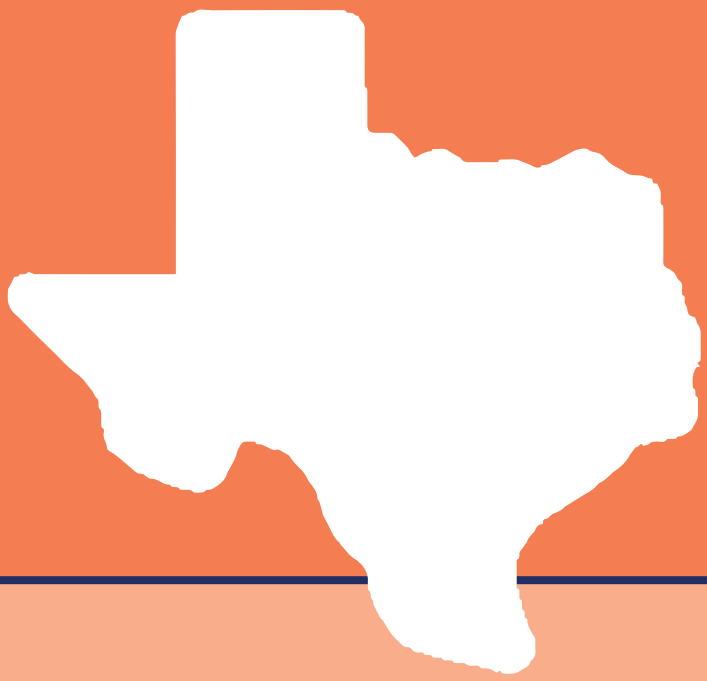
Bluebonnet Learning
K–5 Reading Language Arts

ENGLISH

CYCLES OF NATURE:
CLOUDS TO RAINDROPS



GRADE 2 UNIT 5 | ACTIVITY BOOK

EDITION 1

Grade 2 | Unit 5

Cycles of Nature: Clouds to Raindrops

Activity Book

Acknowledgement:

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice: These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

If you have further product questions or to report an error, please email **openeducationresources@tea.texas.gov.**

Unit 5
Cycles of Nature: Clouds to Raindrops
Activity Book

This Activity Book contains activity pages that accompany many of the lessons from the Teacher Guide for Unit 5. The activity pages are organized and numbered according to the lesson number and the order in which they are used within the lesson. For example, if there are two activity pages for Lesson 4, the first will be numbered 4.1 and the second 4.2. The activity pages in this book do not always include written instructions for students because the instructions would have words that are not decodable. Teachers will explain these activity pages to the students orally, using the instructions in the Teacher Guide. The Activity Book is a student component, which means each student should have an Activity Book.

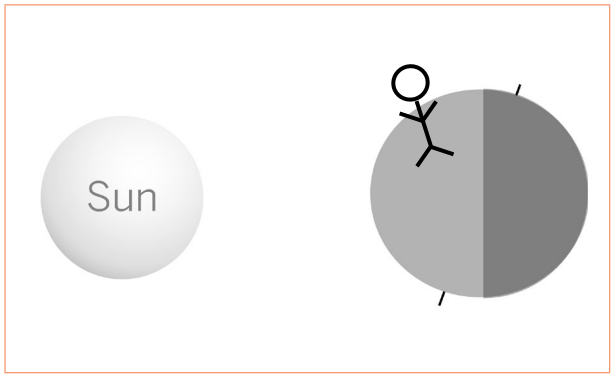
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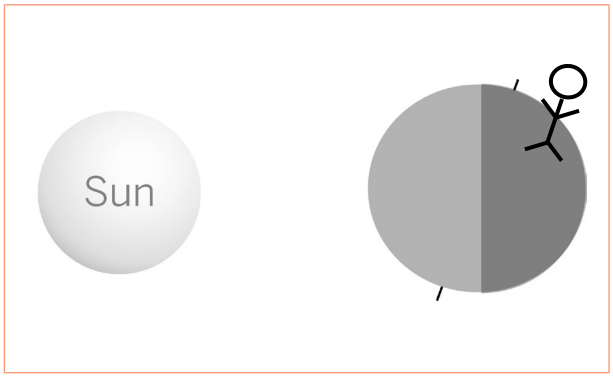
Directions: Listen to your teacher's instructions and circle the correct answer.

