










Grade 2 Week 6 Reading and Writing Practice

Directions: ✓ Check off each task as you go.

Learning Target: Reading and writing words ending with suffixes -able and -ible. Knowing these spellings will help us continue to be better readers.

| | |
|---|---|
|  | Read the sight words to a someone (family, friend, neighbor) |
|  | Write the sight words 3 times each and use each in a sentence. |
|  | Find the sight words in the story and <u>circle</u> them. |
|  | Read the word list to someone |
|  | Find the words that fit the spelling pattern and put a <u>square</u> around them. |
|  | Read the story to yourself |
|  | Read the story to someone |
|  | Tell the gist of the story to someone |
|  | Write a summary of the story |

*If you finish you can go through the process again. Read, read, read.

Sight Words

| | | | |
|----------|-----------|----------|--------|
| although | available | birthday | when |
| they | other | begin | bought |
| ready | probably | once | people |

Word List (suffixes/endings -able and -ible)

| | | | |
|-----------|------------|-------------|------------|
| usable | vegetable | possible | horrible |
| doable | available | terrible | enjoyable |
| breakable | flexible | comfortable | incredible |
| visible | dependable | possible | edible |

Story Summary

Compost

Did you know that old food can be usable in a garden?

Compost is a mixture of garden scraps and kitchen vegetable scraps. When the scraps rot, they can be used in your garden to help vegetables and other plants grow.

It is possible to make your own compost. To do this, you must first make a compost pile.

The pile is made up of layers, sort of like a birthday cake. To make the layers, begin with scraps. Sprinkle the scraps with plant food (plant food can be bought at the store), and then soil. Repeat until there are a few layers.

After a few weeks, use a shovel to mix up the pile. This will help the scraps to decay faster. You'll know it's ready when it becomes crumbly.

It will probably start to smell bad, too. Some people say it smells horrible, but some people do not mind it as much

Although making your own compost is doable, it can take months for it to be ready. If you want to save time, compost is available to buy, too.

Once it is ready, or once you have bought the compost, spread it through the soil in your garden. The rotting scraps may smell terrible, but they will help your plants and vegetables grow!

What is compost?

What are the steps in making your own compost?

How else can you get compost?

How Bats Help Out



Bats

Have you ever seen a bat before? Bats are the only mammals that can fly. They are nocturnal animals. That means they are awake at night. They do their hunting and feeding after the sun has gone down.

Different kinds of bats eat different things. Some of them eat mostly insects. Others eat mostly fruit. And some eat pollen, nectar, and other parts of flowering plants. All of these kinds of bats are very important. Why?

Bats that eat insects help keep the number of bugs under control. Some of them eat mosquitoes, the nasty pests that feast on blood and spread disease. Because they eat so many bugs, they are great for farming. They eat the bugs that would otherwise eat farmers' crops!

