




Christina School District Assignment Board

Grade Level: 2nd

Week of 4.27.20

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read <i>I Want to Buy a Computer Game</i> . Write to explain how one event causes another event to happen.	Read <i>I Want to Buy a Computer Game</i> again to increase fluency. Answer questions 1-5.	Read <i>I Want to Buy a Computer Game</i> again to increase fluency. Answer questions 6-10.	Read the attached Word Study sheet. Use the words to write your own sentences.	A verb tells what the subject of a sentence is doing, being, or feeling. Circle the verbs you find in <i>I Want to Buy a Computer Game</i> .
Math	Different Ways to Look at the Same Number <i>Please do attached activity, Different Ways to look at the same number. You can use counters at home like beans, bingo chips, buttons, cereal, small noodles to help you out.</i>	Ants & Hotdogs Page 1: <i>Please do attached page 1 of Ants and Hotdogs. You can use the attached centimeter ruler.</i>	Ants & Hotdogs Page 2: <i>Please do attached page 1 of Ants and Hotdogs. You can use counters at home like beans if that will help you.</i>	Challenge Day! Can you take your centimeter ruler and find 5 things/spaces in your home that are longer than 100cm? What are they? Can you put them in a chart from shortest to longest? What item surprised you? What was the toughest thing to measure? What was the most fun thing to measure? Why?	Subtraction & Measuring Practice Pages 1 & 2 <i>Please do attached activities titled Subtraction & Measuring Practice.</i>
Science	Animal Biodiversity: A few hundred years ago, most European people had never been to Africa, and vice versa. When some Europeans first traveled to Africa, they saw an animal they had never seen before. It was much	Early Science Exploration: A long time ago, early scientists discovered they could learn a lot by travelling. So they explored lots of places and tried to learn about animals. Some even collected animals, and created	Animal Characteristics: Scientists use characteristics of animals to help them decide how to group them. Examples of characteristics could be: furry, not furry, lays eggs, has live babies, etc.	Early Explorer Activity (part 1): You are going to pretend you are an explorer and have found an animal that no one in your country has ever seen before. Need: 2 pages of animal cards, scissors, 4 blank	Early Explorer Activity (part 2): Think about: squirrel, worm, snake, spider, butterfly, pigeon. Write your answers to the following: Which of these animals do you think have bones inside their bodies? Which do you think

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	<p>taller than a camel, and had spots like a leopard. They called it a “Camelopard” and tried to describe it to people back home. Draw a picture of what you think a Camelopard looks like and write your best answers to the following: Can you think of any animals today that would actually be the Camelopard? Write down 1-2 sentences about how you might have felt if you were seeing a Camelopard for the first time.</p>	<p>zoos, or “Curiosity Cabinets” (rooms of wonder in their own homes!). Scientists then wanted to figure out how different animals were related to each other. They began to wonder how to group animals. Think and write: If you were an early scientist, how would you group animals? Look at the following:</p>  <p>Write down the different ways you can group these animals.</p>	<p>Look at this animal:</p>  <p>Write down your answer: What are some characteristics of this animal, other than its colors or patterns? Hint: Think about what the animal looks like, does, or features it has. Look at this animal:</p>  <p>What are some characteristics of this animal, other than its colors or patterns? (See above hint).</p>	<p>sheets of paper Do: Cut out 16 animal cards, spread them out, then put them in groups with similar animals together. If you have any animals that “don’t belong”, put them aside for now. Pick an animal that was hard to put in a group. Write your answers to the following: What is the animal? What makes it hard to decide what group it belongs in?</p> <p><u>*SAVE animal cards for Day 5</u></p>	<p>have no bones? Using your animal cards, find all the animals that have no bones and put them into one group. On a piece of paper, write “Animals without bones” and put the cards on the paper. Read the cards to find out other ways these animals are alike. Find the animals that give birth to their young (don’t lay eggs). Make a group. Write “Mammals” on a piece of paper and put the animal cards on it. Read how the mammals are alike. Can you think of other mammals? <u>*SAVE animal cards for next week’s activities</u></p>
Social Studies	Complete Activity 1 from the document titled, “Writing the Story of the Past - Part 1”	Complete Activity 2 from the document titled, “Writing the Story of the Past - Part 1”	Complete Activity 3 from the document titled, “Writing the Story of the Past - Part 1”	Complete Activity 4 from the document titled, “Writing the Story of the Past - Part 1”	Complete Activity 5 from the document titled, “Writing the Story of the Past - Part 1”

I Want to Buy a Computer Game

by Susan LaBella



Luis was excited. The new computer game he wanted was finally in stores. "The game is here!" he told his mom. "Can we go buy it?"

"How much does it cost?" Luis's mother asked.

"Thirty-five dollars," he replied.

"That is a lot of money, Luis. Do you have enough to buy it yourself?"

