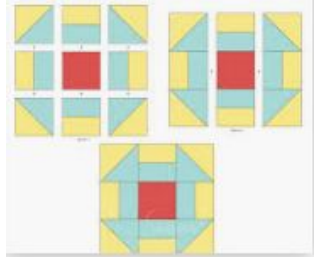
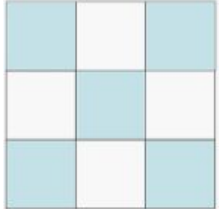


# Christina School District Assignment Board

Grade Level: 2nd

Week of April 6<sup>th</sup>, 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>ELA</b>	Read <i>A Perfectly Sticky Idea</i> . Write a summary of what you read.	Read <i>A Perfectly Sticky Idea</i> again to increase fluency. Answer questions 1-5.	Read <i>A Perfectly Sticky Idea</i> again to increase fluency. Answer questions 6-10.	Read the Word Study sheet. Use the words to write your own sentences.	<b>No School</b>
<b>Math</b>	<p><b>Churn Dash Quilt:</b> This is a block from a churn dash quilt. Can you find some shapes in these blocks? What are they? How do you know? How many of each do you see? How many colors make up the block?</p>  <p>Can you find these shapes at home? Try drawing them!</p>	<p><b>Nine Patch Pattern:</b></p>  <p>This is a Nine Patch. Why do you think it is called that? What do you notice/wonder about this nine patch? Can you find some shapes in these blocks? What are they? How do you know? How many of each shape do you see? Can you find these shapes at home? Try drawing them! What if you colored the blocks differently? What would the block look like then?</p>	<p><b>Draw Your Own Quilt Block:</b></p> <p>Using the attached grid paper can you make your own quilt block? What shapes did you use? How many of each shape are there? How do you know which shapes you have? How many centimeter (cm) blocks did you cover? What if you put that block next to one you already colored? What happens to the picture? Experiment!</p>	<p><b>Draw Your Own Quilt Block Day 2:</b></p> <p>Using the attached grid paper can you make a different quilt block? What shapes did you use? How many of each shape are there? How do you know which shapes you have? How many centimeter (cm) blocks did you cover? What if you put that block next to one you already colored? What happens to the picture? Experiment!</p>	<b>No School</b>

## Christina School District Assignment Board

<b>Science</b>	<p><b>Paper Mountains:</b> Need: a plastic covered workspace (or outside), a spray bottle (only use water), "Land" handout (see attached), 1 thick marker, tape, 2 blank pieces of paper Do: Make a fist. Stack the 2 pieces of blank paper on top of each other and crunch paper over fist and wrist. Pull fist out, continue crumpling, but not in a ball. Un-crumple the paper, line up one of the edges with the black line on "Land" paper and tape down. Do the same to the bottom. It should look a bit like a mountain. Use the marker to mark the highest places on the model with THICK lines. Be careful not to flatten "mountain". Then, trace over each line to make it darker. Use a lot of ink! Put model on protected surface, or outside. Spray 5 times, stop and watch. After at least 1 minute, spray 5 more times. Write down your answers to the following: What happened when it rained on your model? Why do you think the water went where it did? Did it make anything that looks like a river? What do you think you'd find at the start of every river? Where do rivers start?</p>	<p><b>Where Does Water Flow?</b> Think about places outside where you have noticed puddles when it rains. Write your responses: Why are puddles in some places, but not in others? What do you think different about the places where there are puddles? Next time it rains, look for puddles to provide evidence for your response. See if you find any puddles in surprising places. Try to figure out why.</p>	<p><b>Why is There Sand at the Beach? (part 1):</b> Write your answer to the following: Can you think of a way tiny pieces of rock/sand could move from the mountains all the way to the beach? Need: 3 pieces of paper, "River" handout (5 pages), "Draw the river rocks" paper (1 page) Do: cut or tear 3 pieces of paper into about 12 pieces ("boulders"). Put the pages in order(1-5) and tape together. Put all "boulders" at the top of the mountain. Set timer for 20 secs. When timer starts, grab a boulder, rip in half, and send the pieces downstream (next section). It is OK to have left over pieces!.Set timer again, rip these pieces in half, and send downstream. Continue until pieces have been sent as "pebbles" to ocean beach. On the beach, the waves crash and break the pebbles again. If you can tear them smaller ("sand"), do so. Complete "Draw the river rocks" paper.</p>	<p><b>Why is There Sand at the Beach? (part 2):</b> Write your story: Pretend to be a big rock high in the mountains. Your story will start when a thunderstorm washes you into a river. Imagine what might happen next and along the way. Don't forget to include where your journey could end.</p>	<b>No School</b>
<b>Social Studies</b>	<p><b>Hist 1a-Causes &amp; Effects of American Revolution:</b> Complete Steps 1, 2, &amp; 3 from the document titled "Classroom Observations"</p>	<p><b>Hist 1a-Causes &amp; Effects of American Revolution:</b> Complete Step 4 from the document titled "Classroom Observations"</p>	<p><b>Hist 1a-Causes &amp; Effects of American Revolution:</b> Complete Step 5 from the document titled "Classroom Observations"</p>	<p><b>Hist 1a-Causes &amp; Effects of American Revolution:</b> Complete Step 6 from the document titled "Classroom Observations"</p>	<b>No School</b>

# A Perfectly Sticky Idea

by Linda Ruggieri



Sometimes accidents turn into inventions. Post-it Notes are a good example. Post-its are those little sticky papers perfect for marking your place on a book page.

