**Grade Level:** Second

**Week 10 (of 06.08.2020)**

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td>Read <strong>Finding Grandpa's House</strong></td>
<td>Read <strong>Finding Grandpa's House</strong> again to increase fluency.</td>
<td>Read <strong>Finding Grandpa's House</strong> again to increase fluency.</td>
<td>Read <strong>Finding Grandpa's House</strong> again to increase fluency.</td>
<td>Think of a place you like to go. Sequence the steps you would take to find that special place.</td>
</tr>
<tr>
<td></td>
<td>Sequence the events that took place in the story.</td>
<td>Who are the main characters in the story.</td>
<td>Answer questions 1-5.</td>
<td>Answer question 6-10.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Write sentences using the vocabulary words.</td>
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<tr>
<td><strong>Math</strong></td>
<td><strong>Adding 2 Digit Numbers</strong></td>
<td><strong>Subtracting 2 Digit Numbers</strong></td>
<td><strong>Subtract 1,000</strong></td>
<td><strong>Adding 3 Digit Numbers</strong></td>
<td><strong>Subtracting 3 Digit Numbers</strong></td>
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<td></td>
<td>75 + 30 = _____</td>
<td>65</td>
<td>1000 - 888= _____</td>
<td>523</td>
<td>786</td>
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<tr>
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<td>65 + 20 = _____</td>
<td>-33</td>
<td>1000 - 232= _____</td>
<td>+111</td>
<td>-242</td>
</tr>
<tr>
<td></td>
<td>63 + 10 = _____</td>
<td>98</td>
<td>1000 - 652= _____</td>
<td></td>
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<td></td>
<td></td>
<td>-62</td>
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Christina School District Assignment Board

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<tr>
<td>57 + 12 = ____</td>
<td>78</td>
<td>1000 - 751= ____</td>
<td>283</td>
<td>999</td>
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<tr>
<td></td>
<td>-21</td>
<td></td>
<td>+412</td>
<td>-443</td>
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<td>74 + 15 = ____</td>
<td>45</td>
<td>1000 - 365= ____</td>
<td>555</td>
<td>766</td>
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<tr>
<td></td>
<td>-15</td>
<td></td>
<td>+234</td>
<td>-321</td>
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<td>81 + 22 = ____</td>
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<td>1000 - 321= ____</td>
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<td></td>
<td>-66</td>
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<td>42 + 55 = ____</td>
<td>1000 - 512= ____</td>
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<td>879</td>
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<td>+234</td>
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</tr>
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<td>31 + 17 = ____</td>
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<td>654</td>
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<td>-22</td>
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<td>+232</td>
<td>-232</td>
</tr>
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<td>45 + 32 = ____</td>
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<td></td>
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</tbody>
</table>

### Science

**Seed Dispersal Activity (part 1):**
Follow the directions on the attached handouts to create the “Glider Seed Pod”. With a grown-up’s permission, have a family member stand on a chair to be a “tree”. The “tree” will drop the glider seeds, trying to avoid the “Zone of Darkness” (create this zone with dark paper or towels or fabric on the floor).

**Seed Dispersal Activity (part 2):**
Follow the directions on the attached handouts to create the “Rotocopter Seed Pod”. With a grown-up’s permission, have a family member stand on a chair to be a “tree”. The “tree” will drop each of the types of seeds, trying to avoid the “Zone of Darkness” (create this zone with dark paper or towels or fabric on the floor).

**Seed Dispersal Activity (part 3):**
Follow the directions on the attached handouts to create the “Spinner Seed Pod”. With a grown-up’s permission, have a family member stand on a chair to be a “tree”. The “tree” will drop each of the types of seeds, trying to avoid the “Zone of Darkness” (create this zone with dark paper or towels or fabric on the floor).

**Seed Dispersal Questions:**
Think about what you have learned for the past few weeks about seeds and how they travel. Write your best answers to the following:

a) Why is it good for a seed to land away from a tree?
b) Why do so many coconut trees grow near the ocean?
c) How do birds help plants?

**Woolly Sock Walk Activity:**
Burrs are seeds that travel by hitching a ride on an animal’s fur or a person’s socks. If you have a weedy area near you, you can discover what hitchhiking seeds live in your area by going on a woolly sock walk.

