

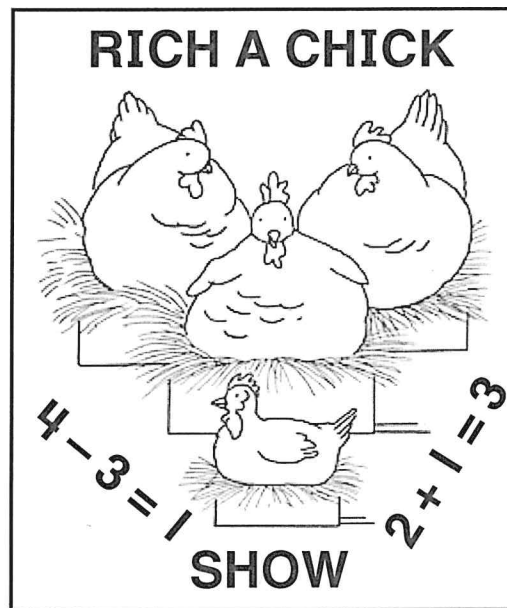
GARDEN GROVE UNIFIED SCHOOL DISTRICT  
Office of Elementary Education  
Department of K-6 Instruction

# **GRADE 2**

## **AT HOME LEARNING**

### **MARCH 2020**

Name \_\_\_\_\_



### Rich a Chick

Seth likes to watch Rich a chick.

Rich is an odd chick. He lives on a lake with lots of fish. He likes to play ball and pitch. Rich a Chick loves to do math.

“Math is not bad,” says Rich. “I can do it for a whole day!”

Rich sees lots of sad chicks on a ranch. He must save these chicks. He cut a chain. He let the chicks go. They ran in a flash.

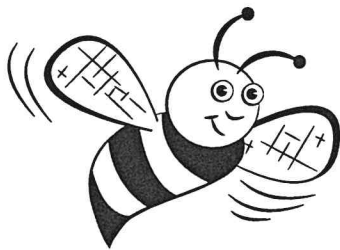
### ★ACTIVITY★

Write more about  
Rich a Chick.



Name \_\_\_\_\_

**Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**



**Review Words**

**High-Frequency Words**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

1. chop
2. catch
3. shape
4. trash
5. phone
6. that
7. sting
8. thin
9. bring
10. while
11. place
12. badge
13. seven
14. isn't
15. early

Name \_\_\_\_\_

chop	catch	shape	trash	phone
that	sting	thin	bring	while

### A. Word Sort

Look at the spelling words in the box. Fill in the blanks below with spelling words that match each consonant digraph.

*sh*

*ch*

*wh*

*tch*

1. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_  
2. \_\_\_\_\_

*th*

*ng*

*ph*

6. \_\_\_\_\_ 8. \_\_\_\_\_ 10. \_\_\_\_\_  
7. \_\_\_\_\_ 9. \_\_\_\_\_

### B. Find the Pattern

Read each group of words. Circle the word that does not fit the pattern.

11. shape, chop, trash                      12. phone, thin, that  
13. sting, bring, while                      14. thin, catch, that  
15. trash, shape, sting

Name \_\_\_\_\_

adult

alive

covered

fur

giant

groom

mammal

offspring

**Choose the word that makes sense in each blank. Then write the word on the line.**

1. A baby chick is \_\_\_\_\_ with soft feathers.
2. Some \_\_\_\_\_ look a lot like their parents.
3. Whales are \_\_\_\_\_ sea animals.
4. A cat will \_\_\_\_\_ itself to stay clean.
5. A horse is a \_\_\_\_\_ because it feeds its babies milk.
6. A fox's \_\_\_\_\_ coat helps to keep it warm.
7. Some baby animals need to be cared for by an \_\_\_\_\_.
8. Animals need food and water to stay \_\_\_\_\_.

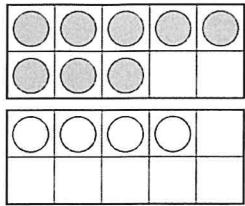
Name \_\_\_\_\_

Reteaching

**2-6**

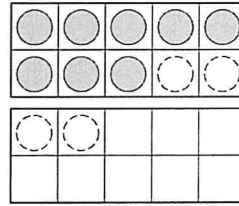
# Making 10 to Add

This shows  $8 + 4$ .



Show  $10 + 2$ .

Move 2 counters to make 10.



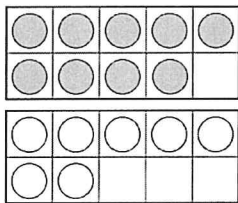
$8 + 4$  is the same as  $10 + 2$ .

$$8 + 4 = \underline{12}$$

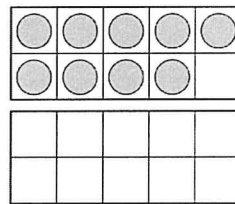
$$10 + 2 = \underline{12}$$

Make 10 to help you add.

1. Find  $9 + 7$ .



Move 1 counter to make 10.

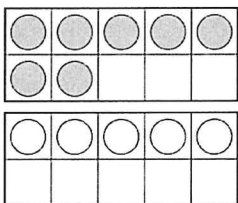


$9 + 7$  is the same as  $10 + 6$ .

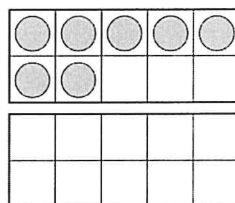
$$\underline{9} + \underline{7} = \underline{16}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

2. Find  $7 + 5$ .



Move 3 counters to make 10.



$7 + 5$  is the same as  $10 + 2$ .

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Name \_\_\_\_\_

Practice

**2-6**

## Making 10 to Add

Make 10 to add.

Use counters and your workmat.

1. 
$$\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 7 \\ + 9 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 2 \\ + 9 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 0 \\ + 8 \\ \hline \end{array}$$

9.  $5 + 8 = \underline{\hspace{2cm}}$

10.  $7 + 7 = \underline{\hspace{2cm}}$

11. Jay has 6 yellow blocks.  
He has 8 green blocks.  
How many blocks does  
Jay have in all?

(A) 13  
(B) 14  
(C) 15  
(D) 16

12. Tia has 9 blue pens.  
She has 4 red pens.  
How many pens does  
Tia have in all?

(A) 15  
(B) 14  
(C) 13  
(D) 12

13. **Writing in Math** Use counters. Tell how to make 10 when  
adding  $8 + 5$ .

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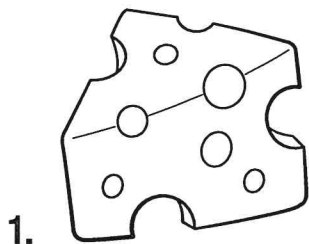
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Name \_\_\_\_\_

A **consonant digraph** is two consonants together that stand for only one sound.

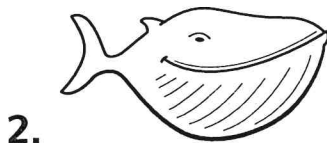
**A. Say each picture name. Read the words and circle the word with the same beginning sound. Write the word.**



chop

sting

\_\_\_\_\_



pitch

while

\_\_\_\_\_

A **suffix** is a word part added to the end of a word to make a new word.

- The suffix **-ful** means "full of."
- The suffix **-less** means "without."

**B. Read each word. Write its meaning.**

3. helpless \_\_\_\_\_

4. careful \_\_\_\_\_

5. thankful \_\_\_\_\_

6. useless \_\_\_\_\_

Name \_\_\_\_\_

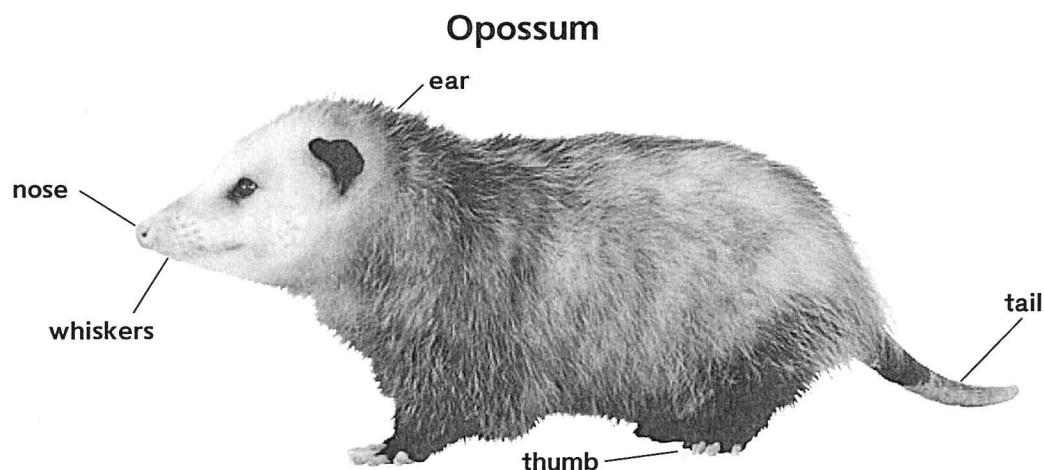
**Read the passage. Use the reread strategy to make sure you understand the information.**

## Opossums

12 An adult opossum is about the size of a big cat. When  
22 the mother gives birth, she may have seven or more  
babies. She has a pouch like a kangaroo.

30 Each baby opossum is the size of a honeybee. At  
40 first, they stay inside the mother's pouch. After about  
49 two months, the babies leave the mother's pouch. They  
58 are still small. The mother can carry the babies on her  
69 back. The baby opossums grow quickly. Soon the young  
78 animals are on their own.

Name \_\_\_\_\_



83 An adult opossum has long gray fur on its body.  
93 Its face is white. It has black ears. The opossum has  
104 a pointed snout with a pink nose. Its tail and feet are  
116 pink, too. It has a mouth full of fifty sharp teeth.

127 An opossum has a very useful tail. This tail is almost  
138 a foot long with very little hair. An opossum can use  
149 this tail to grab onto things. Its tail helps it hold onto  
161 tree branches. On each hind foot, an opossum has a  
171 thumb. These thumbs help it grab onto things, too.

180 These animals are known for “playing possum.”  
187 When rattled by a predator, they lie still and don’t move  
198 at all until the threat goes away.



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What is the main topic of the passage?

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2. What is a key detail about an adult opossum?

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3. What is a key detail about a baby opossum?

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**B. Work with a partner. Read the passage aloud. Pay attention to pronunciation. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

**Read the selection. Complete the Main Topic and Key Details chart.**

Main Topic		
Detail	Detail	Detail

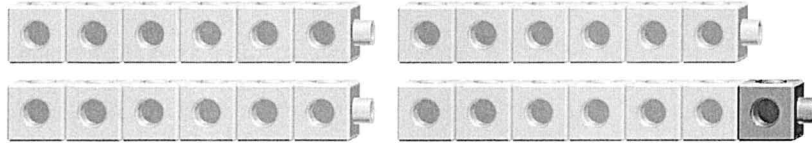
Name \_\_\_\_\_

Reteaching

**2-3**

# Near Doubles

You can use a doubles fact to solve a near doubles fact.



To solve a near doubles fact, add 1 more to the doubles fact.

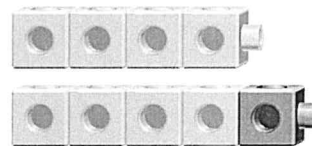
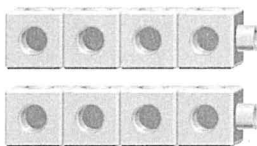
$$6 + 6 = \underline{12}$$

$$6 + 7 = \underline{13}$$

**Doubles Fact**

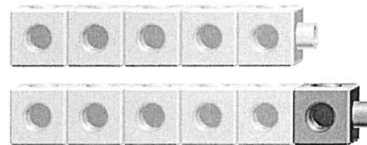
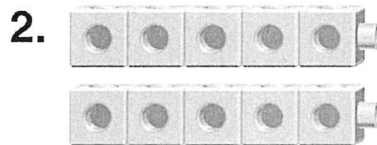
**Near Doubles Fact**

1. Write and solve the doubles facts and the near doubles facts.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

3. **Journal** Draw pictures of cubes to show the facts. Then solve.

$$7 + 7 = \underline{\quad}$$

**Doubles Fact**

$$7 + 8 = \underline{\quad}$$

**Near Doubles Fact**

Name \_\_\_\_\_

Practice

**2-3**

## Near Doubles

Add. Use the doubles facts to help you.

1. 
$$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$$
 
$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

8

2. 
$$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$$
 
$$\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$$

3.  $8 + 8 = \underline{\quad}$        $8 + 9 = \underline{\quad}$

4. Solve.

Terry's doll house has 7 windows on the first floor and 8 windows on the second floor.

Which number sentence shows how many windows in all?

- (A)  $7 + 1 = 8$
- (B)  $7 + 7 = 14$
- (C)  $7 + 8 = 15$
- (D)  $8 + 8 = 16$

5. **Spatial Thinking** Draw a picture to show the story. Then write an addition sentence for the story.

Jane has 5 books.  
Fred has 6 books.

How many books in all?

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad}$  books

Name \_\_\_\_\_

chop	catch	shape	trash	phone
that	sting	thin	bring	while

## A. Word Sort

Look at the spelling words in the box. Fill in the blanks below with spelling words that match each consonant digraph.

*ng*

*tch*

*ph*

*wh*

1. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_  
2. \_\_\_\_\_

*sh*

*th*

*ch*

6. \_\_\_\_\_ 8. \_\_\_\_\_ 10. \_\_\_\_\_  
7. \_\_\_\_\_ 9. \_\_\_\_\_

## B. Compare Words

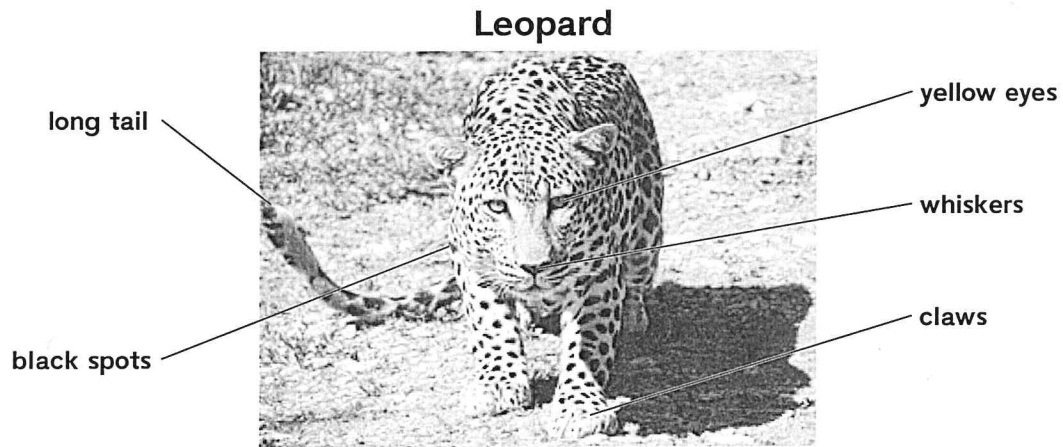
Draw a line through the letter that does not belong. Write the correct word on the line.

- |                  |                  |
|------------------|------------------|
| 11. catsch _____ | 16. whiyle _____ |
| 12. trassh _____ | 17. briing _____ |
| 13. pphone _____ | 18. thhin _____  |
| 14. stinge _____ | 19. schape _____ |
| 15. thaat _____  | 20. tchop _____  |

Name \_\_\_\_\_

## Leopards and Their Cubs

Leopard cubs are born with their eyes closed. Their fur is longer and thicker than their parents' fur. It is grayer, too. The cubs' spots are not easy to see.



**Answer the questions about the text.**

1. How do you know this is an expository text?

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2. What information can you learn from looking at the diagram?

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3. What information can you learn by reading the labels?

---

Name \_\_\_\_\_

- A **plural noun** names more than one person, place, or thing.
- Most nouns add **-s** or **-es** to make their plural form.
- Some nouns change their spelling to make their plural form.

foot → feet

child → children

woman → women

tooth → teeth

man → men

mouse → mice

**A. Complete each sentence with the nouns in ( ). Write the nouns in their plural forms.**

1. Three \_\_\_\_\_ took a hike in the woods. (child)
2. Two \_\_\_\_\_ led the hike. (woman)
3. Ten \_\_\_\_\_ were in the group. (man)
4. The hike hurt their \_\_\_\_\_. (foot)
5. They found two baby \_\_\_\_\_! (mouse)

**B. Write a sentence using the plural form of the noun in ( ).**

6. (tooth)

\_\_\_\_\_

7. (child)

\_\_\_\_\_

Name \_\_\_\_\_

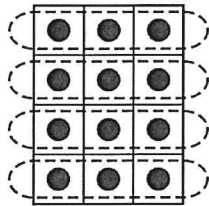
Reteaching

**4-2**

## Building Arrays

A collection of objects arranged in equal rows and columns is an **array**. You can use an **array** to show equal groups.

### Array



Circle each row. Count the number of rows.

There are 4 rows.

Count the number of dots in each row.

There are 3 dots in each row.

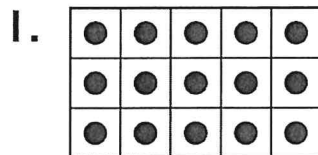
Write the addition sentence.

$$\underline{3} + \underline{3} + \underline{3} + \underline{3} = \underline{12}$$

Circle each row. Count the number of rows.

Count the number of dots in each row.

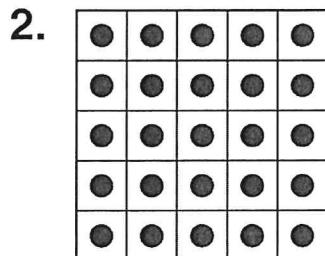
Write the addition sentence.



There are \_\_\_\_\_ rows.

There are \_\_\_\_\_ dots in each row.

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



There are \_\_\_\_\_ rows.

There are \_\_\_\_\_ dots in each row.

$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



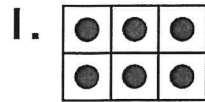
Name \_\_\_\_\_

Practice

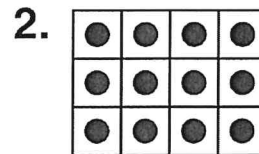
**4-2**

# Building Arrays

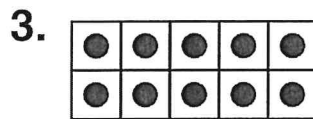
Write the addition sentence.



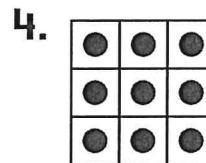
$$\underline{3} + \underline{3} = \underline{6}$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$



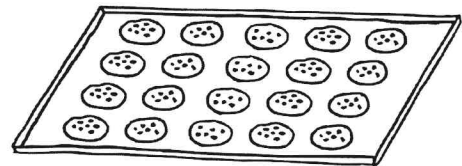
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

5. Mrs. Rose takes cookies out of the oven.  
They are in 4 rows and 5 columns.

Which addition sentence  
shows how many cookies in all?



$4 + 5 = 9$

(A)

$4 + 4 + 4 = 12$

(B)

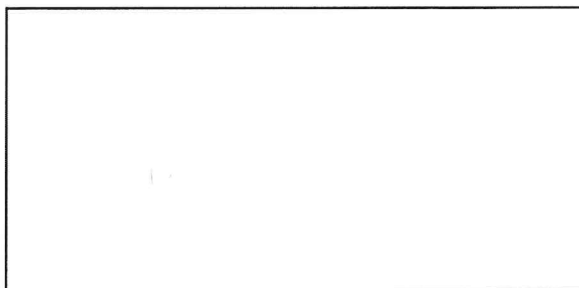
$5 + 5 + 5 + 5 = 20$

(C)

$5 + 5 + 5 + 5 + 5 = 25$

(D)

6. **Spatial Thinking** Draw an array with 2 rows and 4 columns. Then write a number sentence for your array.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Name \_\_\_\_\_

chop

catch

shape

trash

phone

that

sting

thin

bring

while

## Sentences to Complete

Write a spelling word on the line to complete each sentence.

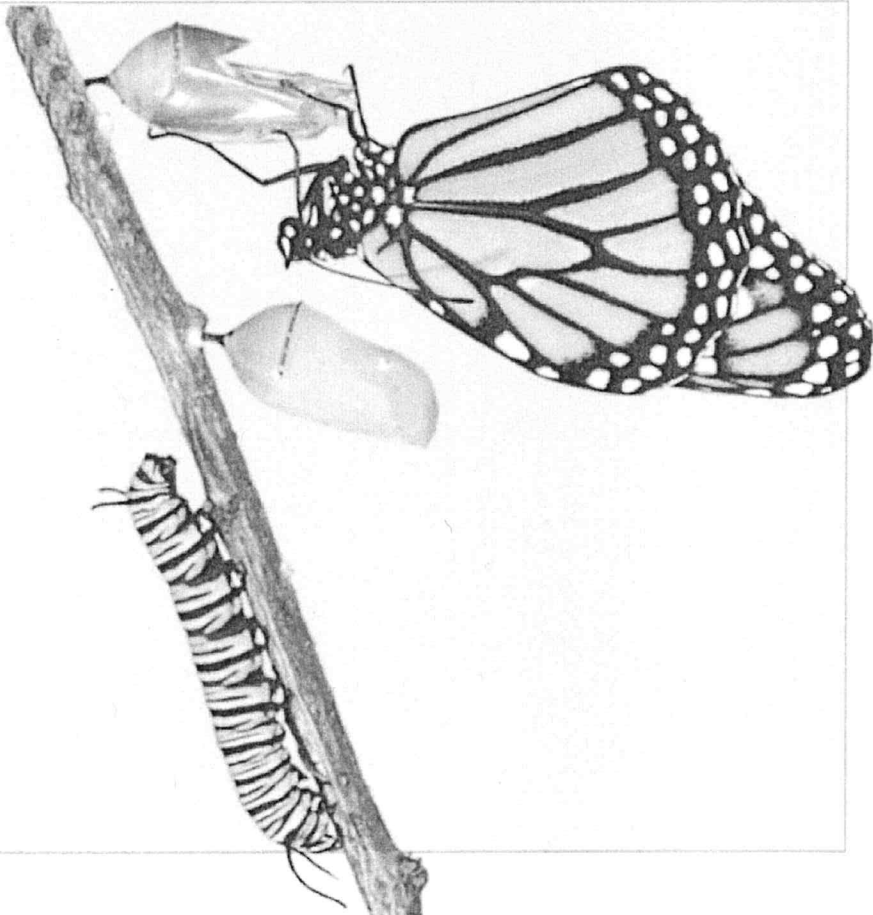
1. Sam can draw a round \_\_\_\_\_.
2. Will you call me on your \_\_\_\_\_?
3. Who will pick up the \_\_\_\_\_?
4. Is paper thick or \_\_\_\_\_?
5. Dad uses a knife to \_\_\_\_\_ fruit.
6. Kate will \_\_\_\_\_ cake to the party.
7. Did you \_\_\_\_\_ the dish that fell?
8. Is \_\_\_\_\_ a good book to read?
9. Mom likes to hum \_\_\_\_\_ she works.
10. Do wasps \_\_\_\_\_?