He shook his head.

"You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need."

"But I really want this game!" answered Luis. "What can I do?"

"You get eight dollars a week for doing chores," his mom said. "Try to save it. Before long, you will have enough to pay for the game."

"I do not think so," said Luis. "By then, all the games will be sold."

"Try it," replied his mother.

Weeks later, Luis came home very happy. "Guess what, Mama? I did what you said. I saved my chore money. Then I saw the game was on sale. Today I bought it for twenty-eight dollars."

"And," his mother added, "you did it with your own money!"

Name: _____ Date: _____

1. Why was Luis excited at the start of the story?

- A. He managed to save up thirty-five dollars.
- B. The new computer game he wanted was in stores.
- C. His mother bought him a computer game as a gift.

2. What is the main problem Luis faces in the story?

- A. He wants a new computer game, but the store has run out of that game.
- B. He wants a new computer game, but he doesn't have enough money to buy it.
- C. He wants a new computer game, but his mother hates all computer games.

3. Read this statement that Luis's mom said to Luis.

"You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need."

What conclusion can you draw from this evidence?

- A. A house and food are things that Luis's family needs.
- B. Luis's mom doesn't want to buy clothing, books, and gas for the car.
- C. Having clothing, books, and gas is more important than having a house and food.

4. How does Luis's mom most likely feel about the computer game?

- A. She feels excited because she wants to play the game, too.
- B. She feels angry that Luis wants to spend his money on a game.
- C. She feels like the game is not something that Luis really needs.

5. What is the main idea of this story?

- A. The computer game that Luis wants costs thirty-five dollars.
- B. Luis wants a new computer game, so he saves up money to buy it.
- C. Luis's mom has to spend money on things like food, clothing, and the house.

6. Read these sentences from the text.

"Luis was excited. The new computer game he wanted was finally in stores. 'The game is here!' he told his mom. 'Can we go buy it?'"

Why might the author have used an exclamation point when Luis tells his mother that the game is here?

- A. to show that Luis is very excited
- B. to show that Luis's mom is very excited
- C. to show that the game is really fun to play

7. Read these sentences from the text.

"'You get eight dollars a week for doing chores,' his mom said. 'Try to save it. Before long, you will have enough to pay for the game.'"

What does the word "it" in the second sentence refer to?

- A. the chores
- B. the eight dollars
- C. the week

8. Why doesn't Luis's mother buy the computer game when Luis first asks her for it?

9. Read these sentences from the text.

"Weeks later, Luis came home very happy. 'Guess what, Mama? I did what you said. I saved my chore money. Then I saw the game was on sale. Today I bought it for twenty-eight dollars.'

"'And,' his mother added, 'you did it with your own money!'"

How does Luis's mother probably feel about Luis saving up his money to buy the computer game?

10. This story suggests that it is a good idea to save up your extra money to buy things that you want. Why might this be a good idea? Use evidence from the story to support your answer.

Word Study Warm Up (1 minute)

Prefixes re- and un- are sometimes added to the beginning of base words.

Prefixes change the meaning of the base word.

unhappy	retell	refill
unlike	remake	unpack
reread	unlock	replay

High Frequency Words (1 minute)

brown	away	brothers
without	here	learning
began	surprised	there

Fluency sentences (1-2 minutes)

1. The team was very unhappy after they lost their away game.
2. It is fun to retell your favorite story.
3. Please refill your glass here without spilling.
4. I am surprised-it is unlike you to be up this early!
5. He is learning how to remake his bed.
6. I like to unpack my clothes quickly.
7. I love to reread the book Brown Bear, Brown Bear.
8. Please help your brothers unlock the door over there.
9. I began to replay my favorite movie but had to stop.

NAME _____

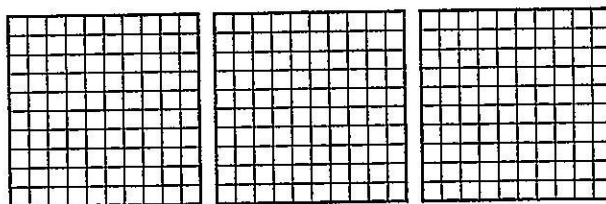
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Different Ways to Look at the Same Number page 1 of 2

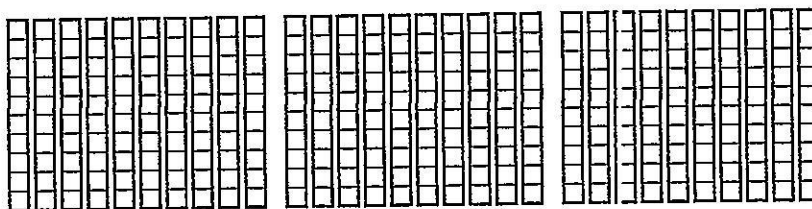
1 Use the pictures to help fill in the answers below.

a Sara built 300 with hundreds mats.



