Grade 2 Week 7 Reading and Writing Practice

Directions: ✓ Check off each task as you go.

Learning Target: Reading and writing words with spelling patterns au and aw (as /aw/). Knowing these spellings will help us continue to be better readers.

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

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

Sight Words

<table>
<thead>
<tr>
<th>although</th>
<th>available</th>
<th>throughout</th>
<th>indoor</th>
</tr>
</thead>
<tbody>
<tr>
<td>about</td>
<td>through</td>
<td>know</td>
<td>which</td>
</tr>
<tr>
<td>sure</td>
<td>would</td>
<td>decide</td>
<td>said</td>
</tr>
</tbody>
</table>

Word List (spelling patterns au and aw (as /aw/))

<table>
<thead>
<tr>
<th>drawing</th>
<th>because</th>
<th>caution</th>
<th>hawk</th>
</tr>
</thead>
<tbody>
<tr>
<td>luck</td>
<td>each</td>
<td>park</td>
<td>itch</td>
</tr>
<tr>
<td>magic</td>
<td>bridge</td>
<td>candle</td>
<td>pocket</td>
</tr>
<tr>
<td>march</td>
<td>scratch</td>
<td>edge</td>
<td>outrage</td>
</tr>
</tbody>
</table>

Story Summary

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
Dad walked into the kitchen. He saw Sam scribbling on some paper. “What are you drawing, Sam?” asked Dad. “A sun chart,” Sam replied.

We’ve been learning about gardens at school. I know it’s impossible for us to have a garden because we don’t have a yard. So I’m planning an indoor garden,” Sam explained.

“Plants need sun to grow. So I made this chart to keep track of when the sun shines through each window throughout the day. That way, I’ll know the best place to put the garden.” Sam showed Dad the chart.

“It looks like the kitchen will be the best spot. It gets sunshine in the morning and afternoon. And it faces south, which means it gets bright sunlight,” said Dad.

Sam and Dad went to the local garden center to buy some plants, plant food, a watering can, and potting soil. They chose a lavender plant with little purple flowers and a spider plant with long, thin leaves.

As soon as they got home, Sam carefully put the plants on the table next to the kitchen window. He filled the watering can and sprinkled them with water. He made sure they were sitting at the right angle so they would get plenty of sunshine.

“Maybe we can grow some vegetables next! And a sunflower!” And…” Dad stopped Sam. “Let’s see how we do with just two. Then we’ll decide if we can handle anymore plants in our wonderful little apartment garden,” said Dad with a smile.

Where did Sam decide to put the garden?

Why do you think Sam’s dad only wanted to start with growing two plants?
Monarch Butterflies

Have you ever seen a butterfly with orange, white, and black markings? That may have been a monarch butterfly! Monarch butterflies are beautiful. They are also important.

Monarch butterflies often can be found near flowers. They feed on the nectar those flowers make. While they go from flower to flower eating nectar, they also pollinate the flowers. Because of this, those flowers can grow new seeds. Then those seeds can grow into new plants! So monarch butterflies are important pollinators.

Many monarch butterflies live in the United States and Canada. But they make a very special trip in the winter. The butterflies that are born late in the summer travel to Mexico and Southern California. That trip can be up to 3,000 miles long! That’s a far way to go for an insect. The butterflies make this trip to get away from the cold weather. They go to the same forests every year. Some scientists say that up to a billion butterflies go to the mountain forests of Mexico each year!
The number of monarch butterflies has gone down a lot over the past twenty years. Problems in their environment can make it hard for them to survive. For example, there has been a loss of milkweed plants. Those are the plants that monarch butterflies lay eggs on. Cities and farms have gotten rid of a lot of milkweed. Hot, dry weather has hurt milkweed, too. All of this hurts the monarch butterflies.

The forests of Mexico where butterflies go for the winter have also been shrinking. People have cut down parts of the forest. Changing weather has hurt the forest as well. This puts the butterflies at risk.

******************************************************************************

Thing about, write about, or talk about the answers to the questions below.

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.

Sketch a monarch butterfly. Write about ways you can help protect monarch butterflies. They are very important.
<table>
<thead>
<tr>
<th>Day 1</th>
<th>6</th>
<th>Fox</th>
<th>Ball</th>
<th>Cup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 2</td>
<td>Fork</td>
<td>Gate</td>
<td>Van</td>
<td>Lamp</td>
</tr>
<tr>
<td>Day 3</td>
<td>Elevator</td>
<td>Queen</td>
<td>Bear</td>
<td>Vase</td>
</tr>
<tr>
<td>Day 4</td>
<td>Watch</td>
<td>Girl</td>
<td>Clap</td>
<td>Baseball</td>
</tr>
<tr>
<td>Day 5</td>
<td>Tree</td>
<td>Sun</td>
<td>Rose</td>
<td>Rug</td>
</tr>
<tr>
<td>Extra Practice</td>
<td>Candy</td>
<td>Fan</td>
<td>Bat</td>
<td>Tent</td>
</tr>
</tbody>
</table>
Directions: Write a story about a change maker from history. Use Main Idea and Supporting Details in the organizer below.

What’s the Main Idea?

Describe the main idea of the story. Ask yourself: “What is this story mostly about?” and give examples to support your answer.

Main Idea:

Who is this change maker?

Supporting Detail #1

What challenges did they face?

Supporting Detail #2

What cause was most important to them?

Supporting Detail #3

How did they change history?

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.
2nd Grade Math Resources

1) **Skip Counting:**
   Skip count aloud by 10s from 0 to 500.