Two researchers, Spencer Silver and Arthur Fry, accidentally invented Post-it Notes. At the time, they were working for a company called 3M. Silver and Fry were both trying to develop extra-strong glue. But the glue they produced was weak. It did not seem useful at all.

One day, Fry had an idea. He put the glue on a piece of paper and used the paper as a bookmark. Fry saw that this bookmark would stay on a page. He could remove it and stick it onto another page. The paper did not fall off.

Researchers worked to improve the glue. They made sure the glue stayed on the piece of paper and not on the page.

In 1980, the company named the product Post-it Notes. The product was a great success!

Today, Post-it Notes are one of the most popular office products in the world. They come in different sizes and many colors. Have you ever used Post-it Notes? What do you think of this invention?

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**1.** What did Silver and Fry invent?

- A. extra-strong glue
- B. bookmarks
- C. Post-it Notes

**2.** The text discusses the series of actions and events that led to the invention of Post-it Notes. Which action or event happened first?

- A. Silver and Fry produced weak glue.
- B. Researchers worked to improve the glue made by Silver and Fry.
- C. Fry put glue on a piece of paper.

**3.** Post-it Notes were a great success.

What evidence from the text supports this statement?

- A. "Two researchers, Spencer Silver and Arthur Fry, accidentally invented Post-it Notes."
- B. "Today, Post-it Notes are one of the most popular office products in the world."
- C. "Sometimes accidents turn into inventions."

**4.** What makes Post-it Notes sticky?

- A. a glue of medium strength
- B. a weak glue
- C. an extra-strong glue

**5.** What is the main idea of this article?

- A. Two researchers accidentally invented Post-it Notes.
- B. Post-it Notes come in different sizes and many colors.
- C. Silver and Fry were trying to develop extra-strong glue at a company called 3M.

6. Read these sentences from the text.

"Researchers worked to improve the glue. They made sure the glue stayed on the piece of paper and not on the page."

Who or what does the word "they" refer to?

- A. the piece of paper
- B. the glue
- C. researchers

7. Choose the answer that best completes this sentence.

Silver and Fry were trying to make strong glue, \_\_\_\_\_ they made weak glue instead.

- A. so
- B. but
- C. because

8. Fry had the idea of putting the weak glue he and Silver had made on a piece of paper. What did he use the paper as?

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9. What did researchers do to improve the glue made by Silver and Fry?

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**10.** Explain why Post-it Notes are an example of an accident that turned into an invention. Support your answer with information from the text.

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Word Study Warm Up (1 minute)

The r-controlled vowel can be spelled *ar* or *ir*.