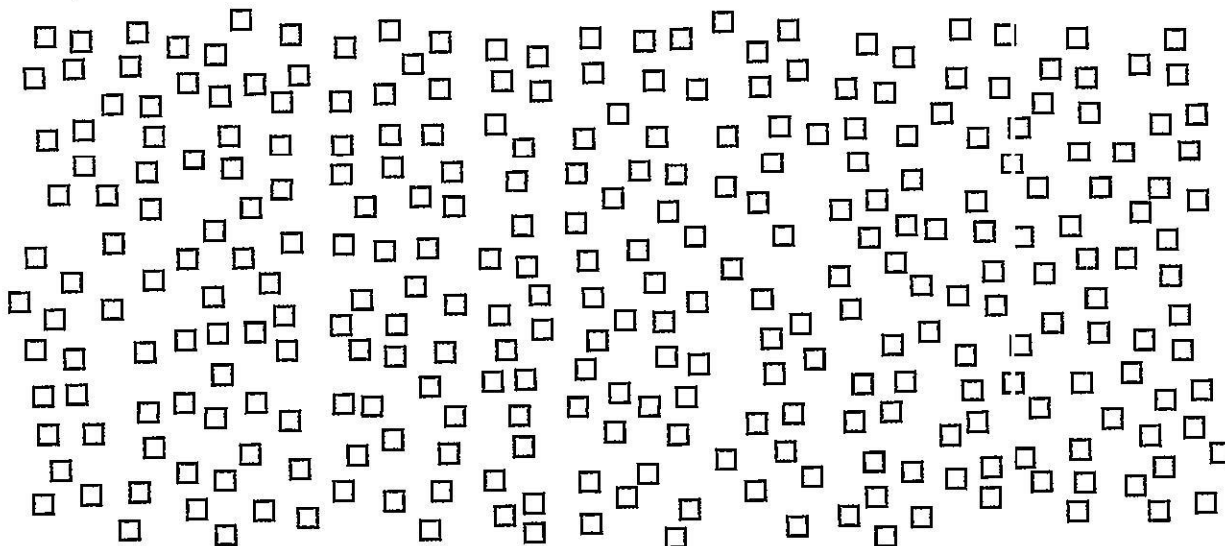
There are _____ 100s in 300.

b Her brother traded in each mat for 10 strips of tens.



There are _____ 10s in 300.

c If you traded in all the strips for units of one, how many 1s would that be?



There are _____ 1s in 300.

2 Check to make sure there are really 300 units. Loop groups of 10s in different colors. Then label the groups of 10. (10, 20, 30, ...)

(continued on next page)

NAME _____

DATE _____

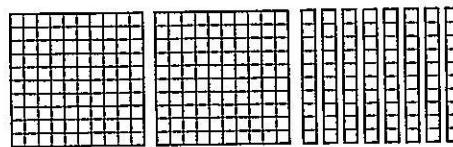
Different Ways to Look at the Same Number page 2 of 2

- 3** Tell how many hundreds, tens, and ones there are in each number. Use the pictures to help.

ex There are 2 hundreds in 280.

There are 28 tens in 280.

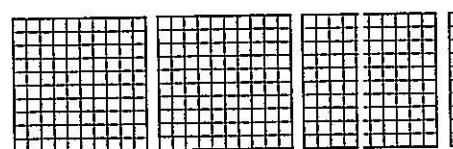
There are 280 ones in 280.



a There are _____ hundreds in 310.

There are _____ tens in 310.

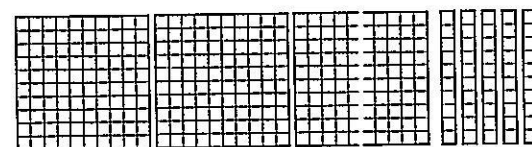
There are _____ ones in 310.



b There are _____ hundreds in 350.

There are _____ tens in 350.

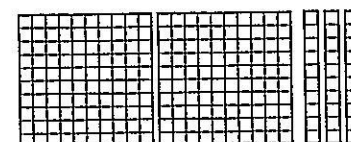
There are _____ ones in 350.



c There are _____ hundreds in 230.

There are _____ tens in 230.

There are _____ ones in 230.



- 4 CHALLENGE** Draw a line from the number on the left to its matching number on the right.

