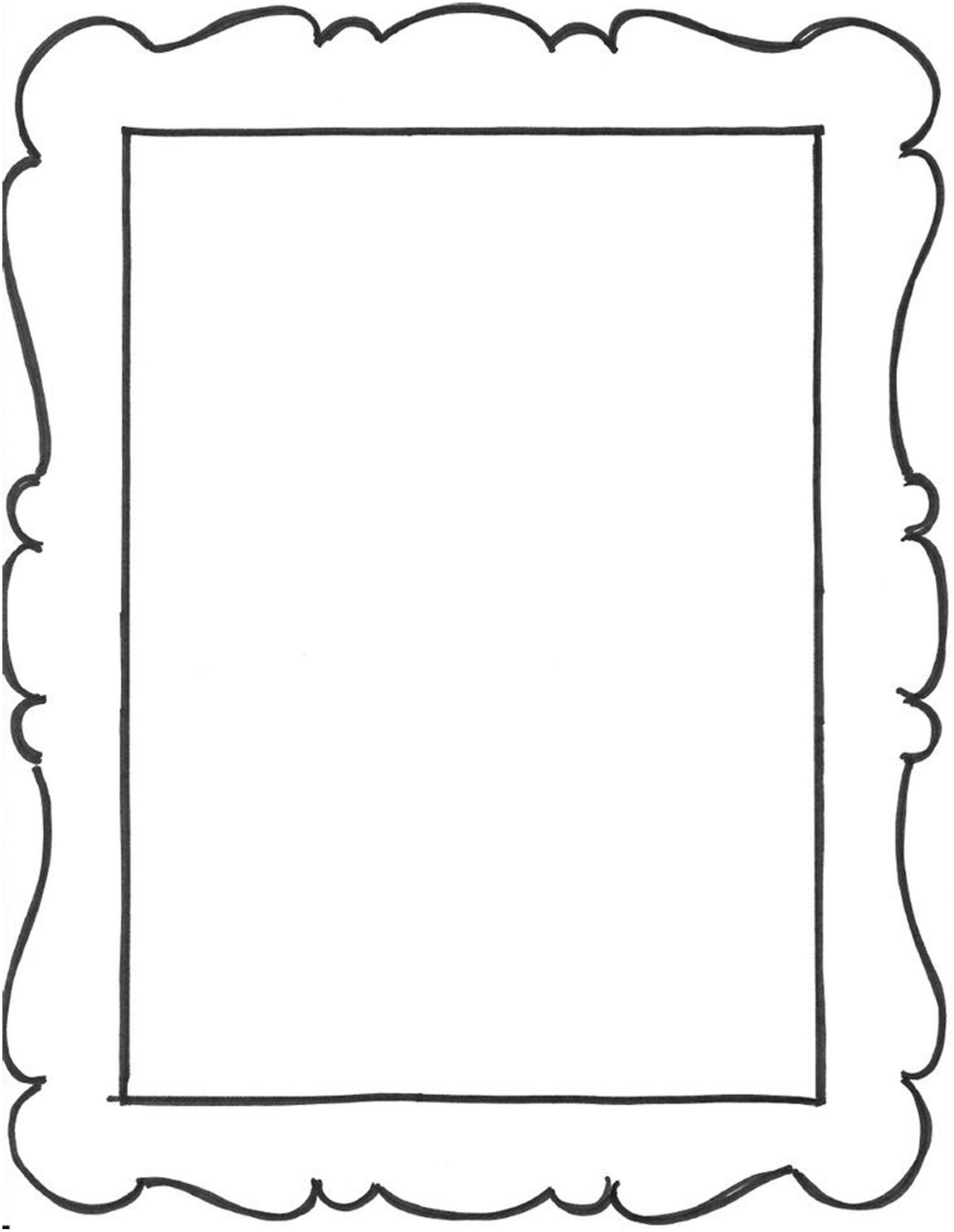
Dia 4 Arte

Diseñar tu carro
Es tiempo de disenar tu carro. Mira tu carro y usa papel de diferente colores para representar las diferentes partes del carro.

Dia 5 Arte

Disenar tu familia
Si, tu tienes que usar diferentes formas y colores para crear tu familia. Sé tan creativo como puedas para tener tu composición.





Day 6 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

A Gift to America

Invite your child to read the text aloud.

• Have a hunt to see who can find more **proper nouns** in the text. **(July, France, Statue of Liberty, America, Paris)**

Day 6 Writing

Writing Prompt: Think of the best gift that you have been given. Write to tell about it and why you like it.

Grammar/Spelling: Collective Nouns

Day 6 Math

Start with the Day 6 Math Task. Continue with Day 6 Math activities. End with Day 6 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Dia 6 Lectura

Leer por 15 Minutos. Use un libro propio o un libro plegable al final de este paquete.

A Gift to America

Invite a su hijo a leer el texto en voz alta.

• Haga una búsqueda para ver quién puede encontrar más **nombres propios** en el texto. **(July, France, Statue of Liberty, America, Paris)**

Dia 6 Escritura

Mensaje de escritura: piensa en el mejor regalo que te hayan dado. Escribe para contarlo y por qué te gusta.

Gramática/ Ortografia: Collective Nouns

Dia 6 Matemáticas

Comienza con la tarea de matemáticas del dia 6. Continúa con las actividades de matemáticas del día 6. Termina con el Día 6 de Fluidez en Matemáticas, donde se alienta al alumno a resolver un problema utilizando múltiples estrategias.

Shared Reads 3 & 4

Remember to annotate as you read.

Notes

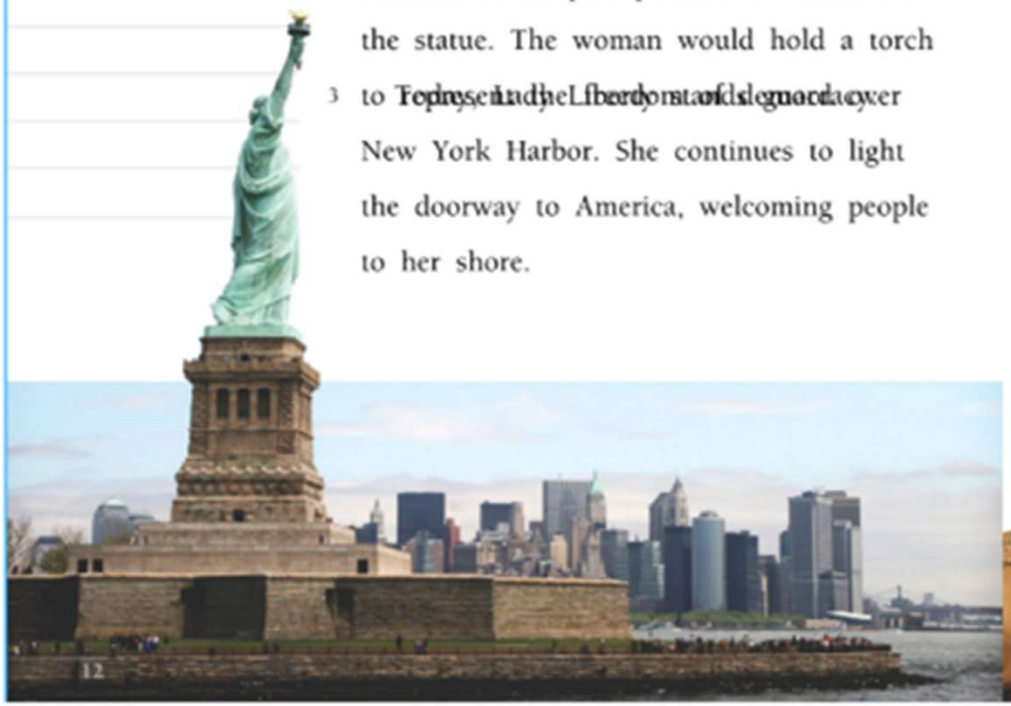
Informational Social Studies

A Gift to America

1 On July 4, 1884, France gave the Statue of Liberty to America. It was a birthday gift.

2 The idea for this statue came from a dinner party in Paris, 1865. As people discussed democracy, they wanted to honor America. A sculptor planned a woman for the statue. The woman would hold a torch to represent the Liberty that America enjoyed.

3 Today, the Statue of Liberty stands proudly over New York Harbor. She continues to light the doorway to America, welcoming people to her shore.



End-Rhyme Poem

Notes

In the British Museum

by Felix Leigh

If you want to see all sorts of
wonderful things,
Stuffed crocodiles, mammoths, and sloths,
Hairy ducks with four feet, and fishes
with wings,
And beetles, and strange-looking moths;
long beards, carved in stone,
Dug up from Assyria's sand,
And old blackened mummies
as dry as a bone,
And beautiful figures from Greece
and from Rome,
And other fine things without end—
You will find you can see half the world
here at home,
If a day in this place you will spend.



Name _____ Date _____

Collective Nouns

A collective noun names a group of people, places, or things.

A group of . . .	is called a . . .
students	class
mountains	range
birds	flock

Underline the collective noun in each sentence.

1. I see a herd of cows.

2. Is that a swarm of bees?

3. The colony of ants makes a hill.

Replace each noun in ( ) with a collective noun from the box that best completes the sentence. Write the collective noun on the line.

crowd	band	team

4. The (musician) plays a tune. _____

5. The (person) cheers. _____

6. Our favorite (player) wins. _____

Day 6 Math Task/ Dia 6 Tarea de Matemáticas

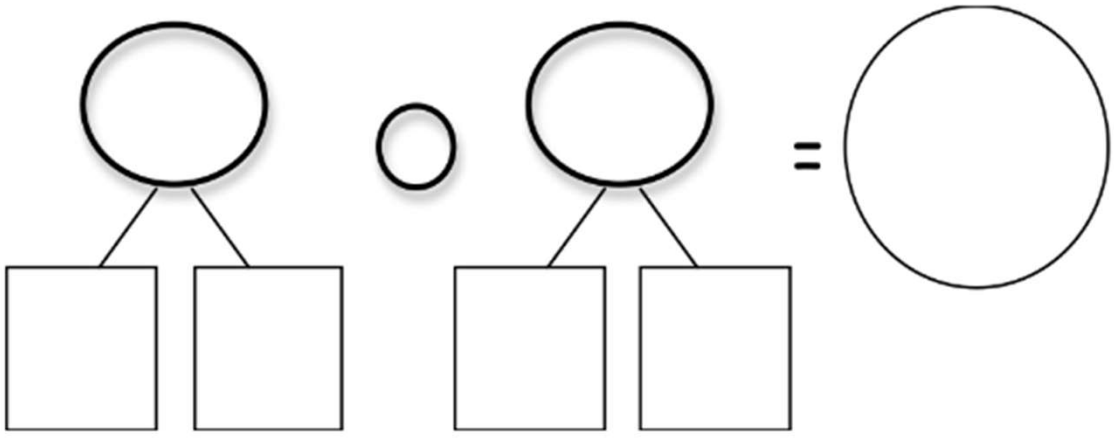
Choose a strategy below to solve.

66 - 29 =

Use base ten blocks.

Number line

Breaking numbers apart

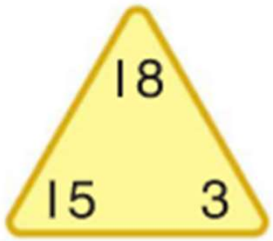


Day 6 Math/ Dia 6 Matemáticas

See and Show

Mathematical PRACTICE

The numbers in this addition and subtraction fact family are 18, 15, and 3.

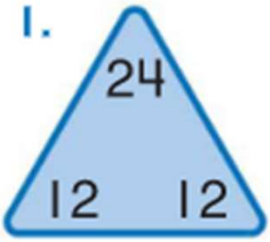


$15 + 3 = \underline{18}$ $\quad 18 - 15 = \underline{3}$

$3 + 15 = \underline{18}$ $\quad 18 - 3 = \underline{15}$

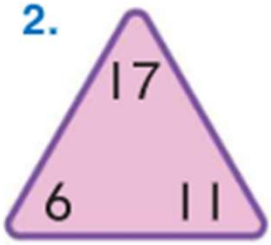
Complete each fact family.

1.



$12 + 12 = ____$ $\quad 24 - 12 = ____$

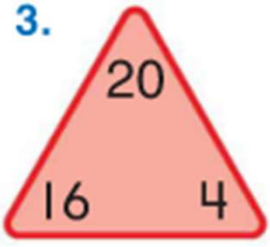
2.