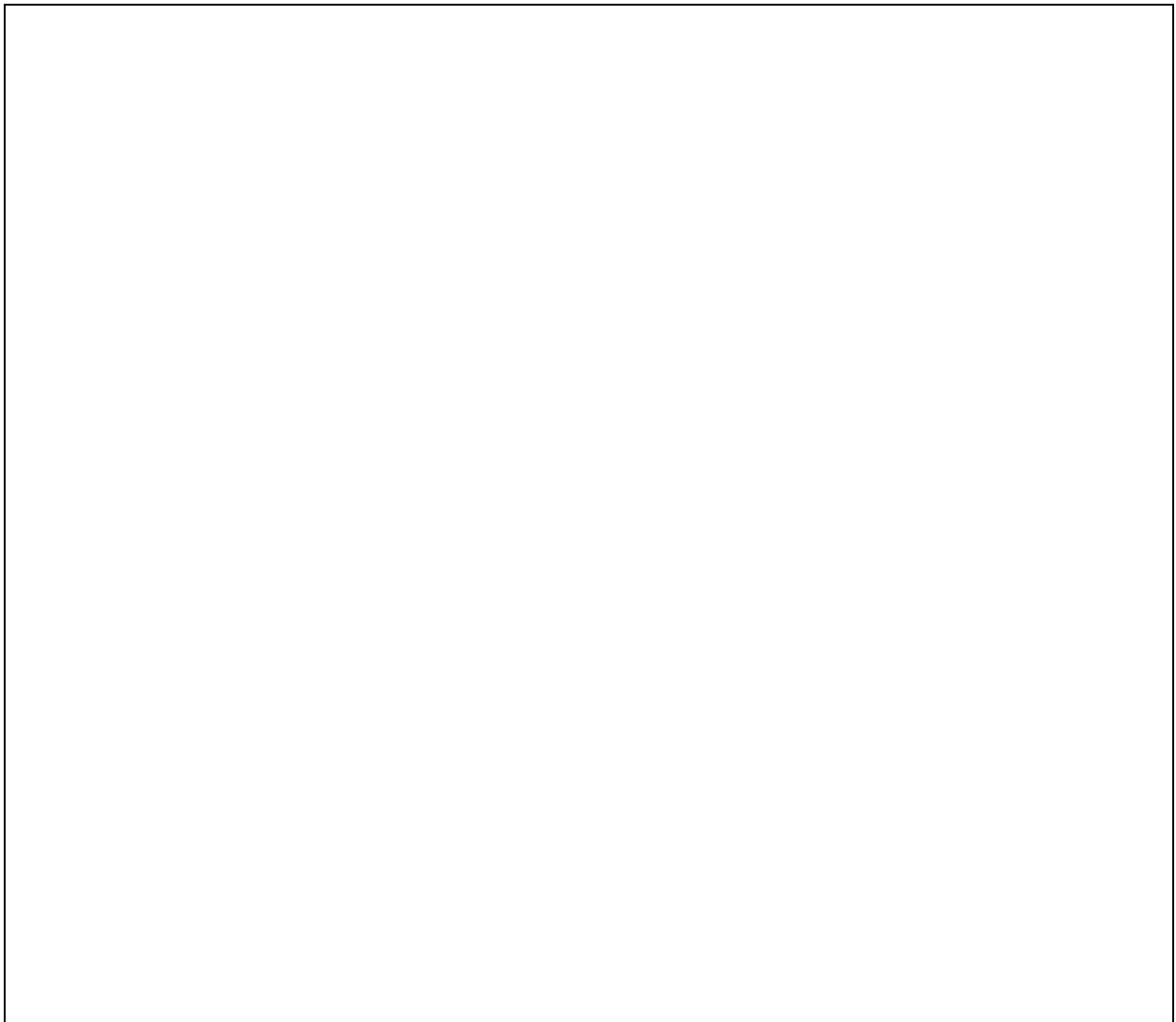
Bats that eat fruit can help spread seeds. Inside a fruit are the seeds of the tree or plant that grew the fruit. When a bat eats the fruit, it does not digest the seed. Instead, the seed leaves the bat as part of its waste. This can happen far away from the tree or plant where the bat first found the fruit. There, a new tree or plant can grow!

Bats that eat different parts of flowering plants are helpful pollinators. As they go from flower to flower, they move the plant's pollen to different flowers. This makes it possible for the plants to grow new seeds! More than 500 different kinds of plants need bats to pollinate their flowers. They include some kinds of cocoa, bananas, and mangos.

So if you see a bat, remember how much they help out!

1. What is the main topic of this text?
2. What key ideas and details in each paragraph helped me determine this?
3. What details would I include when telling someone what this text is about?
4. How do the illustrations, the text features, and the words *work together* to help me understand the main topic?
5. Share your new learning with someone.

Create a poster to inform people about why bats are important. Be sure to include a drawing and facts. When you are finished, share your poster.

A large, empty rectangular box with a thin black border, intended for students to create a poster about bats. The box is currently blank.