stir	park	yard
party	hard	firm
dirt	bird	spark

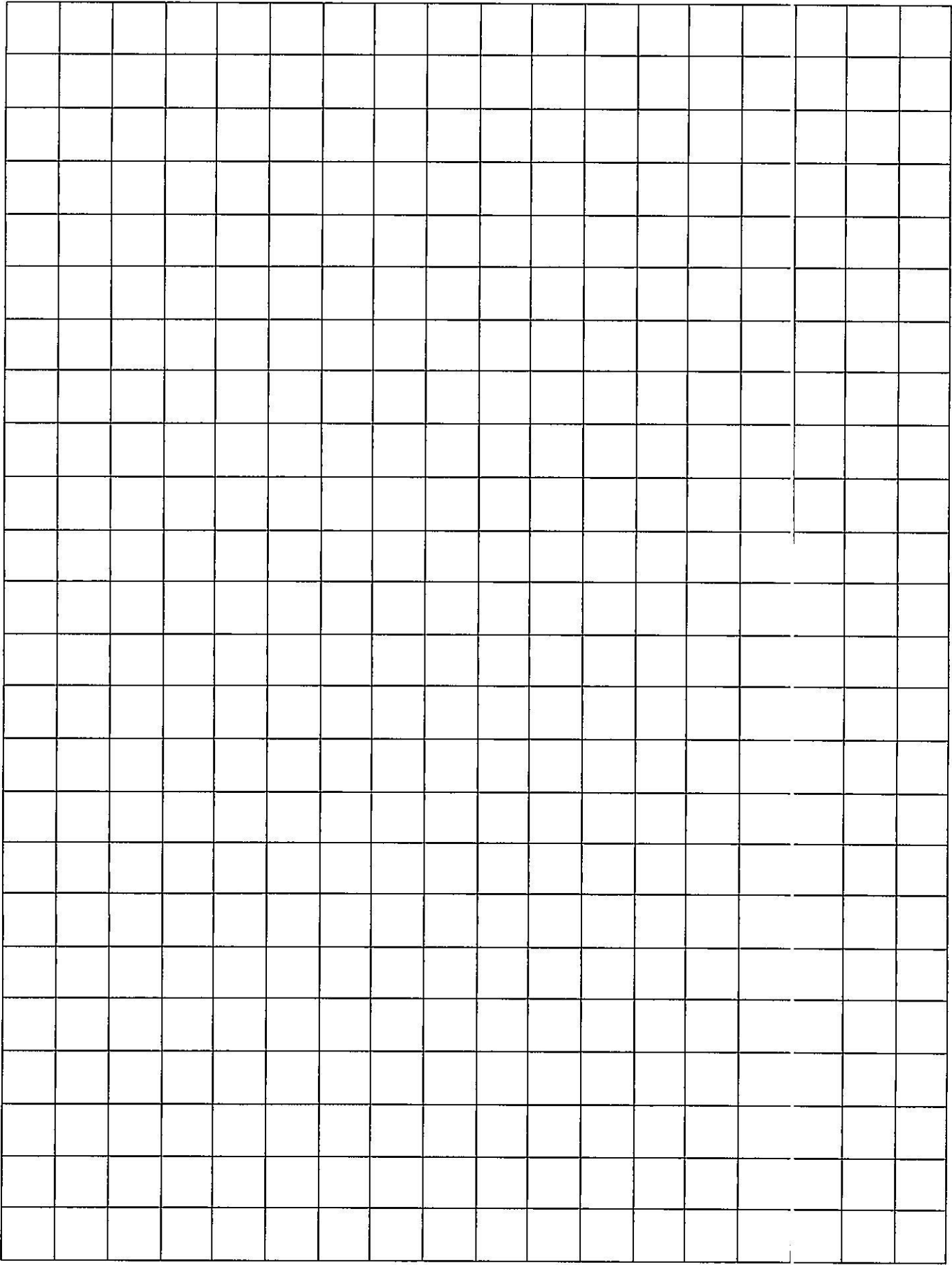
High Frequency Words (1 minute)

didn't	I'll	please
talk	good	are
baby	too	sound

Fluency sentences (1-2 minutes)

1. The sun is a star.
2. I'll play soccer in the park.
3. Grass didn't grow in firm dirt in the yard.
4. Please stir the food at the party!
5. There are hard questions on the test.
6. I hear a bird sound coming from the farm.
7. The baby will start laughing when he hears his mom talk.
8. A dial is a part of a clock, too.
9. It was good that the spark didn't start the fire.





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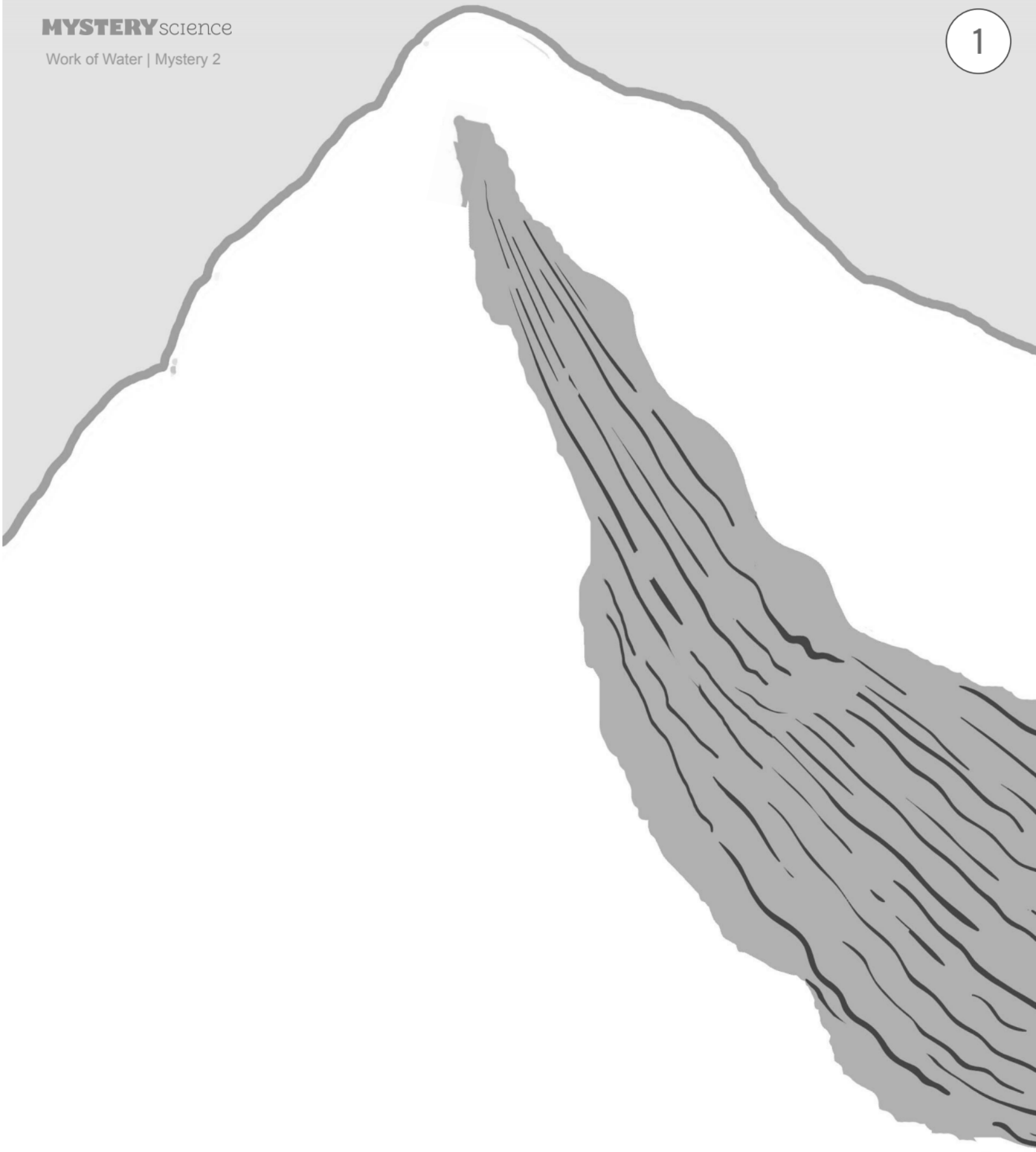
**MYSTERY**  
science  
Work of Water | Mystery 1