$11 + 6 = ____$ $\quad 17 - 11 = ____$

$6 + 11 = ____$ $\quad 17 - 6 = ____$

3.



$16 + 4 = ____$ $\quad 20 - 4 = ____$

$____ + ____ = ____$ $\quad ____ - ____ = ____$

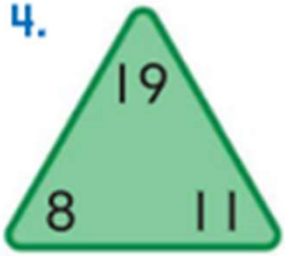
Talk Math How are these exercises like fact families that you have learned earlier?

Day 6 Math/ Dia 6 Matemáticas

On My Own

Complete each fact family.

4.



__ + __ = __ __ − __ = __

__ + __ = __ __ − __ = __

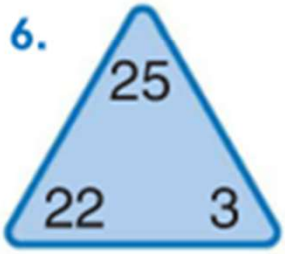
5.



__ + __ = __ __ − __ = __

__ + __ = __ __ − __ = __

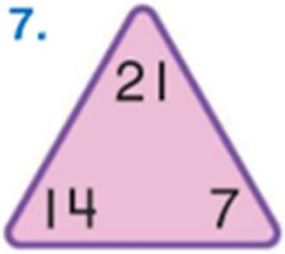
6.



__ + __ = __ __ − __ = __

__ + __ = __ __ − __ = __

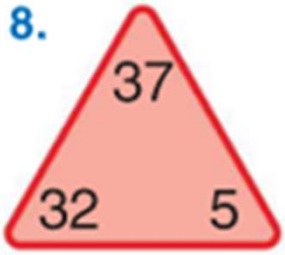
7.



__ + __ = __ __ − __ = __

__ + __ = __ __ − __ = __

8.



__ + __ = __ __ − __ = __

__ + __ = __ __ − __ = __

Day 6 Math/ Dia 6 Matemáticas

Problem Solving

Mathematical PRACTICE

9. Lizzie has 12 necklaces without beads. She also has 22 necklaces that have beads on them. How many necklaces does Lizzie have? Write the fact family that can be made from these numbers.

_____ necklaces

_____ + _____ = _____ _____ − _____ = _____

_____ + _____ = _____ _____ − _____ = _____

10. How many parking spaces are open in the parking lot?



_____ parking spaces

HOT Problem Sophia wrote this fact family. Tell why Sophia is wrong. Make it right.

$76 + 12 = 88$ $76 - 12 = 88$

$12 + 76 = 88$ $12 - 76 = 88$

_____

_____

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Day 6 Math Fluency

Use any strategy

Use models or visuals

24 - 13

Write a story

How do you know your answer is correct?

Day 7 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.
Primary Sources Have your child **read aloud** the first five paragraphs of the text.

• **Ask** your child to tell you the **main topic** of the text. Invite your child to explain how the subheadings relate to the **main topic.**

Day 7 Writing

Writing Prompt: Find a photo that you love. Write about it answering the following: Where was the photo taken? Who was there? What was happening that day? Try to draw what was in the photo when you are done.

Grammar/Spelling: Collective Nouns

Day 7 Math

Start with the Day 7 Math Task: Saving Money 2. Continue with Day 7 Math activities. End with Day 7 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Dia 7 Lectura

Leer por 15 minutos. Use un libro propio o un libro plegable al final de este paquete.
Primary Sources Haga que su hijo **lea en voz alta** los primeros cinco párrafos del texto.

• **Pídale** a su hijo que le cuente el **tema principal** Invite a su hijo a explicar cómo se relacionan los subtítulos con el **tema principal.**

Dia 7 Escritura

Mensaje de escritura: encuentra una foto que te encante. Escribe sobre esto respondiendo lo siguiente: ¿Dónde se tomó la foto? ¿Quien estuvo ahí? ¿Qué estaba pasando ese día? Intenta dibujar lo que estaba en la foto cuando hayas terminado.

Gramática/ Ortografía: Collective Nouns

Dia 7 Matemáticas

Comienza con la tarea de matemática del dia 7: Saving Money 2. Continúa con las actividades matemáticas del día 7. Termina con el Día 7 de Fluidez en Matemáticas, donde se alienta al alumno a resolver un problema utilizando múltiples estrategias.

Extended Read 1

Remember to annotate as you read.

Notes

Primary Sources

by Margaret McNamara

Introduction

1 Your teacher has an interesting assignment for you. You have to pick something from the past to research. It can be anything you like.

2 How do you find out about something from the past? One of the best ways is to find primary sources. Primary means firsthand. A primary source is someone who has direct knowledge of the topic. Someone who lived through an event is a primary source. You can interview that person about the event. You can also look for paintings, photographs, writings, and artifacts.



▲ Primary sources are original objects from the past.

Notes

Interviews

3 Suppose you want to research your family's history. You can interview members of your family. They are primary sources of information for your topic.

4 An interview is when you ask someone questions. Be sure to make a list of questions before you begin an interview. Also be sure to listen carefully to the person's answers. What he or she says may lead you to ask new questions. Don't be surprised if you find out something you hadn't expected!



Notes

5 You might pick a topic that has been talked about in the news. A reporter's interview is a primary source. You can watch interviews on TV. You can listen to some interviews on the radio or the Internet. You can read other interviews in newspapers or in magazines.



Paintings and Photographs

6 Photography did not exist until the 1800s. Before then people painted and drew pictures of other people. They painted important events. These paintings are primary sources of information. They show how people lived long ago. They tell us about history too.



▲ This painting shows people from Colonial times, hundreds of years ago.



▲ This painting shows the American Revolutionary War. This event happened more than 200 years ago.

Notes

Notes

7 Photography quickly became an important way to record events. Almost every major event from the 1900s to today has been captured in photos. Photographs are good primary sources for topics from the past. They are good primary sources for things that happen today, too.



▲ This photograph shows Martin Luther King Jr. speaking in Washington, D.C. about fifty years ago.



▲ This photograph shows the volcano Mount Saint Helens erupting about thirty years ago.

Writings

8 The written word is another primary source. It is one of the oldest primary sources.

9 In the past, people sent handwritten letters to one another. Now they send e-mails. Diaries, newspapers, and documents are other forms of the written word. They are good ways to learn about the past.



▲ The Declaration of Independence is an important document about the founding of the United States of America.

Notes



Artifacts

10 Artifacts are things made by people. They are another important primary source. We can learn about how people lived and

11 work[illegible] by looking at old toys. We can learn what old toys were like in the past. Old toys tell us how people used to have fun!



▲ These toys were made more than fifty years ago.

Do they look like today's toys?



Notes

Conclusion

12 A primary source is directly connected to the topic you are researching. A primary source offers firsthand knowledge of a topic. Interviews can be primary sources. So can paintings, photographs, pieces of writing, and artifacts. Once you decide on a topic, primary sources will get you started on your journey into the past.

Name _____ Date _____

Collective Nouns

A collective noun is singular even though it names more than one. A collective noun is used with a singular verb. A singular verb ends in **s.**

Our **family eats** together.

The **jury listens** to the judge.

The **audience laughs** at the joke.

Underline the collective noun in each sentence. Then rewrite the sentence with the correct form of the verb.

1. Our troop camp outdoors.

_____

2. The forest come alive.

_____

3. A flock of birds sing.

_____

4. A herd of deer graze.

_____

5. A school of fish swim.

_____

6. A gang of hikers walk past.

_____

Day 7 Math Task

Task: Saving Money 2

Louis wants to give $15 to help kids who need school supplies. He also wants to buy a pair of shoes for $39.

a. How much money will he have to save for both?

b. Louis gets $5 a week for his allowance. He plans to save his allowance every week. How many week does it take him to reach this goal?

c. Louis remembers his sister's birthday is next month. He sets a goal of saving $16 for her gift. How many weeks does he have to save his allowance to reach this goal? How many weeks does he have to save his allowance for all three of his goals?

Day 7 Math/ Dia 7 Matemática

See and Show

Mathematical PRACTICE

You can take apart numbers to subtract.

To find 35 − 13, take apart a number to make a ten. Then subtract.

35 − 13

10 3

35 − 10 = 25

25 − 3 = 22

So, 35 − 13 = 22.

Helpful Hint
Take apart 13 as 10 and 3.



Take apart a number to make a ten. Then subtract.

1. 64 − 12

____ ____

64 − ____ = ____

____ − ____ = ____

So, 64 − 12 = ____.

2. 45 − 24

____ ____

45 − ____ = ____

____ − ____ = ____

So, 45 − 24 = ____.

Talk Math Explain how you decide what to subtract when working these problems.

Day 7 Math/Dia 7 Matemática

On My Own

Take apart a number to make a ten.
Then subtract.

3. 47 − 26



_____ _____

47 − _____ = _____

_____ − _____ = _____

So, 47 − 26 = _____.

4. 77 − 43



_____ _____

77 − _____ = _____

_____ − _____ = _____

So, 77 − 43 = _____.

5. 85 − 32



_____ _____

85 − _____ = _____

_____ − _____ = _____

So, 85 − 32 = _____.

6. 75 − 55



_____ _____

75 − _____ = _____

_____ − _____ = _____

So, 75 − 55 = _____.

Problem Solving

Mathematical PRACTICE



7. Cara has 28 sticks of sidewalk chalk. She lets her friend borrow 11 of them. How many sticks of chalk does Cara have now?

_____ sticks of chalk

8. Shawna had 37 snowballs. She threw 23 of them. How many snowballs does Shawna have left?



_____ snowballs

HOT Problem There are 22 students in Ms. Marshall's class. 8 students like science, 2 like art, and 3 like music. The rest of the students like math. How many students like math?

_____

_____

_____

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Day 7 Math Fluency

Use any strategy

Use models or visuals

37 - 10

Write a story

How do you know your answer is correct?

Day 8 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

Primary Sources

Finish reading the article, taking turns reading alternate paragraphs aloud.

- Work together to find an image that represents each type of primary source.
- How does the image help readers understand the topic?

Day 8 Writing

Writing Prompt: Write a diary entry to tell about your day today.

Grammar/Spelling: Open and Closed Syllables

Day 8 Math

Start with the Day 8 Math Task. Continue with Day 8 Math activities. End with Day 8 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Dia 8 Lectura

Leer por 15 minutos. Use un libro propio o un libro plegable al final de este paquete.

Primary Sources

Termina de leer el artículo, turnándose para leer párrafos alternativos en voz alta.

- Trabajen juntos para encontrar una imagen que represente cada tipo de fuente primaria.
- ¿Cómo ayuda la imagen a los lectores a entender el tema?

Dia 8 Escritura

Mensaje de escritura: escribe una entrada en el diario para contar tu día de hoy.

Gramática/ Ortografía: Open and Closed Syllables

Dia 8 Matemáticas

Comienza con la tarea matemática del dia 8. Continúa con las actividades de matemáticas del día 8. Termina con el día 8 de Fluidez matemática, donde se alienta al estudiante a resolver un problema utilizando múltiples estrategias.

Date _____

Dear Diary,

Yours Truly,

_____

Name _____ Date _____

Open and Closed Syllables

she	napkin	we	silent	go
hi	open	dentist	no	problem

Write the spelling word for each clue.

