



2nd Grade AMI Learning Packet

 This packet includes 5 days of tasks for:

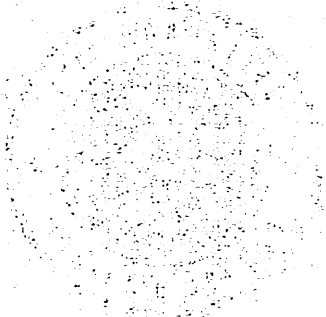
- ELA (English Language Arts) 
- Math 
- Science 

How to Use This Packet

- For each AMI day, complete one day's tasks in each subject.
- Work can be returned to school when we're back together.
- Do your best—just like in class!

 Teacher Name: _____

 Student Name: _____



1. [Illegible text]

2. [Illegible text]

3. [Illegible text]

4. [Illegible text]

5. [Illegible text]

6. [Illegible text]

7. [Illegible text]

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9. [Illegible text]

10. [Illegible text]

11. [Illegible text]

12. [Illegible text]

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14. [Illegible text]

15. [Illegible text]

16. [Illegible text]

17. [Illegible text]

The Spelling Bee

This past spring I went to see the state spelling bee.

The state spelling bee is a spelling contest that lasts two days. On Day 1, a bunch of kids sit down to take a written spelling test. On Day 2, the kids who do the best on the written test get up on a stage and spell.

One hundred ten kids took the spelling test last spring. The kids had to spell words like *chimpanzee*. The 50 who did the best on the written test went on to Day 2 of the spelling bee.

Day 2 is the part of the bee I like best. That's when the kids get up on stage and spell words out loud.

A person will say a word. Then the speller has to spell the word one letter at a time. If the speller spells the word without a mistake, they get to keep spelling. If the speller makes a mistake, a bell rings.

Ding!



Once the bell rings, that is the end. The speller is out of the bee. They must sit down in a chair and look on while the rest of the spellers stay in the bee and keep spelling.

On Day 2 of the bee I sat and looked on as the bell rang for lots of kids in the bee.

Airplane. A-e-r-p-l-a-n-e? Ding!

Graying. G-r-a-i-n-g? Ding!

Sunday. S-u-n-n-d-a-y? Ding!

The bell went on ringing all day, until there were just three spellers left.

Carlos Lopez, age 12, was one of the three. He was the runner-up at the last spelling bee. Two of the experts I spoke with said they expected him to win the bee.

Amber Hunter, age 12, was still in the game, too. She had finished in fifth place at the last bee. The experts I spoke with said she had a good chance of winning.

Gail Day, age 11, was the dark horse. When I asked the spelling experts who she was, they just shrugged.

Amber Hunter was spelling well. Then she got a hard word. She stood thinking. She spelled the word as well as she could. She waited.

Ding!

Amber Hunter was out of the bee. That left just Gail Day and Carlos Lopez.

Name _____

7

1. **Read**

115 books are on a shelf.

59 books are on a table.

How many books are there in all?

Draw**Write**

There are _____ books in all.

REMEMBER

2. Draw 326 with hundreds, tens, and ones.

100s	10s	1s

Draw 326 with hundreds and ones.

100s	10s	1s

Second Grade Science Day 1 and 2

Day 1: Properties of Matter

Directions: Sing the song and answer the questions.

<p>States of Matter Song (to the tune of <i>The Farmer in the Dell</i>)</p> <p>Solid, liquid, gas Solid, liquid, gas Three states of matter, Solid, liquid, gas.</p> <p>A solid keeps its shape Some are hard, some can break Like a table or roll of tape, A solid keeps its shape.</p> <p>A liquid's shape depends On the container that it's in, Like a cup, bottle, or metal tin, A liquid's shape depends.</p> <p>A gas you cannot see It's in the air that we breathe, Helium, Oxygen, or steam A gas you cannot see.</p>	What are the 3 states of matter?
	Find an example of a solid in your house and draw it below.
	Find an example of a liquid in your house and draw it below.
	Find an example of a gas in your house. Explain why you know it is there.

Day 2: Ecosystem Scavenger Hunt

Directions: If it is safe, go on a walk, and find as many items on the scavenger hunt list as possible. Or, mark off what you can find by looking out the windows.