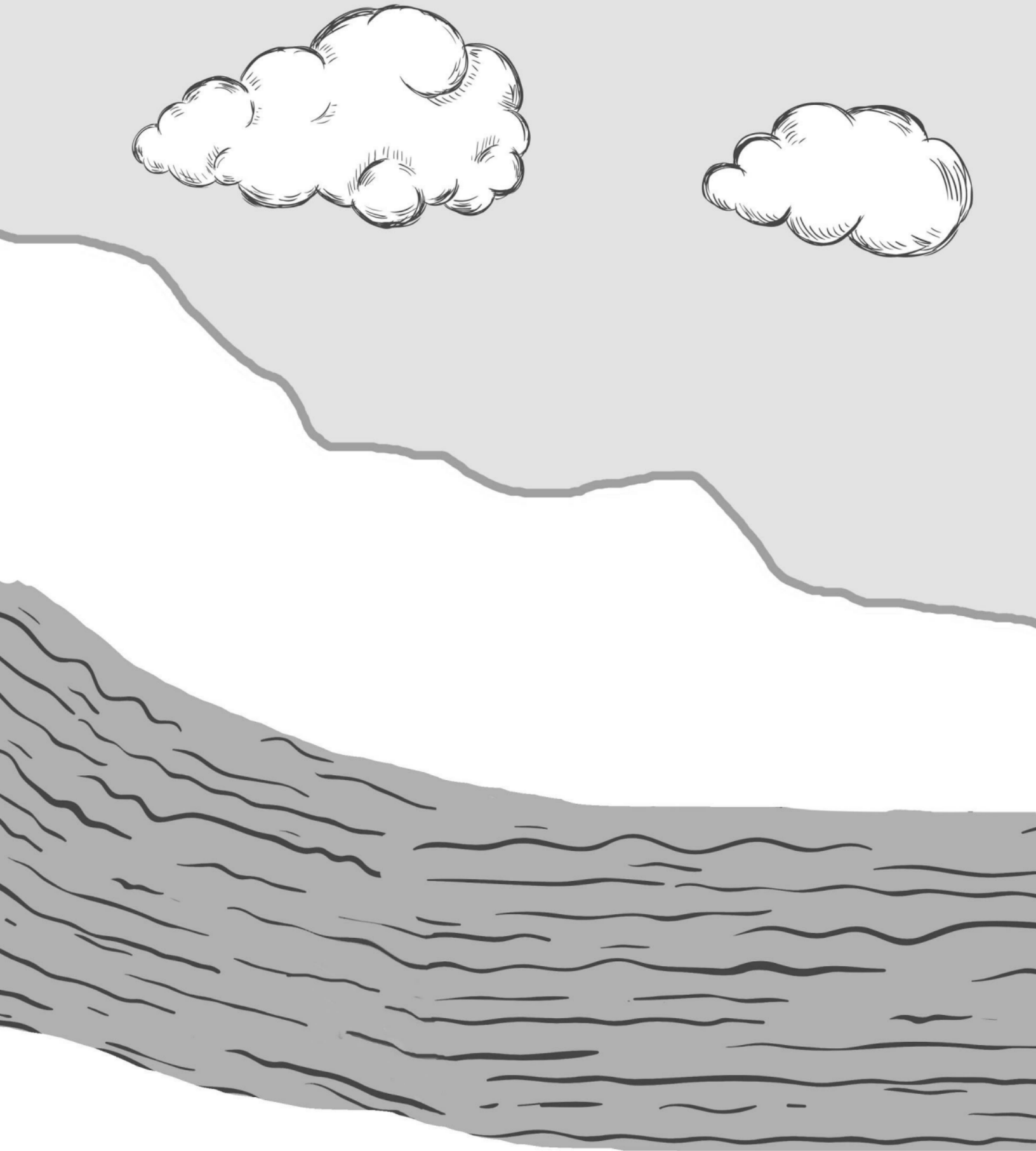
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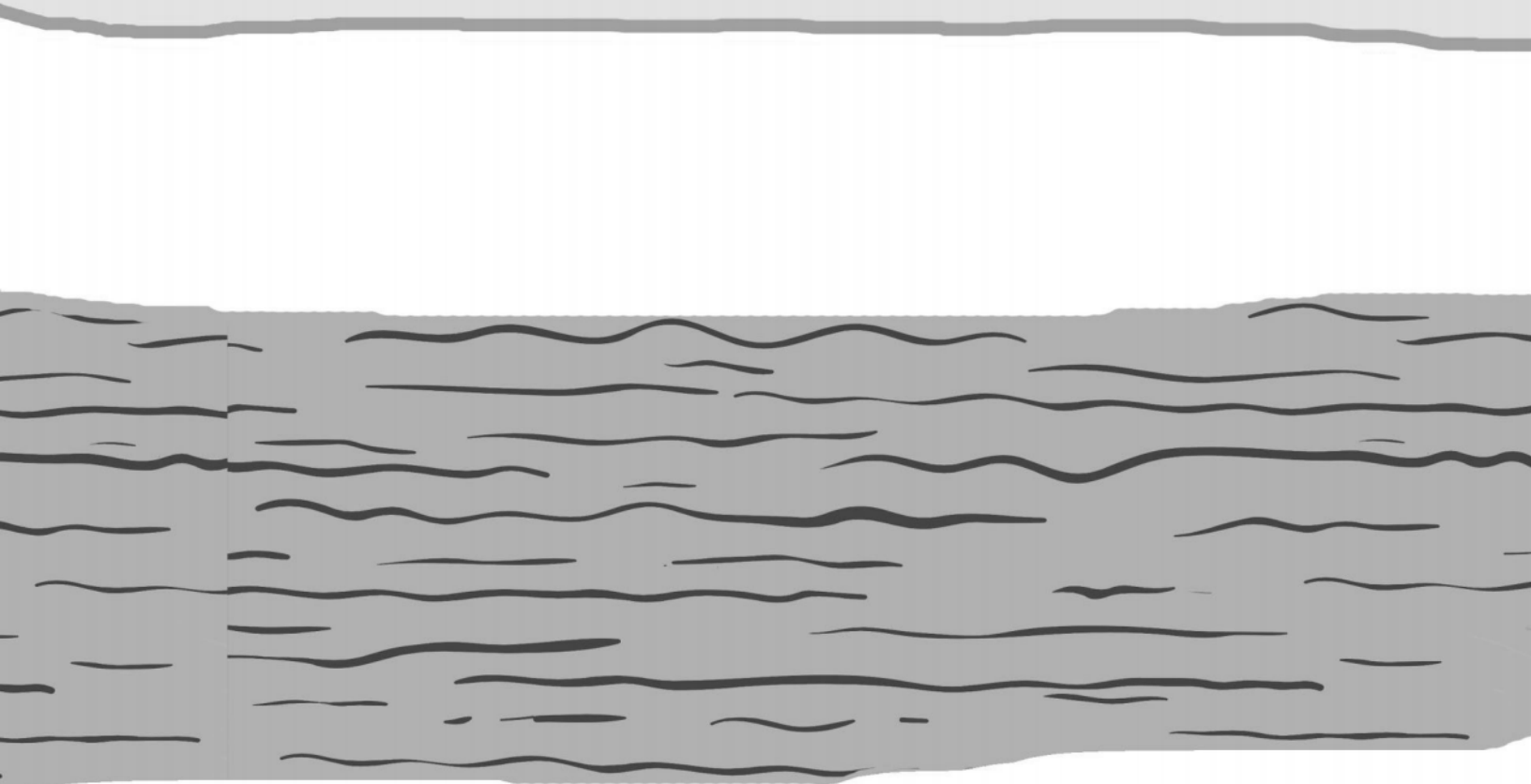