1. You wipe your mouth on this. _____

2. This person fixes teeth. _____

3. You say this when you don't agree. _____

4. This describes people in a library. _____

5. You do this to a box or an envelope. _____

6. You can say this instead of hello. _____

7. This is something to figure out. _____

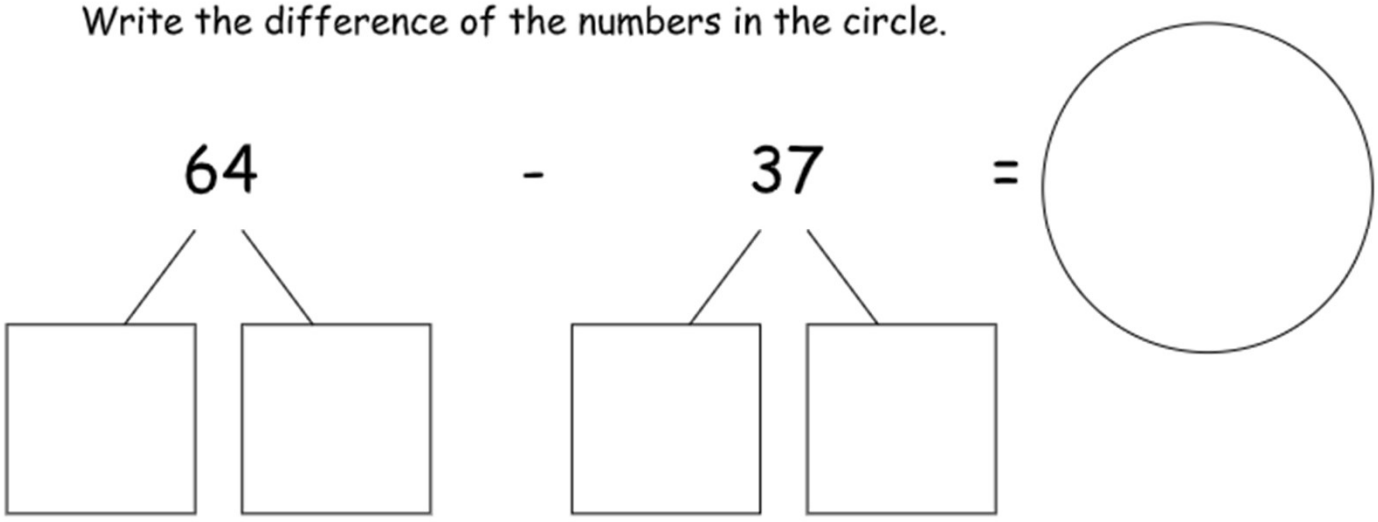
8. This is a pronoun for a girl. _____

9. This is a pronoun used for more than one person. _____

10. This is an action verb. _____

Day 8 Math Task/ Dia 8 Tare de Matemáticas

Break apart one or both numbers to make them easier to subtract.
Write the difference of the numbers in the circle.



Day 8 Math/ Dia 8 Matemática

Regroup a Ten as Ones

Lesson 3

ESSENTIAL QUESTION
How can I subtract two-digit numbers?

Explore and Explain

Watch Tools







tens	ones

_____ sea shells



Teacher Directions: Adam has 23 sea shells. Use base-ten blocks to show the sea shells. He gives 5 of them away. Regroup and take away that many blocks. How many sea shells are left? Draw the base-ten blocks that are left in the chart. Write how many sea shells are left.

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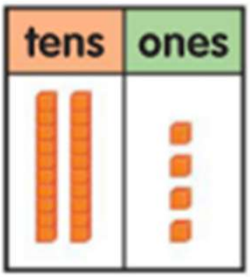
Day 8 Math/ Dia 8 Matemática

See and Show

Mathematical PRACTICE

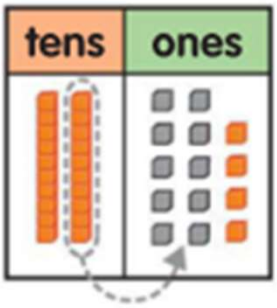
Find 24 – 8.

Step 1
Use base-ten blocks to show 24.



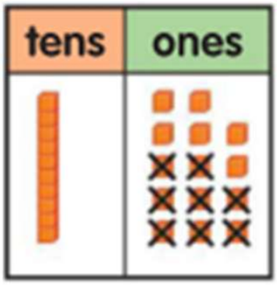
2 tens 4 ones

Step 2
Subtract the ones. There are not enough ones to subtract. Regroup.



1 ten 14 ones

Step 3
Subtract 8 ones.



1 ten 6 ones

24 – 8 = 16

Use Work Mat 6 and base-ten blocks to subtract.

	Subtract the ones. Do you need to regroup?	Write the difference.
1. 31 – 4	no yes	31 – 4 = _____
2. 27 – 5	no yes	27 – 5 = _____

Talk Math How do you know when you need to regroup? Explain.

Day 8 Math/Dia 8 Matemática

Name _____

Helpful Hint
If there are not enough ones to subtract, regroup 1 ten as 10 ones.

On My Own

Use Work Mat 6 and base-ten blocks to subtract.

	Subtract the ones. Do you need to regroup?	Write the difference.
3. 46 – 2	no yes	46 – 2 = _____
4. 35 – 9	no yes	35 – 9 = _____
5. 56 – 5	no yes	56 – 5 = _____
6. 22 – 6	no yes	22 – 6 = _____
7. 30 – 4	no yes	30 – 4 = _____
8. 43 – 3	no yes	43 – 3 = _____
9. 76 – 8	no yes	76 – 8 = _____
10. 67 – 8	no yes	67 – 8 = _____

Day 8 Math/ Dia 8 Matemática

Problem Solving

Mathematical PRACTICE

Use Work Mat 6 and base-ten blocks to subtract.

11. Logan draws 23 red flowers. He draws 14 yellow flowers. How many more red flowers than yellow flowers does he draw?

_____ red flowers

12. There are 25 flower bulbs in a bag. Karen gives 7 bulbs to Ava. How many bulbs are left?



_____ bulbs

13. Candice has played in 8 soccer games. There are 14 games in all. How many games does she have left?

_____ games

Write Math Liam subtracts 5 from 23. Is the difference less than 20 or greater than 20? Explain.

_____

_____

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Day 8 Math Fluency

Use any strategy

Use models or visuals

48 - 23

Write a story

How do you know your answer is correct?

Day 9 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

Primary Sources

With your child, look back at "**The Oregon Trail**" on pages 6–7.

- **Discuss** how the diary relates to "**Primary Sources**."
- Then, hunt for household items that can be considered artifacts.

Day 9 Writing

Writing Prompt: Write a letter to your teacher.

Grammar/Spelling: Open and Closed Syllables

Day 9 Math

Start with the Day 9 Math Task: Toll Bridge. Continue with Day 9 Math activities. End with Day 9 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Dia 9 Lectura

Leer por 15 minutos. Use un libro propio o un libro plegable al final de este paquete.
Primary Sources

Con su hijo, vuelva a mirar "**The Oregon Trail**" en las páginas 6–7.

- **Discuta** cómo se relaciona el diario con las "**Primary Sources**."
- Luego, busque artículos para el hogar que puedan considerarse artefactos.

Dia 9 Escritura

Mensaje de escritura: escribe una carta a tu maestro.

Gramática/ Ortografía: Open and Closed Syllables

Dia 9 Matemáticas

Comienza con la tarea de matemática del dia 9: Toll Bridge. Continúa con las actividades de matemáticas del día 9 Termina con el día 9 de Fluidez matemática, donde se alienta al alumno a resolver un problema utilizando múltiples estrategias.

Dear _____,

Love,

_____

Name _____ Date _____

Open and Closed Syllables

she	napkin	we	silent	go
hi	open	dentist	no	problem

Write the correct spelling words.

Spelling words with one open syllable

1. _____ **2.** _____

3. _____ **4.** _____

5. _____

Spelling words with one open and one closed syllable

6. _____ **7.** _____

Spelling words with two closed syllables

8. _____ **9.** _____

10. _____

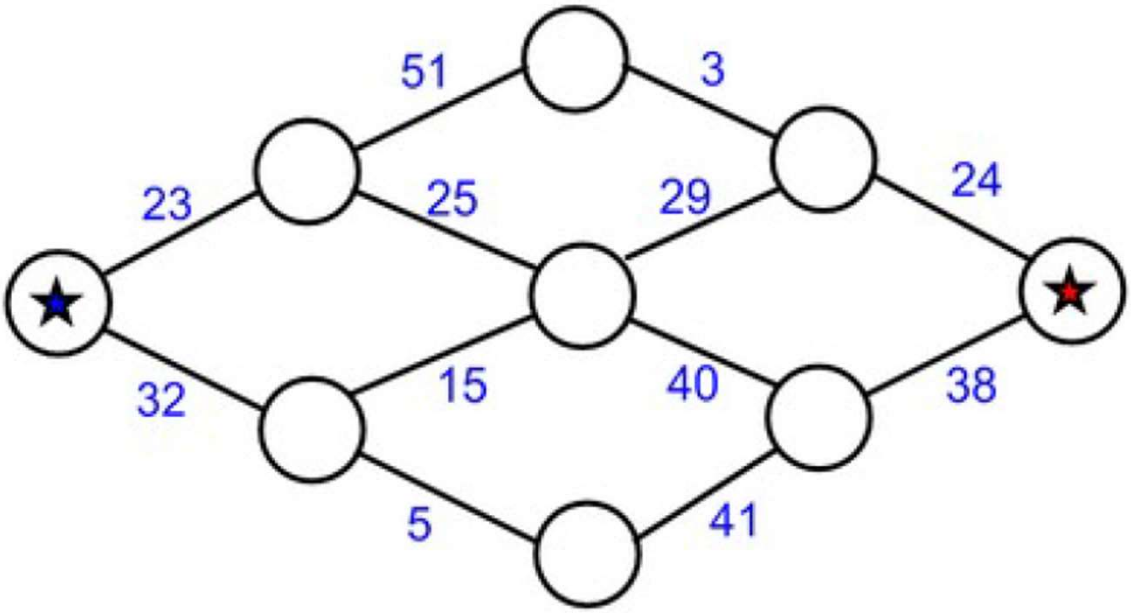
Write the spelling word that is the opposite of the bold word.

11. come _____ **12. noisy** _____

Day 9 Math/ Dia 9 Matematicas

Task: Toll Bridge

The picture shows islands connected by bridges. To cross a bridge, you must pay a toll in coins. If you start on the island marked in blue with 100 coins, how can you make it to the island marked in red?



Day 9 Math/ Dia 9 Matematicas

Subtract From a Two-Digit Number

Lesson 4

ESSENTIAL QUESTION
How can I subtract two-digit numbers?

Explore and Explain

Watch Tools



tens	ones

_____ crabs

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Teacher Directions: Jack saw 34 crabs on the beach. Use base-ten blocks to show that number. 8 crabs ran into the water. Regroup and take away that many blocks. Draw the blocks that are left. Write how many crabs were left on the beach.

Day 9 Math/ Dia 9 Matematicas

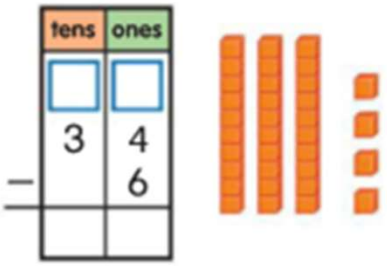
See and Show

Helpful Hint
Cross out each number as you regroup it.

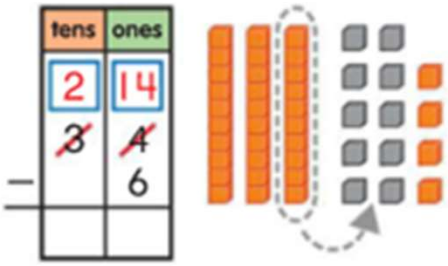
Mathematical PRACTICE

Find 34 − 6.

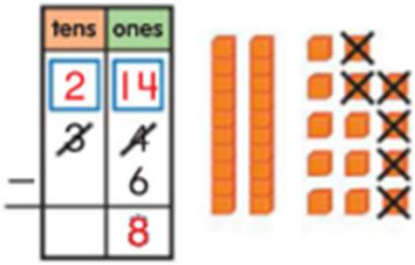
Step 1
Show 34.
Can you subtract 6 ones?



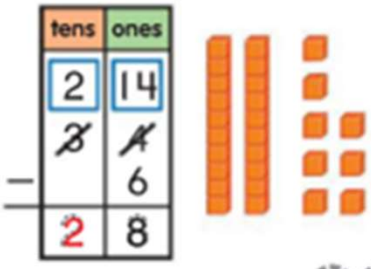
Step 2
Regroup 1 ten as 10 ones.
4 ones + 10 ones = 14 ones.



Step 3
Subtract the ones.



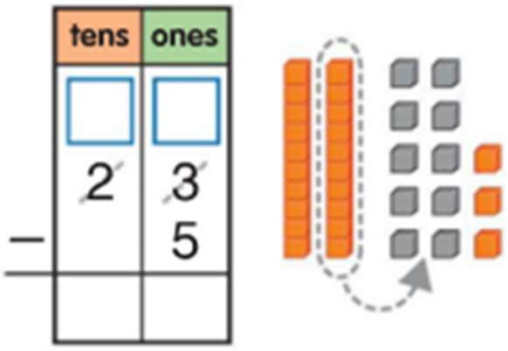
Step 4
Subtract the tens.