1. When it is daytime for me, my town is facing

Toward the Sun

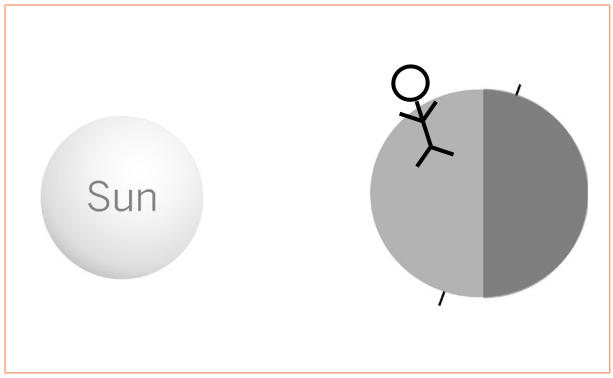


Away from the Sun

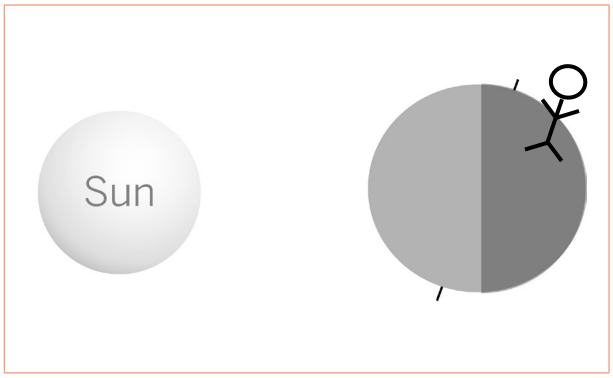


2. When it is nighttime for me, my town is facing

Toward the Sun



Away from the Sun



NAME: _____

DATE: _____

Dear Family Member,

During the next several days, your student will learn about cycles and explore some of the different types of cycles that occur in nature. Your student will be introduced to the reasons why we have daytime and nighttime and the four seasons on planet Earth, and to the different seasonal changes that affect the life cycles of plants and trees. Below are some suggestions for activities that you may do at home to reinforce what your student is learning about cycles of nature.

1. Personal Connections

Share with your student your favorite season and the different experiences from your own childhood connected with seasonal changes. Emphasize the changes observed in plants and animals. Ask your student what favorite memories they have of a particular season shared with you and your family.

2. Draw and Write

Have your student draw and/or write what they have learned about seasonal cycles and the life cycles of plants. Ask questions to help your student use the vocabulary learned at school.

3. Words to Use

Below is a list of some of the words that your student will be learning about and using. Try to use these words as they come up in everyday speech with your student.

- *revolve*—It takes one year for Earth to revolve around the sun.
- *hibernation*—Some animals have longer periods of winter hibernation than others.
- *cycles*—Planet Earth has many cycles, such as day and night, the seasons, and life cycles of plants and animals.

4. Read Aloud Each Day

Set aside time to read aloud to your student every day. The local library has many books on cycles of nature.