Say all the sounds in the word- "bat," you say, /b/ /a/ /t/

| | | | | | | |
|----------------|---|---|--|---|---|---|
| Day 1 |  |  |  |  |  |  |
| Day 2 |  |  |  |  |  |  |
| Day 3 |  |  |  |  |  |  |
| Day 4 |  |  |  |  |  |  |
| Day 5 |  |  |  |  |  |  |
| Extra Practice |  |  |  |  |  |  |



Social Studies - 2

This year in second grade students have been learning about Choices and Consequences. In these at home learning opportunities you can continue this exploration. Some information may be review and some may be new. Feel free to use any resources you have (such as the internet or books) to explore the topics more each week. Each week will connect to the last as much as possible.

Directions: Read the story below about Cesar Chavez with your student. Each week will provide an additional story about a change maker. The discussion prompts at the end will be similar each week.

Cesar Chavez



Cesar Chavez was born in Arizona in 1927. His parents were farmers. When he was ten years old, his family moved to California to become migrant farmworkers. Migrant farmworkers work on someone else's farm, picking the ripe fruits and vegetables. Then they move on. They migrate, or move, from farm to farm.

At each farm, Cesar's family would live in a small, crowded home. As soon as the crops were picked, the family migrated to the next farm. Cesar's family moved around so much that, as a child, he went to more than thirty different elementary schools. When he finished the eighth grade, Cesar left school to work on farms full time.

A few years later, Cesar joined the U.S. Navy. He was a soldier in World War II. After the war, he returned to California and worked on farms.

But Cesar wanted to make life better for migrant farmworkers.



Cesar became a leader. He knew that migrant workers worked very hard for very little pay. He also knew they had very few rights. So, Cesar began to meet with farmworkers and farm owners about better pay and working conditions.

When the farm owners refused to listen, Cesar and his friend, Dolores Huerta, led a strike. The strike meant that, as a protest, the farmworkers stopped working in the fields. They led protest marches too! The farm owners still would not listen. And so, as time went by, the fruits and vegetables rotted in the fields. The workers became scared. While they were on strike, they couldn't earn the money they needed to support their families.

Cesar kept their courage up. He decided to ask other Americans for help. Cesar asked people all across the country to boycott, or stop buying, crops such as grapes that were grown on the farms where migrant workers worked. He told people about how hard life was for migrant workers.

Many Americans listened to Cesar and stopped buying grapes and other things to show the farm owners they agreed with the workers on strike.

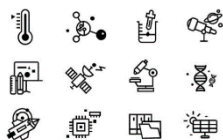


The strike went on for a long time. Then Cesar decided to go a hunger strike—he did not eat for twenty-five days!

This got the attention of the whole country. People learned about the farmworkers' problems. Finally, after five years, the farm owners agreed to pay the farmworkers more money and to make their jobs and houses better. Cesar ended his hunger strike by sharing bread with Senator Robert F. Kennedy. He had succeeded!

Discussion Questions: Talk about the answers to the questions below and then answer them on a separate sheet of paper.

1. What challenges did Cesar Chavez face?
2. What cause was most important to Cesar Chavez?
3. How did Cesar Chavez change history?



SCIENCE-2

Make a Beetle-Craft

Materials:

- Beetle image or beetle toy model or observe a live beetle
- Paper
- Scissors
- Glue or tape
- Paint, markers, colors, pens colored pencils etc.
- Optional: String, toothpicks, twist ties, wire, etc.
- Optional: Stapler

Activity: Let's make a three-dimensional beetle.

There are hundreds of thousands of different kinds of beetles in the world. Some of these are featured in children's books or can be found when out in nature.

Find a beetle to model in three dimensions, following these steps.


- a. Cut two identical general shapes of the beetle from large sheets of paper.
- b. Staple most of the way around the two shapes.
- c. Glue on items to be legs, head, antennae, and so forth.
- d. Color the beetle.
- e. Stuff it with crumpled paper between the two identical shapes and staple it shut.
- f. Display the beetle in your home.

Extra: Make an insect collage.