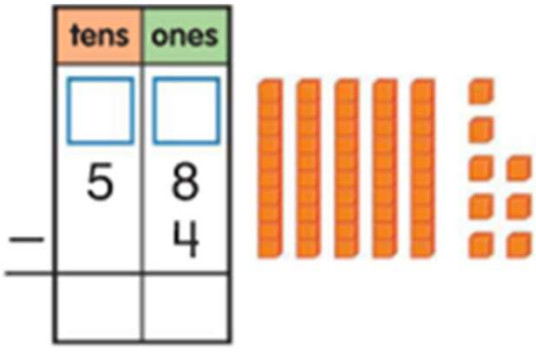
34 − 6 = 28

Use Work Mat 6 and base-ten blocks to subtract.

1.



2.



Talk Math How do you regroup 1 ten?

Day 9 Math/ Dia 9 Matematicas

On My Own

Use Work Mat 6 and base-ten blocks to subtract.

3.

tens	ones
3	4
−	7

4.

tens	ones
7	3
−	3

5.

tens	ones
5	9
−	4

6.

8	8
−	2

7.

1	5
−	9

8.

3	1
−	6

9.

5	8
−	9

10.

6	6
−	7

11.

9	5
−	5

12. $\begin{array}{r} 14 \\ -\ 7 \\ \hline \end{array}$

13. $\begin{array}{r} 28 \\ -\ 9 \\ \hline \end{array}$

14. $\begin{array}{r} 34 \\ -\ 6 \\ \hline \end{array}$

Day 9 Math/ Dia 9 Matematicas

Problem Solving

Mathematical PRACTICE

15. Tina puts 12 coins in a machine. The machine keeps 4 of the coins. How many coins does she get back?

_____ coins

16. There are 38 apples in the cafeteria. Students buy 9 apples for their lunches. How many apples are left?

_____ apples

17. A store has 76 shirts on display. The store sells 8 of the shirts. How many shirts are left?

_____ shirts

HOT Problem There are 23 boys and 33 girls at a beach. 7 boys and 4 girls leave the beach, how many boys and girls are left altogether? Explain.

_____

_____

_____

_____



Day 9 Math Fluency

Use any strategy

Use models or visuals

52 - 25

Write a story

How do you know your answer is correct?

Day 10 Reading

Read for 15 Minutes. Use a book of your own or a foldable book from the end of this packet.

Grandpa's Treasure Chest

Invite your child to read the story aloud.

- Hunt together for the **compound words** in the story. (**something, horseback)**
- Together, break the word grandfather into parts.

Day 10 Writing

Writing Prompt: Free write. Draw and write about a topic of your choice.

Day 10 Math

Start with the Day 10 Math Task. Continue with Day 10 Math activities. End with Day 10 Math Fluency where student is encouraged to solve a problem using multiple strategies.

Dia 10 Reading

Leer por 15 minutos. Use un libro propio o un libro plegable al final de este paquete.

Grandpa's Treasure Chest

Invite a su hijo a leer la historia en voz alta.

- Busquen juntos las **palabras compuestas** en la historia. (**something, horseback)**
- • Juntos, dividan la palabra abuelo en partes.

Dia 10 Escritura

Mensaje de escritura: escritura libre. Dibuja y escribe sobre un tema de tu elección.

Dia 10 Matemáticas

Comienza con la tarea de matemáticas del dia 10. Continúe con las actividades de matemáticas del día 10. Termine con el Día 10 de Fluidez en Matemáticas, donde se alienta al alumno a resolver un problema utilizando múltiples estrategias.

Word Study Read

Realistic Fiction

Grandpa's Treasure Chest

1 Last week I went to my grandpa's house. Dad and I went into the attic to look around. Dad said we might find some old toys. Instead we found something better—Grandpa's old chest. It was filled

2 with [illegible] photos. They weren't in color. They were in black and white. In one photo, Grandpa was running around his farm. He had lots of animals to take care of. Dad told me a story about a time Grandpa was making butter from cow's milk. He spilled all the milk! In another photo, Grandpa was riding to town on a horse. Dad said they didn't have cars when Grandpa was young. Grandpa loved taking horseback rides. Back

3 [illegible] Grandpa's old uniform and some medals. Grandpa fought in the war. He also told having [illegible] to ask him about that. I learned so much about Grandpa from looking at the things from his past.

BuildReflectWrite

Build Knowledge

Complete the graphic organizer with information you learned this week.

Primary Sources

What is a primary source?	How is an interview a primary source?
What conclusions can you draw from a primary source?	Why do people study primary sources?

Reflect

How does understanding the past shape the future?

Based on this week's texts, write new ideas and questions you have about the essential question.

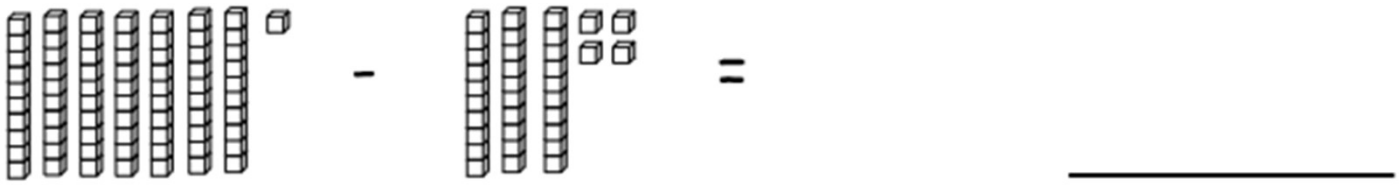
Write to Sources

Narrative

After reading "Primary Sources," think about last week's selection, "Helen Keller: Words through Touch." Both of these reading selections discuss writings that help us learn about the past. Write about something that happened recently in your life. Your narrative should use facts and details you have learned from the reading selections.

Day 10 Math Task

Subtract using base ten blocks.



Day 10 Math/ Dia 10 Matemáticas

Subtract Two-Digit Numbers

Lesson 5

ESSENTIAL QUESTION
How can I subtract two-digit numbers?

Explore and Explain

Watch Tools



tens	ones

_____ people

Teacher Directions: There are 42 people swimming at the pool. Use base-ten blocks to show those people. 13 people go home. Take away 13 base-ten blocks. Regroup if needed. Draw the base-ten blocks that are left in the chart. Write how many people are left. How many are left at the pool?

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Day 10 Math/ Dia 10 Matemáticas

See and Show

Helpful Hint
Cross out numbers as you regroup them.

Mathematical PRACTICE

Find 52 − 17.

Step 1
Show 52.
Can you subtract 7 ones?

	tens	ones
	5	2
−	1	7



Step 2
Regroup 1 ten as 10 ones.
2 ones + 10 ones = 12 ones.

	tens	ones
	4	12
−	1	7



Step 3
Subtract the ones.

	tens	ones
	4	12
−	1	7
	3	5



Step 4
Then subtract the tens.

	tens	ones
	4	12
−	1	7
	3	5



52 − 17 = 35

Use Work Mat 6 and base-ten blocks to subtract.

1.

	tens	ones
	3	5
−	1	7



2.

	tens	ones
	4	7
−	2	4



Talk Math How is subtracting 41 − 16 different than 41 − 6?

Day 10 Math/ Dia 10 Matemáticas

On My Own

Use Work Mat 6 and base-ten blocks to subtract.

3.

	tens	ones
	2	6
−	1	9

4.

	tens	ones
	7	4
−	1	8

5.

	tens	ones
	4	6
−	2	3

6.

	7	5
−	1	6

7.

	5	4
−	2	8

8.

	7	2
−	3	5

9.

	5	0
−	2	4

10.

	8	2
−	3	7

11.

	3	9
−	2	9

12. 85 − 46 =

13. 41 − 15 =

14. 37 − 11 =

Day 10 Math/ Dia 10 Matemáticas

Problem Solving

Mathematical PRACTICE

15. 35 people are in line for the diving board at the pool. 16 people jump off the diving board. How many people are still in line?

_____ people

16. Jason bought a pool pass for 45 trips to the pool. He has gone to the pool 28 times. How many more times can Jason go to the pool with his pass?



_____ times

HOT Problem Ella, May, and Sue each pour 24 cups of lemonade for their lemonade stand. They sell 23 of the cups of lemonade to their friends. How many cups are left to sell? Explain.

_____

_____

_____

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Day 10 Math Fluency

Use any strategy

Use models or visuals

27 - 18

Write a story

How do you know your answer is correct?

Day 6 Art

Shapes
What are shapes?
What are colors?
What are patterns?

Day 7 Art

Henri Matisse, French artist
Used vivid colors
Late in life he did cut-outs

Day 8 Art

Draw geometric shapes.
Color them.

Day 9 Art

Cut shapes.
Cut 3 same shapes. (to create a pattern)
Color them in so they are different colors.

Day 10 Art

Paste shapes into the vase template.
Do reflection page.



Dia 6 Arte

Figuras
¿Cuales son las figuras?
¿Cuales son los colores?
¿Cuales son los patrones?

Dia 7 Arte

Henri Matisse, artista frances
Usó colores vividos
Al final de su vida trabajó en recortes

Dia 8 Arte

Dibuja figuras geométricas.
Coloréalas

Dia 9 Arte

Recorta figuras.
Recorta 3 figuras iguales (para crear un patrón)
Coloréalas de un color diferente cada una.

Dia 10 Arte

Pega las figuras en el modelo del vaso
Llena la pagina de reflexión.



INTRODUCTION-SHAPES

Shapes

What are shapes? Identify these shapes.



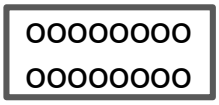
What is in your home that looks like these shapes? (point out 5 objects)

What are colors? Color is reflected light.

Find objects in your home or outside that are RED, BLUE, YELLOW, ORANGE, PURPLE

What are patterns? A pattern is a repeated design on paper or fabric.

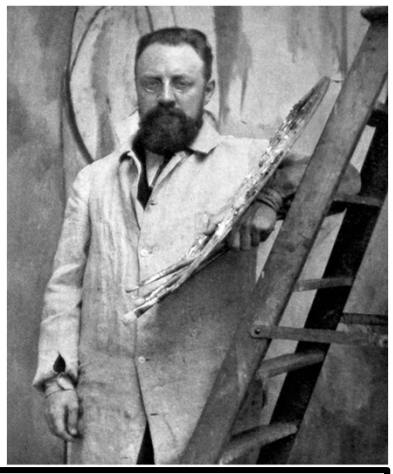
Find objects in your home that have a pattern.





Draw a triangle below. Draw a simple pattern 3 times inside your triangle. Third grade draw 2 shapes with a different pattern inside each shape.

Artist Background and Works



This is Henri Matisse. What do you notice?
What do you wonder?
He was from France and liked to paint with very bright colors.
Late in life he began to do paper cut-outs and made some of his most famous pieces.

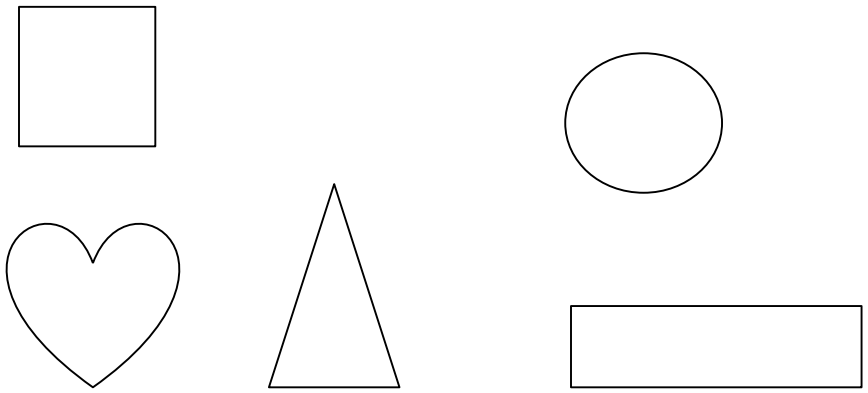


Copy the pattern that you see here in this Cut-out composition.

What shapes do you see in this painting?

Circle the shapes that you see.