5 hundreds + 2 tens + 9 ones

42 tens

30 tens + 9 ones

1 hundred + 20 tens + 9 ones

420 ones

52 tens + 9 ones

12 tens + 9 ones

3 hundreds + 9 ones

NAME _____

DATE _____



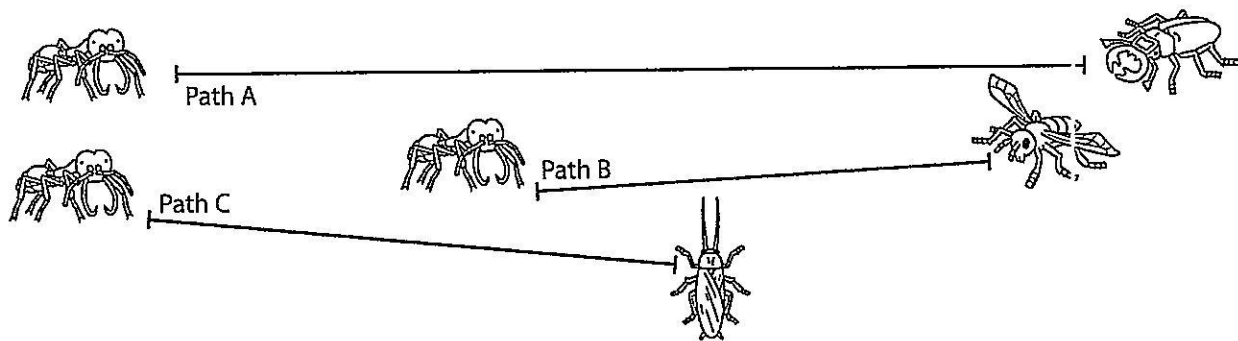
Ants & Hotdogs page 1 of 2

1 How many centimeters does the army ant have to go to get to each bug? Use the centimeter side of your ruler to find out.

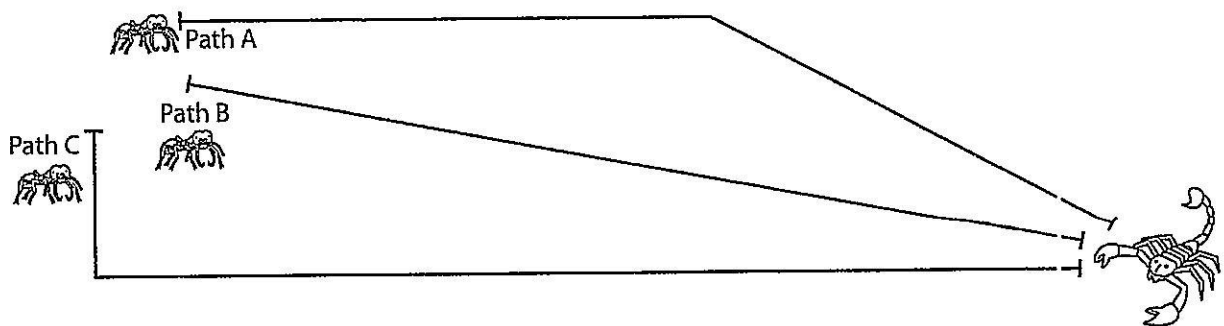
a On Path A the army ant has to travel _____ centimeters.

b On Path B the army ant has to travel _____ centimeters.

c On Path C the army ant has to travel _____ centimeters.



2 The army ants want to get the scorpion. They can use Path A, B, or C.



a Use the centimeter side of your ruler to measure each path. Write each length on the lines below.

Path A _____

Path B _____

Path C _____

b If you were an army ant, which path would you use? Path _____
Why?

(continued on next page)

NAME _____

DATE

Ants & Hotdogs page 2 of 2

- 3** Sam has a hot dog stand at the mall. The chart below shows how many hot dogs he sold last week. Use the chart to help answer the questions below.

- Which day did Sam sell the most hot dogs?
- Which day did Sam sell the fewest hot dogs?
- How many hot dogs did Sam sell on Tuesday and Wednesday put together?
Show your work.

Hot Dogs Sold	
Day	Number of Hot Dogs
Monday	119
Tuesday	125
Wednesday	163
Thursday	108
Friday	234
Saturday	345
Sunday	325

- 4** Use one of the signs below to compare the number of hot dogs Sam sold on different days.

< less than = equal to > greater than

125 < 345 325 108 108 119

234 _____ 164 163 _____ 345 325 _____ 234

- 5** Put the numbers from the chart (in problem 3) in order from least to greatest on the lines below.

least greatest

- 6 CHALLENGE** How many hot dogs did Sam sell in all? Show your work.