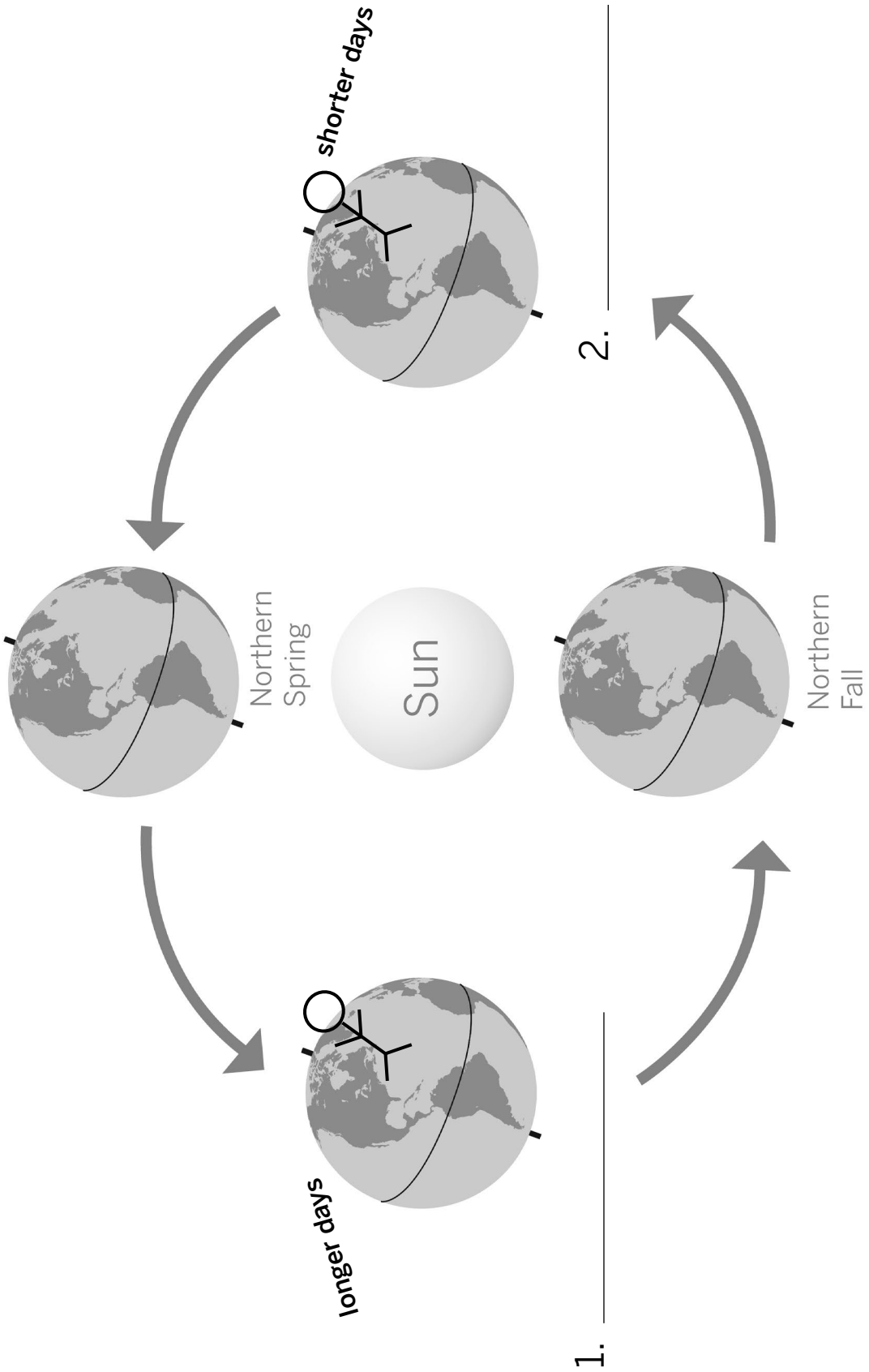
Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

NAME: _____

DATE: _____

2.1 **Activity Page**

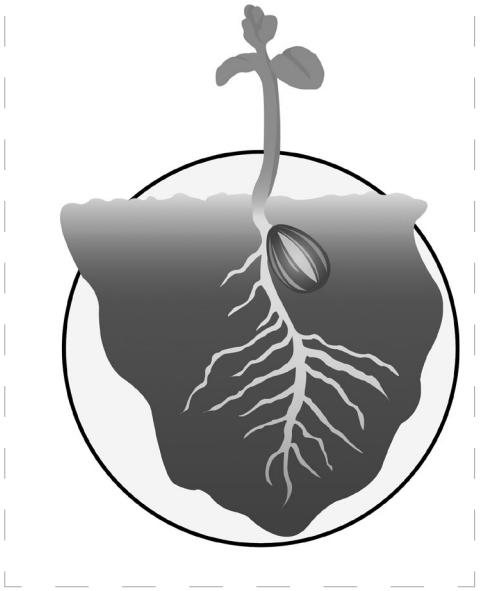
Directions: Listen to your teacher's instructions and identify winter and summer in the diagram.