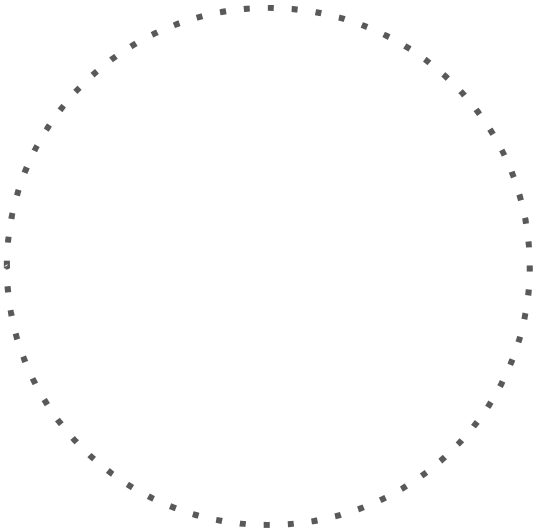


Day 2

Connect the lines to draw these shapes.



What shape is this?

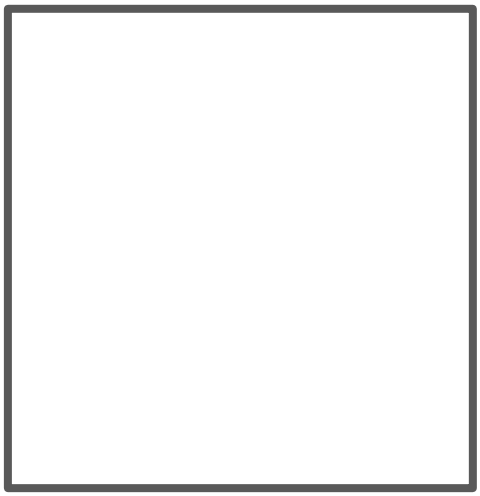


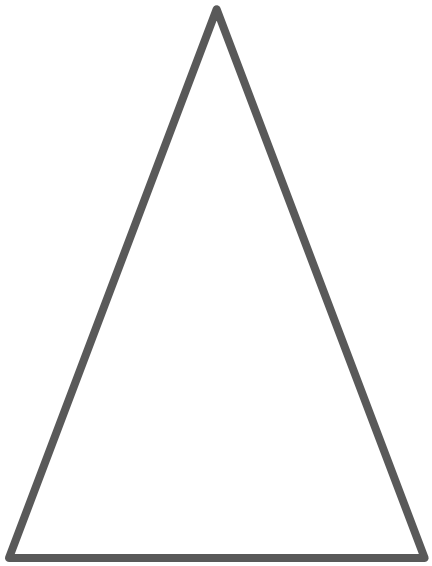
What shape is this?

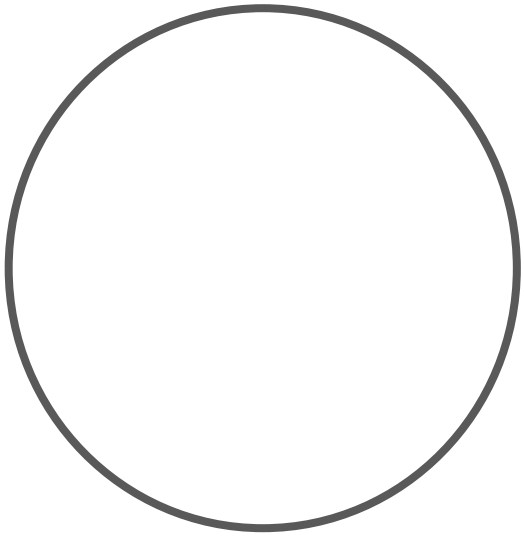
Draw one shape and color it a bright color.

Cut-out shapes and paste

Color the shapes. Then with the help of an adult, cut out the shapes and paste into your vase.







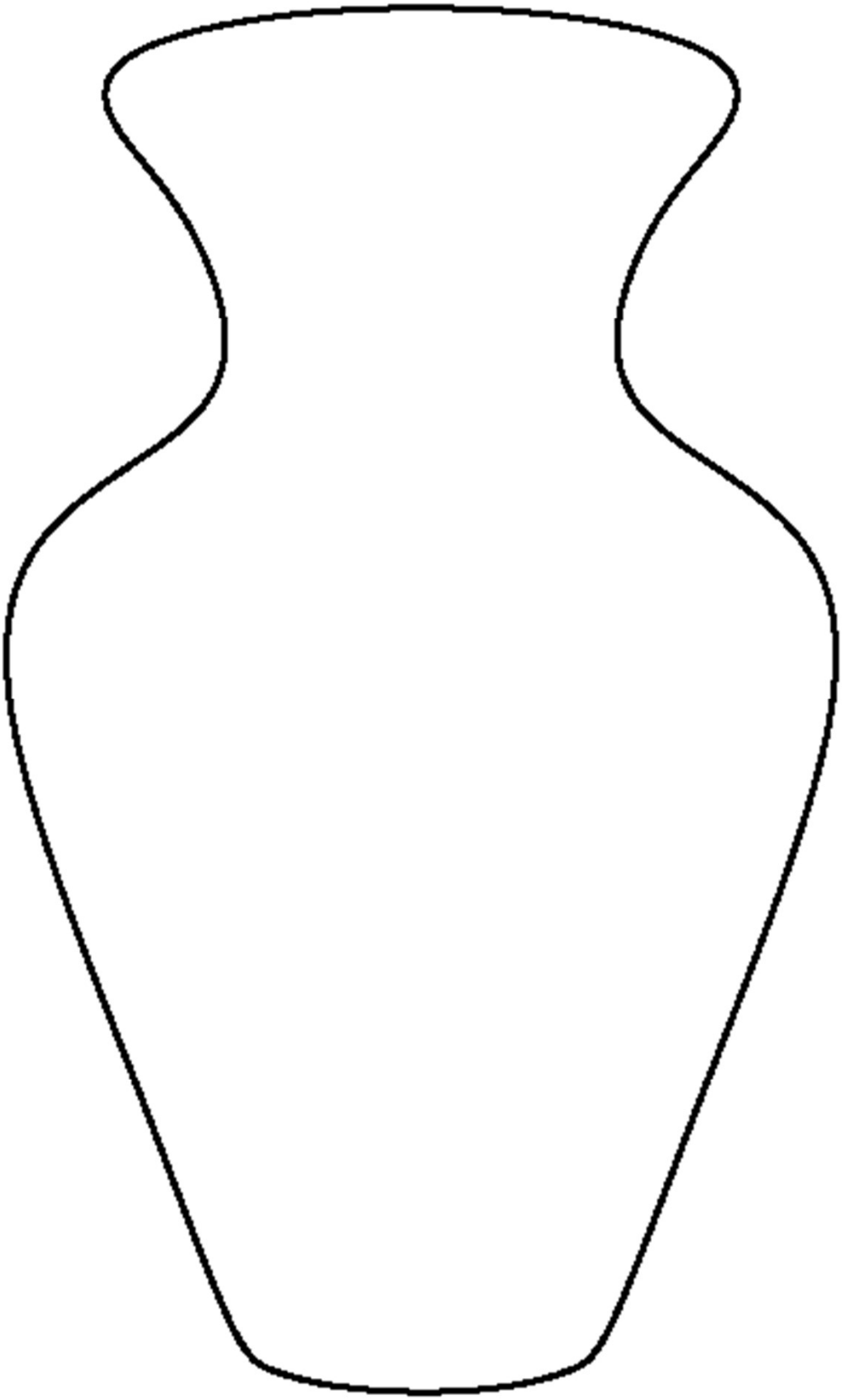
Cut out more shapes so that you have 3 of the same. You may use other paper.

Day 4 and 5

Page Intentionally Left Blank

Vase template

Name: _____



Artist Reflection

Grade:

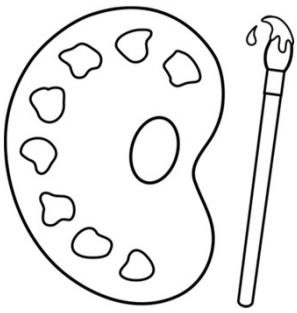
My name is _____.

I created a _____.

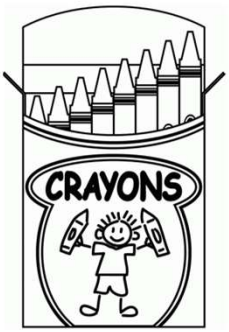
I learned about the artist _____.

These are the materials I used:

paint







scissors





paper

pencil



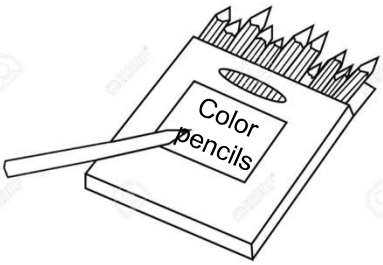


Glue

pen



ruler



tape

I LIKE DON'T LIKE this because

_____

_____.

Overall I feel ☹ 🙂 😆 about my work. (Circle a face.)

😐 😍

Attach to your artwork composition!



▲ painting of Comanche men on horses, 1834

George Catlin's paintings show what Native Americans' lives were like long ago. That way of life is over now. I am glad George painted it before it ended. He was a great painter.



▲ *Buffalo Hunt, 1832*

Other paintings have even more action! One painting shows a Native American upon his horse. He is hunting a huge buffalo. You can tell they are running fast. The horse's tail is flying behind him. You can see the horse's muscles. You can see the detail in the buffalo's hair.

TEXT CONNECTIONS

In My Opinion . . .

George Catlin Was a Great Painter



by Lesli Favor

George Catlin (1796–1872) was a great American artist. He was one of the first people to paint Native Americans. He painted mostly Native Americans of the Plains. When he was a young man, Native Americans were being moved out of their homes. George knew their way of life would change forever. George wanted to paint Native Americans as they lived before white people took over their lands.



◀ portrait of George Catlin by William Fisk

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Meet the Artist: George Catlin



buffalo-hide tunic ▶



▼ *Buffalo Hunt, 1830s*



George painted scenes of Native American life. He showed Native Americans hunting. He showed them dancing and playing. I liked the pictures of the people best. The details were amazing. He was a great painter.



◀ *Buffalo Chase with Bows and Lances, 1832*

▼ *Buffalo Dance, Mandan, 1835*



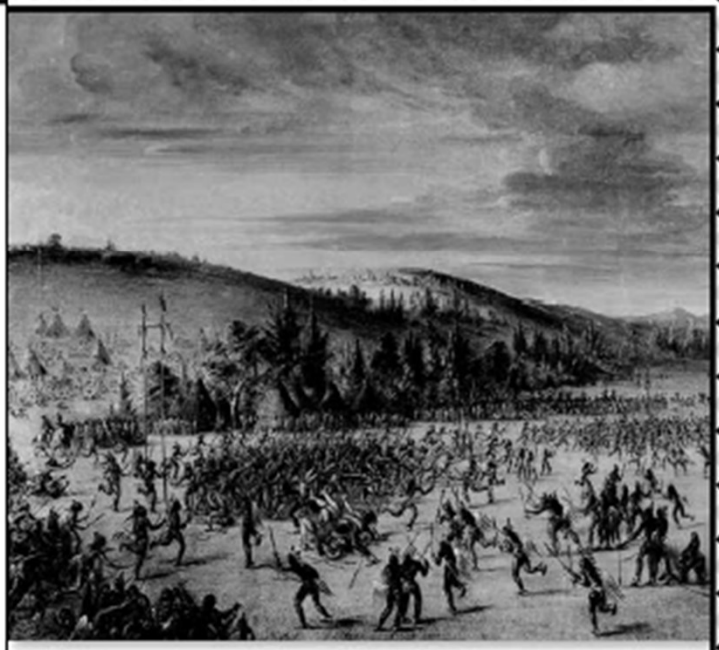


▲ *Kee-o-kúk, The Watchful Fox 2, 1834*

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George Catlin Painted People in Action

George Catlin also painted Watchful Fox on his horse. George painted many exciting action scenes. He used colors to show how amazing Watchful Fox's clothes are. Even the horse has red and yellow paint on it. Watchful Fox is holding a shield. He looks strong and powerful. Riding on his horse, he looks like a great leader.



▲ This painting is called *Ball-play of the Choctaw—Ball Up*. It shows Native Americans playing a ball game called lacrosse.

This painting of Watchful Fox made me say, "Wow." Watchful Fox is a chief. He is dressed in very fancy clothes. Look at the fur on his clothes. You can almost feel the softness.



◀ *Kee-o-kúk, The Watchful Fox, 1835*



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George Catlin Painted Portraits of People

One great painting by George Catlin is of the daughter of a Native American chief.

Her name in English is Sweet-scented Grass. She is dressed like a princess. She is wearing a beautiful robe made out of buffalo skin. She has on a lot of jewelry.