## From Caterpillar to Butterfly



A butterfly is not a mammal. It does not have live babies or feed milk to its young.  
A butterfly is an insect. It lays eggs.



Reread and use the prompts to take notes in the text.

How do butterflies produce offspring?  
Circle the answer.

How is a butterfly different from a bear?  
Underline the clue.



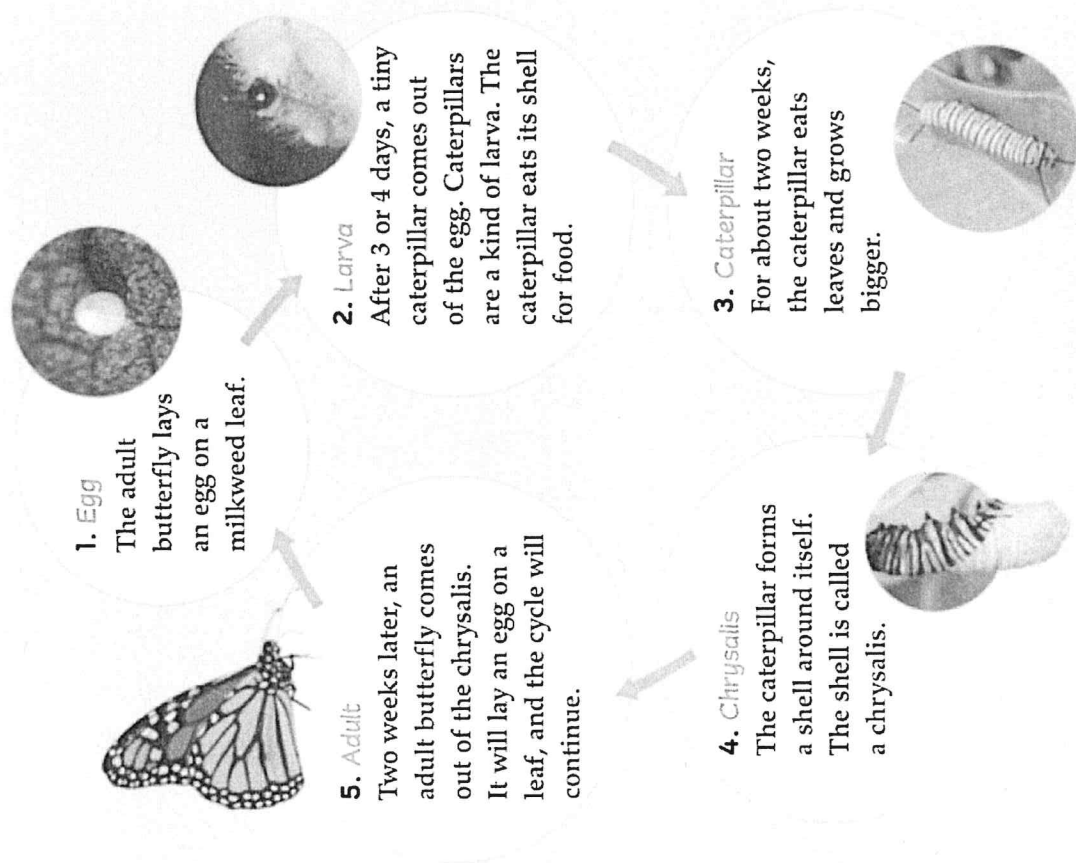
**Talk About It** Draw a box around the title. Talk with a partner about whether it is a good one for the selection. Then write a new title for the selection together.

Lee Canfield/SuperStock

# Butterfly Life Cycle



(new from top) Ed Reschke/Photolibary/Getty Images; Don Johnston, IH/Alamy; Don Johnston, IH/Alamy; Ingram Publishing/Alamy



Underline details about two major changes a butterfly undergoes. Write them here.

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**Talk About It** Talk about how the arrows and the photographs help you understand the life cycle.



¿Cuál es el propósito de la autora al escribir "De oruga a mariposa"?



Coméntalo ¿Cómo te ayuda el ciclo de vida a comprender la diferencia entre una mariposa y su cría?



Evidencia en el texto Escribe pistas del texto que muestren el propósito de la autora.

Pista

Pista

Propósito de la autora



Escribe El propósito de la autora al escribir "De oruga a mariposa" es

Name \_\_\_\_\_

**Multiple-meaning words** have more than one meaning. Use other words in the sentence to figure out which meaning is being used.

Read each sentence. Figure out the meaning of the word in bold print. Put a checkmark in the box before the meaning that matches its use in the sentence.

1. The mother can carry the babies on her **back**.

☐ the part of the body opposite the front

☐ to move away from something

2. The opossum has a **pointed** snout with a pink nose.

☐ having a sharp end

☐ showed where something is

3. Soon the young animals are on their **own**.

☐ to have or hold as property

☐ for or by oneself

4. When **rattled** by a predator, they lie still and don't move at all until the threat goes away.

☐ made upset or disturbed

☐ made noise

Name \_\_\_\_\_

Reteaching

**3-6**

## Problem Solving: Two-Question Problems

Write the number sentences to solve both parts.

Jenna has 3 red markers and  
5 blue markers.

How many markers does she  
have in all?

### Part 1

Add to find out how many markers  
Jenna has in all.

$$\underline{3} \oplus \underline{5} = \underline{8}$$

Then Jenna lost 2 markers.  
How many markers does  
Jenna have left?

Remember: You have to  
solve the first part before you  
can solve the second part.

### Part 2

Subtract the number of markers  
Jenna lost.

$$\underline{8} \ominus \underline{2} = \underline{6}$$

Jenna has 6 markers left.

Write the number sentences to solve both parts.

I. There are 5 red apples and  
4 green apples in a bowl.  
How many apples are in  
the bowl?

### Part 1

$$\underline{5} \oplus \underline{4} = \underline{\quad}$$

           apples

Eric ate 1 of the apples.  
How many apples are in  
the bowl now?

### Part 2

$$\underline{\quad} \ominus \underline{\quad} = \underline{\quad}$$

           apples

Name \_\_\_\_\_

Practice

**3-6**

## Problem Solving: Two-Question Problems

Write the number sentences to solve both parts.

1. Kendra drew 5 pictures. She threw 2 pictures away. How many pictures did she keep?

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

Then Kendra drew 7 more pictures. How many pictures does she have now?

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

2. Troy had 6 apples. He gave 4 apples away. How many apples does he have left?

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

Troy picked 3 more apples. How many apples does he have now?

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

Mark the number sentences that match the story.

3. Jo buys 2 green cars and 7 red cars. How many cars does she buy? Then Jo buys 5 yellow cars. How many cars does she have now?

(A)  $5 + 2 = 7$   
 $7 + 5 = 12$

(B)  $2 + 7 = 9$   
 $9 + 5 = 14$

(C)  $7 + 2 = 9$   
 $9 - 5 = 4$

(D)  $7 - 2 = 5$   
 $5 - 5 = 0$

4. Reuben checked 9 books out of the library. He returned 3 of the books. How many books does he have left?

$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$

Then Reuben returned 3 more books. How many books does he have now?

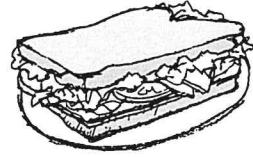
$$\underline{\quad} \bigcirc \underline{\quad} = \underline{\quad}$$



Name \_\_\_\_\_

**A. Proofread**

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines.



Making a sandwich has a lot of steps. The two slices of bread should not be too thick or too htin. You can even have a parent cut your bread into a fun new schape! Next, place meat and cheese on one slice of bread. Then have a parent tchop and add some tomatoes and lettuce. Put the other slice of bread on top and bringe your plate to the table wile a parent cleans up. When you taste your sandwich, you will think thaata it is the best food to eat!

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**B. Writing**

Write directions to tell how to do something. Use three spelling words in your paragraph.

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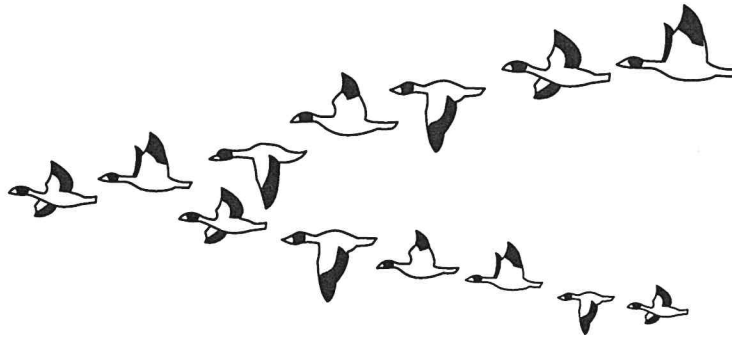


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Name \_\_\_\_\_

**A. Circle the correct form of the noun to complete each sentence.**

1. Several \_\_\_\_\_ flew over our house.

geese      geesees      geeses

2. We saw six \_\_\_\_\_ in the woods.

deers      deer      deer's

3. Five \_\_\_\_\_ live in the barn.

mouses      mice      mouse

4. The boys saw an \_\_\_\_\_ nest in the tree.

owl      owls      owl's

5. The teacher walked with the \_\_\_\_\_.

girls      girl's      girls'

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you add linking words.**

**Draft Model**

A puppy is the name for a baby dog. A puppy is much smaller than its parent. It is the same shape as its parent. It has fur like its parent. It cannot do many things for itself.

1. What are some ways you can connect the ideas in the draft?
2. How is a puppy different from its parent?
3. How is a puppy the same as its parent?

**B. Now revise the draft by adding and replacing words to connect ideas with linking words, such as *and*, *so*, *also*, *but*, or *however*.**

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---

---

Name \_\_\_\_\_

Quick Check

**2-3**

Add.

1.  $5 + 5 =$  \_\_\_\_\_

(A) 9

(B) 10

(C) 11

(D) 12

2.  $5 + 6 =$  \_\_\_\_\_

(A) 9

(B) 10

(C) 11

(D) 12

3.  $8 + 8 =$  \_\_\_\_\_

(A) 13

(B) 14

(C) 15

(D) 16

4.  $8 + 9 =$  \_\_\_\_\_

(A) 18

(B) 17

(C) 16

(D) 15

5.  $6 + 6 =$  \_\_\_\_\_

(A) 9

(B) 10

(C) 11

(D) 12

6.  $6 + 7 =$  \_\_\_\_\_

(A) 11

(B) 12

(C) 13

(D) 14

7. Choose a doubles fact from the box.

$3 + 3$	$7 + 7$	$4 + 4$
---------	---------	---------

Draw a picture that shows a near doubles story.

Write an addition sentence to go with your story.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

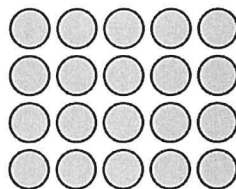
Name \_\_\_\_\_

Quick Check

**4-2**

Which addition sentence matches the array?

1.



$4 + 5 = 9$

(A)

$5 + 5 + 5 = 15$

(B)

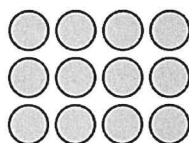
$4 + 4 + 4 + 4 = 16$

(C)

$5 + 5 + 5 + 5 = 20$

(D)

2.



$3 + 4 = 7$

(A)

$3 + 3 + 3 = 9$

(B)

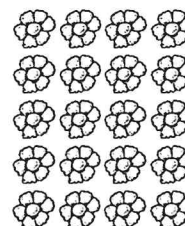
$4 + 4 + 4 = 12$

(C)

$4 + 4 + 4 + 4 = 16$

(D)

3. **Writing to Explain** Write a story about the array.



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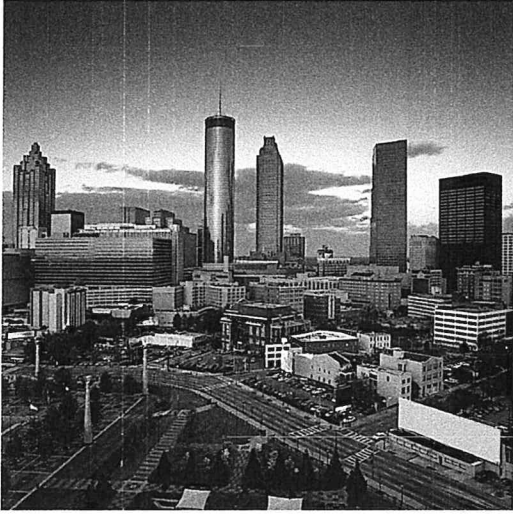
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Write the addition sentence that goes with your story.

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



History



### READ & DO

#### One Community's History

Every community has a history. History is the story of what happened in the past. How is one family part of its community's past?

Christina and Richard Anderson love Marshall, Texas. They live in a very old house there. Richard's great-great uncle built the house in 1845. Richard's family has lived in Marshall for more than 150 years! They are part of the community's history.

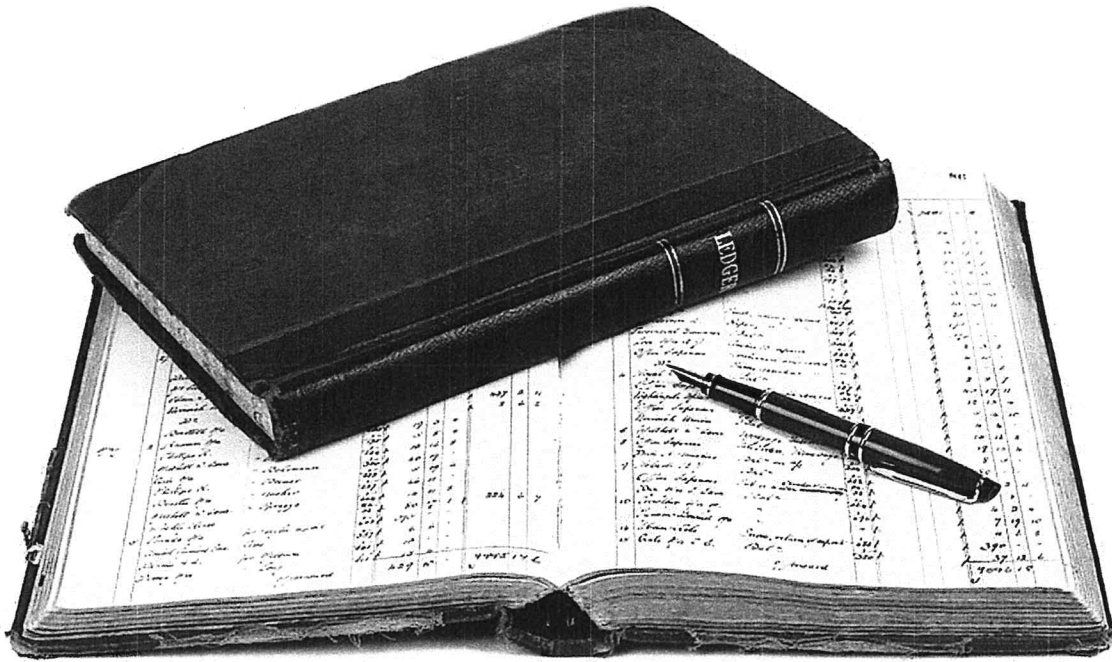
## WHAT IS A COMMUNITY?

---



Richard was born in Marshall. He grew up there. He went to school in the town and played in its parks. As an adult, he chose to stay there. When Richard bought his house, he wanted to find out more about Marshall's past.

Richard looked at old photographs. He found old pictures of his house. He found letters that his great-great uncle wrote. He found some things that were in the house long ago. All of these helped Richard learn about Marshall and his house long ago.



Christina wanted to learn about Marshall's history, too. So, she talked to people. She also read old news articles. She found photographs at the library.

Christina learned that Marshall was formed in 1841. Someone gave land for a courthouse, a church, and a school. Over time, Marshall grew. People came to work on the railroad. They came to buy and sell cotton. Then they built homes in the town. When the courthouse was 100 years old, the people of Marshall celebrated. Christina helped give a birthday party for the courthouse.



## WHAT IS A COMMUNITY?

---



Learning about Marshall's past inspired Richard and Christina to help their community. They wanted to take care of important parts of Marshall's past. Richard raised money for Wiley College. It is one of the oldest African American colleges in the country. It is an important part of Marshall's history.

Christina planned a garden to honor Lady Bird Johnson. Lady Bird was the wife of President Lyndon Johnson. Lady Bird went to high school in Marshall when she was young.

The Andersons are excited about Marshall's future, too.

Find information about your community's past.

Then complete the page below.

<input type="radio"/>	<p>Community Name:</p> <p>_____</p>
	<p>Where I looked to learn about the past:</p> <p>_____</p>
<input type="radio"/>	<p>What I learned about my community's history:</p> <div style="border: 1px solid black; height: 250px; width: 100%;"></div>
<input type="radio"/>	

# Grade 2 Twig Science

## Week 1

### Module 4: A Garden for Life

This week you will read an exciting text and respond to some questions.

Directions	
<b>Read the Prior-Knowledge Read- Aloud</b>	"My Favorite Place" (English)  "Mi Lugar Favorito" (Español)
<b>Answer these questions after reading:</b>	<ol style="list-style-type: none"><li>1. What are the main ideas?</li><li>2. What is something interesting that you learned?</li><li>3. What is something you are wondering about?</li></ol>

# My Favorite Place

twig

Every summer, I visit my Gran. It's my favorite place in the whole world. You can walk right from her back door down a hill to the river. The path to the river meanders past Gran's flowers and bushes, through the tall trees, before it becomes rocky and, finally, the soil and sand stretch down to the edge of the water. I stretch out on the dock

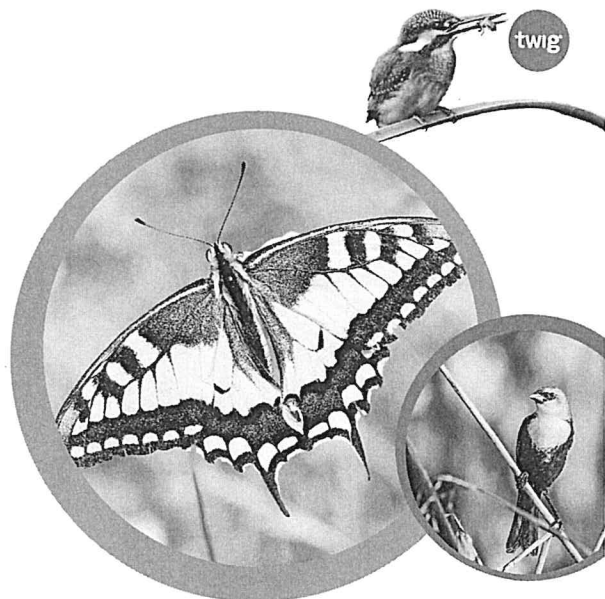
and watch the water below. The river is full of floating, wiggling, and squirming living things. Small fish swim slowly through little green plants. I watch them nibble on plant leaves before they see a shadow above and dart away.



If you listen, you can hear a frog as it plops into the water. If you look, you can see a turtle climbing onto a log.

One day, a whole family of turtles were sunning themselves on the log—eight little turtles, all in a row.

When you sit on the dock, it feels like a special place. Tall grasses grow along the river's edge and hide you. But you're never alone; birds and insects keep you company. A swallowtail butterfly flutters overhead. Kingfishers and yellow-headed blackbirds perch on the grasses. Dragonflies hover nearby. A crane wades through the grasses at the water's edge.





Some days, Gran brings our lunch out to the dock and we picnic there. We eat and watch the birds swooping down, then flying away. One day I asked Gran why there were so many birds here.

"Well, the most important reason they're here is the river. All animals need water to survive. That's why the birds come here. Larger animals come too: raccoons, foxes, and deer."

"So they come here to drink?" I said.

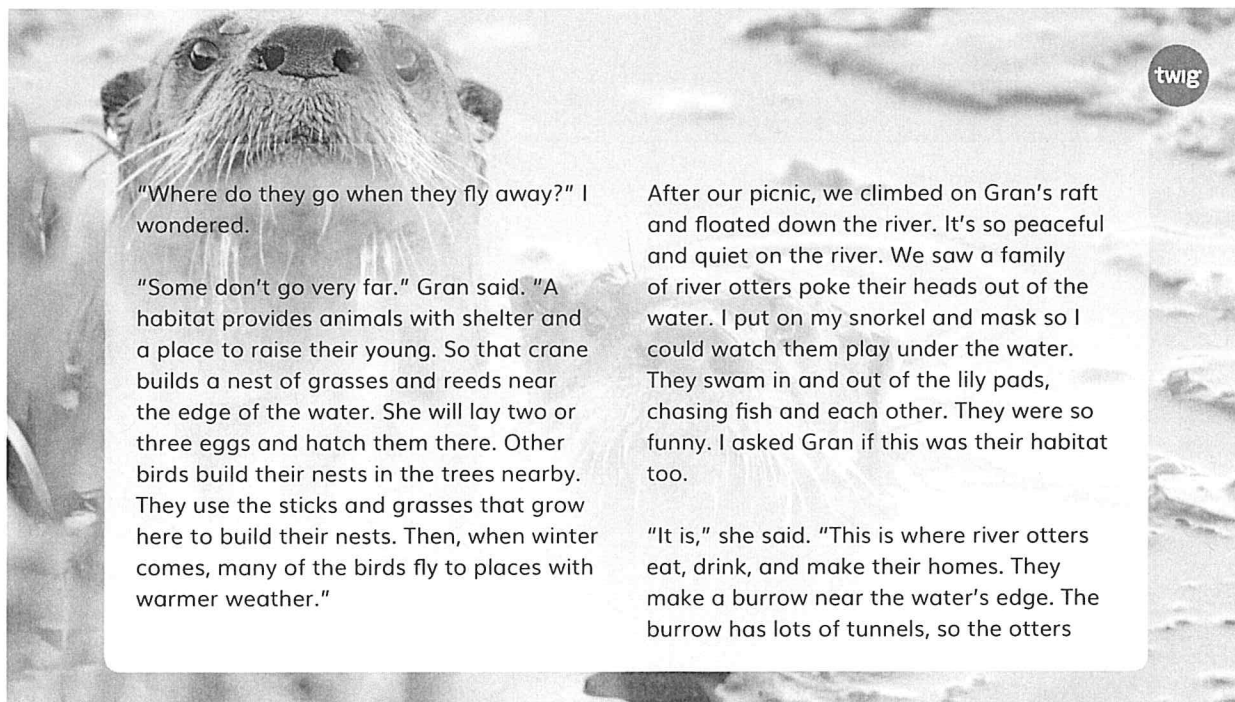
"Well, yes, to drink, but this is their habitat," she explained. "It's their home. The river and the land that surrounds it give the

living things everything they need to survive. It provides food, water, and more."