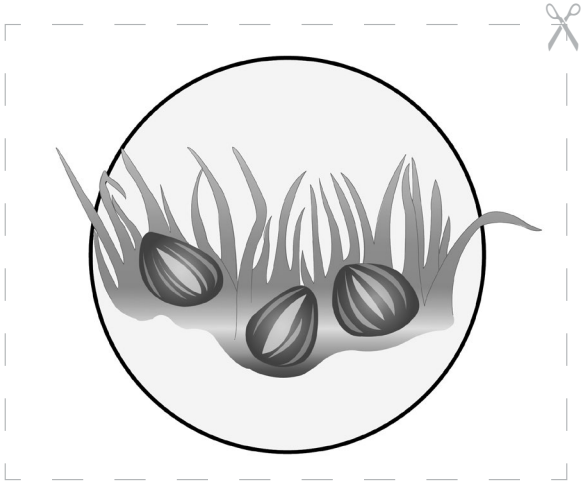


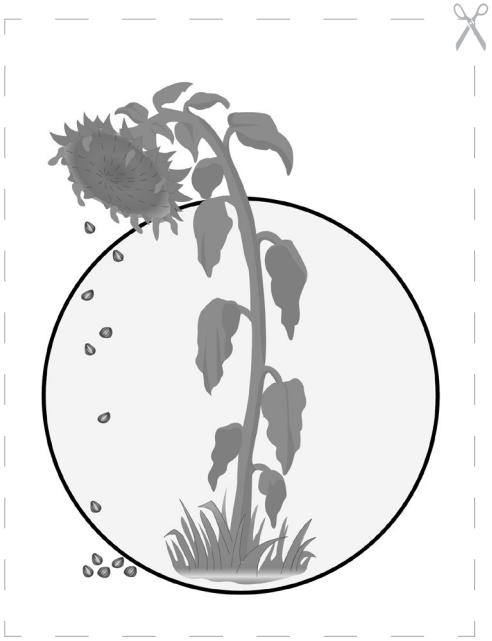
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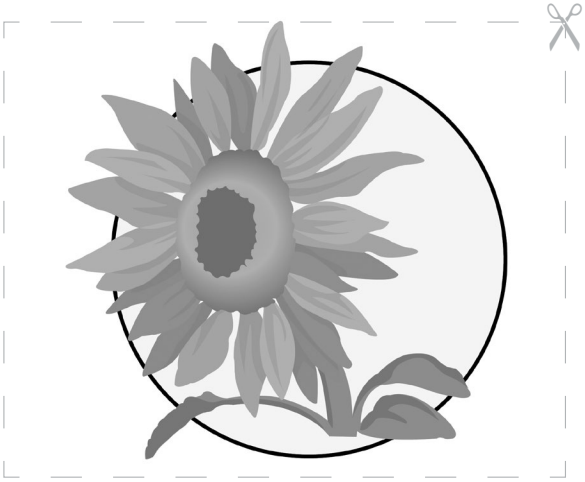
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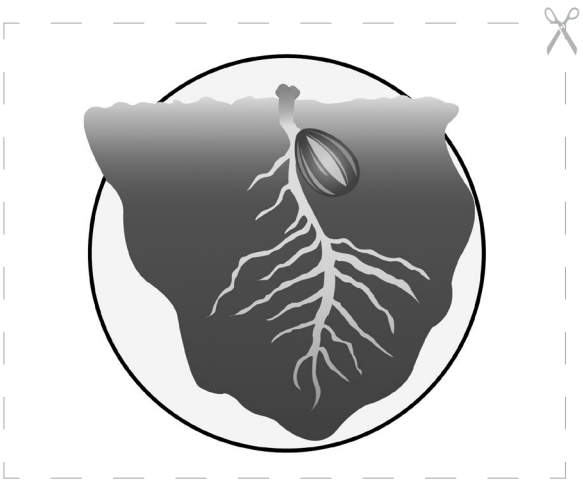
Directions: Cut out the pictures of the plant at various stages. Sequence the pictures, starting with the beginning of the plant life cycle. Then, glue or tape the pictures in the correct order onto a separate sheet of paper.