Look at the colors in the painting. The sky is gray and dull. I think a blue sky with fluffy white clouds would be prettier.

painting of Pshán-shaw, Sweet-scented Grass, 1832 ▶



▼ Jú-ah-kís-gaw, Woman with Her Child in a Cradle, 1835

Look at the blanket on his arm. You can almost feel the roughness. The detail in his clothing makes him seem real.

Watchful Fox is standing alone. Does he have friends? Does he have kids? I wish the painting showed his family and friends.



◀ Native American women, South Dakota, 1891

Another painting shows a Native American mom. Her baby in the cradle is so tiny and cute! The baby has a colorful blanket. A small toy hangs over the cradle. The painting does not show what the family's life is like. It does not show what their home looks like. But we can see a lot of details about how Native American women dressed.



◀ detail of a painting of Sioux Tribe camping, 1832

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Early Connections

William's Journal

William wrote in his journal about his big move from Ireland to the United States. Read this story to find out what William saw and how he felt.

You can read these books, too!

- Ellis Island (L/24)
- Frances the Fairy Dressmaker (L/24)
- Manda and Gordo Weather the Storm (L/24)
- Money (L/24)
- Mount St. Helens (L/24)



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William's Journal



by Ellen Doherty • illustrated by Mark Corcoran

Got to go for now. Pat says we have just enough time before dinner to play a game of stickball with his friends. I think I'm going to like it here!





William's Journal

by Ellen Doherty

illustrated by Mark Corcoran



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Word Count: 827*

Level: I/J
Lexile: 880L

Summary

William Ferguson was 10 years old when he left Ireland to move to America with his mother, father, and 6-year-old sister, Nelsey. William's journal is the diary he kept of their journey.

Skills at a Glance

Comprehension
- Analyze character

Concept Vocabulary
- Words describing a sea voyage (boat, crowded, dock, dirty, pitch, roll, sailors, seasick, ship, storm, waves)

Grammar/Word Study
- Verb tenses (kept, left, was)
- Time words (soon, today)

Genre
- Historical fiction

*Numerals are not included in the word count for this book.

Early Connections
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What kinds of things would you write in a journal?



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What are some of the things William sees when he arrives in New York?



William Ferguson was 10 years old when he left Ireland to move to America with his mother, father, and 6-year-old sister, Nelsey. This is the diary he kept of their journey.





June 24, 1910

Our new home is an apartment in a building that's about four stories tall. It's small, but I think it's going to be great.

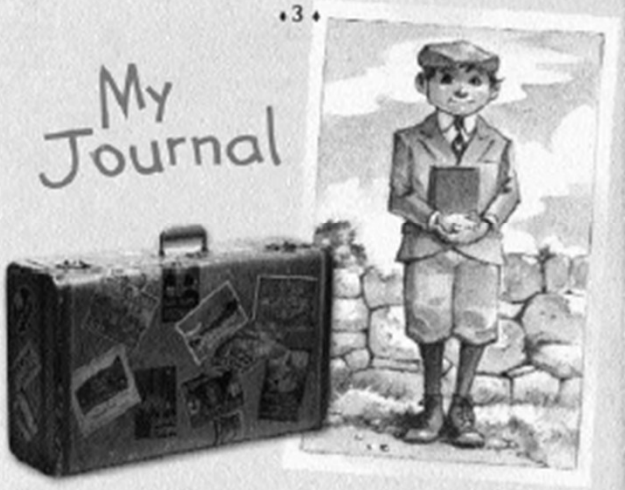
Da and Uncle John haven't stopped talking. Mum is helping Aunt Angela make dinner. Nelsey's playing with Pat's three little sisters. That's a lot of girls. Pat says he's happy to have another man around the house.

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Next to Uncle John was a boy who looked like he was my age. This had to be my cousin Pat. We got off to a grand start. He helped us carry our things.



My Journal



April 4, 1910

Mum and Da gave me this journal to write in because they say we're going on a grand adventure, and I'll want to remember every minute of it. Mum, Da, Nelsey, and I are going to America!

While we were waiting for the ferry boat to take us to New York, a clerk asked if he could take a photograph of us. Mum said yes, and wasn't it a good thing we were wearing our best clothes?



To get to America, we're going to take a big ship. I've never been on a boat in my life! I hope I don't get seasick.



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America is a big place, and it's full of people and jobs. That's what Uncle John wrote to us. He's lived in New York City since before I was born.



There was a huge crowd waiting when we got to New York. I saw a man who looked just like Da. I knew it had to be Uncle John. Da spotted Uncle John, and the two of them started whooping and hollering! They hadn't seen each other in 15 years.



May 21, 1910

We're leaving for New York soon. We can only take a couple of things with us, so we must choose what's most important. Mum says she won't leave without the lace tablecloth Gran made. I'll take my tin whistle and this journal.



Next, we went up a big staircase to the second floor. There were a lot of people, so we had to wait a long time. Some doctors and nurses looked at our eyes and ears to make sure we're healthy. We are!

Other people asked what we were going to do in America. Da said we're going to live with Uncle John, and that he would have a job at a factory. Next thing I knew, we were allowed to go. A lady said, "Welcome to America!"



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June 23, 1910

Here's what happened on Ellis Island. We got off the boat and went into a big building. First thing we did was leave our luggage in the luggage room. Mum didn't want to, but Da convinced her it would be fine because the people who worked there would watch our belongings.



June 1, 1910

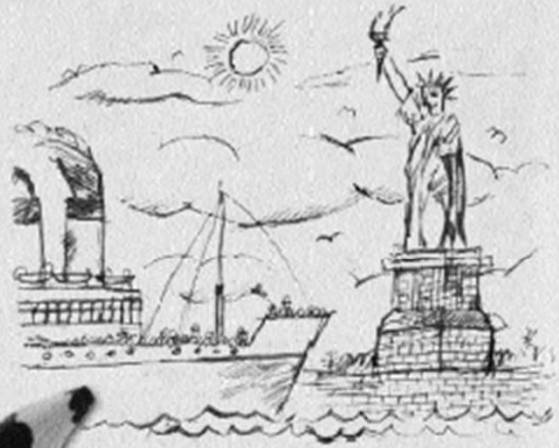
It's so strange. Our house is almost empty. We had to sell just about everything we had to buy the tickets.

Before I thought it would just be fun, and exciting, too. But now I'm thinking about how I won't see my friends and Gran anymore. I'm really going to miss them all.



June 21, 1910

I saw her! I saw the Statue of Liberty before anyone else. Mum says I have eyes like a hawk. The statue stands on her very own island in New York Harbor. And she's huge!



June 10, 1910

I think this boat is bigger than our village! There are so many people—more than I've ever seen in my life.

We are traveling below deck. It's crowded and dirty down here. Mum says as long as we're together, we'll be fine.



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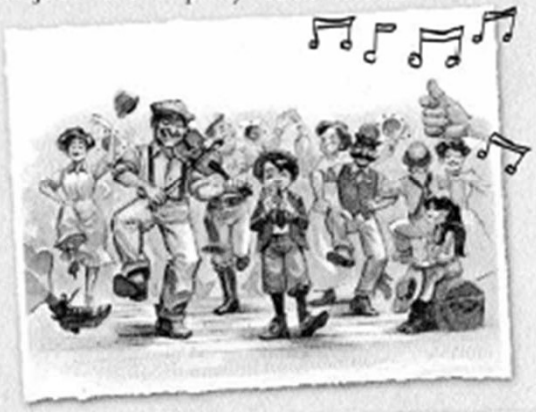


June 4, 1910

Today is the day we leave for America. I hope I always remember what it was like to live here in Ireland. We had a cottage with a thatched roof and whitewashed walls. There's a big field out back that leads up to a forest. It's a brilliant place to play. There's a river, too, where Da and I went fishing.

June 12, 1910

The air is so bad below deck that lots of people have been sick. Nelsey's been throwing up a lot. I feel bad for her. I took out my tin whistle a little while ago to play her favorite tune. It made her smile, so I played another. Pretty soon, a man started playing a fiddle, and people danced. It felt just like a party back home.



June 16, 1910

Last night there was a huge storm. The ship was pitching and rolling on huge waves. That's what the sailors told me, anyway. All I know is that I threw up a lot!

Soon we will be in New York!



We're waiting to go to Ellis Island, where they look you over before they let you into America.

Mum has us in our best clothes, so we will make a good impression when we arrive in New York.

I can see New York City from here. There are lots of buildings. Somewhere over there is where I'm going to live!



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Finding fossils is fun. Fossils show us something about life long ago.

I can't wait to find more fossils. Can you?



Finding Fossils



by Susan Markowitz Meredith • illustrated by Jackie Urbanovic

This is a fossil, too! Insects are inside this yellow amber.

This amber was soft tree sap long ago. The insects got stuck in it. When the sap got hard and dry, the insects were saved inside.





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What Are Fossils?

Have you ever heard of dinosaurs? Dinosaurs are animals that lived millions of years ago.

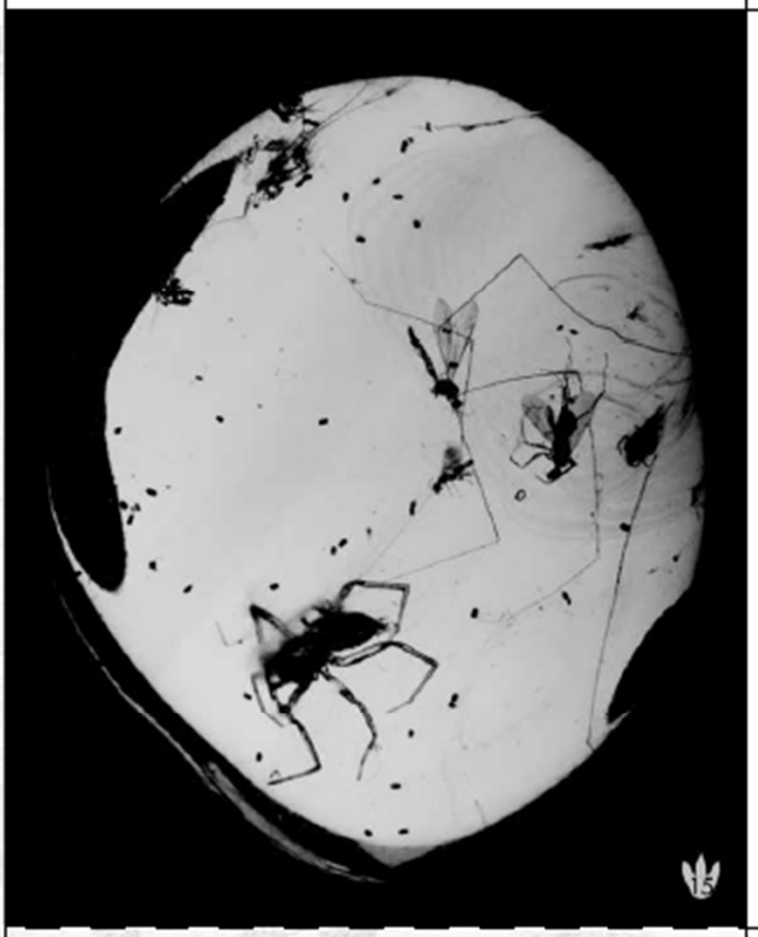
How do we know about dinosaurs if they lived so long ago? That's right! We know about them because of fossils.



Some fossils are parts of animals or plants that lived long ago.

▼ These bones are parts of a dinosaur.





What Are Some Different Kinds of Fossils?

You have just seen some dinosaur fossils. Now let's look at some other kinds of fossils.

▼ This is a fossil of a fish.



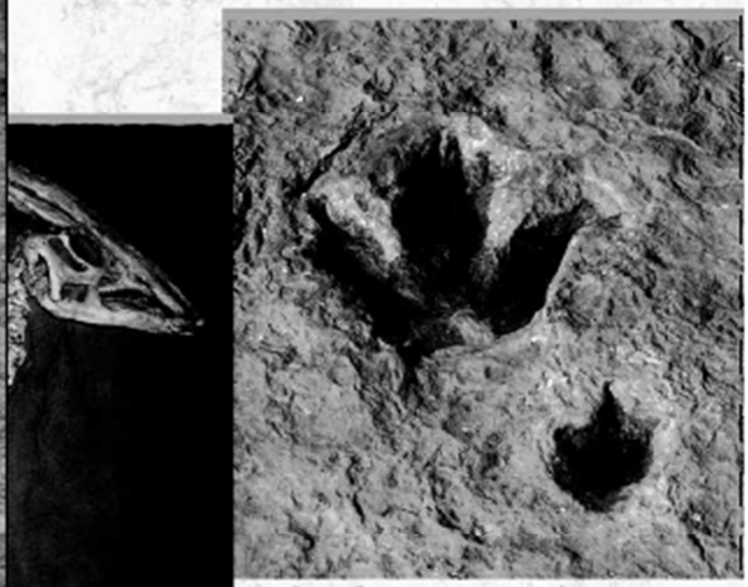
◀ This is a fossil of a fern leaf.