"So the birds come here to eat and drink?" I asked.

"They do. You know some animals eat plants, some eat other animals, and some eat both. That's also true of birds. Some of them eat the seeds from the grasses and plants, some eat the insects that fly, crawl, and swim here, and some eat the fish and frogs that live in the river. That crane you saw wading in the river will eat fish, frogs, snails, lizards, and seeds. Whether they are plant-eaters, meat-eaters, or both, they find the food they need right here in their habitat."

twig



"Where do they go when they fly away?" I wondered.

"Some don't go very far." Gran said. "A habitat provides animals with shelter and a place to raise their young. So that crane builds a nest of grasses and reeds near the edge of the water. She will lay two or three eggs and hatch them there. Other birds build their nests in the trees nearby. They use the sticks and grasses that grow here to build their nests. Then, when winter comes, many of the birds fly to places with warmer weather."

After our picnic, we climbed on Gran's raft and floated down the river. It's so peaceful and quiet on the river. We saw a family of river otters poke their heads out of the water. I put on my snorkel and mask so I could watch them play under the water. They swam in and out of the lily pads, chasing fish and each other. They were so funny. I asked Gran if this was their habitat too.

"It is," she said. "This is where river otters eat, drink, and make their homes. They make a burrow near the water's edge. The burrow has lots of tunnels, so the otters

twig



can move in and out of the water easily. This also helps them avoid predators, like the fox who visits the river."

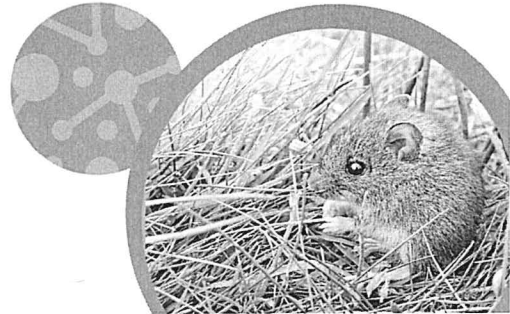
"Why can't we make the fox stay away?" I asked.

"This is the fox's habitat too," Gran laughed. "All animals get what they need—food, water, and shelter—from their habitat, not just the ones we like! The fox is an important part of this habitat. Part of its diet is mice. Without that fox, there could

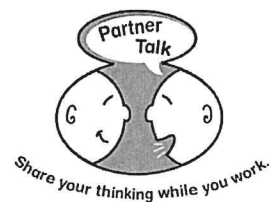
be mice everywhere! Every animal that lives in the habitat belongs in it. So we need to do all we can to preserve the habitat. That means disturbing it as little as possible."

"Now," said Gran, "let's head back up the river to our part of the habitat."

twig



# Play a Game



**Start** Get 12 red squares.

Cover each game space with a square.

Take turns.



**Try** Uncover two game spaces.

If you find one addition fact and two subtraction facts that have the same three numbers, keep the squares.

If not, put the squares back where they were.

Take turns until all the spaces are uncovered.

### Memory Match

$6 + 5 = 11$	$14 - 8 = 6$ $14 - 6 = 8$	$5 + 7 = 12$	$13 - 8 = 5$ $13 - 5 = 8$
$15 - 6 = 9$ $15 - 9 = 6$	$12 - 7 = 5$ $12 - 5 = 7$	$11 - 5 = 6$ $11 - 6 = 5$	$5 + 8 = 13$
$4 + 6 = 10$	$9 + 6 = 15$	$10 - 6 = 4$ $10 - 4 = 6$	$6 + 8 = 14$

To win, collect the most squares.



**Try Again** Play again!



# Helping Hands



**Start** Get one . Get 12 red squares. Take turns.

**Try** Toss the . Follow the directions.  
Put squares on the workmat. Make an array.

	2 rows 2 squares in each row
	3 rows 4 squares in each row
	2 rows 5 squares in each row

	3 rows 3 squares in each row
	5 rows 2 squares in each row
	3 rows 2 squares in each row

$$2 + 2 + 2 = 6$$

$$2 + 2 = 4$$

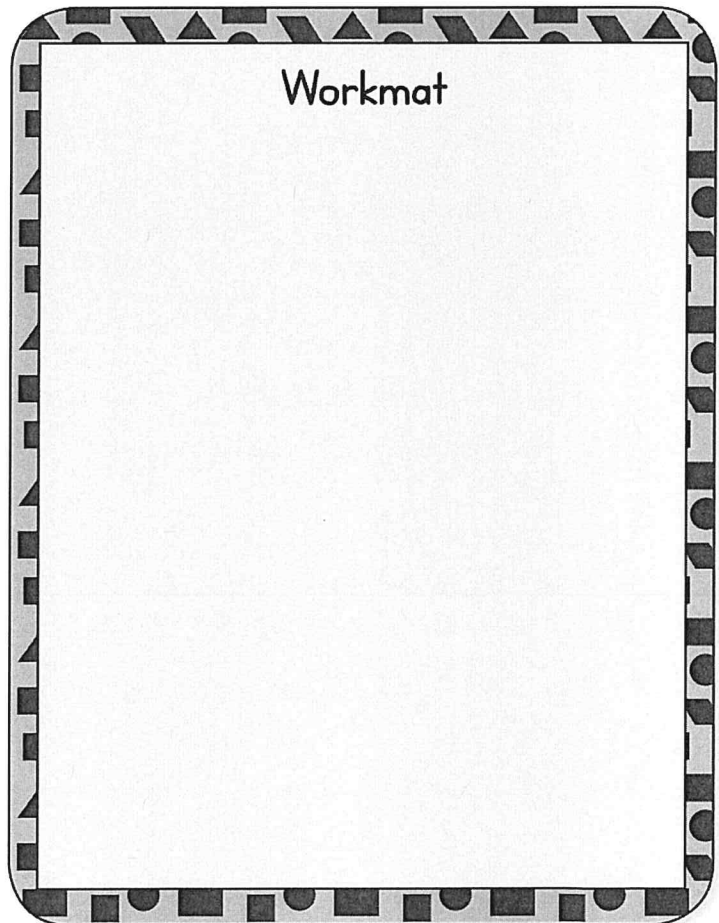
$$2 + 2 + 2 + 2 + 2 = 10$$

$$3 + 3 + 3 = 9$$

$$4 + 4 + 4 = 12$$

$$5 + 5 = 10$$

Ask your partner to point  
to and say the  
addition sentence  
for your array.



**Try Again** Repeat until all addition sentences have been said.



# Learning with Games

## What's the Ending?

### Materials

S-shaped board (p. 101)  
Cards (p. 103)  
4-part spinner (p. 99)  
game markers  
pencils

**Skill:** word endings

**Prepare:** This game is for two players. Use the S-shaped board. Write *begin* in the first square and *end* in the last square. In the remaining squares, alternate writing the endings -s, -ed, and -ing.

Write spelling words on the cards. Use verbs, such as *chase*, *watch*, and *carry*.

Players also use the four-part spinner. Write in the numbers 0, 1, 2, and 3.

**Play:** The first player spins the spinner and moves his or her marker that number of spaces. Then that player chooses a word card and says, then spells, the word with the ending the marker landed on. Players miss a turn by spinning a 0 or by spelling the word and ending incorrectly. The first player to get to the end is the winner.

## Time for Order

### Materials

old magazines and newspapers  
Cards (p. 103)  
scissors  
glue  
timer

**Skill:** alphabetical order

**Prepare:** This game is for two players. Have players find and cut out interesting words from old magazines and newspapers. Have players glue each word on a card. Each player needs eight words.

**Play:** The first player must put all of the word cards in alphabetical order. The second player times the first as he or she organizes the words. The players then switch roles. They compete to see who is faster at alphabetizing the words.



## Antonym Tic-Tac-Toe

### Materials

Tic-Tac-Toe grid (p. 104)  
pencils

**Skill:** antonyms

**Prepare:** This game is for two players. Use a Tic-Tac-Toe grid. Have players fill in the grid with vocabulary words.

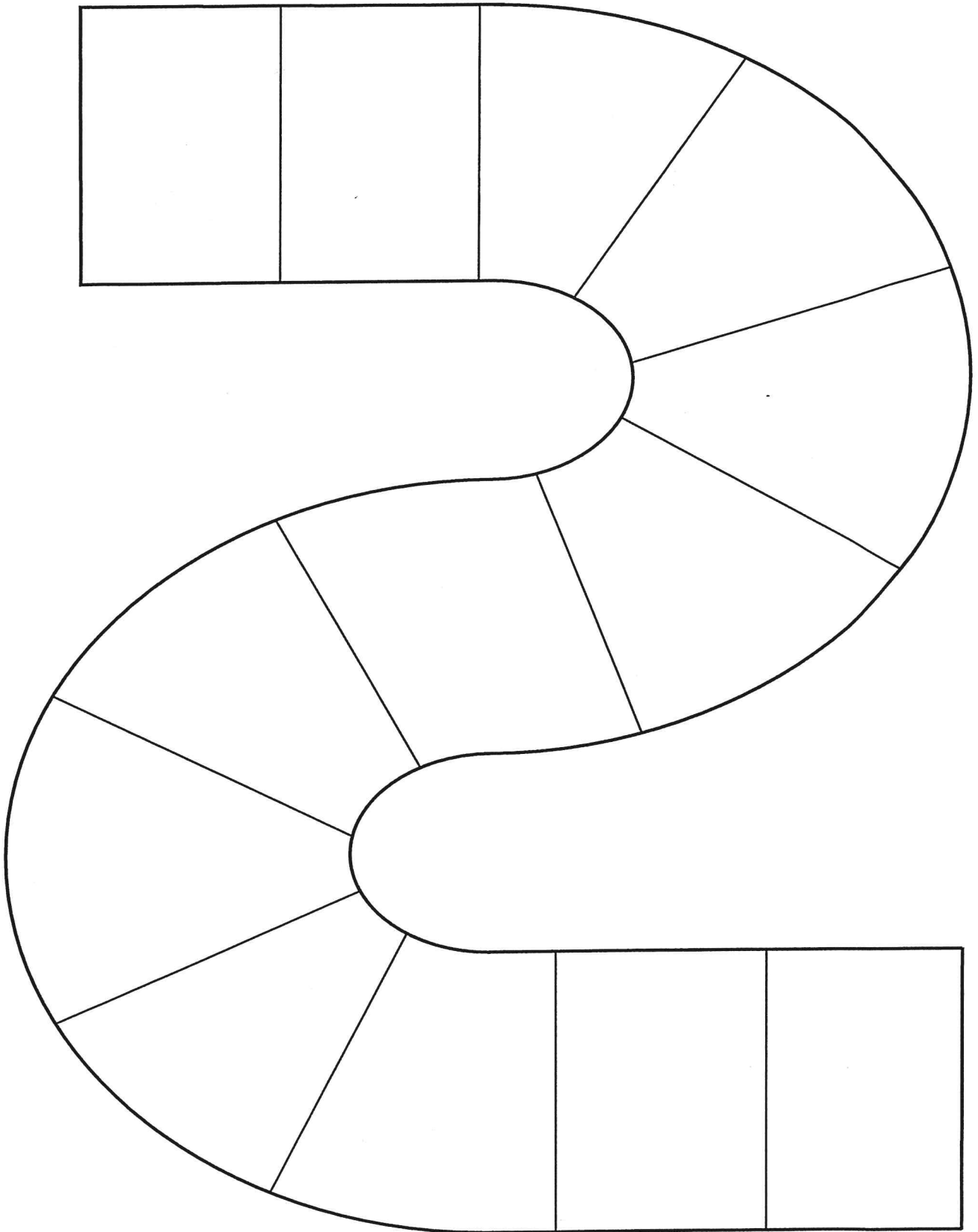
**Play:** To begin, a player reads one word on the grid and names an antonym for that word. If correct, the player writes an X or an O in the space on top of the word. Players take turns until one player gets three Xs or Os in a row horizontally, vertically, or diagonally.

different	afraid	excited
silence	delicious	giant
victory	safe	active

# Tic-Tac-Toe

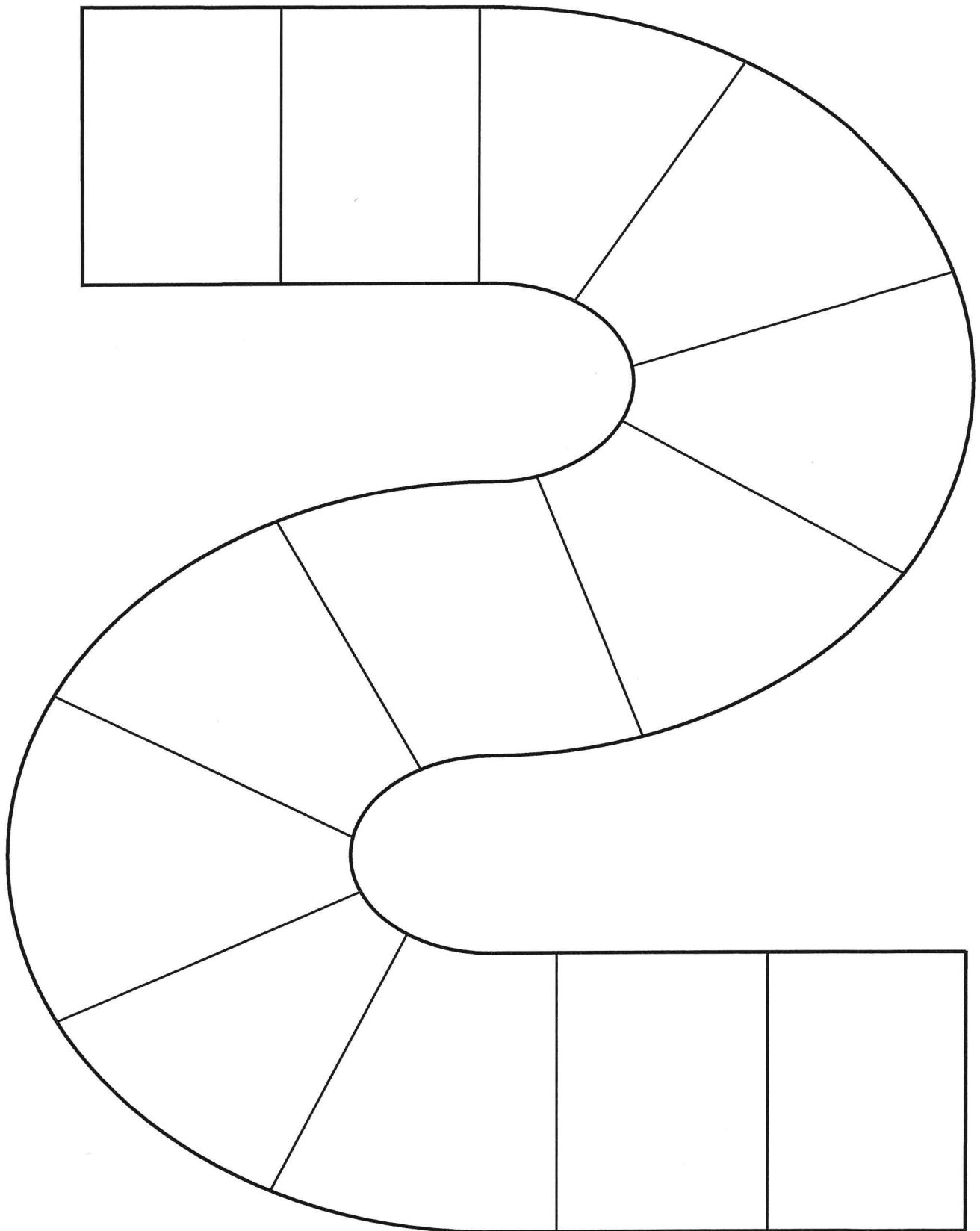

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# S-shaped Game Board



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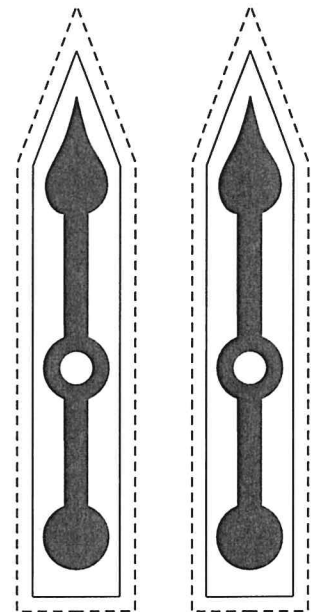
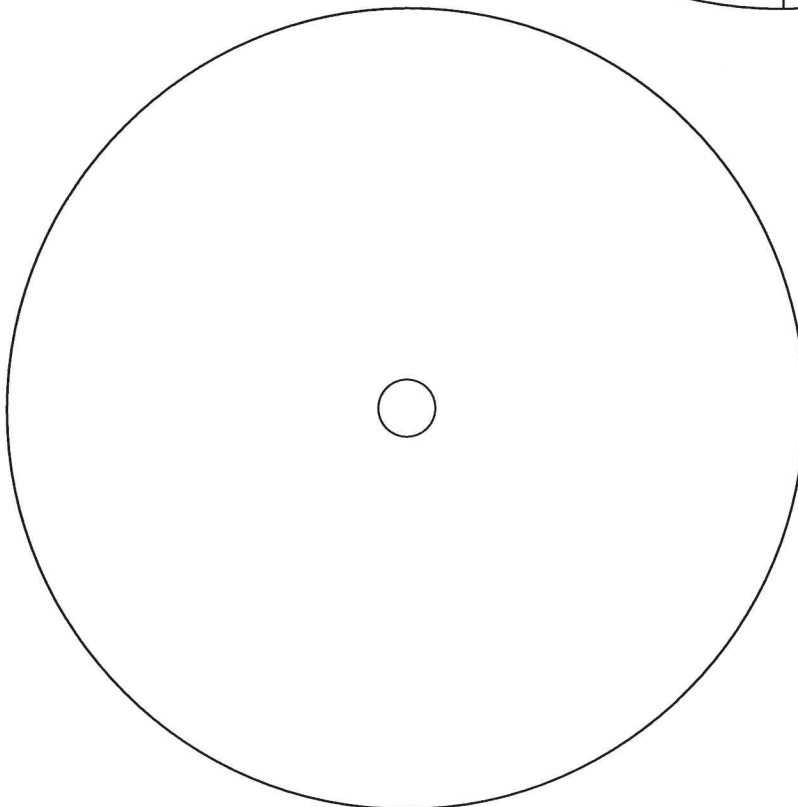
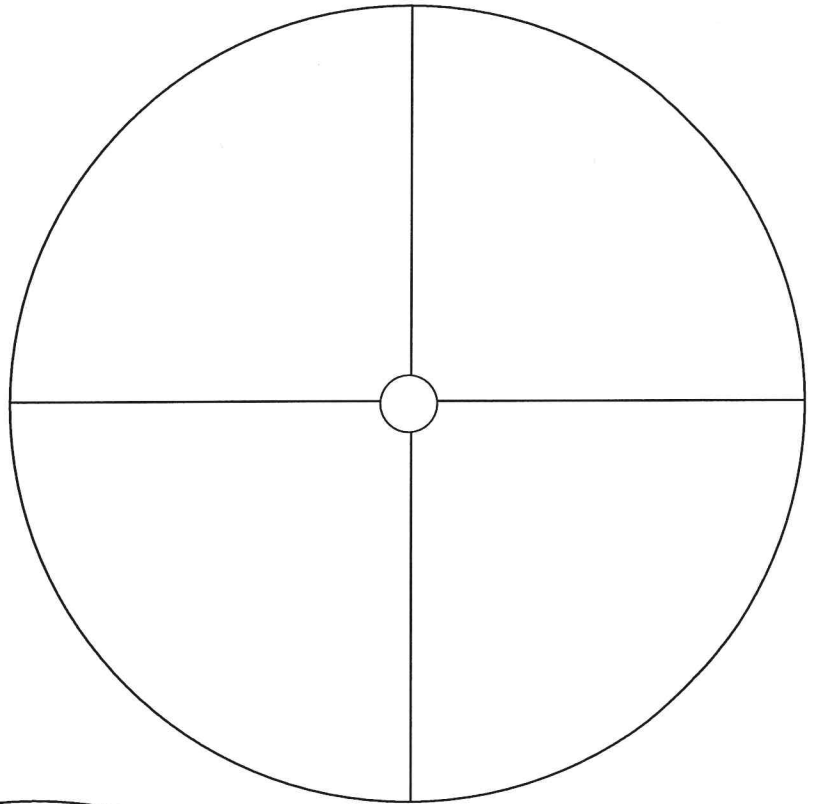
# S-shaped Game Board