5 different kinds of trees	A tree den (hole where animal might live)	Something decomposing	4 different signs of animal life
a tree that takes two people to put your arms around	a place you would like to live if you were an animal	Animal tracks (footprints)	Something outside that is yellow
Something outside that is red	Something you learned about in school	A seed	A place where an animal has dug in the ground
a place where an animal could find water	A shady spot	Something that would be considered a pest if you found it inside	A piece of trash left by humans (and then throw it away!)

Section 8 - General

1. The purpose of this section is to provide for the general administration of the Department of the Interior.

2. The Department of the Interior is organized into several divisions, each of which is headed by a Division Chief.

3. The Division Chiefs are appointed by the Secretary of the Interior.

4. The Division Chiefs are responsible for the management and control of their respective divisions.

5. The Division Chiefs are also responsible for the supervision of the personnel in their divisions.

6. The Division Chiefs are authorized to make such appointments and removals as may be necessary for the efficient operation of their divisions.

7. The Division Chiefs are also authorized to make such recommendations as may be necessary for the promotion and advancement of personnel in their divisions.

8. The Division Chiefs are also authorized to make such recommendations as may be necessary for the suspension and removal of personnel in their divisions.

9. The Division Chiefs are also authorized to make such recommendations as may be necessary for the award of medals and other decorations to personnel in their divisions.

10. The Division Chiefs are also authorized to make such recommendations as may be necessary for the award of pensions and other benefits to personnel in their divisions.

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20. The Division Chiefs are also authorized to make such recommendations as may be necessary for the award of pensions and other benefits to personnel in their divisions.

The Spelling Bee

1. What do kids do in a spelling bee?

Page _____

2. What sound do kids hear when they misspell a word?
 - A. They hear a loud *boom*.
 - B. They hear a buzzer *buzz*.
 - C. They hear a bell *ding*.

Page _____

3. How old are the spellers in the bee?

Page _____

4. Who was the runner-up in the last spelling bee?

Page _____

5. Who do you think will be the winner of the spelling bee? Why?

6. Write three words from Day 2 of the spelling bee.

Name _____**19****1. Read**

74 students are on the bus.

28 students get off the bus.

How many students are still on the bus?

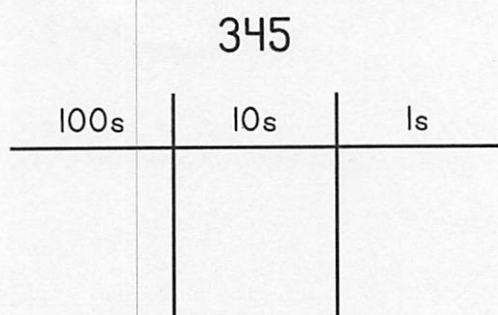
Draw**Write**

_____ students are still on the bus.

REMEMBER

2. Draw each number on the place value chart.

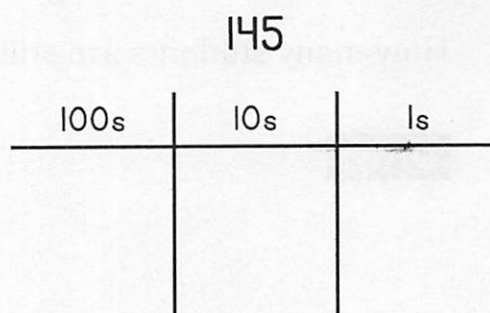
Then circle $>$, $=$, or $<$.



is greater
than
 $>$

is equal to
 $=$

is less than
 $<$



The Swimming Sisters

Kim and Val Castro are swimming sisters.

Kim is sixteen. Val is fifteen. The sisters swim for the Red River Swim Program (RRSP). Both of them are fast. In fact, they are two of the fastest swimmers in the state.

I went to see the two sisters at the pool where they swim. They were training for a big meet.

“So,” I said, “do I dare ask which of you is faster?”

Kim smiled. “I am faster in the sprints,” she said. “But Val is faster in the long races.”

“So what counts as a sprint in swimming?”

“The 50 Free is a sprint,” said Kim.

“50?” I said. “Is that 50 feet?”

“No,” said Kim, “it’s 50 yards.”

“Gosh!” I said. “50 yards? That’s a sprint? It sounds long to me! You see, I am not much of a swimmer.”

“The 50 Free is an all-out sprint,” Kim said. “It’s like the hundred yard dash in track. It’s over in a flash. The 100 Free is a sprint, too.”

“So what counts as a long race in swimming?”

“The 500 Free is a long race,” Kim groaned. “It’s too long for me. I start to get tired after 150 yards or so. But not Val! The longer the race is, the better she is.”