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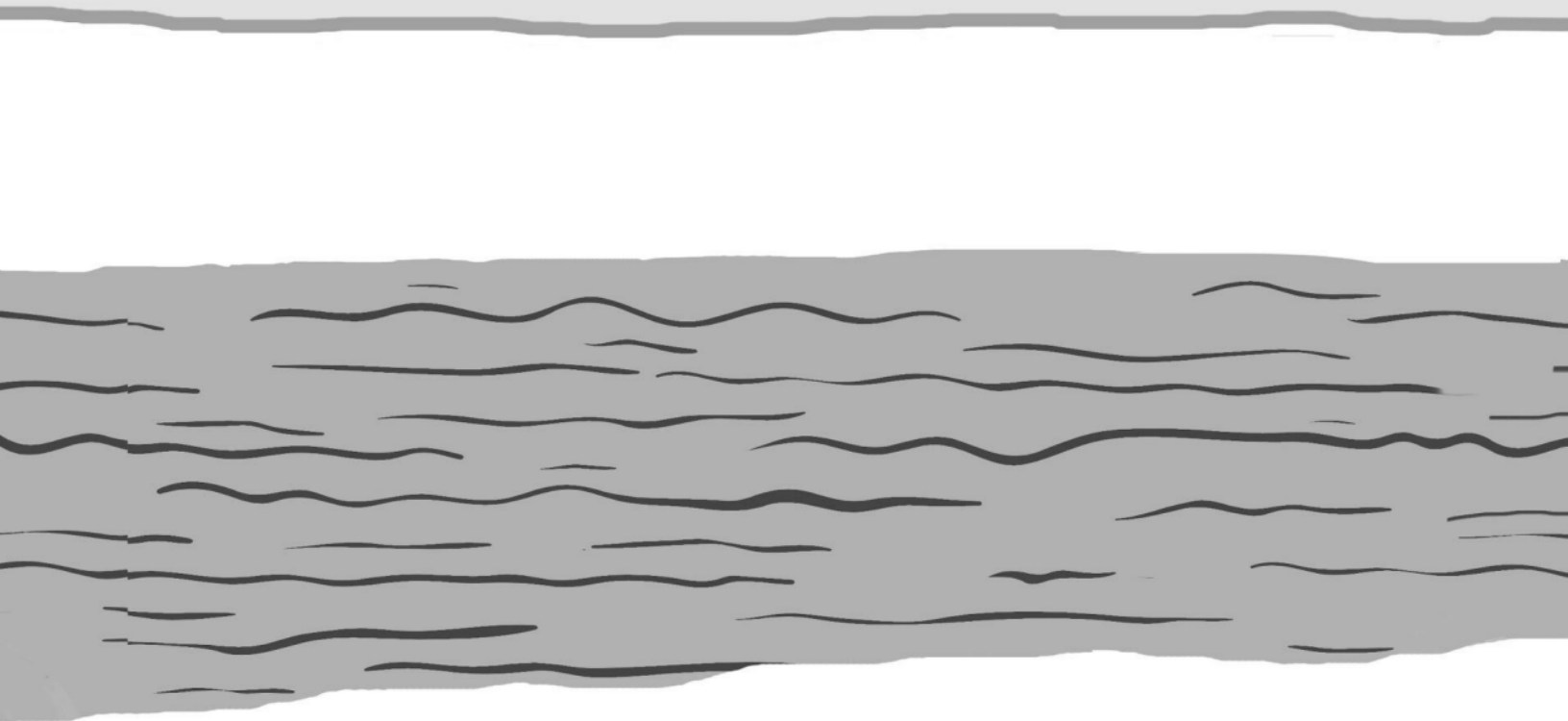