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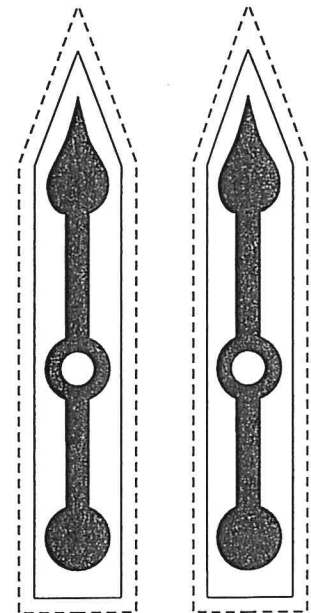
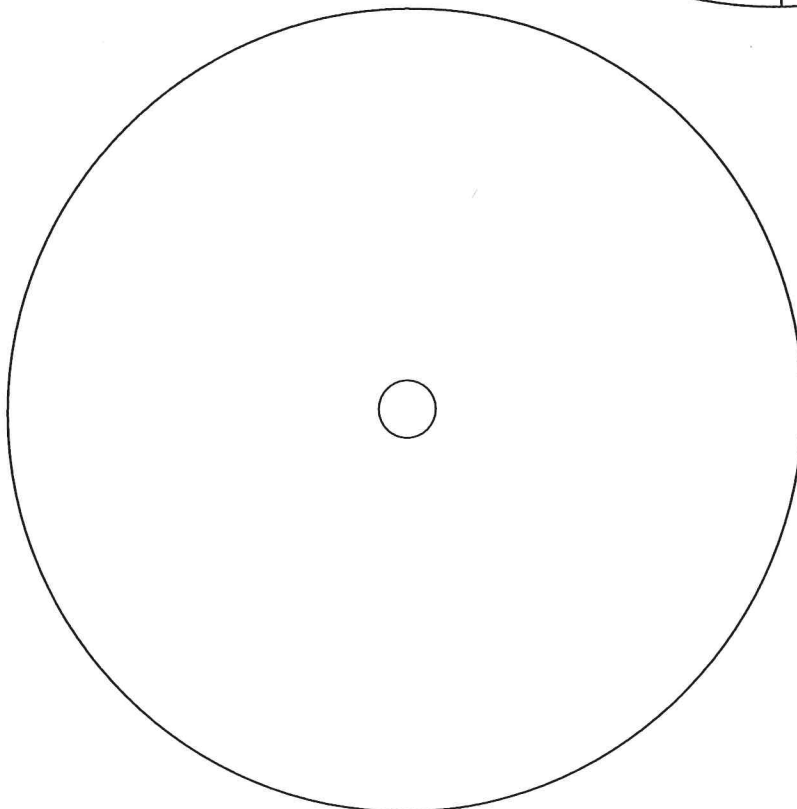
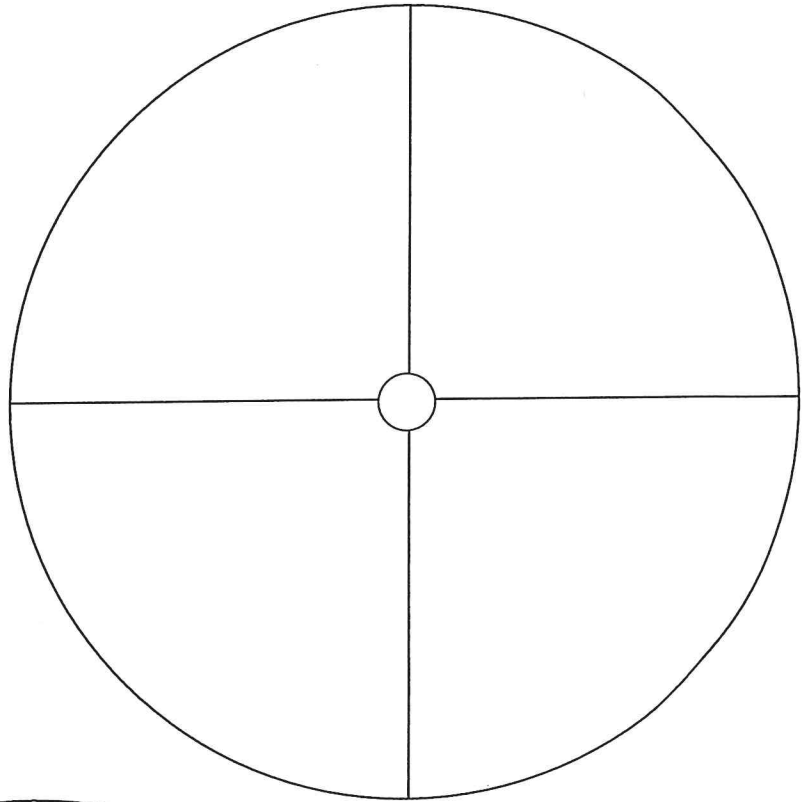
# Spinners

1. Cut out and complete a spinner.
2. Mount it on heavy paper.
3. Attach arrow with a brad.

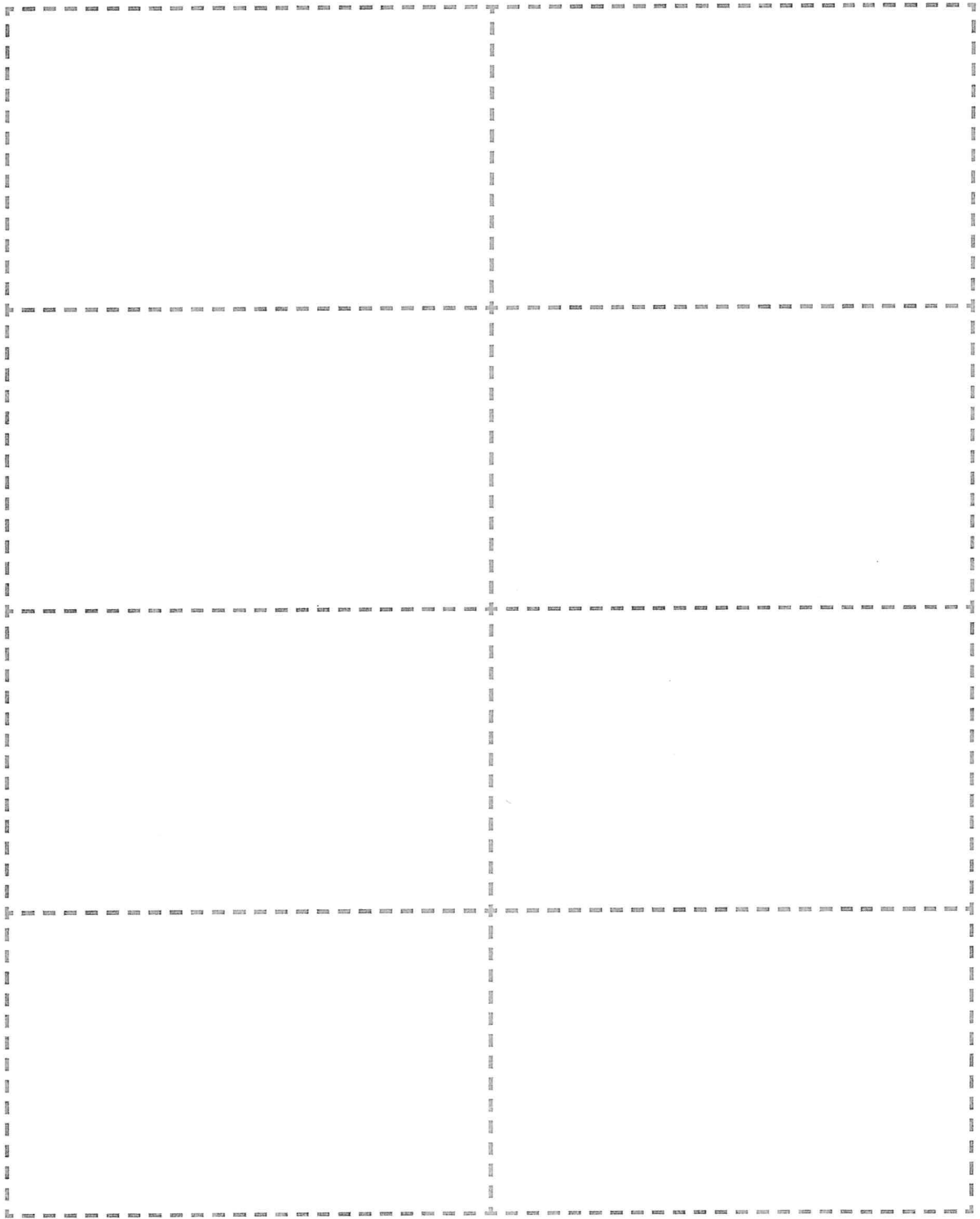


# Spinners

1. Cut out and complete a spinner.
2. Mount it on heavy paper.
3. Attach arrow with a brad.

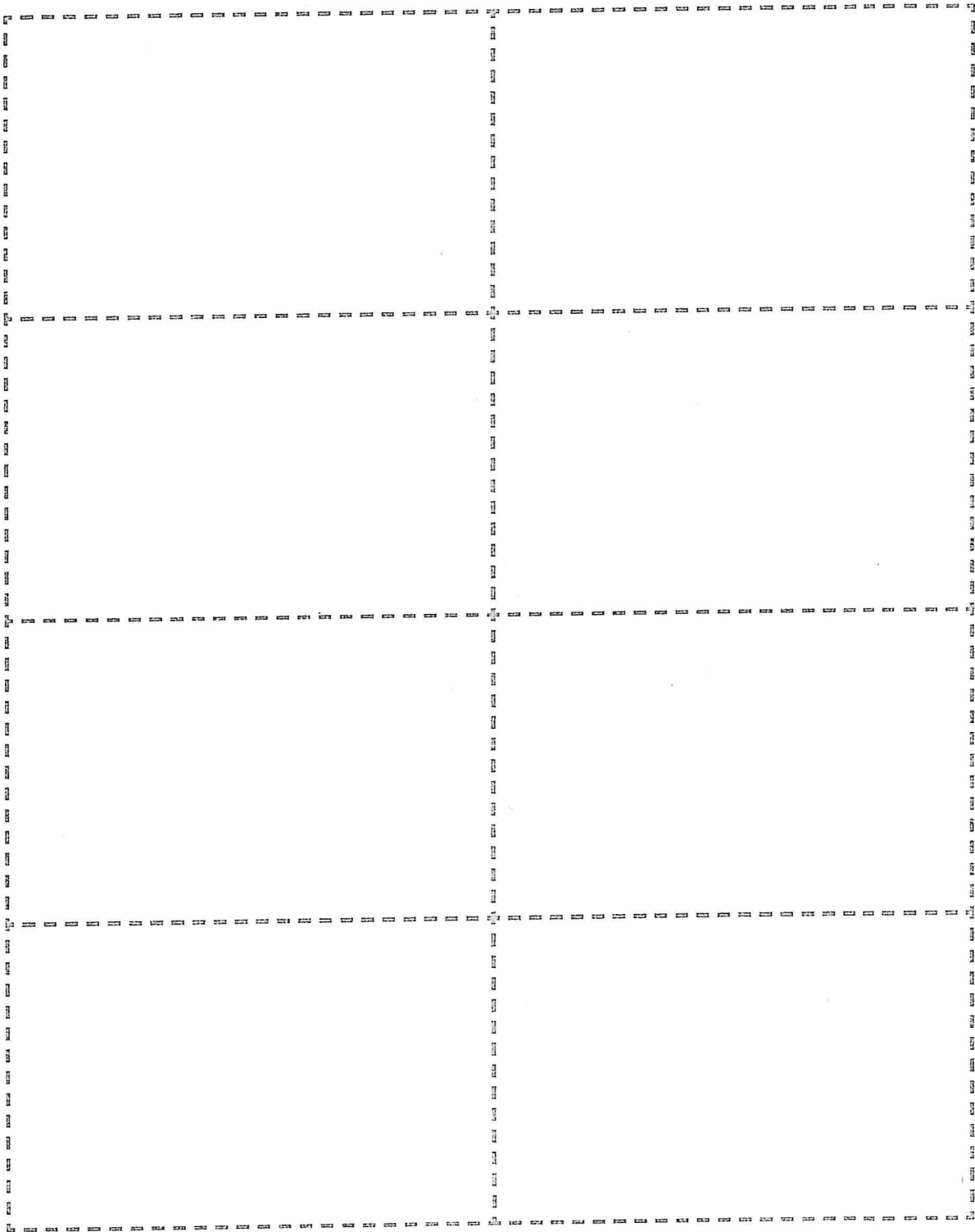


# Cards



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# Cards





# Tic-Tac-Toe


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# Tic-Tac-Toe


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# Tic-Tac-Toe


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# Tic-Tac-Toe


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Name \_\_\_\_\_

3-Letter Blends: scr,  
spr, str, thr, spl, shr

## The Scared Cat

Will can scrape the steps. He scrapes the sides and makes white stripes. It takes time. It is a lot of work.

A cat jumps on the white steps. Will sees that the cat is not walking well.

"Oh my," yells Will. "Did you sprain your leg? Can I pick you up?"

The cat is scared.

"Do not scratch," begs Will. "I will save you."

Will strains to keep the cat in his arms. He takes the cat to the steps and feeds it. The cat wants more.

"Not yet, cat," says Will. "You need to rest."

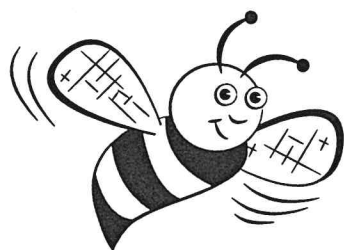
Will and the cat take a nap.



Write about what happens to the cat next.

Name \_\_\_\_\_

**Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**



**Review Words**

**High-Frequency Words**

- |           |            |
|-----------|------------|
| 1. _____  | 1. scratch |
| 2. _____  | 2. scrape  |
| 3. _____  | 3. spring  |
| 4. _____  | 4. throne  |
| 5. _____  | 5. stripe  |
| 6. _____  | 6. strange |
| 7. _____  | 7. shred   |
| 8. _____  | 8. shrub   |
| 9. _____  | 9. splash  |
| 10. _____ | 10. split  |
| 11. _____ | 11. catch  |
| 12. _____ | 12. sting  |
| 13. _____ | 13. far    |
| 14. _____ | 14. flower |
| 15. _____ | 15. until  |

Name \_\_\_\_\_

scratch	scrape	spring	throne	stripe
strange	shred	shrub	splash	split

### A. Word Sort

Look at the spelling words in the box. Match each spelling word to a word below that begins with the same three-letter blend. Write the words on the lines.

scrap

strap

splint

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_ 6. \_\_\_\_\_

shrug

sprint

thrill

7. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_

8. \_\_\_\_\_

### B. Missing Letter

A letter is missing from each spelling word below. Write the missing letter in the box. Then write the spelling word correctly on the line.

11. sp  ash \_\_\_\_\_ 12. t  rone \_\_\_\_\_

13. sh  ub \_\_\_\_\_ 14. sc  atch \_\_\_\_\_

15. s  red \_\_\_\_\_

Name \_\_\_\_\_

behave

express

feathers

flapping

Use what you know about the words in the sentences to choose the word that makes sense in each blank. Then write the word on the line.

1. The crow has black \_\_\_\_\_.

\_\_\_\_\_

2. The bird is able to fly by \_\_\_\_\_ its wings.

\_\_\_\_\_

3. The children \_\_\_\_\_ by following the classroom rules.

\_\_\_\_\_

4. I \_\_\_\_\_ myself by writing in a journal.

\_\_\_\_\_

**B. Choose one vocabulary word from the box above. Write the word in a sentence of your own.**

5. \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

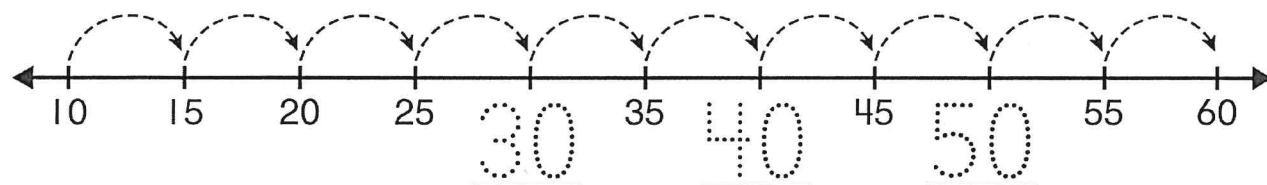
Reteaching

**10-6**

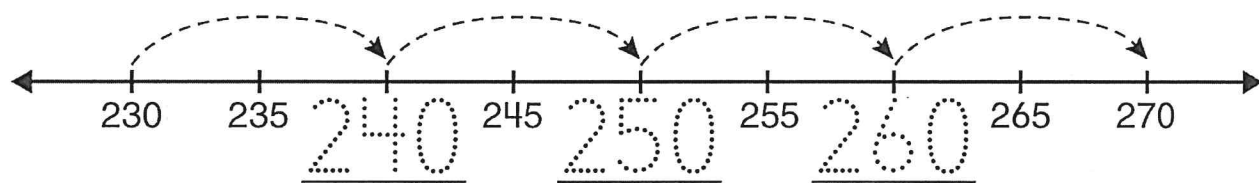
# Skip Counting by 2, 5, 10, 100 to 1,000

You can use a number line to show skip counting.

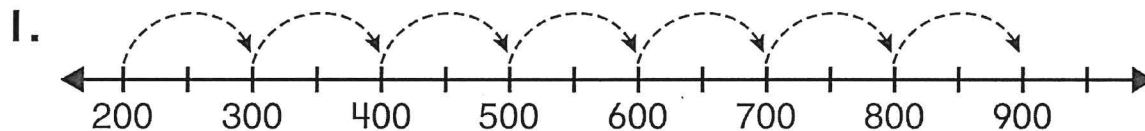
Skip count by 5s.



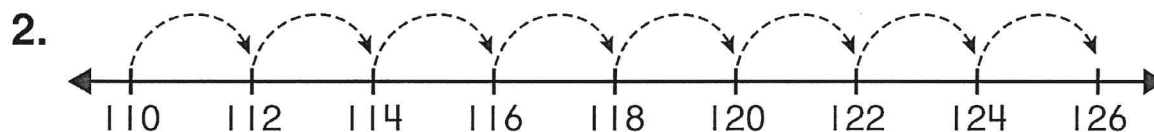
Skip count by 10s.



**Number Sense** Skip count on the number line.

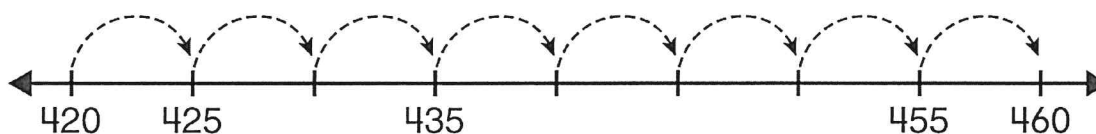


You skip counted by \_\_\_\_\_.



You skip counted by \_\_\_\_\_.

3. Skip count on the number line. Write the missing numbers.



\_\_\_\_\_

Name \_\_\_\_\_

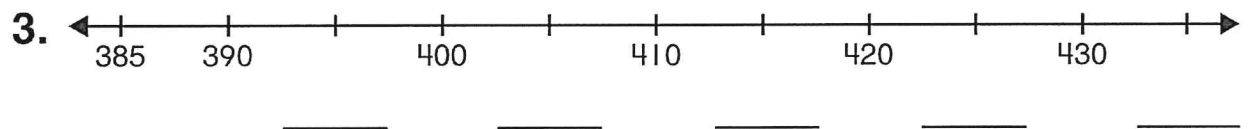
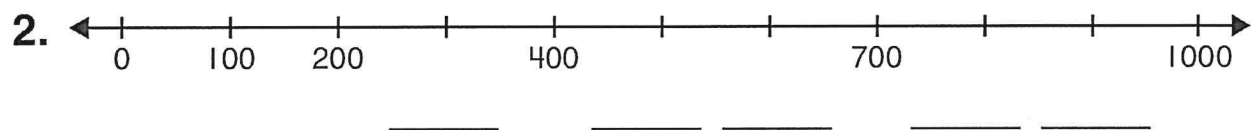
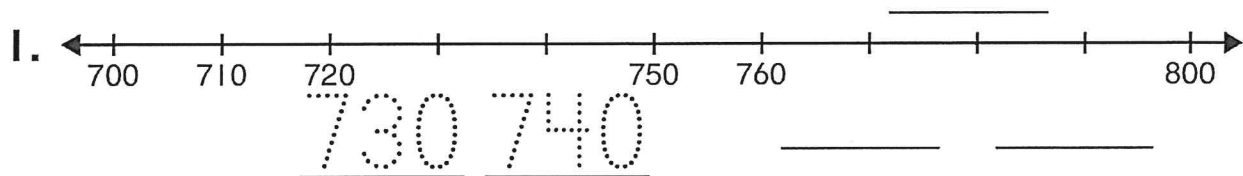
Practice

**10-6**

# Skip Counting by 2, 5, 10, 100 to 1,000

Skip count on the number line.

Write the missing numbers.



4. Lloyd counts 25, 27, 29 on a number line. Which three numbers should he count next?

- (A) 30, 31, 32
- (B) 31, 32, 33
- (C) 31, 33, 35
- (D) 32, 34, 36

5. Mary skip counts on a number line. She counts 330, 340, 350. What number does she skip count by?

- (A) 2
- (B) 4
- (C) 5
- (D) 10

6. **Journal** When you skip count by 5s, how do you find the next number?

Name \_\_\_\_\_

Three letters can be blended together such as *scr, spl, spr, str, shr, and thr*. Listen to the beginning sounds in *scrap* and *split*.

A. Look at the picture. Write the missing blend for each word.



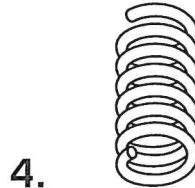
\_\_\_\_\_one



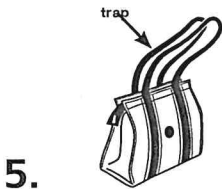
\_\_\_\_\_ash



\_\_\_\_\_ub



\_\_\_\_\_ing



\_\_\_\_\_ap



\_\_\_\_\_ub

A compound word is made up of two smaller words.

B. Circle each compound word. Write the two smaller words that make it up.

7. beaches      bedspread      \_\_\_\_\_

8. wishbone      wonder      \_\_\_\_\_

9. springtime      spotted      \_\_\_\_\_

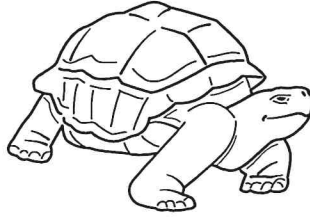
Name \_\_\_\_\_

Read the poem. Use the reread strategy to check your understanding.

## A Tortoise

- You will find that a tortoise is a mild fellow,  
10 It lives a life that's calm and mellow.  
18 A tortoise can live for quite a long span,  
27 In fact it may even live longer than a man.  
37 You'll never find a tortoise at sea,  
44 It lives on land—that's where it should be.  
53 Would a tortoise be able to win a race?  
62 Not since it moves at such a slow pace.  
71 It has four stumpy legs and four tortoise feet.  
80 For a snack, plants are its favorite of treat.

Name \_\_\_\_\_



- 89 Some creatures have feathers and some have hair,  
97 But what does our friend tortoise wear?
- 104 A tortoise wears a hard outer shell,  
111 That always works to serve it well.
- 118 When a tortoise doesn't know where to hide,  
126 It just pulls its head and four limbs inside.
- 135 Even though a tortoise may be shy,  
142 It can walk around with its head held high.
- 151 For a tortoise is a marvel of the animal pack,  
161 It carries its home right on its back.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. How long can a tortoise live?