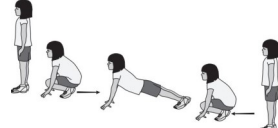



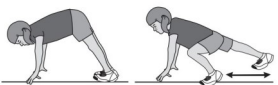


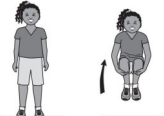



Collect magazines with pictures of insects (children's science magazines, such as Ladybug, Spider, National Geographic World, or gardening magazines may be good resources). Cut out image and glue or tape them to fill a sheet of paper to create an insect collage representing a variety of insects.

Physical Education

Warm-Up: Flexibility (Stretching). Hold each stretch for 20-30 seconds. Make sure you stretch both sides!

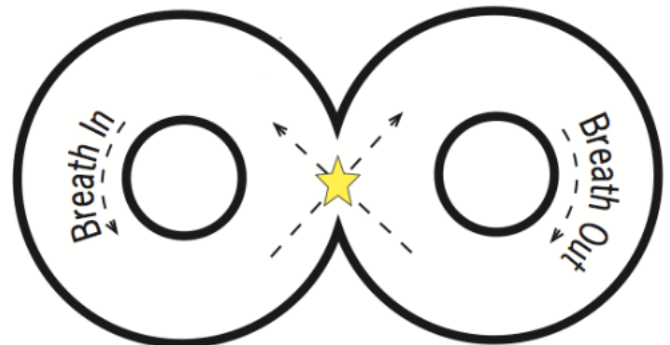
| | | | | |
|--|--|---|--|--|
| <p>ARM CIRCLES Make tiny circles using your shoulders. Move forward and back.</p>  | <p>HAMSTRINGS STRETCH Keeping one knee straight, bend the other so your foot touches the straight knee. Reach toward your toes. Hold. Repeat to the other side.</p>  | <p>HIP-FLEXOR STRETCH While in a deep lunge, pull your back hip toward the floor. Keep forward foot ahead of knee. Hold. Repeat to other side.</p>  | <p>QUADRICEPS STRETCH With your R hand grab your L ankle behind you. Keep your L knee pointing down and pull your ankle gently in toward your backside. Hold. Repeat to the other side.</p>  | <p>PECTORAL STRETCH Grab your hands behind you and lean forward. Gently pull your hands upward. Hold.</p>  |
|--|--|---|--|--|

Coin Flip Fitness: Toss a coin in the air. Do the exercise for heads or tails depending on what your coin lands on. Pick how many repetitions you complete by looking at the levels on the right of the chart.

| Flip # |  heads |  tails | |
|--------|--|---|---------|
| 1 | <p>SKIER</p>  | <p>BURPEE</p>  | Level 1 |
| 2 | <p>PUSHUPS REGULAR Keep your back flat, bend elbows 90° and return to start.</p>  | <p>BEAR WALK</p>  | Level 2 |
| 3 | <p>REVERSE LUNGES Lunge backward then return to start. Keep your front foot slightly ahead of front knee.</p>  | <p>MOUNTAIN CLIMBERS</p>  | Level 3 |
| 4 | <p>SQUATS Keep your feet wider than your shoulders. Bend your knees as though sitting in a chair. Then return to start.</p>  | <p>JUMPING JACKS</p>  | Level 4 |
| 5 | <p>JUMP JACKS</p>  | <p>PLANK Hold your body in plank position. Choose the level that you can hold for at least 30 seconds.</p> <p>PLANK</p>  <p>SIDE PLANK</p>  <p>KNEE PLANK</p>  | 30 |

Cool-Down: Lazy 8 Breathing

After exercise, you can slow your breathing back to normal. Start with your finger on the star and start tracing the 8 by following the arrow. Take a deep breath in and then out as your finger moves around the circle. Continue until your breathing is back to normal.



Reflection—Did you enjoy doing these activities? What did you like about them or what did you dislike?