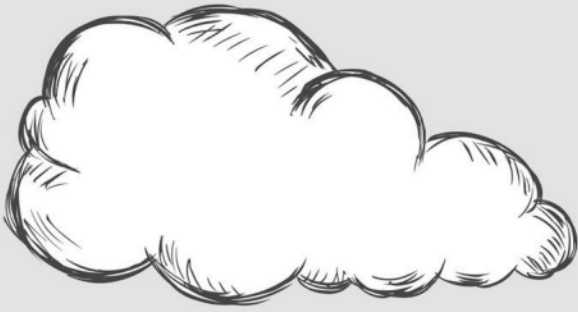
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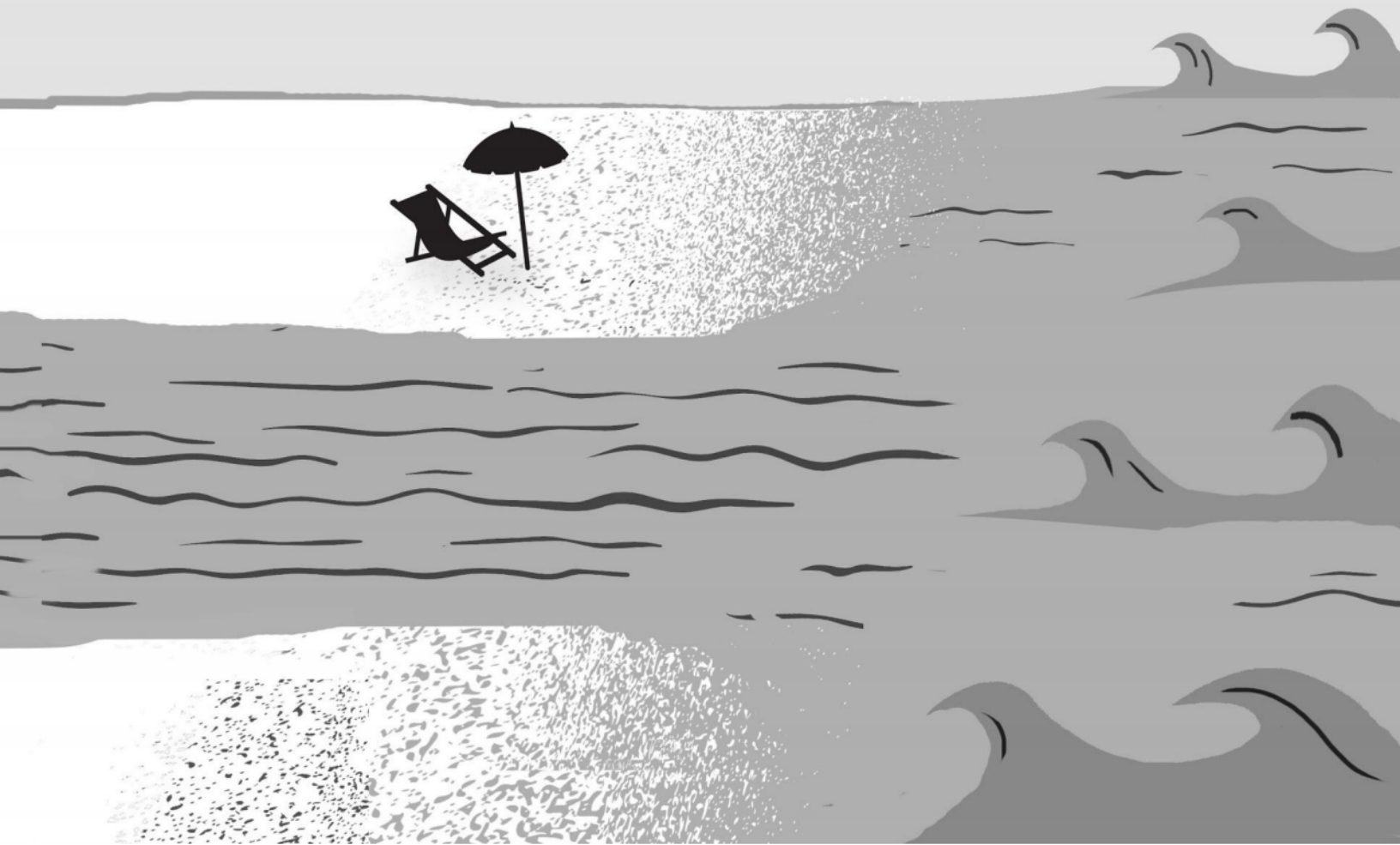