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12

Other fossils are marks that were left by animals or plants that lived long ago.



▲ These footprints are marks left by a dinosaur.

5

People look at fossils to learn about dinosaurs. They put fossils together like pieces of a puzzle. They build models of dinosaurs.



10



◀ The dinosaur dies. Its body falls to the ground.



◀ The body becomes covered in sand and dirt.



◀ The sand and dirt turn into rock around the bones.

7

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How Are Fossils Made?

Most fossils are made when plant and animal parts or marks are saved in rock.

After an animal died, it was covered with sand and dirt. Over time, it was covered by more sand and dirt.

After a very long time, the sand and dirt turned into rock. Some parts of the animal were saved in the rock. The parts that were saved are fossils.

By looking at fossils, people think triceratops looked like this. ▶





Why Do People Study Fossils?

Fossils tell us what life was like millions of years ago. They help us learn about plants and animals that lived long ago.





▲ Scientists bring the fossils to a lab. There they study the fossils.

◀ Fossils are found around the world. Most fossils are found in rocky areas. Scientists use special tools to dig them up.

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INFORMATIONAL TEXT

The Underground Railroad

Level: T/21
Lexile: 890L

In a time before all Americans were free, some brave people did what was right. Find out how the Underground Railroad carried runaway slaves to freedom.



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TEXT CONNECTIONS

The Underground Railroad

How could a runaway slave reach freedom?



by Lesli Favor

Glossary

code	**(KODE):** a way to write or talk in secret; words or letters that are given secret meanings (page 4)
free state	**(FREE STATE):** a state that did not allow slavery (page 3)
the North	**(NORTH):** the states that did not allow slavery; most were north of the Ohio River (page 6)
slave	**(SLAVE):** a person who is owned by another person (page 2)
slave catcher	**(SLAVE KA-cher):** a person who tries to catch runaway slaves (page 7)
slavery	**(SLAY-vuh-ree):** buying, selling, and having slaves (page 3)
the South	**(SOWTH):** the states that allowed slavery; they were south of the Ohio River (page 16)
Underground Railroad	**(un-der-GROWND RALE-rode):** the pathways, people, and hiding places that helped slaves to run away to freedom (page 4)

Index

code, **4, 15**
free, **2–3, 7, 10, 14, 19**
free state, **3, 6–7, 9–10**
the North, **6, 16–17**
runaway, **5–8, 10–12, 17–19**
slave, **2–4, 6–11, 13–19**
slave catcher, **7, 8, 11**
slavery, **3, 7, 17, 19**
the South, **16–17**
Underground Railroad, **4–5, 8, 13–15, 17, 19**

The Underground Railroad
by Lesli Favor

Table of Contents

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Was the Underground Railroad Dangerous?. . . 8
Who Worked on the Underground Railroad?. . . 14
Conclusion 19
Glossary and Index 20

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INFORMATIONAL TEXT
Social Studies

Accessing Complex Text

Quantitative	Lexile® 590L
Qualitative	Level L/24

What Makes This Text Complex?	
Purpose and Levels of Meaning ❶	• The text has one simple purpose—to explain slavery and the Underground Railroad.
Structure ❷	• The text has a conventional nonfiction structure with features such as a table of contents, question chapter titles, maps, boldfaced words, primary source documents, a glossary, and an index to help readers understand the information presented.
Language Conventionality and Clarity ❷	• Chapters include many compound and complex sentences, with some academic words (courtly, creek, runaways).
Knowledge Demands ❷	• The sheer volume of information in this text might make it difficult for some readers.

Text complexity dimensions are scored on the following scale:
❶ Low ❷ Middle Low ❸ Middle High ❹ High

Focus on Reader and Task

The teacher's guide for this title provides:
- Multiple close reading sequences
- Explicit strategy mini-lessons
- Academic and domain-specific vocabulary instruction
- Academic writing prompt sessions

Word Count: 709

Pictures and word-to-picture matches, labels, diagrams, and charts are not included in the word count for this text.

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About Social Studies Texts

Social studies texts inform readers about people, places, and cultures now and in the past. People read social studies texts to learn about the world and their society. This helps them become better citizens.

Credits: Editor: Jon Eilts; Contributing Editor: Rebecca Kraskow; Creative Director: Laurie Dorgan; Art Director: Grace Conry; Photo Director: Doug Scheidler

ISBN: 978-1-4509-0564-5

Analyze the Text

Questions for Close Reading

- What clues on page 8 help you know what "risky" means?
- Who were some of the people who used the Underground Railroad to help slaves escape?
- Based on the information in the Conclusion, how did the Underground Railroad help end slavery?

Comprehension: Retell Information

Describe the Underground Railroad.

Underground Railroad	Facts and Details
Who	
What	
When	
Where	
Why	
How	

Photo credits: Cover A, Pages 2–3, 5, 19, 19, 20–21, Page 22: The Granger Collection, NY; Table of Contents: The Underground Railroad, 1893 (oil on canvas), Webber, Charles T. (1820–1893) Cincinnati, OH, Museum, Giles, USA Subscription Fund Purchase/The Bridgeman Art Library; Pages 4, 6, 8, 9, 10: Black Stone Copyright © North Wind Picture Archives; Pages 7, 11: Library of Congress; Page 14: Courtesy of Carolina Digital Library Academy; Page 17A: Courtesy of Levi Coffin House Association; Page 18A: Courtesy of Eva Moore; Painting by Mark Thiele, Evansville, Kentucky; Page 18B: © Tom Lidman/Alamy

What Was the Underground Railroad?

For a long time in the United States, some people were not free. They were owned by other people. **Slaves** could not make choices about their lives. They did hard work, and they were not paid. Owners were often cruel to their slaves.



Conclusion

People working together on the Underground Railroad helped many slaves become free. They also got many others thinking about slavery. These others saw people risking their own lives for the slaves. The bravery of the people who worked on or rode the Underground Railroad helped speed up the end of slavery.



▲ John Rankin and his family helped hundreds of slaves reach freedom. Their home was on the banks of the Ohio River, where many runaways crossed to freedom.

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John Parker was born a slave. Sometimes, slaves made a little money doing extra work. When John was grown, he bought his freedom. He moved north, to Ohio. At night, he went across the Ohio River and brought back runaway slaves.



This was where John Parker lived in Ripley, Ohio. ▶

When Harriet ran away, she used the North Star in the sky to find her way north. Once in the North, she got a job. When she had saved enough money, she went back to **the South**. She went to help her family run away. It was dangerous to help other slaves. Harriet did not care. She helped hundreds of slaves get to freedom.



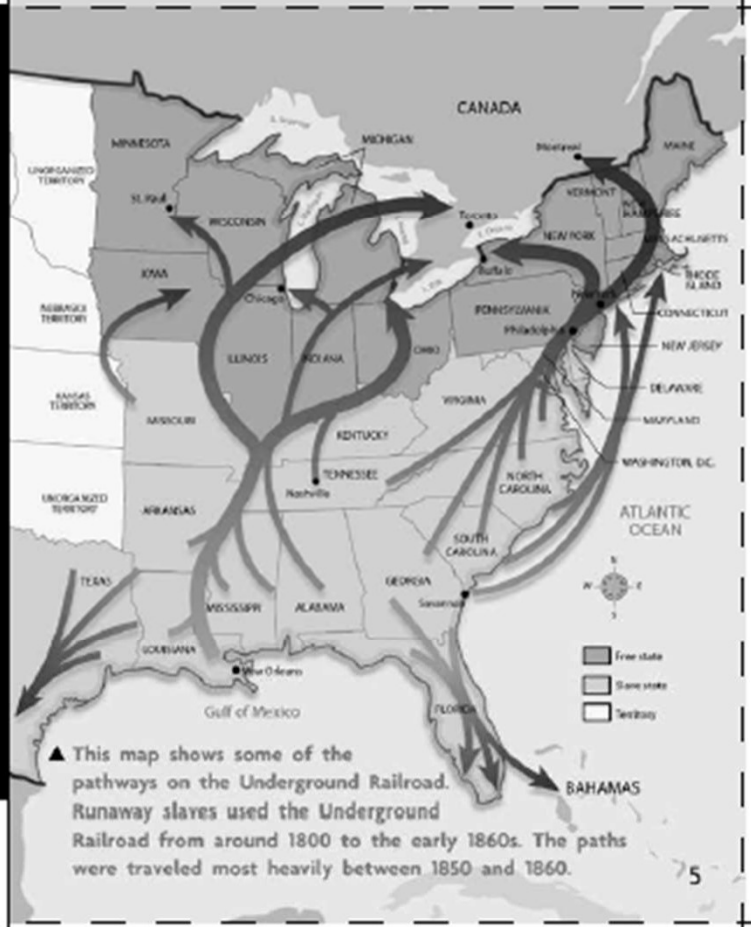
▲ Harriet Tubman and other slaves used the North Star to know which way was north.

Many slaves tried to be free. They tried to run away. But it was dangerous and difficult to run away. Slaves who ran away needed food and water. They needed places to hide. They needed people to show them the way to go.





◀ This map shows the states that allowed **slavery**. They are the slave states. The **free states** did not allow slavery.



▲ This map shows some of the pathways on the Underground Railroad. Runaway slaves used the Underground Railroad from around 1800 to the early 1860s. The paths were traveled most heavily between 1850 and 1860.

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The **Underground Railroad** was one way slaves got to freedom. It was not a real railroad with tracks and trains. It was a secret way to help slaves run away from their owners. To help keep everything secret, people used **codes**. Underground Railroad was a code name.

SECRET CODE ON THE UNDERGROUND RAILROAD

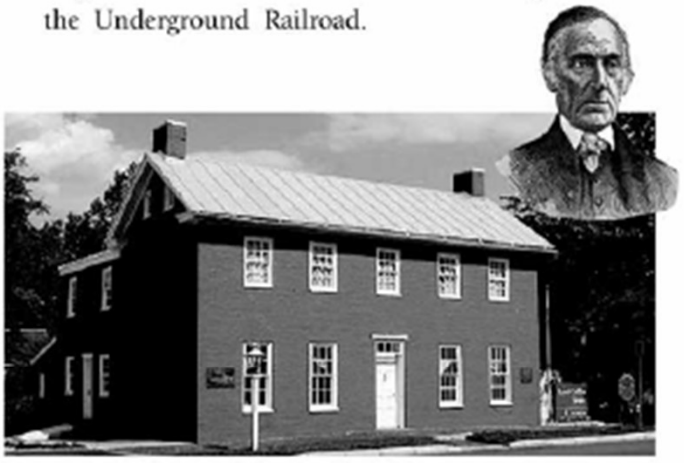
cargo: a slave who was being hidden
conductor: a person who led slaves from place to place
station: a place where a slave could hide and eat
station master: a person who hid slaves in a home or business
Underground Railroad: the paths, people, and hiding places that helped slaves run away



▲ Runaway slaves could hide in the bottom of wagons like this one. Real cargo was placed on the platform over them.

Runaway slaves traveled on foot, by train, by boat, and by wagon. Some runaways were already close to free states in **the North**. Their trip might take a couple of months. For other slaves, the trip took as long as a year.

Levi Coffin was born in the South, but he believed that slavery was wrong. He moved to the North. He and his wife opened their home to runaway slaves. They got their friends to help, too. Levi used horses and wagons to take slaves to their next stop on the Underground Railroad.



▲ The Coffins' house in Indiana was a stop on the Underground Railroad.

Harriet Tubman is one of the best-known workers on the Underground Railroad. She was born a slave. She served her owners in their house and in their fields.



◀ Harriet Tubman ran away from her owner in 1849. Later, she worked on the Underground Railroad. Her code name was Moses.