NAME _____

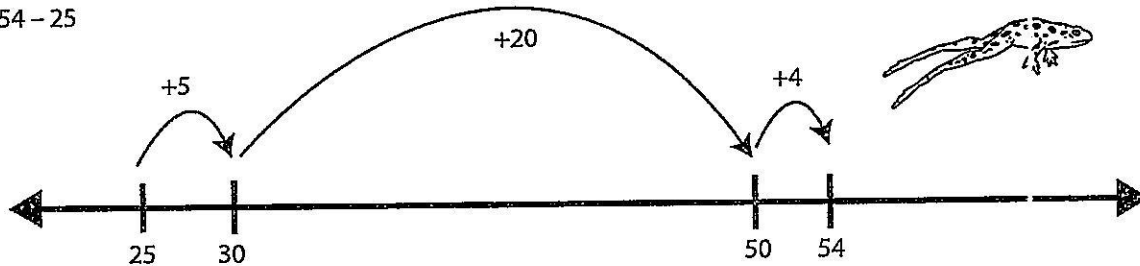
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Subtraction & Measuring Practice page 1 of 2

DJ likes to make hops on the number line to solve 2-digit subtraction problems, like this:

$54 - 25$



$$5 + 20 + 4 = 29$$

$$\text{so } 54 - 25 = 29$$

- 1** Solve each of the subtraction problems below. You can use DJ's number line strategy or some other way to solve the problem. Show your work each time.

a $56 - 29$

_____ so $56 - 29 =$ _____

b $70 - 36$

_____ so $70 - 36 =$ _____

c $63 - 19$

_____ so $63 - 19 =$ _____

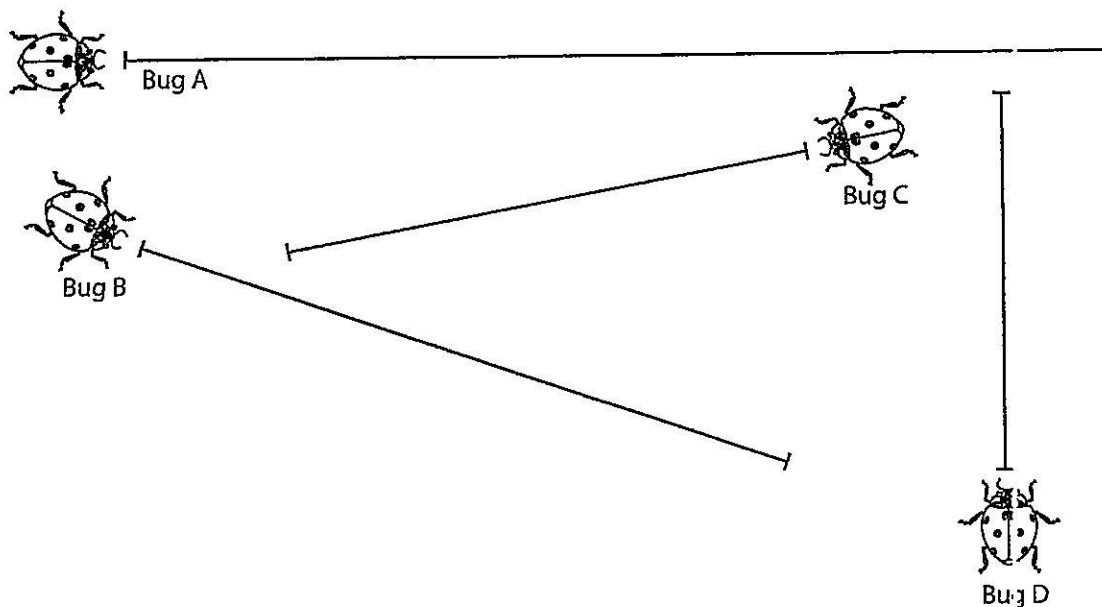
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NAME _____

DATE _____

Subtraction & Measuring Practice page 2 of 2

- 2** Measure the ladybugs' paths below. Use the centimeter side of your ruler. Write the length of each path on the correct line.



Bug A walked _____ cm

Bug B walked _____ cm

Bug C walked _____ cm

Bug D walked _____ cm

- 3** Which ladybug has the longest path? (circle one)