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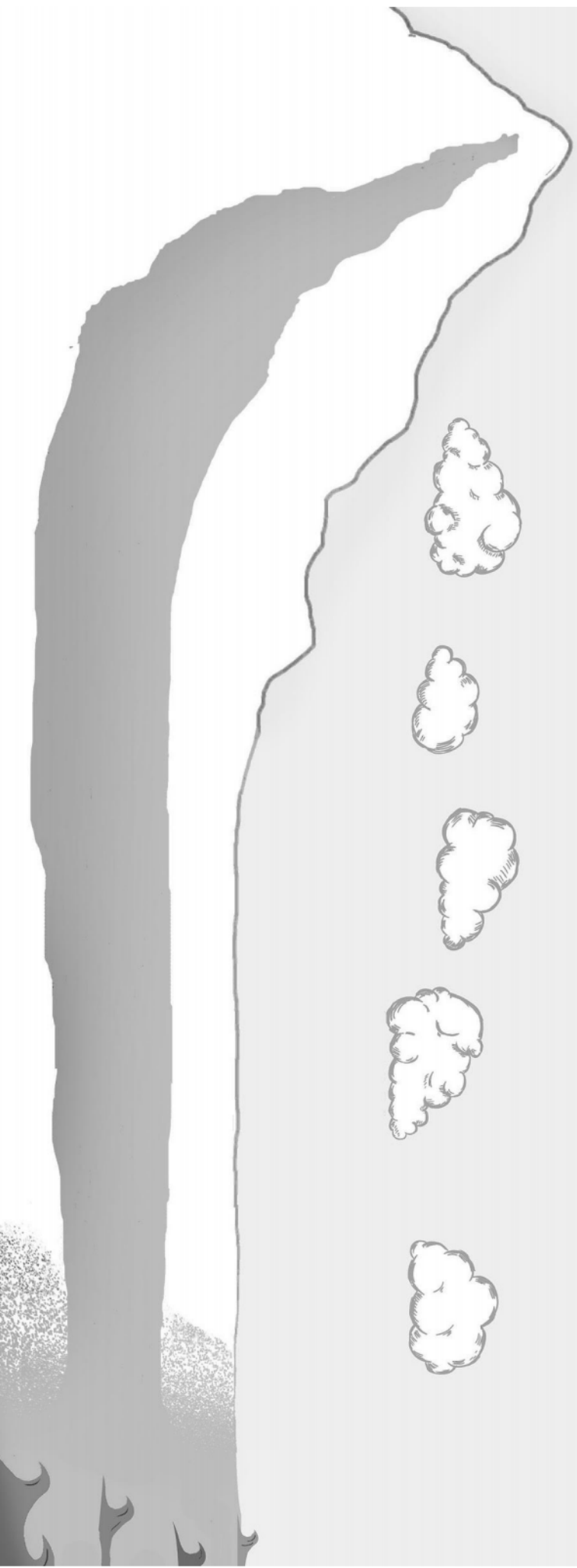