\_\_\_\_\_

\_\_\_\_\_

2. Where does a tortoise live?

\_\_\_\_\_

\_\_\_\_\_

3. How does a tortoise use its shell?

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to how you pause and group words together. Stop after one minute. Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name \_\_\_\_\_

**Read the selection. Complete the Key Details chart.**

Detail	Detail	Detail

Name \_\_\_\_\_

Reteaching

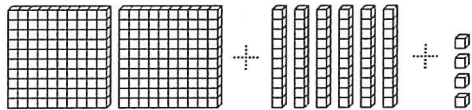
**10-3**

# Reading and Writing Numbers to 1,000

**Expanded form** uses plus signs to show hundreds, tens, and ones.

$$200 + 60 + 4$$

You can draw models to show expanded form.



The **number word** is two hundred sixty-four.

The **standard form** is

264.

Draw models to show the expanded form.

Write the number in standard form.

1.  $400 + 30 + 8$

four hundred thirty-eight

\_\_\_\_\_

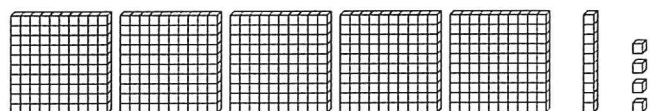
2.  $300 + 70 + 2$

three hundred seventy-two

\_\_\_\_\_

3. Write the number in expanded and standard form.

five hundred fourteen



\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

Practice

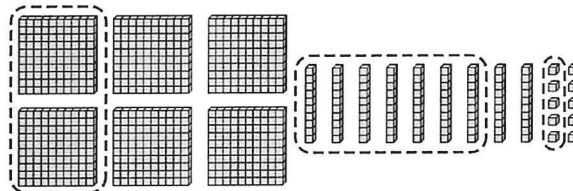
**10-3**

# Reading and Writing Numbers to 1,000

Circle the models to match the expanded form.  
Then write the standard form.

1.  $200 + 70 + 5$

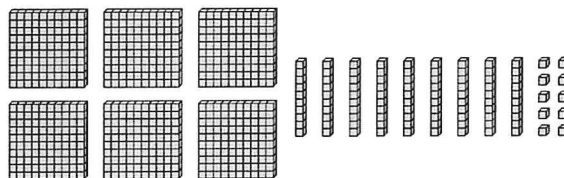
two hundred  
seventy-five



275

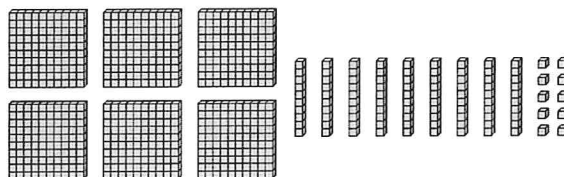
2.  $100 + 40 + 0$

one hundred  
forty



3.  $300 + 60 + 2$

three hundred  
sixty-two



4. 329 cars are parked in a parking lot.

What is the expanded form of 329?

- (A)  $200 + 90 + 3$
- (B)  $200 + 20 + 9$
- (C)  $300 + 20 + 9$
- (D)  $300 + 90 + 2$

5. **Reasoning** What is the greatest number you can make using these digits?

5      7      2

- (A) 257
- (B) 572
- (C) 725
- (D) 752

Name \_\_\_\_\_

scratch	scrape	spring	throne	stripe
strange	shred	shrub	splash	split

### A. Word Sort

Match the spelling words above with the three-letter blend.

*scr*

*str*

*spl*

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_ 6. \_\_\_\_\_

*shr*

*spr*

*thr*

7. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_

8. \_\_\_\_\_

### B. Pattern Smart

Write the spelling words with the same three-letter blend pattern as *string*.

11. \_\_\_\_\_ 12. \_\_\_\_\_

Write the spelling words with the same three-letter blend pattern as *shrink*.

13. \_\_\_\_\_ 14. \_\_\_\_\_

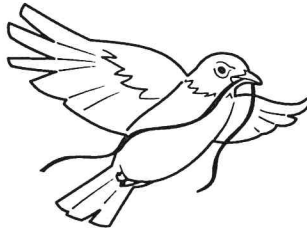
Write the spelling word with the same three-letter blend pattern as *sprig*.

15. \_\_\_\_\_

Name \_\_\_\_\_

## The Robin

A robin gathers twigs and fluff,  
And sticks and string and other stuff.  
She chooses things she likes the best,  
And weaves them in to build her nest.



**Answer the questions about the text.**

1. How do you know this text is a poem?

---

---

2. How many beats do you hear in each line?

---

---

3. Why do you think the poet uses rhythm?

---

---

Name \_\_\_\_\_

- A **possessive noun** shows who or what owns something.
- Add an **apostrophe ( ' )** and **-s** to a singular noun to make it possessive.

I walk the dog of my friend.      I walk my friend's dog.The bowl of the fish is round.      The fish's bowl is round.

**Rewrite the underlined parts with a possessive noun. Write it on the line.**

1. The bowl of the cat is empty. \_\_\_\_\_
2. The fur of a camel is brown. \_\_\_\_\_
3. The dog of Mia likes to run. \_\_\_\_\_
4. That cave might be the home of a bear. \_\_\_\_\_
5. The skin of a snake is very scaly. \_\_\_\_\_
6. The tongue of a cat is very rough. \_\_\_\_\_
7. The goldfish of Alicia is a very quiet pet! \_\_\_\_\_

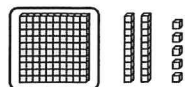
Name \_\_\_\_\_

Reteaching

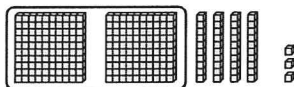
**10-7**

# Comparing Numbers

Compare the digits with the greatest place value first.



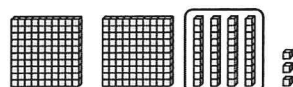
125



243

100 is less than 200. So, 125  $<$  243.

If the hundreds are equal, compare the tens.



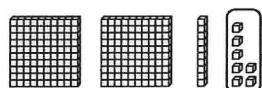
243



217

40 is more than 10. So, 243  $>$  217.

If the tens are equal, compare the ones.



217



216

7 is more than 6. So, 217  $>$  216.

Compare.

Write  $<$ ,  $>$ , or  $=$ .

1. 341  $\bigcirc$  432

2. 890  $\bigcirc$  880

3. 621  $\bigcirc$  639

4. 546  $\bigcirc$  546

Name \_\_\_\_\_

Practice

**10-7**

# Comparing Numbers

Compare. Write **greater than**, **less than**, or **equal to**.

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

1. 157 is less than 214.       $157 < 214$

2. 600 is \_\_\_\_\_ 598.       $600 \bigcirc 598$

3. 771 is \_\_\_\_\_ 771.       $771 \bigcirc 771$

4. This week, 261 fans watched a soccer game.

Last week, 216 fans watched a soccer game.

Which comparison is correct?

$216 = 261$

(A)

$216 > 261$

(B)

$261 < 216$

(C)

$216 < 261$

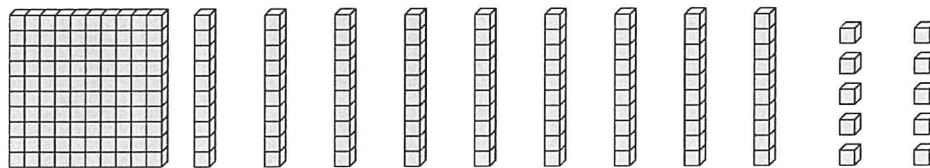
(D)

5. **Spatial Thinking** Circle hundreds, tens, and ones to show your answer.

This number is less than 200 and greater than 100.

The ones digit is 5 less than 10. The tens digit is

2 more than the ones digit. What is the number?



\_\_\_\_\_

Name \_\_\_\_\_

scratch	scrape	spring	throne	stripe
strange	shred	shrub	splash	split

### A. Word Meaning

Write the spelling word for each definition.

1. odd \_\_\_\_\_
2. to cut into strips \_\_\_\_\_
3. to divide \_\_\_\_\_
4. to hurt or skin oneself \_\_\_\_\_
5. a line on something \_\_\_\_\_
6. a chair used by a ruler \_\_\_\_\_

### B. Sentences to Complete

Write a spelling word on the line to complete each sentence.

7. That cat can \_\_\_\_\_ you with its claws.
8. Gus planted a small \_\_\_\_\_ in his yard.
9. The duck landed on the water with a big \_\_\_\_\_.
10. Jane likes to pick flowers in the \_\_\_\_\_.



## Move It!



Position is the place where something is.

When something moves, it changes its position. A change in position is called motion. But what causes motion?

Think about a swing. Like other objects, a swing cannot move by itself. It needs the push or pull of a different force. A person can push a swing. He or she can also pull it. Pushes and pulls keep a swing moving in a back-and-forth motion.

Reread and use the prompts to take notes in the text.

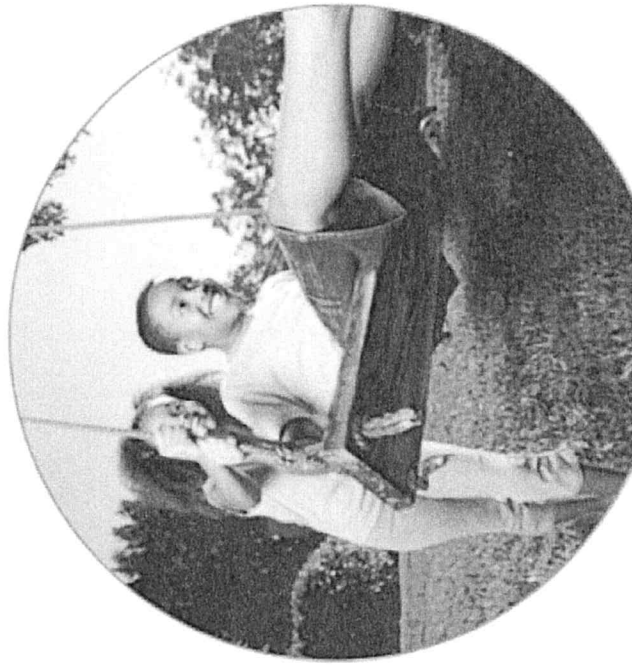
What does motion mean? Underline the definition.

What forces can make a swing move? Circle the clues.



Talk with a partner about why a swing cannot move by itself. Draw a box around the clue.

Stockbyte/Getty Images







Where can you see lots of motion? A soccer game! Many forces are at play in a game. Each kick is a push that moves the ball. If a player kicks hard, the ball moves at a fast speed. However, if the player gives the ball a gentle tap, it moves slowly. Speed is how far something moves in a certain amount of time.

A player might kick the ball in a straight line. He or she can kick the ball up in the air, but the force of gravity will bring it back down.

©Olivier Renck/Aurora Open/Corbis

How can soccer players control the speed of the ball? Underline the clues.

Circle the different ways a ball can be put in motion during a soccer game.



Talk about how the photograph helps you understand the information on this page. Circle the part that shows a push.

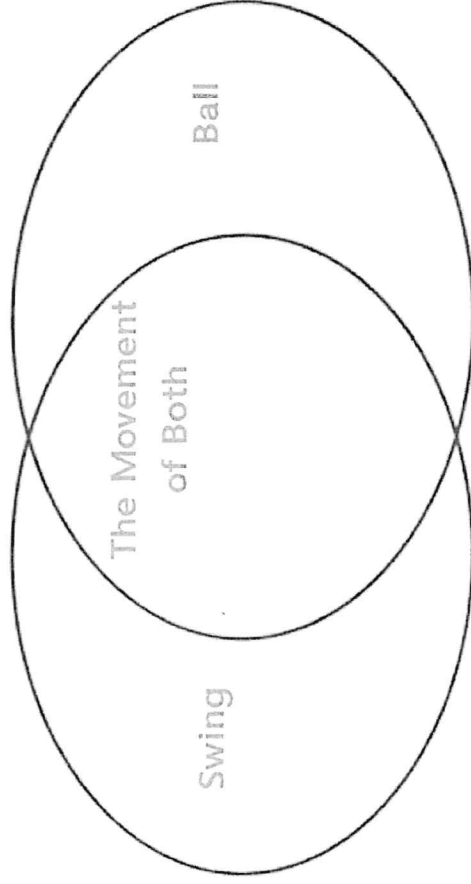


**?** How is the movement of the swing similar to the movement of a soccer ball? What does this say about other objects?



**Talk About It** What do both the swing and the ball need in order to move?

**Text Evidence** Write how the swing's movement is similar to the soccer ball's movement. Use important vocabulary from the text.



**Write** The similar movements of the swing and soccer ball teach me that



### Quick Tip

I can use key words like "push" and "pull" to help answer questions.

Name \_\_\_\_\_

**Multiple-meaning words** have more than one meaning.  
Use other words in the sentence to figure out which  
meaning is being used.

Read the lines from the poem. Circle the meaning of the word in bold print.

1. You'll never find a tortoise at sea,  
It lives on **land**—that's where it should be.  
the ground            to come down from above
2. A tortoise wears a hard outer shell,  
That always works to serve it **well**.  
in a good way            a hole in the ground that stores water
3. It has four stumpy legs and four tortoise **feet**.  
measurements of 12 inches            parts of the body
4. When a tortoise doesn't know where to hide,  
It just pulls its head and four **limbs** inside.  
tree branches            legs
5. For a tortoise is a marvel of the animal **pack**,  
It carries its home right on its back.  
to put things in a suitcase            a group of animals

Name \_\_\_\_\_

Reteaching

**5-6**

## Even and Odd Numbers

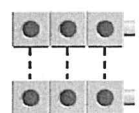
An **even** number *can* be shown as two equal parts.

An **odd** number *cannot* be shown as two equal parts.

There are 6 cubes.

Is 6 an even or odd number?

Draw lines to match the cubes.



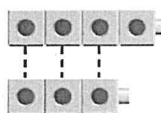
The cubes can be shown as two equal parts.  $3 + 3 = 6$

6 is an even number.

There are 7 cubes.

Is 7 an even or odd number?

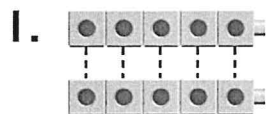
Draw lines to match the cubes.



The cubes cannot be shown as two equal parts.

7 is an odd number.

Draw lines to match the cubes. Is the number even or odd?



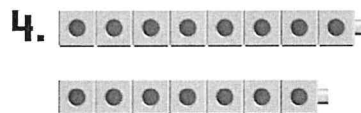
10 is an \_\_\_\_\_ number.



9 is an \_\_\_\_\_ number.



12 is an \_\_\_\_\_ number.



15 is an \_\_\_\_\_ number.

5. Write odd or even. Use cubes to help you.

For an even number, write a doubles fact.

14 \_\_\_\_\_

17 \_\_\_\_\_

20 \_\_\_\_\_

\_\_\_\_ + \_\_\_\_ = \_\_\_\_

\_\_\_\_ + \_\_\_\_ = \_\_\_\_

\_\_\_\_ + \_\_\_\_ = \_\_\_\_

Name \_\_\_\_\_

Practice

**5-6**

## Even and Odd Numbers

Circle **even** or **odd**. Use cubes if you need to.

For an even number, write the number sentence.

1. 14

odd even

$$7 + 7 = 14$$

2. 13

odd even

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

3. 18

odd even

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

4. 19

odd even

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

5. Draw a picture to solve. Write **even** or **odd**.

Hector has 2 glasses.

He puts 3 ice cubes in one glass  
and 2 ice cubes in the other glass.

Does Hector have an odd or even  
number of ice cubes? \_\_\_\_\_

6. Betty writes a subtraction sentence.

The answer is an even number.

Which subtraction sentence did Betty write?

$$8 - 5 = ?$$

(A)

$$7 - 2 = ?$$

(B)

$$9 - 5 = ?$$

(C)

$$6 - 3 = ?$$

(D)

7. **Algebra** Use the drawing to answer the questions.

What number do the cubes show? \_\_\_\_\_

Is the number even or odd? \_\_\_\_\_

How do you know? \_\_\_\_\_



Name \_\_\_\_\_

**A. Proofread**

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines.

One sping night, a skunk family went out to find food. The skunks splite nuts with their teeth. One little skunk ate a strang bug. The bug had a green stipe on its back. Then Mama Skunk said, "Come scatch at the ground. We will find bugs to eat. Then we can look under this srub for some slugs. Yum, yum, yum!"

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**B. Writing**

Write a story about an animal family. Use four spelling words in your story.

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Name \_\_\_\_\_

- Add an apostrophe and -s to make a singular noun possessive.
- Add an apostrophe to make plural nouns that end in s possessive.
- Add an apostrophe and -s to plural nouns that do not end in s.

**Find the mistakes in the paragraph.  
Rewrite the paragraph correctly on  
the lines.**

A bats wings are not covered with feathers. Bats wings are made of layers of skin. Their bodies have fur, like mices bodies. A bat that is looking for food sends out little noises. The noises bounce off of an insects body. The bouncing noises help the bat find and eat the bug. Bats fly at night because the suns light would dry out their wings.



Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about what precise words you can add.**

**Draft Model**

I went outside one night.  
Something moved, so I turned on the light.  
It was a little toad,  
Hopping across the road.

1. What kind of night is it?
2. What does the toad look like?
3. How does the toad move?

**B. Now revise the draft by adding precise words to give readers a clearer picture about the night and the toad.**

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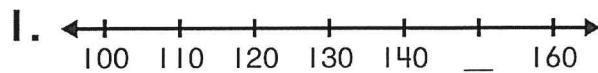


Name \_\_\_\_\_

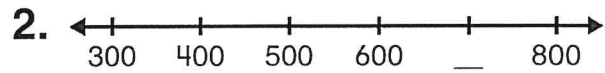
Quick Check

**10-6**

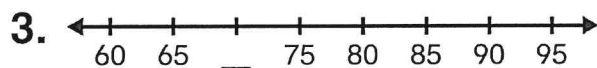
Skip count on the number line.  
What is the missing number?



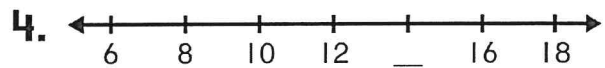
- (A) 140
- (B) 150
- (C) 160
- (D) 170



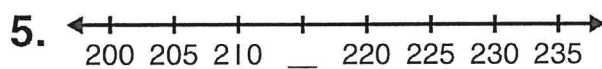
- (A) 700
- (B) 800
- (C) 900
- (D) 1000



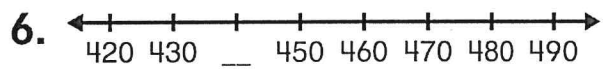
- (A) 55
- (B) 66
- (C) 70
- (D) 76



- (A) 8
- (B) 10
- (C) 12
- (D) 14

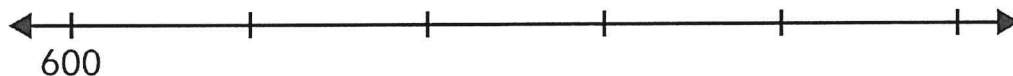


- (A) 250
- (B) 230
- (C) 215
- (D) 195



- (A) 445
- (B) 440
- (C) 435
- (D) 415

7. Start at 600. Choose to skip count by 2s, 5s, 10s, or 100s.  
Complete the number line to show your skip counting.



Name \_\_\_\_\_

Quick Check

**10-7**

Which is correct?

- |    |                    |                    |                    |                    |
|----|--------------------|--------------------|--------------------|--------------------|
| 1. | $197 > 216$<br>(A) | $197 < 216$<br>(B) | $216 < 197$<br>(C) | $216 = 197$<br>(D) |
| 2. | $410 > 350$<br>(A) | $410 < 350$<br>(B) | $350 > 410$<br>(C) | $350 = 410$<br>(D) |
| 3. | $357 > 753$<br>(A) | $357 = 753$<br>(B) | $357 < 753$<br>(C) | $753 < 357$<br>(D) |
| 4. | $693 < 293$<br>(A) | $693 = 293$<br>(B) | $293 > 693$<br>(C) | $293 < 693$<br>(D) |
| 5. | $51 > 519$<br>(A)  | $519 = 519$<br>(B) | $519 < 519$<br>(C) | $519 > 519$<br>(D) |
| 6. | $887 = 878$<br>(A) | $887 < 878$<br>(B) | $878 < 887$<br>(C) | $878 > 887$<br>(D) |

- 7. Writing in Math** Compare the numbers 927 and 972.  
Write the comparison two ways.

\_\_\_\_\_ > \_\_\_\_\_      \_\_\_\_\_ < \_\_\_\_\_

Tell how you found the greater number.

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History



## READ & DO

### Instant Suburbs

About 70 years ago, Bill Levitt had an idea. He wanted to build homes for young families. Thousands of homes! How did his new idea help form suburbs around the country?

Up and down the street, workers were building new

## HOW ARE COMMUNITIES ...

---

houses. They worked very quickly. They could finish about 30 houses in a day. All the houses looked almost the same.

The town was named Levittown and is in New York. The streets were easy to drive on. There were spaces for schools and other services. Bill Levitt built an entire community.



What was so special about Levittown?

During the 1940s, there was a world war. When it ended, millions of U.S. soldiers came home. They had young families. They needed houses to live in.

Bill Levitt and his family had farmland near New York City. They planned a suburb there. They built new houses faster than anyone had before. Then they sold the houses at a low price. They called the community Levittown.

The new suburb was very popular. The Levitts built two more Levittowns. One suburb was in Pennsylvania. The other suburb was in New Jersey.

Levittowns were built near highways. People could drive easily to work in nearby cities.

The houses were small and modern. Everything was new. Some homes came with a recent invention—a TV!

The houses had huge windows called “picture windows” in the living room. Parents could watch their children playing outside. There were lots of children in Levittown, too. They played in the backyards. The front yards did not have fences, so children ran from yard to yard.

The Levitts also built playgrounds, stores, and community centers. They built whole towns from start to finish.

Some people did not like the Levittowns. They complained that everything looked the same. They did not like the rules the Levitts made. Some rules said what people could do and not do to the houses. Other rules said who could buy houses and

## HOW ARE COMMUNITIES ...

---

who could not.

Still, the “instant suburbs” were popular. Other builders copied the Levitts' ideas in new suburbs across the country. Later, people made changes to the Levitt houses, but the suburbs still exist today.





## HOW ARE COMMUNITIES ...

---



Does your community seem urban? Rural? Suburban?

Write or draw why you think so in the correct box. Then answer the questions below.