NAME: _____

DATE: _____

Directions: Pretend you are a tree. Complete the following statements from a tree's point of view.

I have many parts like _____

_____

_____

_____

When I am young _____

_____

_____

_____

_____

When I get a little bit older _____

_____

_____

_____

_____

When I am mature _____

_____

_____

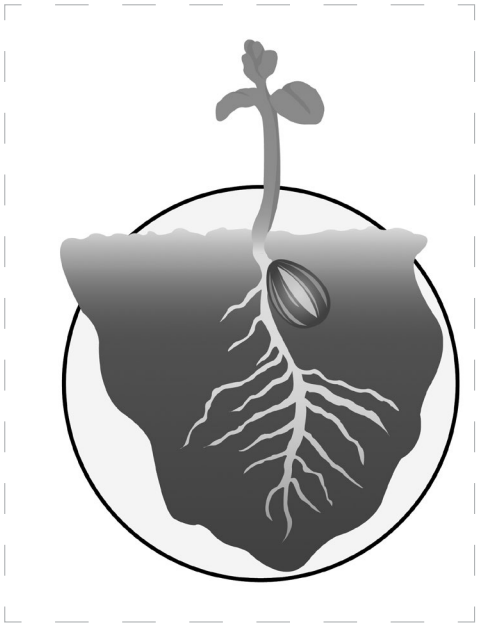
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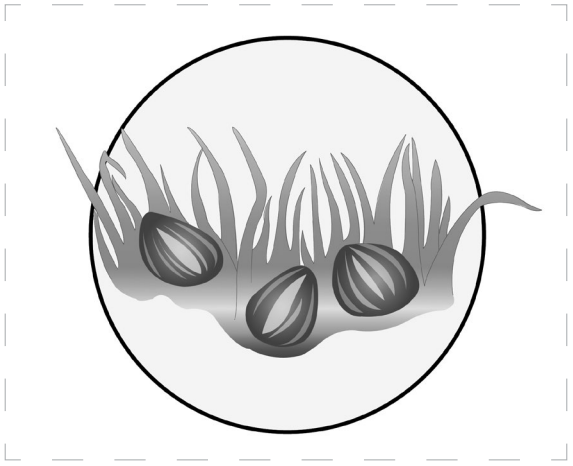
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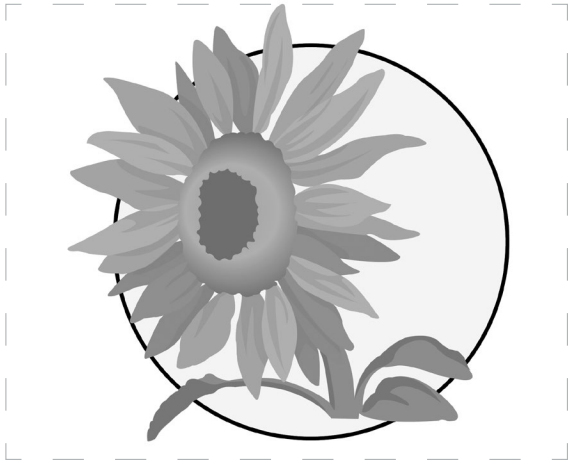
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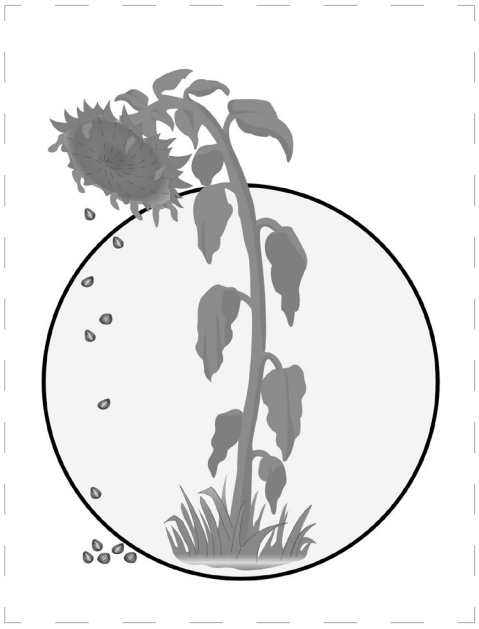
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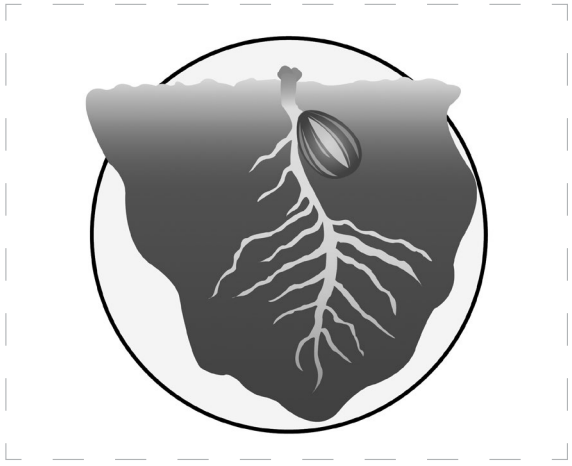
Directions: Cut out the pictures of the plant at various stages. Sequence the pictures, starting with the seed. Then, glue or tape the pictures in the correct order onto a separate sheet of paper. Write sentences describing the life cycle of a sunflower on the back of the paper.