Bug A Bug B Bug C Bug D

- 4** How much longer is Bug A's path than Bug B's path? _____

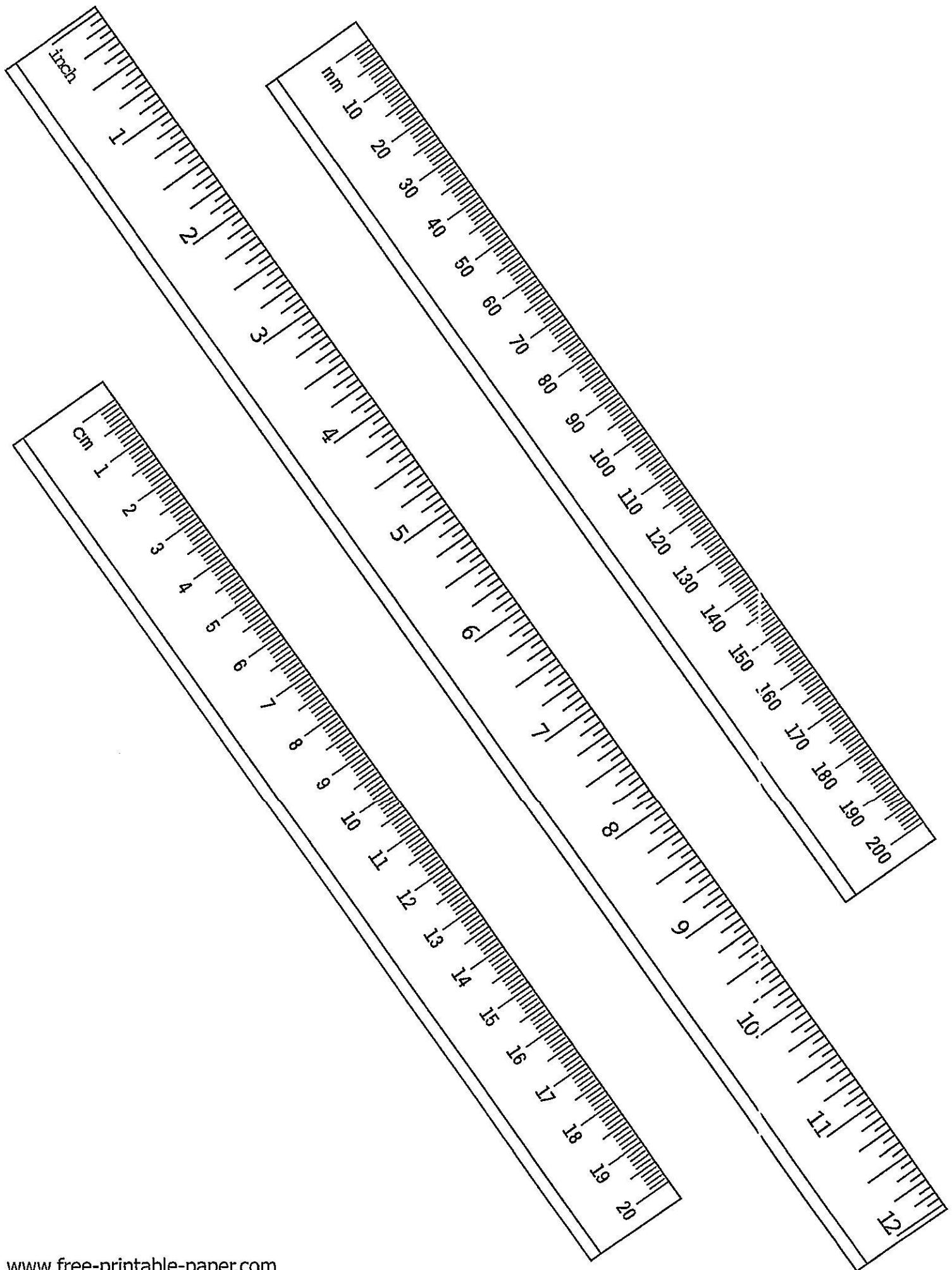
- 5** How much shorter is Bug D's path than Bug A's path? _____

- 6** How far did the 4 ladybugs walk in all? Write an equation to show.

- 7** Draw a path from the ladybug to the flower. Measure it with the centimeter side of your ruler.



My path is _____ centimeters long.





Penguin

Has bones inside its body



Lays eggs



Has feathers



MYSTERYscience



Squirrel

Has bones inside its body

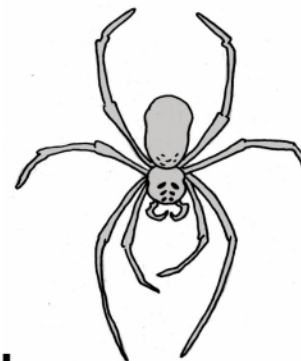


Gives birth (doesn't lay eggs)