Urban

Rural

Suburban

Is your community urban, rural, or suburban?

---

Why do you think so?

---



# Grade 2 Twig Science

## Week 2

### Module 4: A Garden for Life

This week you will read an exciting text and respond to some questions. It's only available online.

	To access science reading online:
Step 1	Type this in your Internet browser:  <b>bit.ly/g2m4science</b>
Step 2	Scroll to the bottom
Step 3	<u>Choose your reading level:</u>  Diamond: ♦ On Level (available in Spanish)  Triangle: ▲ Advanced Level  Circle: ● Below Level  Square: ■ English Learner
Step 4	Click on the word "Read" or "Español"

Book Title: "Where Are the Bees?"	
Read Chapter 1 and Chapter 2	
Answer these questions after reading:	What are the main ideas?  What was something interesting that you learned?  What is something you are wondering about?

# Helping Hands



**Start**

Get .

Get a . Take turns until each partner gets 5 turns. Remove the tiles after each turn.

--	--	--

**Try**

Toss the . Find your number line.

If you toss 6, lose a turn. Use number tiles to answer the question.

What number is used to skip count on the number line?



**Try Again**

This time, say the numbers on the line.

Then say the three missing numbers at the end of the line.

# Listen and Learn



**Start** Get **0 1 2 3 4 5 6 7 8 9**.

**Try** Get a pencil. Work together.

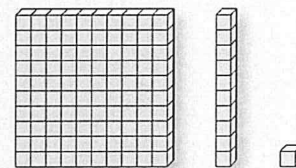
Choose 3 tiles. Make a three-digit number to the left of  $<$ .  
Let your partner choose 3 tiles for the other three-digit number.

			$<$			
--	--	--	-----	--	--	--

Using the end of the pencil with the eraser, tap on the place-value blocks to show each number.

Say: \_\_\_\_\_ is less than \_\_\_\_\_.

Trace  $<$  when you say "is less than".



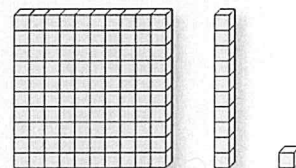
Choose 3 tiles. Make a three-digit number to the left of  $>$ .  
Let your partner choose 3 tiles for the other three-digit number.

			$>$			
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Using the end of the pencil with the eraser, tap on the place-value blocks to show each number.

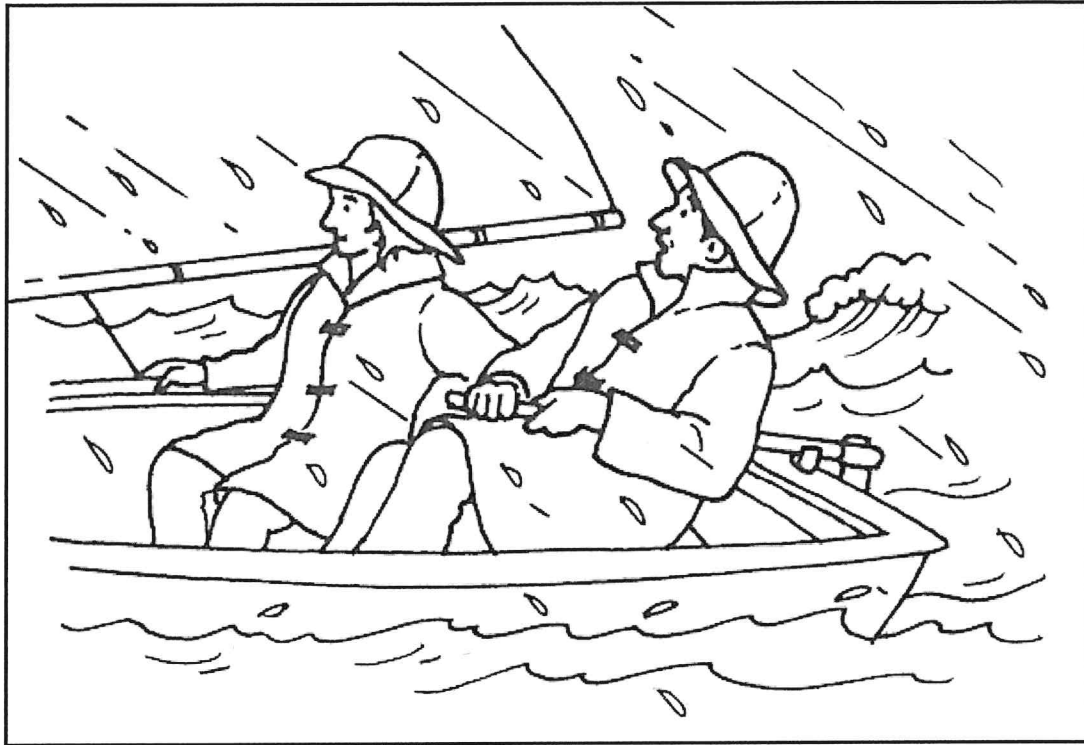
Say: \_\_\_\_\_ is greater than \_\_\_\_\_.

Trace  $>$  when you say "is greater than".



**Try Again** Remove the tiles. Try each puzzle again.

Name \_\_\_\_\_



## Rain on a Sail

Fay's home is on a bay. She likes to sail with Dad in May and June.

On a Sunday in May, they set sail. Then the rain came.

Then the wind came. The wind cut the sail.

Dad had to tug on a rope.

Dad got them back to the bay.

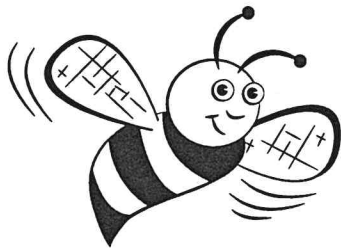
Fay and Dad stay safe!

### ★ACTIVITY★

Make a list of words that are spelled with *ay* or *ai*.

Name \_\_\_\_\_

**Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**



**Review Words**

**High-Frequency Words**

- |           |             |
|-----------|-------------|
| 1. _____  | 1. nail     |
| 2. _____  | 2. train    |
| 3. _____  | 3. main     |
| 4. _____  | 4. hay      |
| 5. _____  | 5. stay     |
| 6. _____  | 6. break    |
| 7. _____  | 7. steak    |
| 8. _____  | 8. weigh    |
| 9. _____  | 9. sleigh   |
| 10. _____ | 10. prey    |
| 11. _____ | 11. scrape  |
| 12. _____ | 12. strange |
| 13. _____ | 13. good    |
| 14. _____ | 14. often   |
| 15. _____ | 15. two     |

Name \_\_\_\_\_

nail	train	main	hay	stay
break	steak	weigh	sleigh	prey

## A. Word Sort

Write the words with the long *a* sound spelled *ai*.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Write the words with the long *a* sound spelled *ay*.

4. \_\_\_\_\_ 5. \_\_\_\_\_

Write the words with the long *a* sound spelled *ea*.

6. \_\_\_\_\_ 7. \_\_\_\_\_

Write the words with the long *a* sound spelled *eigh*.

8. \_\_\_\_\_ 9. \_\_\_\_\_

Write the spelling word that has the long *a* sound spelled *ey*.

10. \_\_\_\_\_

## B. Missing Letter

Write the missing letter in the box. Then write the spelling word correctly on the line.

11. ma  n \_\_\_\_\_ 12. ha  \_\_\_\_\_

13. pre  \_\_\_\_\_ 14. st  ak \_\_\_\_\_

15. we  gh \_\_\_\_\_

Name \_\_\_\_\_

amazing	force	measure	objects
proved	speed	true	weight

**A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.**

- |                                 |            |
|---------------------------------|------------|
| 1. how heavy something is       | a. speed   |
| 2. showed something is true     | b. amazing |
| 3. very surprising              | c. weight  |
| 4. how fast something moves     | d. force   |
| 5. not false                    | e. proved  |
| 6. things you can see and touch | f. measure |
| 7. a push or a pull             | g. objects |
| 8. find the size of something   | h. true    |

**B. Choose one vocabulary word from the box above. Write the word in a sentence of your own.**

9. \_\_\_\_\_  
\_\_\_\_\_

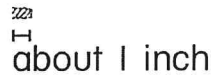
Name \_\_\_\_\_

Reteaching

**15-4**

# Inches, Feet, and Yards

This rope is about 1 inch long.

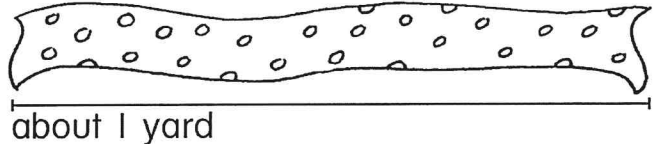


This ribbon is about 1 foot long.



There are 12 inches in 1 foot.

This scarf is about 1 yard long.



There are 3 feet in 1 yard.

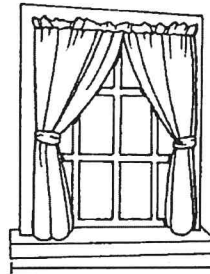
About how long is each object? Circle the answer.

1.



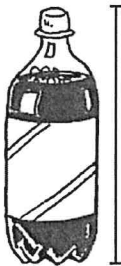
about 1 inch  
about 1 foot  
about 1 yard

2.



about 1 inch  
about 1 foot  
about 1 yard

3.



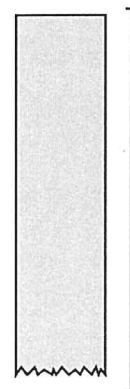
about 1 inch  
about 1 foot  
about 1 yard

4.



about 1 inch  
about 1 foot  
about 1 yard

**5. Estimation** About how long is the piece of tape?



about 1 inch

about 2 inches

about 6 inches



Name \_\_\_\_\_

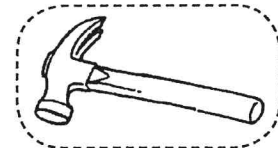
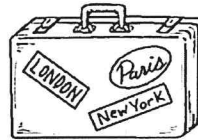
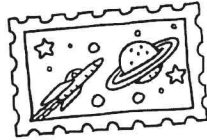
Practice

**15-4**

# Inches, Feet, and Yards

Circle the object that is about each length.

1. a foot



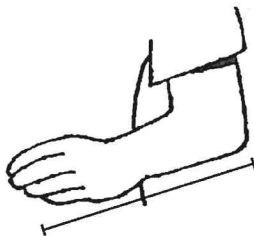
2. a yard



3. an inch



4. Measure from your fingertips to your elbow.



Estimate

Measure

Standard Units

about \_\_\_\_\_  
paper clips

about \_\_\_\_\_  
paper clips

about \_\_\_\_\_  
inches

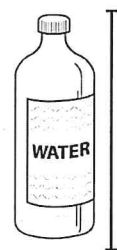
5. Sandy measures the length of a hockey stick. She says it is 4 units long. What unit did she use?



- (A) cubes
- (B) inches
- (C) feet
- (D) yards

6. Reasonableness

What is the height of the water bottle?



- (A) 9 cubes
- (B) 9 inches
- (C) 9 feet
- (D) 9 yards

Name \_\_\_\_\_

The letters *a*, *ai*, *ay*, *ea*, *ei*, *eight*, and *ey* can stand for the long *a* sound. Listen to the vowel sound as you say the words *apron*, *pail*, *day*, *great*, *eight*, and *they*.

**A. Read each row of words. Circle the long *a* word and write it on the line. Then underline the letters that spell the long *a* sound.**

- |          |       |       |       |
|----------|-------|-------|-------|
| 1. bike  | jump  | stay  | _____ |
| 2. camp  | nail  | green | _____ |
| 3. weigh | mean  | lock  | _____ |
| 4. shell | prey  | huge  | _____ |
| 5. rein  | rope  | pick  | _____ |
| 6. float | break | last  | _____ |
| 7. snap  | pump  | baby  | _____ |

A **contraction** is a short way of writing two words. An apostrophe stands for the missing letters.

**B. Write the contraction for each pair of words.**

- |                    |                    |
|--------------------|--------------------|
| 8. they have _____ | 9. she is _____    |
| 10. we are _____   | 11. you will _____ |

Name \_\_\_\_\_

Read the passage. Use the reread strategy to check your understanding of new information or difficult facts.

## Roller Coaster Science

Riding a roller coaster can feel like flying. The cars  
10 race up and down the track. They go around corners at  
21 a high speed. Do you know how a roller coaster works?

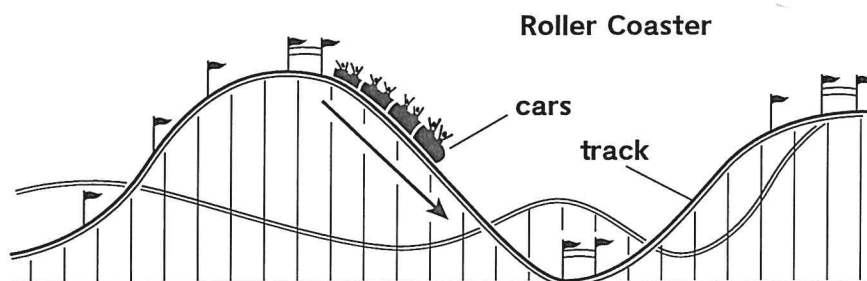
### 32 The Ride Begins

35 A long chain runs under the first uphill track. A  
45 motor moves this chain in a loop. It's like the moving  
56 belt at the store checkout. The roller coaster cars grip  
66 onto the chain. The chain pulls the roller coaster train  
76 up to the top of the hill.

### 83 Moving Along the Track

87 The train reaches the top of the hill. The chain is  
98 unhooked. **Gravity** takes the train down the track.  
106 Gravity is a **force** that pulls objects toward the center of  
117 the earth.

Name \_\_\_\_\_



Gravity moves the cars down the hill.

119 As the train moves down the track, it **speeds** up. It  
130 goes faster and faster. This speed helps move the train  
140 up the next hill. Then it all happens again.

### 149 The Ride Ends

152 When the ride is over, the roller coaster train must  
162 stop. There are brakes built into the track. These brakes  
172 stop the **motion** of the train. The roller coaster ends at  
183 the same position it started.

188 That is the science of a roller coaster. Think about  
198 these forces the next time you take a ride!

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. What is the topic of this passage?

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2. What is one fact that the author includes about the topic?

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3. What is the author's purpose for writing this passage?

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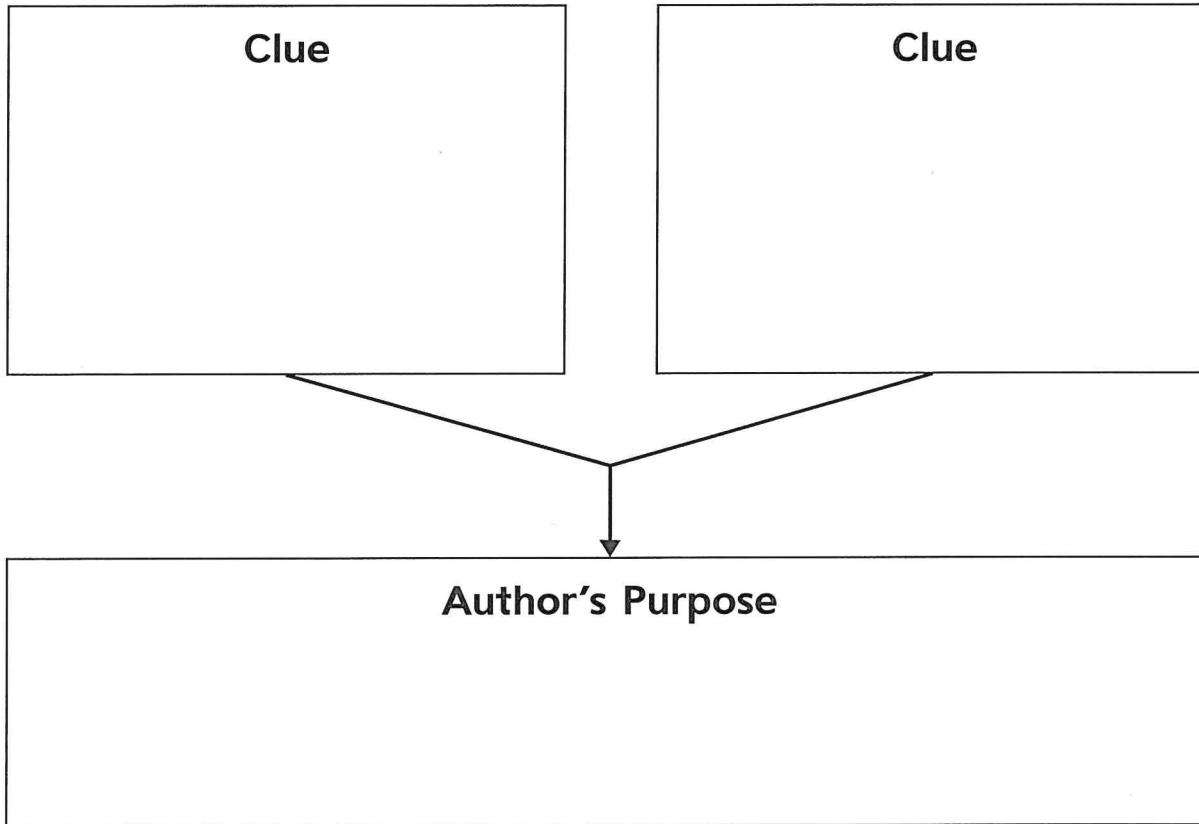
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**B. Work with a partner. Read the passage aloud. Pay attention to how your voice rises and falls. Stop after one minute. Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name \_\_\_\_\_

**Read the selection. Complete the Author's Purpose chart.**



Name \_\_\_\_\_

Reteaching

**15-5**

## **Centimeters and Meters**

This bead is about 1 centimeter long.



about 1 centimeter

There are 100 centimeters in 1 meter.

You would need 100 of these beads to make 1 meter!



About how long is each object?

Circle the answer.



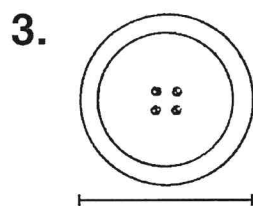
about 1 centimeter

about 1 meter



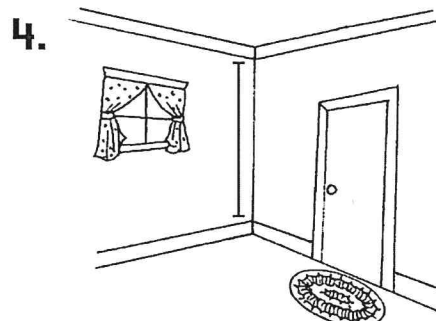
about 1 centimeter

about 1 meter



about 1 centimeter

about 1 meter



about 3 centimeters

about 3 meters

Name \_\_\_\_\_

Practice

**15-5**

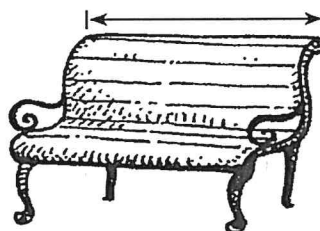
# Centimeters and Meters

Circle the object that is about each length.

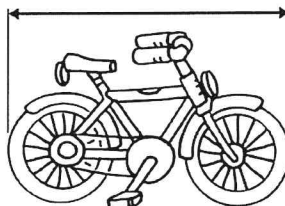
1. 1 centimeter



2. 1 meter



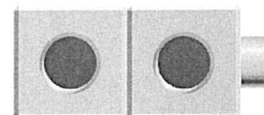
3. 1 centimeter



4. Which line is about 1 centimeter long?

- (A)
- (B)
- (C)
- (D)

5. **Algebra** How long are these 2 cubes joined together? Write the missing numbers. Then add.



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_ centimeters



Name \_\_\_\_\_

nail	train	main	hay	stay
break	steak	weigh	sleigh	prey

### A. Word Sort

Look at the spelling words in the box. Match the spelling word with the spelling pattern and write the word.

*ay*

*eigh*

*ai*

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_

2. \_\_\_\_\_ 4. \_\_\_\_\_ 6. \_\_\_\_\_

7. \_\_\_\_\_

*ea*

*ey*

8. \_\_\_\_\_ 10. \_\_\_\_\_

9. \_\_\_\_\_

### B. Pattern Smart

Write the spelling words that have the same vowel pattern as *pail*.

11. \_\_\_\_\_ 12. \_\_\_\_\_ 13. \_\_\_\_\_

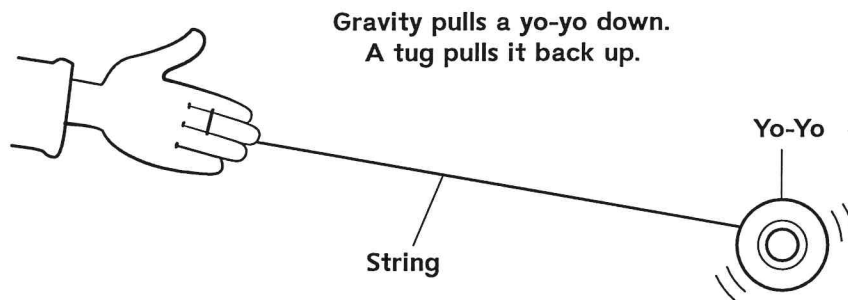
Write the spelling words that have the same vowel pattern as *may*.

14. \_\_\_\_\_ 15. \_\_\_\_\_

Name \_\_\_\_\_

## How a Yo-Yo Works

Let a yo-yo go and it spins down as the string **unwinds**. It keeps spinning at the end of the string. With a quick tug, the string **rewinds** and the yo-yo climbs back up.



Answer the questions about the text.

1. How do you know this is informational text?

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2. Why are the words **unwinds** and **rewinds** in bold print?

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3. What can you learn from the diagram?

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Name \_\_\_\_\_

- An **action verb** is a word that shows action.
- An action verb tells what someone or something is doing.
- To find an action verb, ask *What is the person or thing in this sentence doing?*

Rain falls from the sky.Sara watches the clouds.**Circle the action verb in each sentence. Write it on the line.**

1. I toss a ball in the air. \_\_\_\_\_
2. Gravity pulls the ball down. \_\_\_\_\_
3. Jessica spills pins on the floor. \_\_\_\_\_
4. A magnet lifts up the pins. \_\_\_\_\_
5. Chad steps onto a scale. \_\_\_\_\_
6. The dial points to his weight. \_\_\_\_\_

Name \_\_\_\_\_

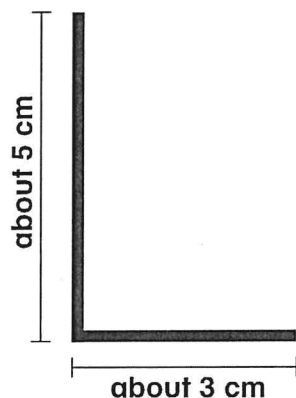
Reteaching

**15-8**

## Comparing Length

What is the total length of the path?