2) **Count each sequence:**
   Start at 110. Count by 10s to 210.
   
   Start at 315. Count by 5s to 350.

3) **Expanded Form:** write each 3-digit number in expanded form using the value for each digit.
   Ex: 122  $100 + 20 + 2 = 122$

   215

   327

   194

4) **Farmer Task:** One of the farmers pens has a high fence around it. He can see 32 legs under the fence. How many ducks and sheep could be in the pen?

   What is a different number of sheep and ducks the farmer may see?
5) **Picture Graph:** Use the picture graph to answer the questions below.

![Picture Graph]

Key: Each ☺ stands for 1 child.

How many children choose a season that was not winter? ____

How many children choose spring and summer? ______

How many more children chose spring than fall? _______

6) **Place Value:** Name the place value of the digit 1 in each number.

| 318 | 691 | 15 | 129 | 301 |

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

How many dimes have the same value as $1.00?

_____ Dimes

Draw two ways to show 25 cents. You can use dimes, nickels, and pennies.
8) **Estimate Lengths:**

The pencil is about 12 centimeters long. Circle the best estimate for the length of the yarn.

![Pencil and yarn image]

1 centimeter  5 centimeters  11 centimeters

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td>reading</td>
<td>♦♦♦ 1</td>
</tr>
<tr>
<td>math</td>
<td>♦♦♦♦</td>
</tr>
<tr>
<td>science</td>
<td>♦♦♦♦</td>
</tr>
</tbody>
</table>

How many students chose science as their favorite subject? ______

Did more students choose math or science as their favorite subject? ______

How many more? _______

10) **Fraction Concepts:** Circle the shapes that show 3 equal parts.

![Shapes image]
**Where’s the Pollen?**

Inserts such as bees and butterflies are very important to plants. These small but mighty animals move pollen to begin the seed making in a plant. Seeds are the beginning of most of our food sources. We need insects and pollen so we can live.

**Investigation**

**Where can we find pollen near our home?**

1. Find a black sock or a black piece of felt or cloth. Go with your guardian on a nature walk, looking for flowers. First observe each flowering plant to make sure there are not any bees near you.

2. If it is safe, gently press the flower onto the black cloth and observe. Try hard not to damage the flower. Do you see any dust like specks on the sock? This is likely pollen?

3. Discuss or write what color is it?

4. Some things to look for and tell your guardian:
   - Are there any insects or other animals visiting the flowers?
   - If so, could you tell what they were doing?
   - What color is the pollen? Does all pollen look the same?

Try to visit as many flowers as you have time to see.

**Follow up activities:**

- Watch what happens to those flowers you found pollen on. How do they change as time moves on?
- Continue to keep an eye out for insects in, around, or near your home. They are everywhere.
- If you are able, view the streaming video called “What is Pollination” at https://youtu.be/SiFaN2xQg5g.
- Keep a tally for how many different insects your family sees. Instead of tally marks you
**Task:** In this week’s lesson you will design and create a character using found materials.

<table>
<thead>
<tr>
<th>Made by Joey Russo (2nd Grade)</th>
<th>Made by Camilla Coleman (2nd Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image of character made by Joey Russo" /></td>
<td><img src="image2.png" alt="Image of character made by Camilla Coleman" /></td>
</tr>
</tbody>
</table>

Look at the images above. What do you think is going on in the pictures? What materials are they made of?

**RECYCLED MATERIALS SCULPTURE DESIGN PROCESS:**

1. **Collect Materials:** Walk around your household or outside and start collecting interesting objects that could be recycled or reused in your sculpture.
2. **Imagine:** What is the name of your character? Does she or he have any powers or special abilities?
3. **Experiment:** Try drawing your character before you put it together. Experiment with how you might use different materials for different parts of your character.
4. **Create:** Gather your materials and create your character. Think about how you will attach all the different pieces together.
5. **Refine & Reflect:** Share your creation and reflect on the questions at the bottom of the page with someone in your household.

**MATERIAL OPTIONS:** cardboard, paper towel tubes, pop bottles or water bottles, tape, glue, buttons, string, cups, recycled jars or tubs, or anything else that is interesting to you! If you have a “junk drawer” in your house, this is a great place to start your search!

**REFLECTION QUESTIONS:**

- What did you create?
- What problem does your machine solve?
- What do you like about your artwork?
- What would you change about your machine?
Physical Education

**Weight Transfer** This week we are going to practice transferring our body weight from one part to another for movement. Your challenge is to create an obstacle course. Find a starting line and complete these weight transfer movements, and combine them with the balances you learned last week to your finish line.

**Animal Walks**
- Seal Walk
- Bear Walk
- Crab Walk
- Inchworm
- Donkey Kick

**Gymnastics Moves**
- Cartwheel
- Forward Roll
- Backward Roll
- Log Roll
- Seat Walk
- Inchworm
- Donkey Kick

**Create an Obstacle Course**

**Balance**

**Weight Transfer**

**Reflection:** Which weight transfer skills were you the best at and which ones were more challenging? Why do you think being able to transfer your weight with balance is important?

What was fun about making your own obstacle course? What was challenging?

**Mindfulness** means paying full attention to something. It means slowing down to really notice what you’re doing. Being *mindful* is the opposite of rushing or multitasking. When you’re *mindful*, you’re taking your time. You’re focusing in a relaxed, easy way.

Use *Square Breathing* as one strategy to focus on your breathing and be more mindful throughout your day.

**Square Breathing**

Start at the bottom right of the square, and follow the arrows around the whole square to complete one deep breath.