Has hair or fur



MYSTERYscience



Spider

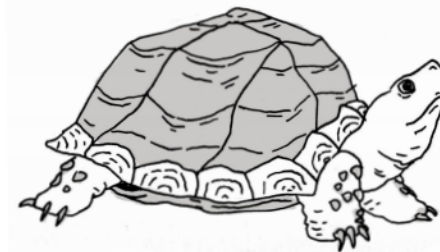
Doesn't have any bones at all

Lays eggs



Doesn't have fur or feathers or scales

MYSTERYscience



Turtle

Has bones inside its body



Lays eggs



Has scales



MYSTERYscience



Ladybug

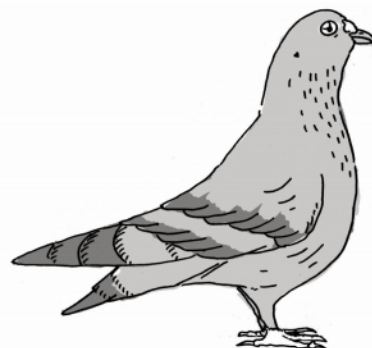
Doesn't have any bones at all

Lays eggs



Doesn't have fur or feathers or scales

MYSTERYscience



Pigeon

Has bones inside its body



Lays eggs



Has feathers



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Snake

Has bones inside its body

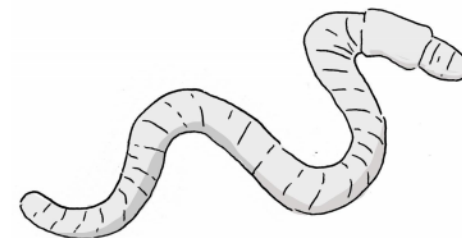
Lays eggs



Has scales



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Earthworm

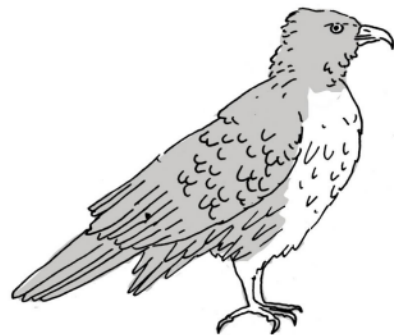
Doesn't have any bones at all

Lays eggs



Doesn't have fur or feathers or scales

MYSTERYscience



Hawk

Has bones inside its body



Lays eggs



Has feathers



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Bat

Has bones inside its body



Gives birth (doesn't lay eggs)

Has hair or fur



MYSTERYscience



Monarch butterfly

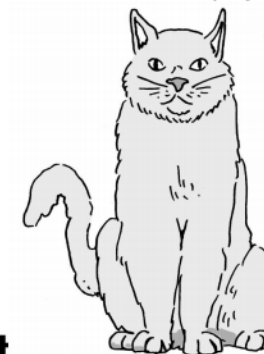
Doesn't have any bones at all

Lays eggs



Doesn't have fur or feathers or scales

MYSTERYscience



Cat

Has bones inside its body

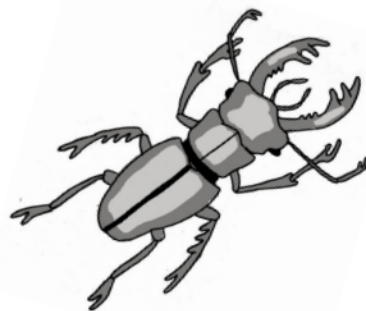


Gives birth (doesn't lay eggs)

Has hair or fur



MYSTERYscience



Elephant stag beetle

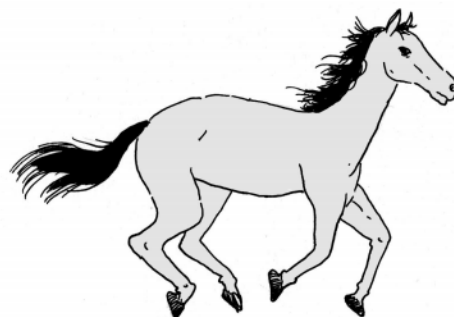
Doesn't have any bones at all

Lays eggs



Doesn't have fur or feathers or scales

MYSTERYscience



Horse

Has bones inside its body

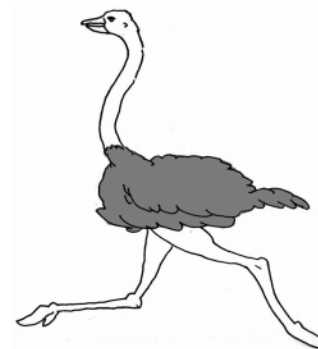


Gives birth (doesn't lay eggs)

Has hair or fur



MYSTERYscience



Ostrich

Has bones inside its body



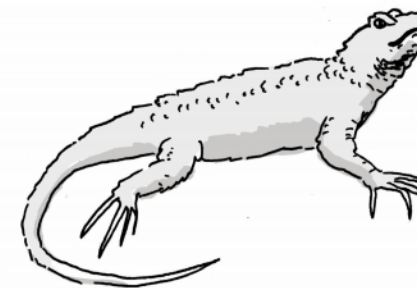
Lays eggs



Has feathers



MYSTERYscience



Lizard

Has bones inside its body



Lays eggs



Has scales



MYSTERYscience

Writing the Story of the Past – PART 1

Benchmark Standard	History 2a: Students will use artifacts and documents to gather information about the past. History 3a: Students will understand that historical accounts are constructed by drawing logical inferences from artifacts and documents.
Grade Band	2-3
Vocabulary / Key Concepts	Artifact, Document, Primary Source

~This is a part of the DRC Unit “Writing the Story of the Past” - Modified by CSD for use at home~


ACTIVITY 1:

1. Start this lesson by walking around your home noticing evidence of what it means and/or looks like to live in the year 2020. Write the evidence on a piece of paper.
2. After you have about 10 pieces of evidence written down from your home, put your evidence into categories. Categories may include types of technology, written records, fashion/beauty, decorations, etc.
3. How do you think historians might categorize different sources they may find while researching a person’s life?
 - Maybe *photographs, letters, diaries, jewelry, clothes, the person’s house?*
4. How can these categories be divided into just two?
 - *Artifact, Document*

FOR YOUR INFORMATION: 😊

5. A piece of historical evidence is known as a primary source. The definition of a **primary source** is, “A piece of physical evidence from a time period or an event.” Historians then divide primary sources into two categories — artifact and document. “An **artifact** is simply a thing, anything, made by human hands. **Documents** that are considered primary sources are diaries, letters, photographs, birth records, or any document that serves as a first person account or eyewitness to an event or time period.”
6. Use the KIM Vocabulary Building strategy to process this information: Complete on the charts below.
 - **K** = the vocabulary word (this step is completed for you)
 - **I** = the information or definition in your own words
 - **M** = a clue to help you remember what the word means.

KIM Example:

K (K = Key Vocabulary Word)	I (I = Information/Definition)	M (M = Memory Clue/Picture)
Clue	~something that helps a person to find something or to solve a mystery	
Your sentence: <i>I like getting clues to help me figure out the meaning of words.</i>		

K (K = Key Vocabulary Word) Primary Source	I (I = Information/Definition)	M (M = Memory Clue/Picture)
Your sentence:		

K (K = Key Vocabulary Word) Artifact	I (I = Information/Definition)	M (M = Memory Clue/Picture)
Your sentence:		

K (K = Key Vocabulary Word) Document	I (I = Information/Definition)	M (M = Memory Clue/Picture)
Your sentence:		

7. Out of all of the artifacts and documents (pieces of evidence) that you wrote down, which one do you think that best represents 2020? Explain why you think so.

ACTIVITY 2:

1. Select 5 “things” that would enable someone to learn more about you, your hobbies, your family, your interests, your past, etc.
2. In the chart below, list each of the 5 items, and summarize what each of the 5 items reveal about you and your past.

Your 5 items (artifacts and documents)	Summary of what each item reveals about you and your past.
1.	
2.	
3.	
4.	
5.	

3. Ask a parent, guardian or older sibling to select 5 items that would enable someone (like you or a historian) to learn more about their hobbies, family, interests, past, etc.
4. Have them show you their items one at a time. As they show you each item, you should guess what each item tells you about them. By guessing what the items reveal, you are “drawing a conclusion.”
5. How do you think this is similar to what historians do when they write historical accounts?
 - a. *(Historians draw conclusions from artifacts and documents)*
6. Use your 5 items and your parent, guardian, or sibling’s items (now you have 10 items). Separate the 10 pieces of evidence into Artifacts and Documents. Place the artifacts to your left on your workspace and the documents to the right on your workspace. Below is an example, were you able to separate correctly? Did you have any you were not sure about?

For example:

ARTIFACTS	DOCUMENTS
<ul style="list-style-type: none">• Toy• Jewelry• Key Chain• Game Boy/Video Game• DVD/Video• Piece of Sports Equipment	<ul style="list-style-type: none">• Photo• Notebook• Diary• Yearbook• Certificate

ACTIVITY 3:**SUMMARIZING QUESTIONS:**

1. What is an artifact?

2. What are some examples of artifacts?

3. What is a document?

4. What are some examples of documents?

5. How do historians piece together the story of the past?

ACTIVITY 4:**CHECK FOR UNDERSTANDING:**

1. Why do you think it is important for historians to use primary sources while investigating history?
Explain why you think so.

2. What can we learn from studying these artifacts and documents?

3. What can't we learn from studying these artifacts and documents?

ACTIVITY 5: Limited Resources

1. Out of the 5 items that you selected from Activity 2 that would enable someone to learn more about you, your hobbies, your family, your interests, your past, etc., pick two of those items and summarize what each of the 2 items reveal about you and your past (if you want to, you can use the summaries you used in Activity 2).

2. Look at the summaries for the 5 items (in Activity 2). What can you tell about yourself by looking at these 5 pieces of evidence? What are you like? Is there a lot to reveal about you?

3. Now, only use the 2 items that you chose from #1 in this activity:

a. By using only these two items, do they reveal as much information about you as do the 5 items? Why or why not?

4. Besides items that you already used, what other documents and artifacts might help you learn about others?

5. Where could you go to find these primary sources?

CHECK FOR UNDERSTANDING:

6. How might the information you know about someone in history change when new sources are found? Support your answer with an example.

NOTE: Part 2 of this lesson will be on next week's assignment board. Therefore, keep this information to help with "Writing the Story of the Past, Part 2"