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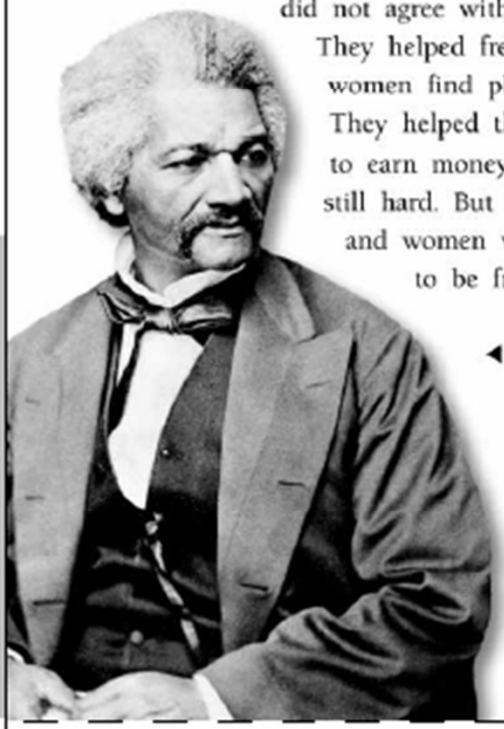
Who Worked on the Underground Railroad?

The people who worked on the Underground Railroad were white and black, slave and free. We will never know the names of all the brave people who helped. But we do know about some of the leaders.



Harriet Jacobs ran away from her owner in 1835. She later wrote a book about why she ran away and how she did it.

When runaway slaves reached the free states, they still needed help. There were people who did not agree with slavery. They helped freed men and women find places to live. They helped them get jobs to earn money. Life was still hard. But freed men and women were glad to be free.



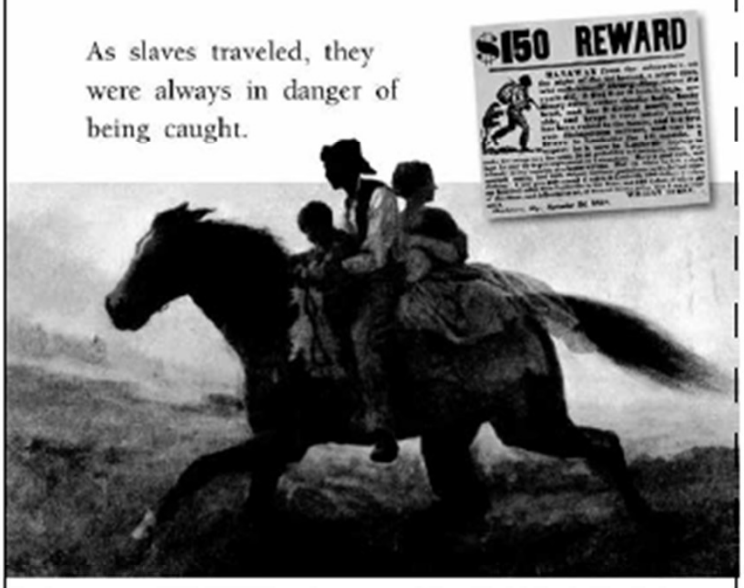
Frederick Douglass ran away from his owners in 1838. He changed his last name so that **slave catchers** would have trouble finding him. Later, he became a famous speaker against slavery.

Many runaways were caught. Others became sick and could not keep running. Some found the trip too hard. They gave up and went back to their owners. Runaways who went back were often treated cruelly.



The slaves in this picture are picking cotton.

As slaves traveled, they were always in danger of being caught.





The Ohio River ran between slave states and free states. One way to get across was to wait until the river froze. Then a person could walk across on the ice.

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Was the Underground Railroad Dangerous?

Traveling along the Underground Railroad was risky for everyone. Slave catchers rode fast horses, and many carried guns. It was against the law to help a slave run away. People who were caught helping slaves could go to prison. They might have to pay a large amount of money.



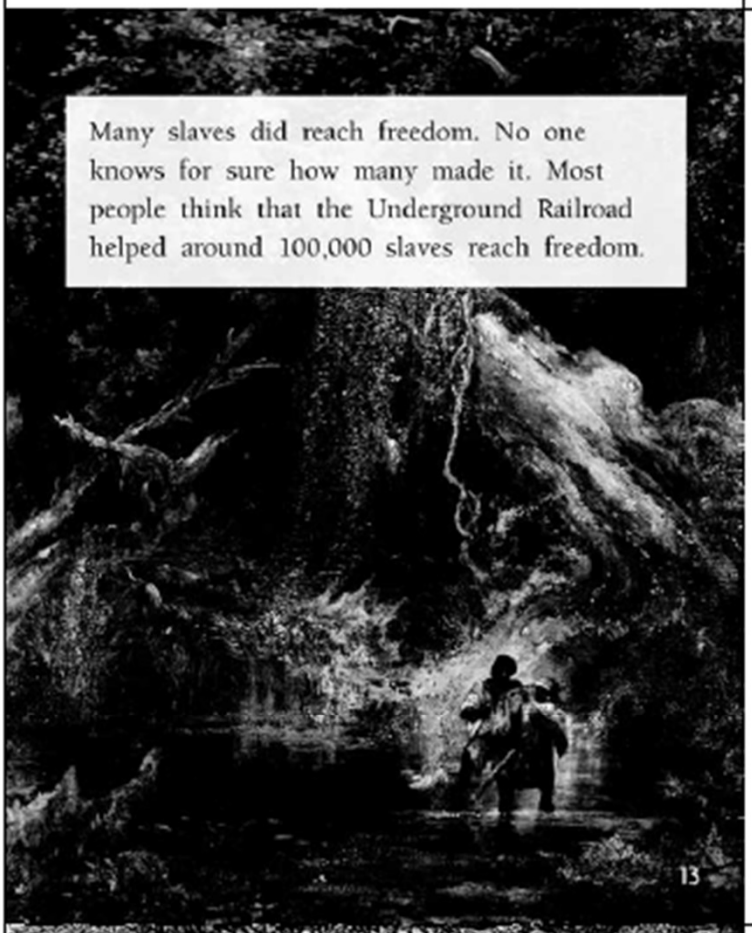
▲ Runaway slaves hoped to outrun the slave catchers behind them.

The trip was usually long. Runaway slaves spent time hiding while they waited to go on the next part of the journey. They felt scared. Their bodies were tired and hungry. Sometimes they became ill or got hurt, but they could not go to a doctor.



▲ Henry Brown asked to be packed inside a small box. The box was mailed to Pennsylvania, a free state. The box made it there safely, and Henry was a free man.

Many slaves did reach freedom. No one knows for sure how many made it. Most people think that the Underground Railroad helped around 100,000 slaves reach freedom.





Some slave catchers used dogs to find runaways. They trained the dogs to follow the slaves' scent, or smell. One way to get away from the dogs was to walk through a creek. The dogs couldn't follow the scent through the water.

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Soon Mary's family packed everything they had into a truck and drove to California.

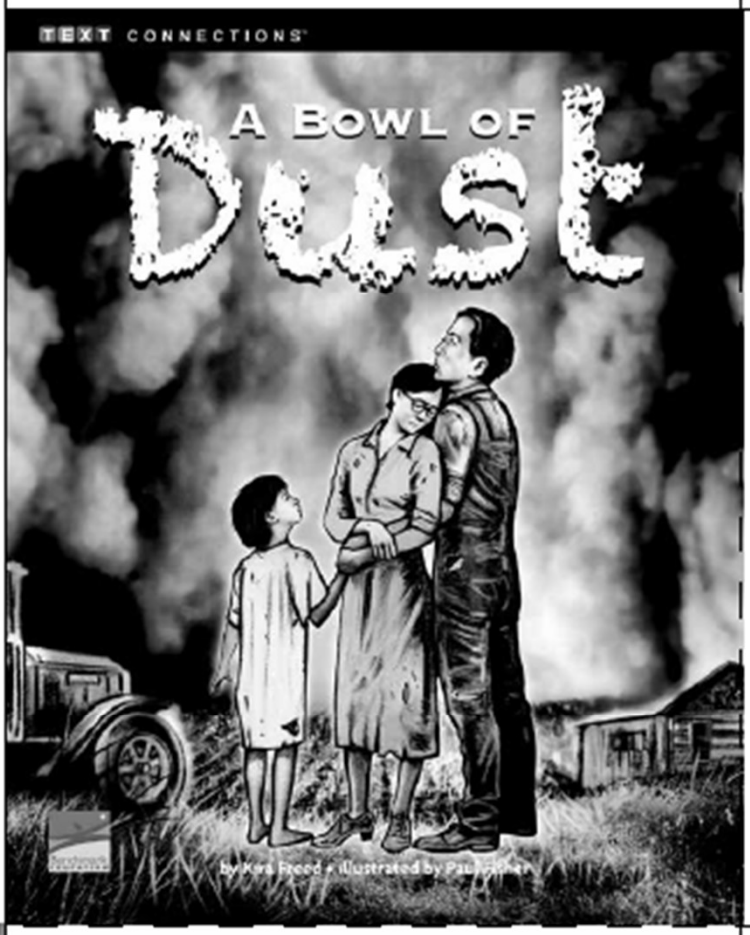


They picked fruit and felt the drip of rain on fields. But for the rest of their lives, they never forgot the taste of dust.





The family ate bread with a thin soup of onions, pepper, and salt. They sat quietly. Finally, Mary's dad said, "I can't get anything to grow here anymore. We're going to starve if we stay here much longer." Mary's mom looked down at her bowl.



"I have no idea, Mary. It's been so long. I don't know how the wheat can stay alive."



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"Oh, when is it ever going to rain?" Mary asked, again, as the door slammed behind her.

Mary's mom looked out the kitchen window at their field of dust. Her eyes were wet and red.



Mary and her family had come to Kansas four years before. They had heard it was a good place to grow wheat. They had seen pictures of golden fields kissed by the sun.





"I saw a flyer about jobs picking fruit in California," Mary's dad said.

"Maybe we won't have to eat dirt all the time anymore," Mary said.



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Mary's mom stood at the stove, cooking. "Mary, please take this damp cloth and wipe off the table. Then set the table for supper."

Mary wiped a thick layer of dirt into a bucket. The cloth was muddy, yet the table was still covered with dust. Mary opened the cupboard. "These dishes are too dirty to use."

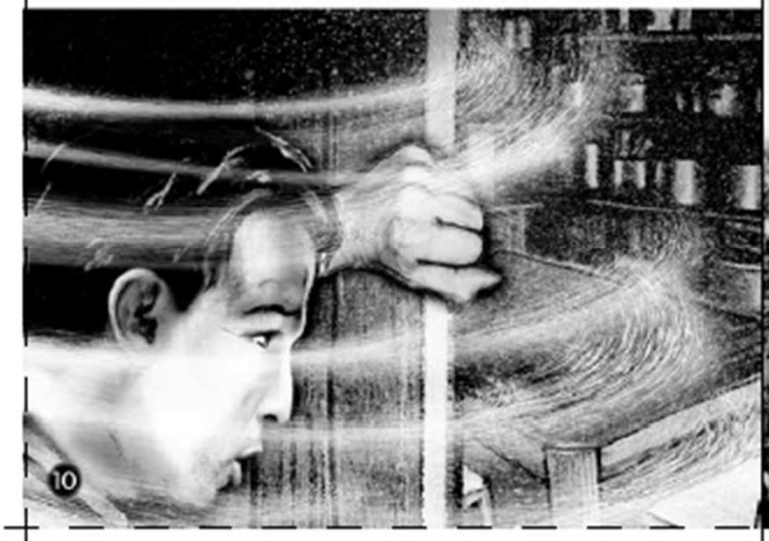
"Never mind," Mary's mom said. "It doesn't matter. There's dust in the food already."



They had been hopeful when they came. The soil was dark brown, almost black. Mary's dad said that was good. The wheat grew well for two years.

"Shut the door tight, Mary!" her mom cried. "We already have too much dust in here!"

Mary looked around her. "I thought the tape on the windows would help. But no matter what we do, the dust comes in."



These days he just went out to look at the cracked ground. He was quiet, angry, and fearful. Mary and her mom had a garden, but very little grew. That made Mary's father even sadder.



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Last year, though, the rain had grown stingy. This year was even drier. Still, Mary's dad went to the fields every day. He no longer worked from sunup to sundown growing and selling wheat.



The door swung open again as Mary's dad rushed in. More dust flew across the room. "The dust never gives us a break," he muttered.



One afternoon, Mary went outside to feed their one skinny cow. Far away, the sky looked dark. A brown cloud was coming closer, taking over the sky.



Suddenly Mary felt little knives on her skin. A strong wind blew dust into her eyes. The dust stung her face, her arms, and her legs. Mary ran inside, gasping for air.



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