Path A



Measure each part of a path to find the total length.

$$\underline{3} + \underline{5} = \underline{8}$$

The path is 8 centimeters long.

Use a centimeter ruler to measure the path.

1. Path B



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

         centimeters long

2. Which path is longer? Circle the answer.

Path A

Path B

3. How much longer is the longer path?

         centimeter

Name \_\_\_\_\_

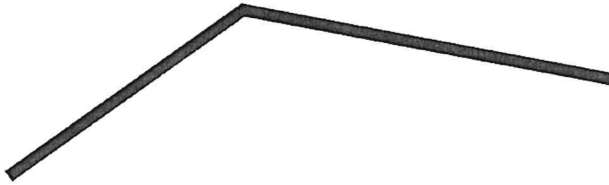
Practice

**15-8**

## Comparing Lengths

Use a centimeter ruler to measure each path.

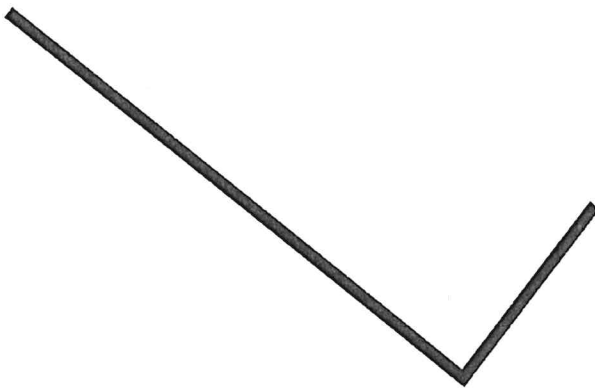
1. Path A



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ centimeters long

2. Path B



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ centimeters long

3. Which path is longer? Circle the answer.

Path A

Path B

4. Complete.

Path \_\_\_\_\_ is \_\_\_\_\_ centimeters longer than Path \_\_\_\_\_.

Name \_\_\_\_\_

nail	train	main	hay	stay
break	steak	weigh	sleigh	prey

### A. Word Meaning

Write the spelling word for each definition.

1. a kind of meat \_\_\_\_\_
2. not go \_\_\_\_\_
3. fall apart \_\_\_\_\_
4. most important \_\_\_\_\_
5. cut and dried grass \_\_\_\_\_

### B. Sentences to Complete

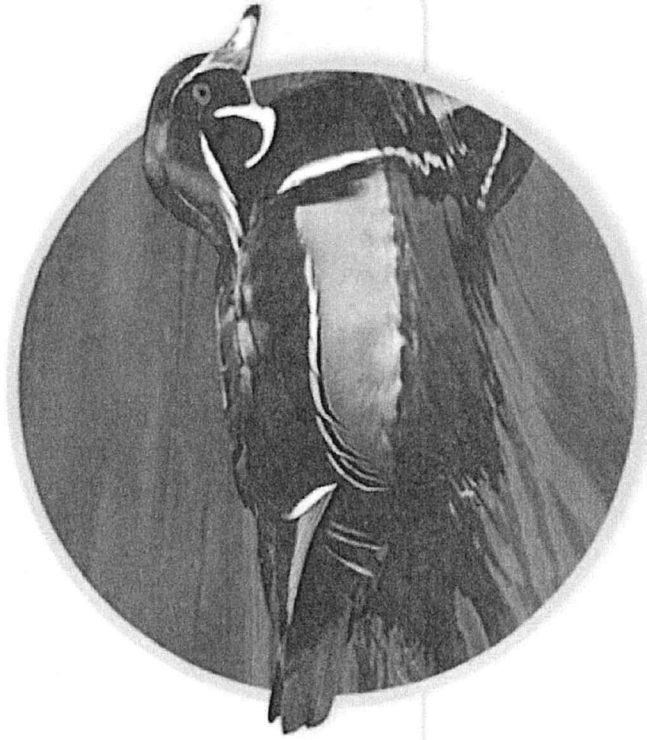
Write a spelling word on the line to complete each sentence.

6. Mom hammered a \_\_\_\_\_ to hang the picture.
7. A \_\_\_\_\_ runs on tracks.
8. How many pounds does the box \_\_\_\_\_?
9. Cats like to hunt for \_\_\_\_\_.
10. The \_\_\_\_\_ moved over the ice.



## At Home in the River

A family of wood ducks floats by. The mother leads her ducklings along the river bank. They eat plants that grow in the water. The plants are called duckweed.



© Adriaan Van den Berg/Cutcaster

Reread and use the prompts to take notes in the text.

What does the river provide the wood ducks? Underline clues.

How does the mother duck make sure her ducklings are safe? Circle clues.



**Talk About It** Talk with a partner about how the wood duck is different from the turtle in *Turtle, Turtle, Watch Out!* Draw a box around the clue.

One turtle leaves the river to lay eggs. On the river bank, she stops to eat snails and worms. When she finds a place, she digs a hole with her back legs. She covers her eggs with dirt to hide them from other animals. A raccoon sleeps in a hole in the tree. It would enjoy this meal. After two months, the baby turtles hatch. They journey to the river bank.



Underline details about how the spotted turtle makes the river its home. Write them here.

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**Talk About It** Describe where a spotted turtle lays her eggs. Circle the clues.



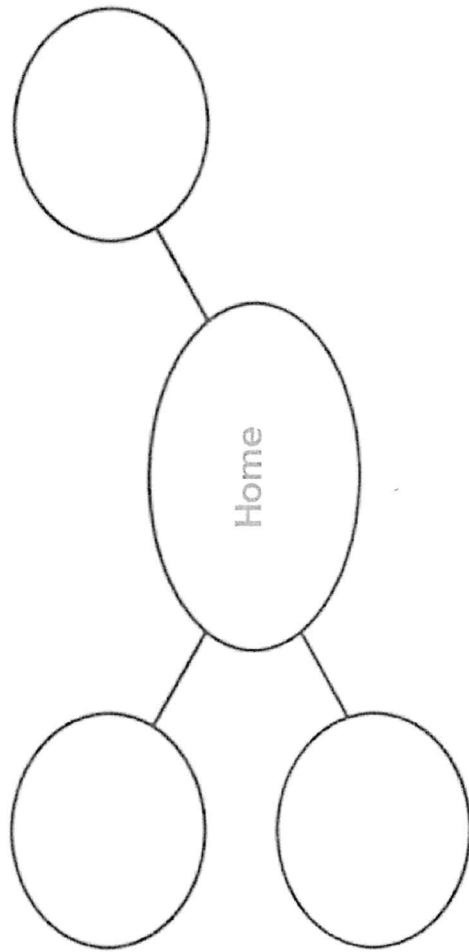


Why is "At Home in the River" a good title for this selection?



**Talk About It** Talk about how the animals in the selection make the river their home.

**Text Evidence** Write details in the word web that show how the river is a good home.



Write "At Home in the River" is a good title because

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### Quick Tip

I can find key details about the animals' habitats in the photographs.

Name \_\_\_\_\_

A **simile** compares two unlike things. It uses the word *like* or *as* to make the comparison.

**Read the sentences. Then answer the questions.**

1. Riding a roller coaster can feel like flying.

What two things does the author compare?

\_\_\_\_\_

What does the simile mean?

\_\_\_\_\_

\_\_\_\_\_

2. A motor moves this chain in a loop. It is like the moving belt at the store checkout.

What two things does the author compare?

\_\_\_\_\_

What does the simile mean?

\_\_\_\_\_

3. The roller coaster's sound is as loud as thunder.

What two things does the author compare?

\_\_\_\_\_

What does the simile mean?

\_\_\_\_\_

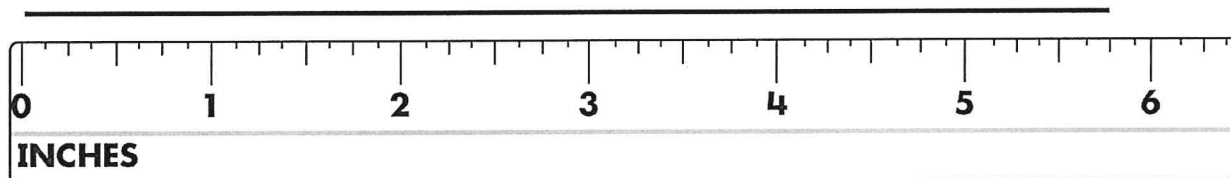
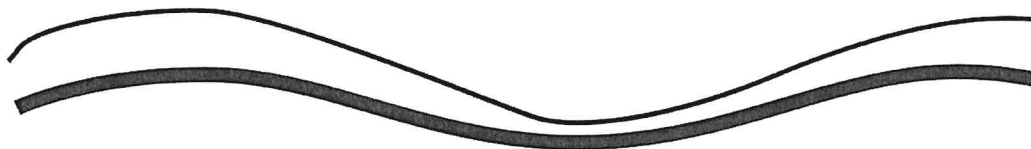
Name \_\_\_\_\_

Reteaching

**15-9**

## Problem Solving: Use Objects

You can use a string to measure a path that is not straight. First, place the string on top of the path. Then, use a ruler to measure the string.



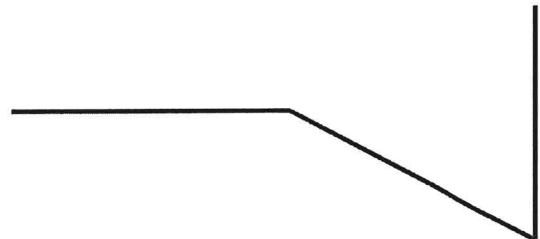
The path is about 6 inches long.

Use string to measure the path.  
Then measure the string with a ruler.

1. The path is about 3 inches long.



2. The path is about \_\_\_\_\_ inches long.



Name \_\_\_\_\_

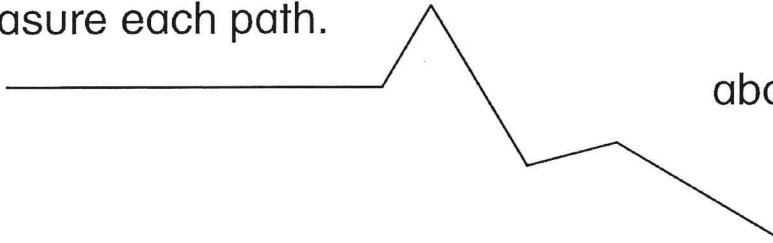
Practice

**15-9**

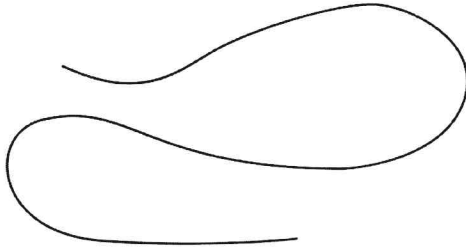
## Problem Solving: Use Objects

Measure each path.

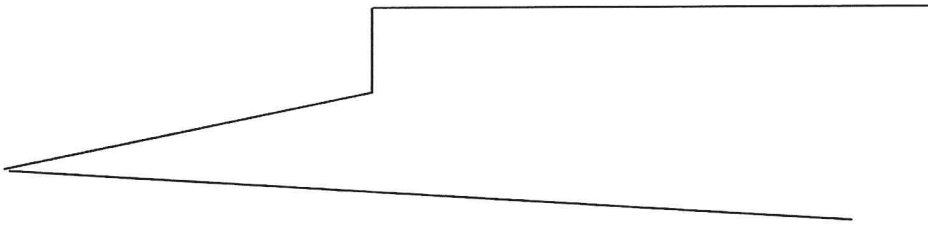
1. \_\_\_\_\_ about \_\_\_\_\_ inches



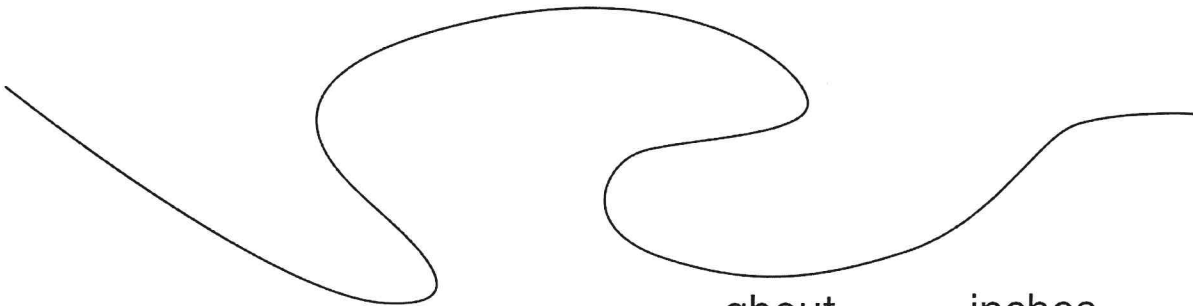
2. \_\_\_\_\_ about \_\_\_\_\_ inches



3. \_\_\_\_\_ about \_\_\_\_\_ inches



4. \_\_\_\_\_ about \_\_\_\_\_ inches



5. **Reasoning** Mrs. Green sews these patterns on cloth with thread using her sewing machine. She needs to know how much thread to buy. Which pattern does she need to measure with string?

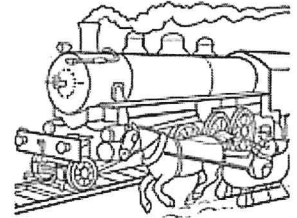


Name \_\_\_\_\_

**A. Proofread**

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines.

There are many ways to travel. A sleagh ride is fun. Riding a horse can be exciting, but the horse will need to eat some hai. It is also fun to take a trayn. You don't have to stai in your seat the whole trip. At one time, the train was one of the mayn ways that people traveled. Some trains had dining cars where people could eat staik and other food.



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**B. Writing**

Write about a way to travel. Tell why it is a good way to travel. Use four spelling words in your paragraph.

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Name \_\_\_\_\_

- An **action verb** tells about the action in the sentence.
- Some action verbs tell about actions that are hard to see.

Jim enjoys that book about the weather.

**Circle the action verb. Then write another sentence using that same verb.**



1. Amy thinks about magnets.

\_\_\_\_\_

2. Tom loves books about space.

\_\_\_\_\_

3. Bill listens about motion.

\_\_\_\_\_

4. Cara enjoys experiments with gravity.

\_\_\_\_\_

5. Rita dreams about science.

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to add words that tell the order of the ideas.**

**Draft Model**

You use the force of push and pull. When you throw the ball to a player, you use the force of push. When you try to take the ball from a player, you use the force of pull.

1. What words can you add to the first sentence to make it clearer?
2. What words can you add to the second sentence to make it clearer?
3. Does the order of ideas make sense?

**B. Now revise the draft by adding words. Check that the order of ideas makes sense.**

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Name \_\_\_\_\_

Quick Check


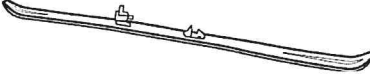

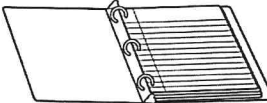
**15-4**

Choose the best answer.


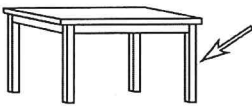


1. Which is about an inch in length?

- (A) 
- (B) 
- (C) 
- (D) 

2. Which is about a foot in length?

- (A) 
- (B) 
- (C) 
- (D) 

3. Which is about a yard in length?

- (A) 
- (B) 
- (C) 
- (D) 

4. Draw a picture with 3 objects. Include an object about one inch long, another object about one foot long, and another object about one yard long. Label your drawings **inch**, **foot**, and **yard**.



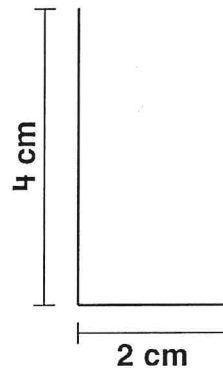
Name \_\_\_\_\_

Quick Check

**15-8**

1. What is the total length of the path?

- Ⓐ about 2 centimeters
- Ⓑ about 4 centimeters
- Ⓒ about 6 centimeters
- Ⓓ about 8 centimeters



2. Peter measures a path that has a total length of 12 centimeters. Janna measures a path that has two parts. Each part measures 7 centimeters.

How much longer is Janna's path than Peter's path?

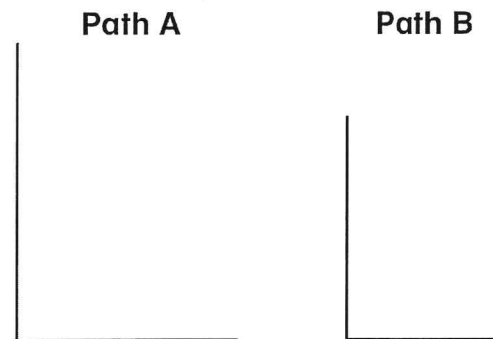
- Ⓐ 14 centimeters
- Ⓑ 10 centimeters
- Ⓒ 7 centimeters
- Ⓓ 2 centimeters

3. Use a centimeter ruler.

Measure each path at the right.

Path A \_\_\_\_\_ cm

Path B \_\_\_\_\_ cm



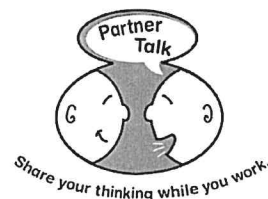
Which path is longer? Circle.

Path A

Path B

How much longer is the longer path? \_\_\_\_\_ centimeters

# Play a Game



**Start**

Put and in a .

Get 12 red squares. Give one game board to each player.

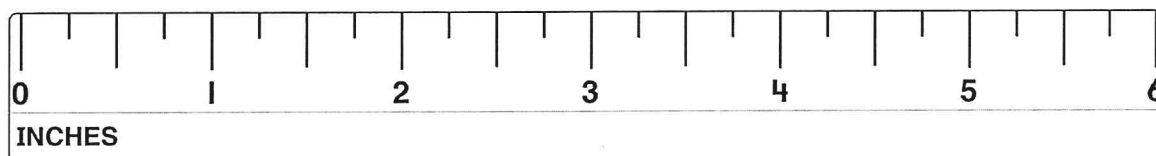
**Try**

Pick a tile from the .

If you pick , the player who has the top game board names an object that measures about 1 inch and puts a square below it.

If you pick , the player who has the bottom game board names an object that measures about 6 inches and puts a square below it.

Put your tile back in the .



About 1 inch	bug	paper clip	peanut	eraser	number cube	number tile
About 6 inches	pencil	pen	shoe	paint brush	tea spoon	glove

The first player who has a square in every space wins.

**Try Again**

Play again! Or, use the ruler to measure an object to the nearest inch.

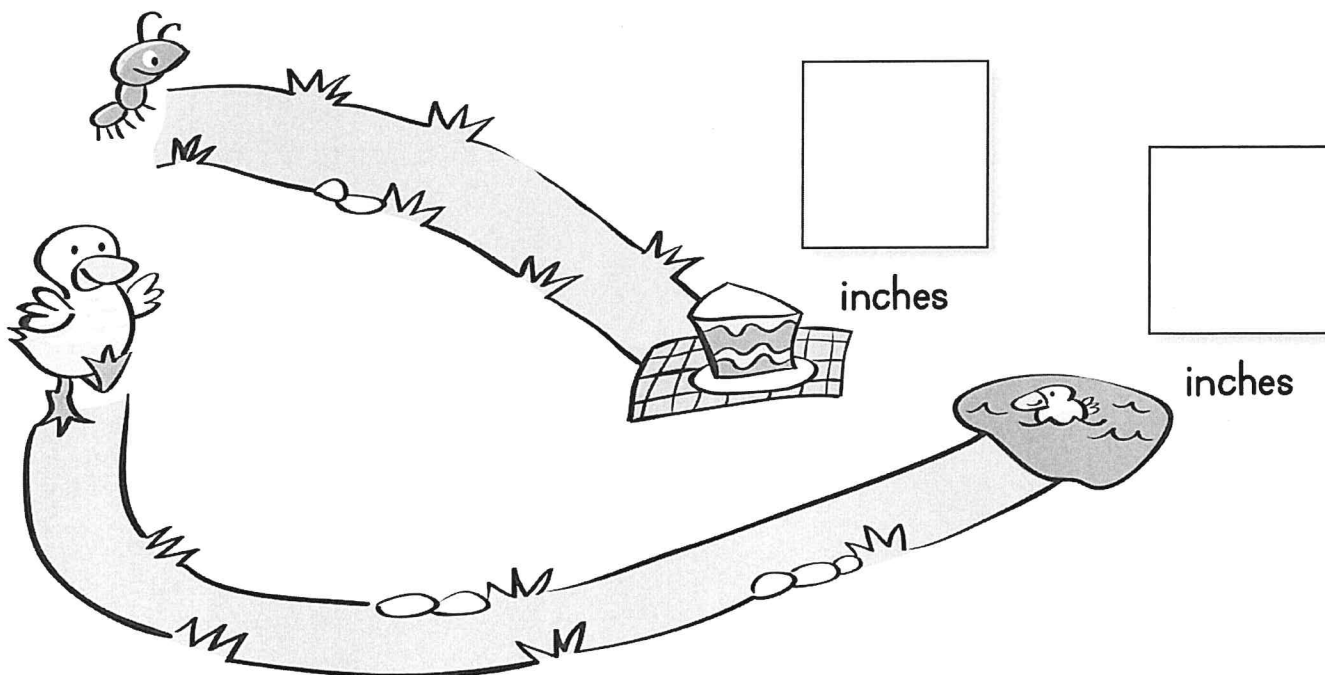
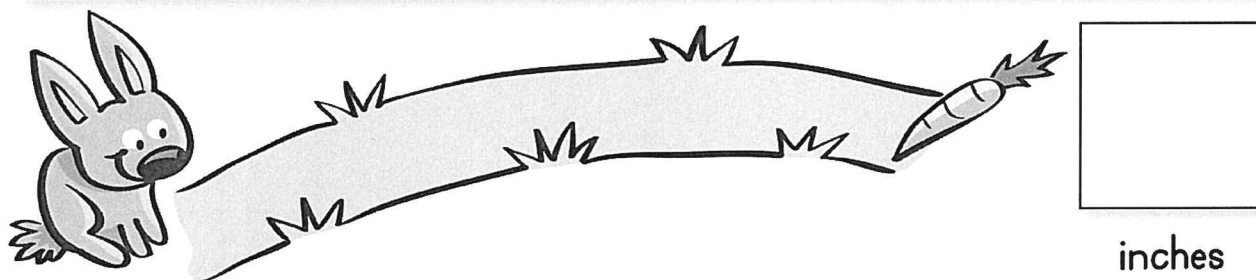
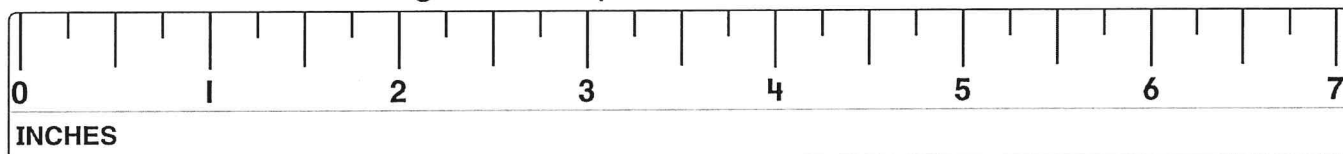
# Look and See



**Start** Get **1 2 3 4 5 6 7 8**.

Get 20 red squares.