"The 500 Free is my best race!" said Val.

"500 yards?" I said. "What's that, a hundred laps?"

"Um, no," Val said. "In a 25-yard pool, it's up and back ten times."

I jotted notes in my notebook.

"So let's see," I said. "100 yards counts as a short race. Kim is good at the short races. 500 yards is a long race. Val is good at the long races. Is there a race that is longer than 100 yards and shorter than 500?"

"Yes, there is," said Kim. "The 200 Free."

"So which of you speedsters wins that race?" I asked.

Kim looked at Val. She had a smile on her face. It was a sister-to-sister smile, and there was something else in it. There was a sort of challenge in the look.

Val smiled back. She had the same look on her face.

I waited.

At last Kim spoke. "It's hard to say who is faster in the 200 Free. Sometimes Val wins and sometimes I win."

"I see," I said. "It sounds like the 200 Free is the race to see. When will that race take place?"

"It will be on Sunday," said Val, "the last day of the state meet."

I got out my pen and wrote: "Sunday the 25th. 200 Free. Castro versus Castro!"

Name _____

1. **Read**

There are 8 plates on the counter.

Lan puts 5 more plates on the counter.

Then Nate takes 2 plates off the counter.

How many plates are on the counter now?

Draw

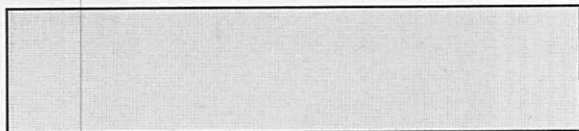
Write

REMEMBER2. **Read**

Hope makes 17 cards.

Beth makes 5 fewer cards than Hope.

How many cards does Beth make?

Draw**Write**

Beth makes _____ cards.

Second Grade Science Day 3, 4 & 5

Day 3: Engineering Challenge – Create a Cup Tower

Directions: Use disposable cups, build multiple cup towers.

- Build the **widest** tower you can build. How many cups did you use? ____ cups
- Build the **tallest** tower you can build. How many cups did you use? ____ cups
- How tall was it? _____ cups
- What do you think is the secret to cup building?

Day 4: Water Cycle in a Bag

Materials: Gallon-size plastic bag, water, blue food coloring, marker, tape, window

1. Draw a model of the water cycle on the outside of your bag.
2. Add about 2 inches of water to the bag. Add a few drops of food coloring to the water.
3. Seal the bag and make sure it is totally shut!
4. Set or tape the bag to a sunny window with tape along the top edge.
5. Watch the bag for a few days and record your observations. Did you see all parts of the water cycle?



Day 5: Ice Cube Melt Race

Directions: Give everyone in your house 5 ice cubes. See who can melt the ice cubes the fastest.

What was the winning method?

Why did this method work best?



The Swimming Sisters

1. In what sport do Kim and Val Castro excel?

- A. They excel at spelling.
- B. They excel at swimming.
- C. They excel at running.

Page _____

2. Which sister is faster in sprint races, Kim or Val?

- A. Kim is faster than Val.
- B. Val is faster than Kim.

Page _____

3. How old is Kim? _____

Page _____

4. How old is Val? _____

Page _____

5. Which sister do you think will win the 200 Free in the big meet?
Why?

Page _____

6. List six nouns used in "The Swimming Sisters."

_____	_____
_____	_____
_____	_____

FAMILY MATH

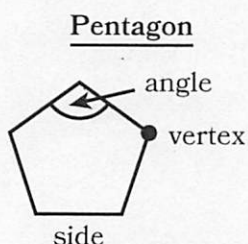
Attributes of Geometric Shapes

Dear Family,

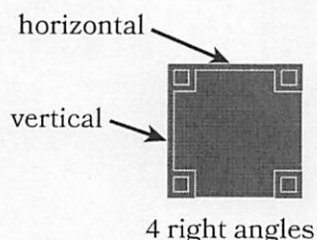
Your student is learning that geometry is the study of shapes, solids, and the parts that make them. They name two-dimensional shapes by identifying attributes, such as the number of sides or angles. They learn that polygons are closed shapes with three or more straight sides, and the number of sides equals the number of angles. Your student learns that quadrilaterals can be classified by characteristics, such as parallel sides and right angles. They build a cube and learn that it is a three-dimensional shape made up of six squares.