Favorite Enjoyed Okay Disliked

Task: Using the Creative Process, design a color wheel using only objects that you can find around your household or outside.

| Creative Process | Examples |
|--|----------|
| <ol style="list-style-type: none"> 1. Imagine – use your imagination to brainstorm ideas by asking questions, having conversations, and recording ideas. 2. Experiment – Arrange your ideas in a sketch or series of sketches. 3. Create – Assemble your plan into a final arrangement and complete work of art. 4. Reflect & Refine – Think about the process from idea to product. What would you do differently next time? What went well? | |
| <p style="text-align: center;">Discussion</p> <p>With someone in your household, reflect upon your experience engaging the Creative Process and making your own original household colorwheel.</p> <ul style="list-style-type: none"> • How did brainstorming and planning out your idea help with your success? • What aspects of your artwork do you like? Why? • What aspects of your artwork would you change if you made a second color wheel? Why? | |

| Color Wheel Colors | | |
|--|---|--|
| Primary | Secondary | Tertiary |
| <ol style="list-style-type: none"> 1. Red 2. Yellow 3. Blue | <ol style="list-style-type: none"> 1. Green 2. Purple/Violet 3. Orange | <ol style="list-style-type: none"> 1. Yellow-Green 2. Yellow-Orange 3. Red-Orange 4. Red-Violet 5. Blue-Violet 6. Blue-Green |

Optional

Connect with us! Share/talk about your design online and tag #dmepsdistanceart. Also, take a picture of your household color wheel challenge and share it on social media using the tag #colorwheel

2nd Grade Math Resources

- 1) **Count:** Practice counting forward and backwards.

Count from 50 to 100 by ones. Count back from 100 to 50 by ones.

Count forward from 50 to 100 by tens. Count back from 100 to 50 by tens.

- 2) **Place Value 3- digit numbers:** Draw a quick picture using base 10 blocks. Write how many hundreds, tens and ones. Then write the number in expanded form.

Ex: 265  $200 + 60 + 5 = 265$

236

324

460

- 3) **Money:** Find the total value of each group of coins



Draw three dimes, 1 nickel, and 2 pennies.

Draw 1 quarter and 3 nickels.

Jackson has 4 pennies and 3 dimes. How much money does Jackson have?

- 4) **Time:** Write the time shown on the clock.



_____ : _____

5) **Guess My Number:**

What number has the same value as 30 tens? _____

What number has the same value as 10 tens? _____

6) **Story Problems:**

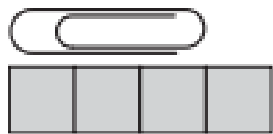
Steven has 3 rows of toys. There are 4 toys in each row. How many toys are there?

Ella read 16 pages of her book on Monday and 26 pages on Tuesday. There are 64 pages in the book. How many more pages are left for Ella to read?



7) **Measurement:**

Each unit cube is about 1 centimeter long. What is the length of the paper clip?



About _____ centimeters

The rope is about 8 centimeters long. Circle the best estimate for the length of the paper clip.

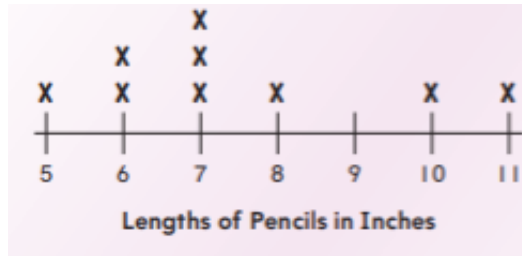


2 centimeters

4 centimeters

8 centimeters

8) **Measurement Data:** A line plot is a way to show data. On this line plot, each X stands for the length of one pencil in inches. Use the line plot to answer the questions below.



How many pencils are just 6 inches long? _____

How many different pencils are shown on the line plot? _____

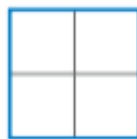
9) **Tally chart:** Use the tally chart to answer the questions below.

| Favorite Color | |
|----------------|-------|
| Color | Tally |
| blue | |
| green | |
| red | |
| yellow | |

Which color did the fewest children choose? _____

10) **Fraction Concepts:** Write how many equal parts there are in each whole.







Draw to show equal parts