NAME: _____

DATE: _____

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Be sure to let your student know how much you enjoy hearing about what they have been learning at school.

NAME: _____

DATE: _____

7.1 **Activity Page**

Directions: Write one complete sentence in the first rectangle to introduce your paragraph. Write one complete sentence in the next four rectangles to explain the stages of the life cycle of a frog. Write one complete sentence in the last rectangle to conclude, or finish, your paragraph.

Introductory Sentence:

First . . .

Next . . .

Then . . .

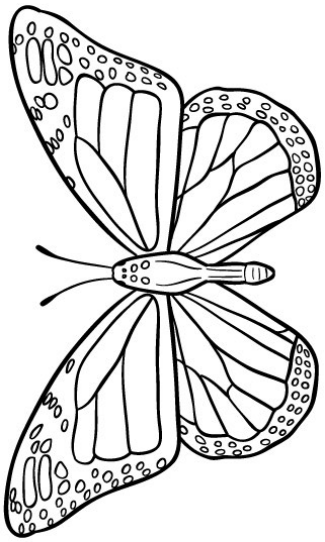
Finally . . .

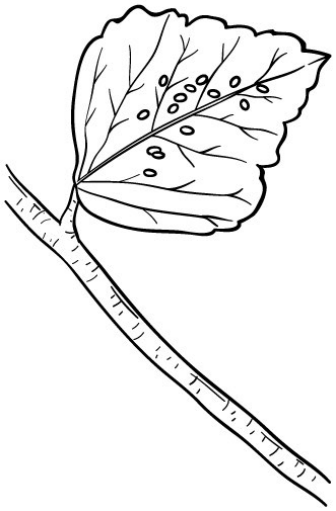
Concluding Sentence:

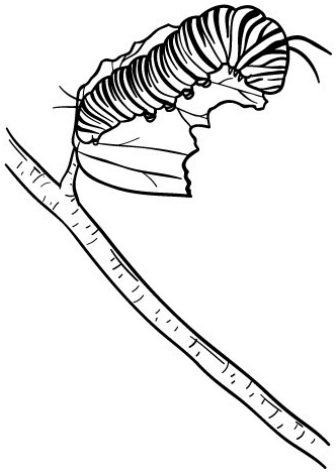
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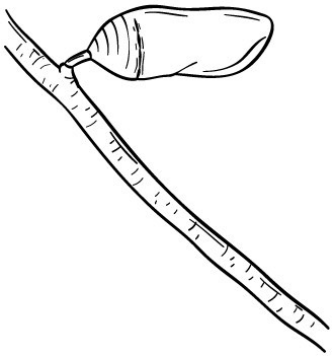
DATE: _____

Directions: Color and cut out the pictures showing the different stages of metamorphosis for a monarch butterfly, and then sequence them in the correct order. Glue or tape the pictures onto drawing paper. Work with a partner to retell the stages of metamorphosis.









NAME: _____

DATE: _____

UA.1

Assessment

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Directions: Listen to your teacher's instructions.

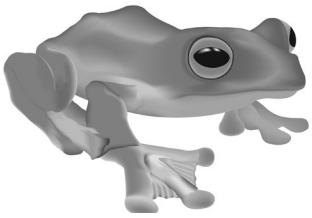
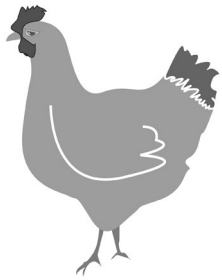
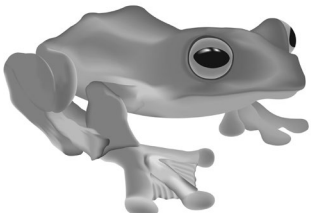
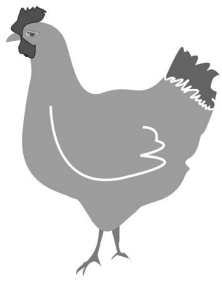
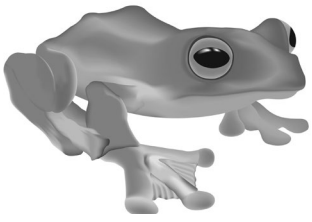
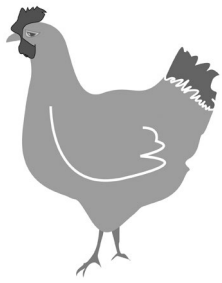
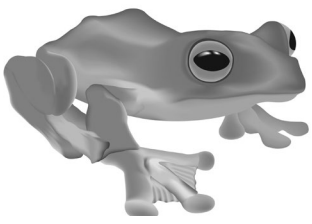
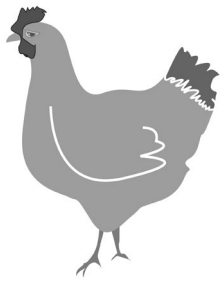
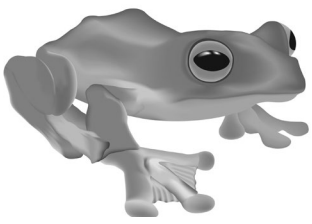
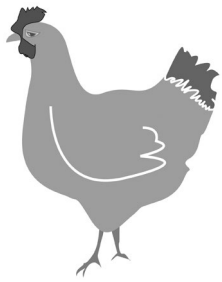
Unit 5

11.		
12.		
13.		
14.		
15.		

NAME: _____

DATE: _____

Directions: Listen to the sentence read by the teacher. Circle the animal whose life cycle is being described.

1.			
2.			
3.			
4.			
5.			

NAME: _____

DATE: _____

UA.3 **Assessment**

Title: _____

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_____

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K–5 Reading Language Arts

ENGLISH

CYCLES OF NATURE:
CLOUDS TO RAINDROPS
GRADE 2 UNIT 5 | ACTIVITY BOOK

EDITION 1