Key Terms

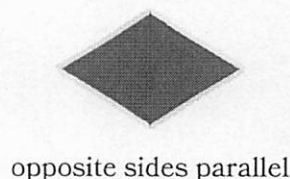
angle
right angle
vertex



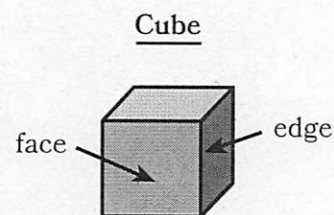
A pentagon is a polygon with five sides and angles. Two sides meet to form an angle, and the point at which they meet is called a vertex.



A right angle is an angle with square corners.



A parallelogram is a quadrilateral with opposite sides that are parallel. Squares, rectangles, trapezoids, and rhombuses are all examples of parallelograms.



A cube has 6 square faces, or flat parts. When two faces meet, they form an edge.

At-Home Activities

Guess My Polygon

Play a guessing game with your student. Draw a shape and keep it hidden from each other. Take turns asking yes or no questions to guess what shape the other person drew.

- "Does your polygon have 3 sides?"
- "Does your polygon have 4 angles?"
- "Does your polygon have 2 pairs of parallel sides?"

I See Parallel Lines and Right Angles

Explore rooms of your house to identify objects that have two pairs of parallel sides and four right angles. You may point out doorframes, windows, TVs, or books. Consider taking a walk outside with your student to find other objects with these attributes.

NAME: _____

DATE: _____

23.3

Take-Home

Write Sentences

rice

tie

silent

cider

tiger

use

unit

mule

rescue

cute

1.

2.

3.

4.

5.

Directions: Have your student read all the words in the box and use any five of the words from the box to write five sentences.

3104

2000

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FAMILY MATH

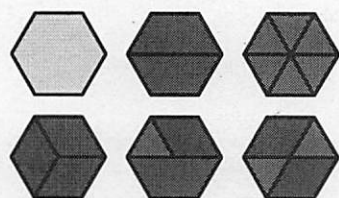
Composite Shapes and Fraction Concepts

Dear Family,

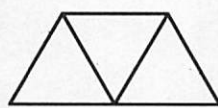
Your student is expanding their knowledge of fractions as they learn about relationships between the parts and wholes of shapes. They use pattern blocks to build shapes composed of smaller shapes, called composite shapes. They see that a whole shape can be decomposed, or broken apart, into smaller shapes. Composite shapes build your student's understanding of equal shares. Your student decomposes shapes into units of halves, thirds, and fourths and compares the size of the parts. They see that the more equal parts a shape has, the smaller the parts. This helps prepare them for work with area, fractions, and proportions in later grades.

Key Term

thirds



1 whole hexagon can be decomposed into smaller shapes.



3 triangles can be put together to compose a whole trapezoid.



1 half



1 third

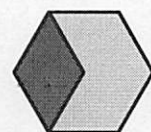
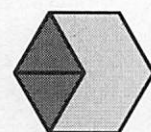


1 fourth

Halves have 2 equal shares.

Thirds have 3 equal shares.

Fourths have 4 equal shares.



It takes 3 thirds to cover 1 whole hexagon. 1 third of the hexagon can be composed with 1 rhombus or 2 triangles.

At-Home Activities

Make Equal Shares

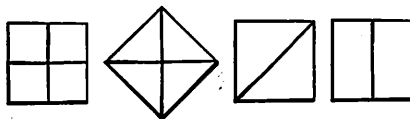
Help your student practice naming halves, thirds, and fourths by slicing food items such as sandwiches, pizza, or brownies. Slice the item into 2, 3, or 4 equal pieces. Discuss whether the pieces are equal and what to name each piece (1 half, 1 third, or 1 fourth), and ask how many pieces are in the whole. Encourage your student to use fraction language to describe the relationship between the parts and the whole (2 halves make 1 whole, 3 thirds make 1 whole, or 4 fourths make 1 whole). As an alternative to food items, modeling clay can be used for this activity.

Make Smaller Shapes

Experiment with different ways to decompose shapes with your student. Start with a piece of paper in the shape of a rectangle or square. Have your student draw lines to split the shape

into smaller shapes. Or using a larger surface, such as the top of a table or sidewalk, mark lines with tape or sidewalk chalk. Name the smaller shapes. Then start again and ask your student to decompose the shape a different way.

- “1 whole square can be decomposed into 4 smaller squares, 4 triangles, 2 triangles, or 2 rectangles.”



- “1 whole rectangle can be decomposed into 4 squares, 4 triangles, or 2 smaller rectangles.”