# Draw the river rocks

Name: \_\_\_\_\_

Draw rocks breaking up in the river,  
starting at the top of the mountain  
and ending at the ocean.





**CLASSROOM OBSERVATIONS**  
**Social Studies Home Learning Activities**

Standard Benchmark	History 2a: Students will use artifacts and documents to gather information about the past.						
Grade Band	2 / 3						
Vocabulary / Key Concepts	Observe - someone who can look closely at details and remember what he or she sees						
	Quadrant	<table><tr><td>1/4</td><td>1/4</td></tr><tr><td>1/4</td><td>1/4</td></tr></table>	1/4	1/4	1/4	1/4	
1/4	1/4						
1/4	1/4						

**Activity Title: Classroom Observation**

From Library of Congress – (Modified by CSD for Home)

[https://www.loc.gov/teachers/tps/quarterly/elementary/pdf/elementary\\_activityK-2.pdf](https://www.loc.gov/teachers/tps/quarterly/elementary/pdf/elementary_activityK-2.pdf)

**Materials Needed:**

- One sheet of paper
- Photograph: “Classroom scenes in Washington, D.C. public schools: studying the dog, 5th Division.”
- **(NOTE:** The photograph is found at the end of the lesson because part of the beginning of this lesson requires the student to observe the picture for 30 seconds)

**STEP 1:**

- Think of a game that you may have played where you had to remember what you have seen. When someone can look at something and remember all the things that he or she sees is called being a good observer.
- To practice your observation skills, you are going to “observe” (or look at) a picture for 30 seconds. Your challenge is to look very carefully at the picture and try to remember as many details as you can. You do not draw or write anything down during your 30 second look.
- Set a timer for 30 seconds and simply observe the picture “Classroom scenes in Washington D.C. Public Schools.”

**STEP 2:**

- After the 30 seconds is up, hide the picture and use your paper to write down everything you can remember about the picture. You can draw, write or do both. Whatever you draw or write does not need to be good; it is just to help you remember your observations.

**STEP 3:**

- After you write and/or draw everything you can remember about the picture, use two pieces of scrap paper, or two books, or two large sticky notes, etc to divide the picture into quadrants (1/4) – hiding ¾ of the picture and leaving the bottom left ¼ of the picture to be observed.
- Draw a line under the observation work you did from Step 2 and begin new observation work under the line.
- Observe the bottom left quadrant of the picture. Write and/or draw everything you observe.
- Then observe the top left quadrant of the picture. Write and/or draw everything you observe.
- Then observe the top right quadrant of the picture. Write and/or draw everything you observe.
- Finally observe the bottom right quadrant of the picture. Write and/or draw everything you observe.

**STEP 4:**

Answer the following questions:

- Compare and contrast what you observed in step 2 to what you observed in Step 3
  - What is similar?
  - What is different?

(Continue on Next Page)

- Did you observe more in the first observation (in Step 2) or in the second observation (where you divided the picture into quadrants in Step 3)?
- What do you wonder about the picture?
  - Can you answer these questions by looking at the picture?
- What new questions do you have about details that you may have missed the first time?

STEP 5:

- Read the bibliographic record found underneath the picture and notice the title and date it was created (TITLE = "Classroom scenes in Washington, D.C. public schools: studying live dog, 5th Division." DATE = 1899). 1899 means this picture shows a classroom from more than 100 years ago, long before students' grandparents and even great-grandparents were born.
- Compare this picture to your classroom today.
  - How is this classroom from the past different from your classroom today?
  - How is it the same?
  - Would you rather be a student in this classroom from the past or in your classroom today? Why?

STEP 6:

- Think about your classroom. Write down your observations: Describe as many details as you can.
- Ask an adult to read your observations. What do they remember about their classroom at your age? Write and/or draw their memories.
- Write 1 – 2 sentences about how your adult's classroom was the same or different from your classroom now.



Johnston, Frances Benjamin. "Classroom scenes in Washington, D.C. public schools: studying live dog, 5th Division." 1899? From Library of Congress Prints and Photographs Division. <http://www.loc.gov/pictures/item/2001703662/>