**Try** To measure a curvy path, line up the sides of squares along the path. Then line them up on the ruler. Use a number tile to record the length of the path.



**Try Again** Find and measure an object that is not straight.



Geography



### READ & DO

#### Mapping a Trip

When you want to get from one place to another place, a map is the tool for you. Maps come in different shapes and sizes. How did one family figure out what maps show and how to use them?

Rosie and Chris Carto were very excited because the Carto family was taking a trip to Washington, D.C.

“Where is Washington, D.C.?” Rosie asked. “It's somewhere on Earth. I know that!” Chris answered.

“Hmmm,” Rosie said. “So, let's look at Earth to find it.”

“Don't be silly,” Chris laughed. “How can we look at the whole Earth?”

“I'm not silly, we can use a globe. A globe is a model of Earth. Look at this globe!” Rosie said.

Rosie and Chris spun the globe. “Here is the United States,” Rosie pointed. “Let's find Washington, D.C.”

Cities looked very small on the globe. Rosie found Washington, D.C. A star symbol showed that it was the capital city of the United States.

Rosie and Chris live in Sacramento, a city in California. “Wow,” Chris said. “We live in the western United States, and Washington, D.C., is in the eastern part of the country.”



“I want to see the Capitol more than anything,” Rosie said. “The Capitol is the building where people make laws for our country. Can you find it on this globe?”

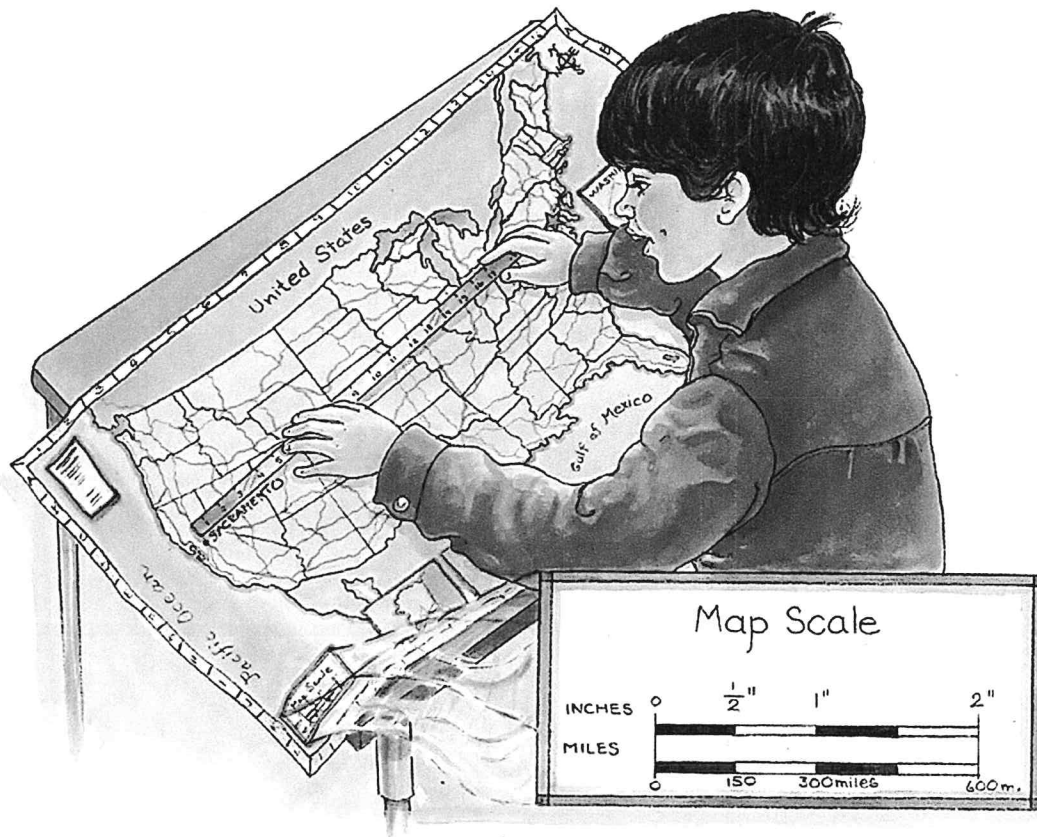
“You can't find a building on a globe!” Chris laughed. “We need a map.”

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“Here is a map of the United States,” Rosie said. “I see Sacramento and Washington, D.C. But I can't find the Capitol Building.”

## WHAT IS A MAP?

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Chris looked at the map scale. A **map scale** shows distance on a map. One inch on the map equaled 300 miles on Earth. Chris used this information to find the real distance between Sacramento and Washington, D.C. Chris said, "Washington, D.C. is about 2,400 miles away. It will take us many days to drive there."

Just then, Mr. and Mrs. Carto came in. "Don't worry, we will take a plane," Mrs. Carto said.

A week later, the Carto family was in Washington, D.C. Mr. Carto bought a map of the city. He pointed to a symbol on



the map and said, "Here is the Capitol Building. Let's take the subway to get there."

The Cartos used another map to find their way on the subway. Then they walked to the National Mall, which is a long park. Many important buildings are on the National Mall.

Everyone studied the map of Washington, D.C. Chris found the National Mall on the map. "We are here," he said. "Let's find the Capitol Building."

"Is it near or far from where we are?" Rosie asked excitedly.

Rosie looked at the map, too. "Here is the Capitol," she said. "It is east of where we are. Let's go!"

At last, Rosie stood in front of the Capitol. "We used a lot of maps to get here," she said, "but it was worth it!"



## WHAT IS A MAP?

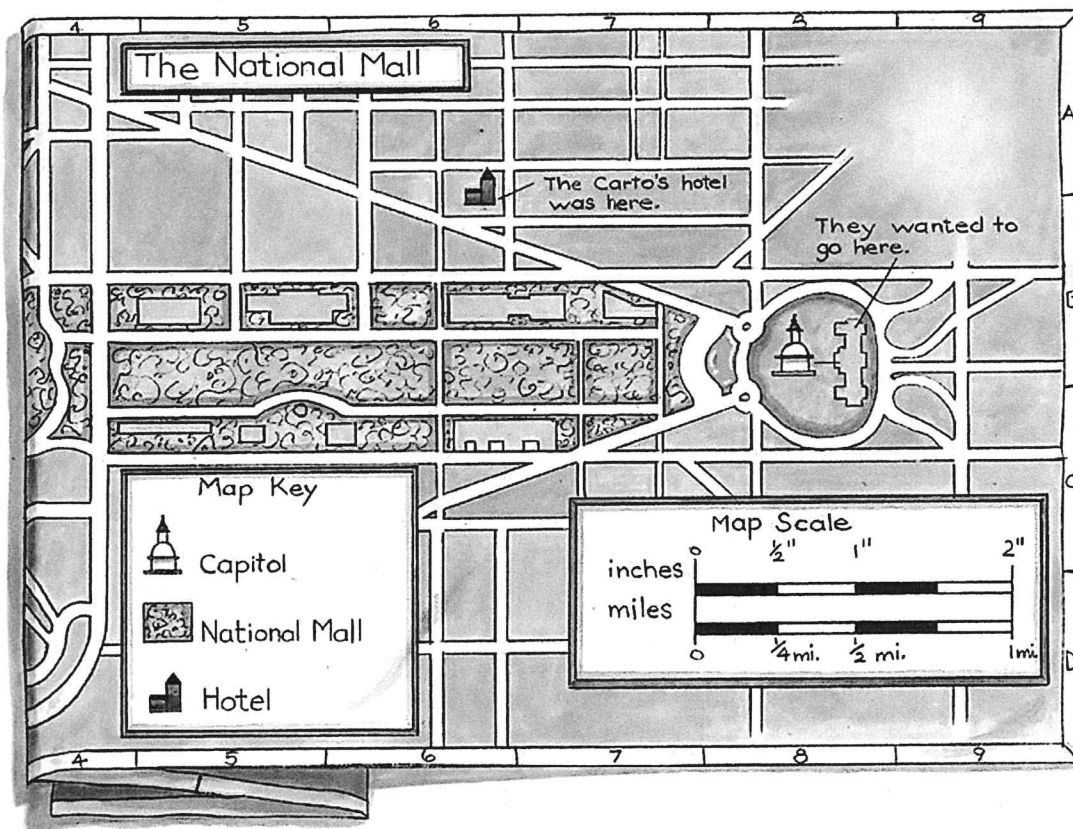
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## WHAT IS A MAP?



## WHAT IS A MAP?



Suppose you took a trip to Washington, D.C. Follow the steps below to visit some important places. Trace the route on the map with your finger. Then answer the questions.

1. Start at the hotel. Go to the White House.
2. Next, go to the Lincoln Memorial.
3. Then, go to the Washington Monument.
4. Last, go to the Capitol Building.

1. Which square shows the White House?

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2. Which square shows the Lincoln Memorial?

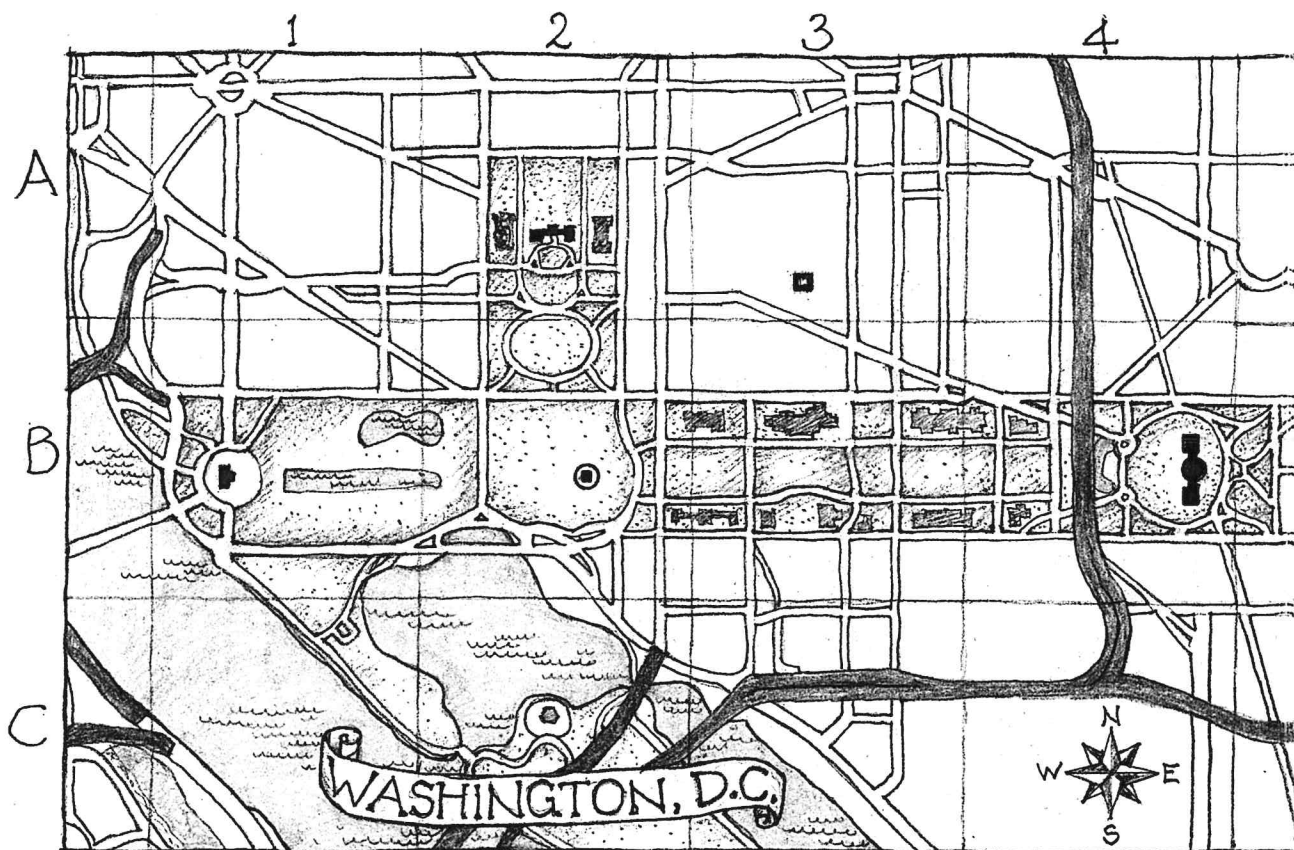
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3. Which way did you go to the Washington Monument?

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4. Which square shows the Capitol Building?

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### KEY

- |                         |                    |
|-------------------------|--------------------|
| ■ - HOTEL               | — WHITE HOUSE      |
| ■ - LINCOLN MEMORIAL    | — CAPITOL BUILDING |
| ○ - WASHINGTON MONUMENT |                    |

# Grade 2 Twig Science

## Week 3

### Module 4: A Garden for Life

This week you will read an exciting text and respond to some questions. It's only available online.

	To access science reading online:
<b>Step 1</b>	Type this in your Internet browser:  <b>bit.ly/g2m4science</b>
<b>Step 2</b>	Scroll to the bottom
<b>Step 3</b>	<u>Choose your reading level:</u> Diamond: ◆ On Level (available in Spanish) Triangle: ▲ Advanced Level Circle: ● Below Level Square: ■ English Learner
<b>Step 4</b>	Click on the word "Read" or "Español"

Book Title: "Where Are the Bees?"	
Read Chapter 3	
<b>Answer these questions after reading:</b>	What are the main ideas? What was something interesting that you learned? What is something you are wondering about?
<b>Optional:</b>	What's Next on page 32 (only if materials are available at home)

## **At Home Learning - Digital Resources**

*Note: some of these free resources require a login. If you see a login button for Google, your child should be able to use their Google login.*

### **ClassLink**

Access GGUSD curriculum textbooks and resources Online. See attached instructions on how to log-in at home.

[portal.ggusd.us](https://portal.ggusd.us)

### **Orange County Department of Education**

These webpages have been curated by the Orange County Department of Education to help families transition from a learning in a classroom setting to an online learning environment.

<https://ocde.instructure.com/courses/224/pages/start-here>

### **Learning Heroes**

Resources from trusted organizations to help your child succeed in school.

<https://bealearninghero.org/learning-tools/students/>

### **Khan Academy**

Offers practice exercises and instructional videos in math, science, computer programming, history, art history, economics, and more that empower learners to study at their own pace.

<https://www.khanacademy.org/>

### **Splash Learn**

Personalized learning path for catching up, enrichment or practice of grade level standards.

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### **Prodigy**

Curriculum-aligned math content designed by trained, certified educators.

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### **Design Squad Global**

Teaches kids about science and engineering through fun games and activities.

<https://pbskids.org/designsquad>

### **PBS KIDS**

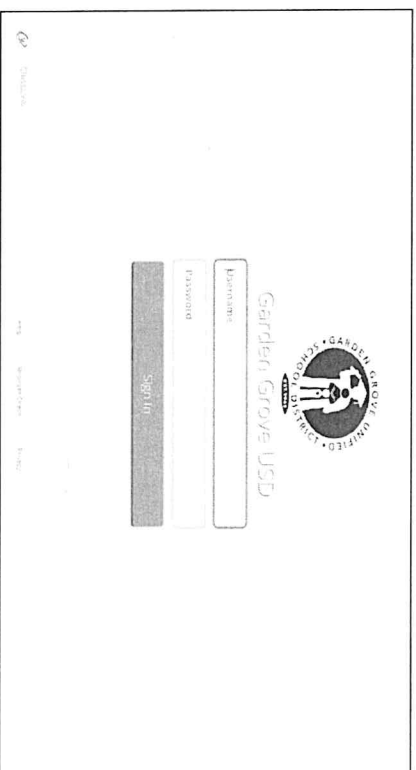
An educational site with games, videos, and quests featuring PBS television show characters that provide information on animals, math, habitats and other topics.

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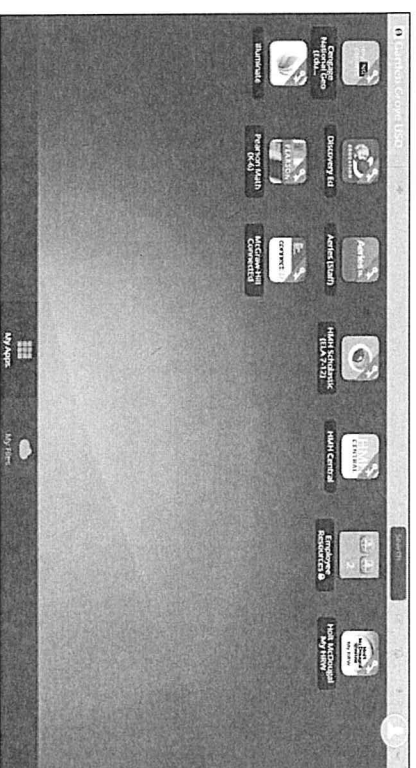
## 1. Sign In

Sign in by using your school login.



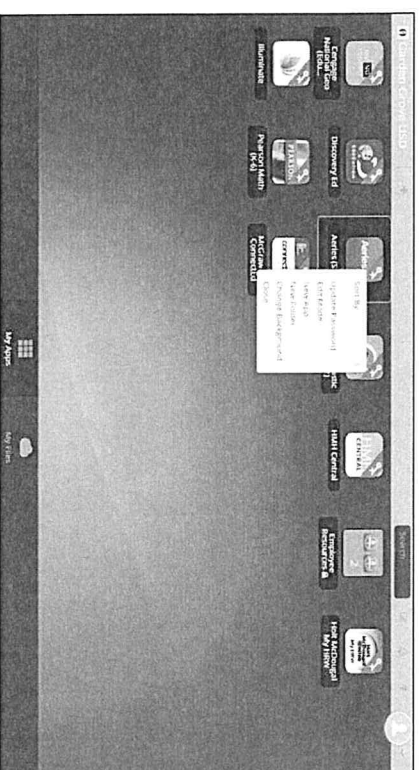
## 2. My Apps

The My Apps screen is where all of your online resources will be located. Enter your username and password once (if prompted) and ClassLink will remember it for you!



## 3. Update Password

Right click an app and choose 'Update Password' to update or change your stored username and passwords for your applications. This is if you have entered your username or password incorrectly or if something has changed/updated.



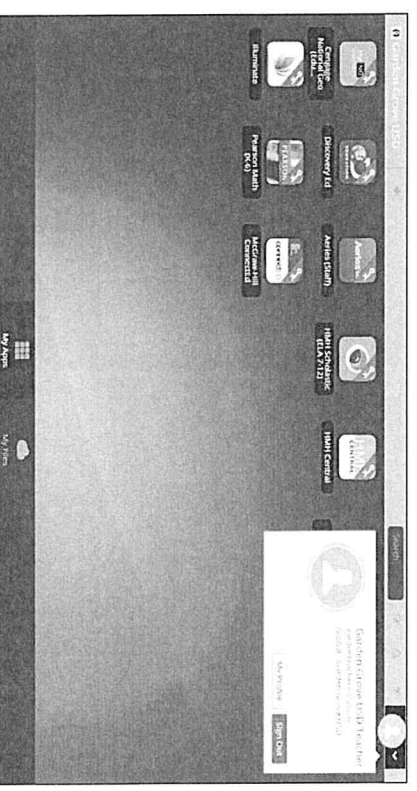
## 4. App Library

The library contains many educational resources to choose from. Click the Plus (+) on the top left of the My Apps screen. Click Add on any app to place it on your My Apps screen.





Here is where you change your profile picture, themes & colors and access your password locker.



**My Files > Manage Services > Connect** allows you to connect other Cloud Drives in Classlink to access all of your files in one location!



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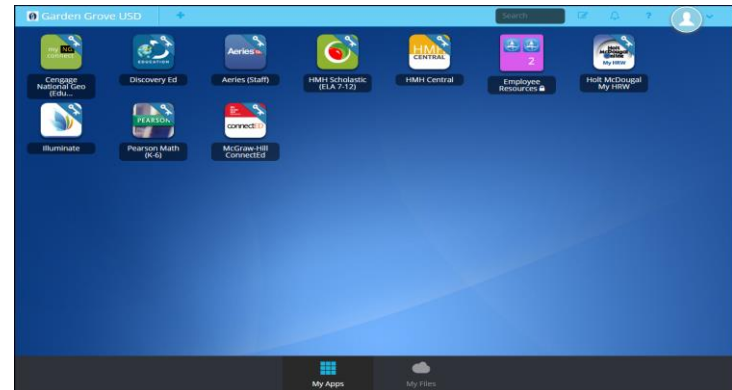
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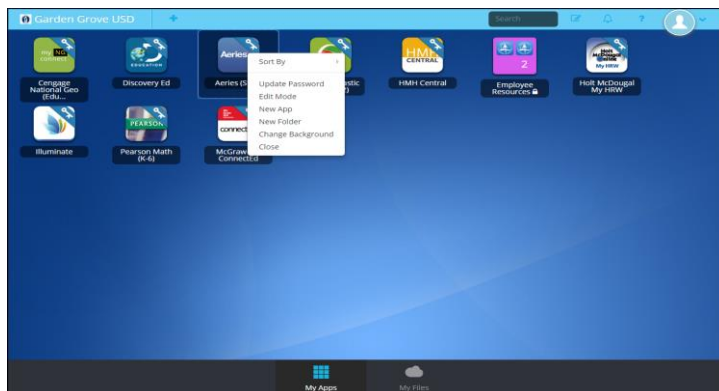
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