(This activity works best later in the summer or early in the...
Christina School District Assignment Board

<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Savings Goals-Satisfy Wants</th>
<th>Savings Goals-Satisfy Wants</th>
<th>Savings Goals-Satisfy Wants</th>
<th>Savings Goals-Satisfy Wants</th>
<th>Savings Goals-Satisfy Wants</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Please complete activity #1. See attached.</td>
<td>Please complete activity #2. See attached.</td>
<td>Please complete activity #3. See attached.</td>
<td>Please complete activity #4. See attached.</td>
<td>Please complete activity #5. See attached.</td>
</tr>
</tbody>
</table>

with dark paper or towels or fabric on the floor under where the “tree” branches might be). You don’t want the seed to fall into this zone, otherwise, it might not have enough sunlight to be able to grow. After investigating with the glider seed pods, write your best answers to the following: Did the glider seed pods successfully avoid the Zone of Darkness? How did the seed flyer’s structure (shape) help them disperse? What is missing indoors, but could have affected your results if you did this activity outside?

under where the “tree” branches might be). You don’t want the seed to fall into this zone, otherwise, it might not have enough sunlight to be able to grow. After investigating with the rotocopter seed pods, write your best answers to the following: Did the rotocopter seed pods successfully avoid the Zone of Darkness? How did the seed flyer’s structure (shape) help them disperse? What is missing indoors, but could have affected your results if you did this activity outside?

under where the “tree” branches might be). You don’t want the seed to fall into this zone, otherwise, it might not have enough sunlight to be able to grow. After investigating with the spinner seed pods, write your best answers to the following: Did the spinner seed pods successfully avoid the Zone of Darkness? How did the seed flyer’s structure (shape) help them disperse? What is missing indoors, but could have affected your results if you did this activity outside?

grow in new places?

d) Try to fill in as many blanks as you can below:

<table>
<thead>
<tr>
<th>Ways seeds can travel:</th>
<th>Example of a seed that uses this way:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By ___________________</td>
<td>maple tree seed ____________________</td>
</tr>
<tr>
<td>By ___________________</td>
<td>____________________</td>
</tr>
<tr>
<td>By animals</td>
<td>____________________</td>
</tr>
</tbody>
</table>

fall, so you can save it for another time, if you choose)

Wear a woolly sock that is big enough to wear over your shoe. Go for a walk through the weeds (make sure you are careful to watch out for poison ivy!). After your walk, pull off the seeds that you collected on your socks and figure out how the seeds stuck to the socks. You can even plant the seeds and see what plants grow! Enjoy!
Shanti and her father were going to visit Grandpa. Shanti saw a book in the car.

"What is this?" she asked.

"It is a road atlas. That is another name for a book of maps," said Shanti's dad. "It helps us get places."

"And what is this?" Shanti asked. She showed him a bunch of upside-down
Vs on one map.

Shanti's dad smiled. "That is a symbol. If you do not know what one means, look around on the map." Dad put a finger on a white box in the corner of the page. It was labeled legend.

"Maps include information boxes called legends," he explained. "This legend says that upside down Vs represent hills."

Next, Shanti's dad showed her a line marked "Grove Road."

"That is our street!" cried Shanti.

"Exactly," her dad replied, and pointed to another street. "And here is where Grandpa lives."

"May I use the map to tell you how to get to Grandpa's house?"

"Sure. Let's see if you can read a map."

Shanti's dad started driving. She studied the map and told him when to turn left or right. Dad followed her directions until they made it to Grandpa's house.

"Good job," Shanti's dad said to her. "You are an excellent map reader!"
mark  

**Definition**

**noun**
1. a spot, line, or other shape that can be seen on a surface.

   *The wet glass left a mark on the table.*

2. a grade on a school test, report, or other work.

   *Megan gets good marks in school.*

**verb**
1. to put a spot, line, or other shape on.

   *Barbara marked the front door with her dirty hands.*

2. to give a grade to.

   *The teacher marked the tests and returned them.*

**Advanced Definition**

**noun**
1. something such as a spot, line, or scar that is visible on a surface.

   *The workers' boots left black marks on the floor.*

   *There were no marks on the body to help identify it for the police.*

2. a symbol or sign.

   *A comma is a mark in a system of punctuation.*

   *Unable to sign his name, the man made his mark on the agreement.*

3. an indication.

   *Teasing is often a mark of affection.*

4. a goal or target; standard.

   *His work didn't come up to the mark.*

5. a grade in an academic course or on an assignment or test.
She was proud that her exam received the highest mark in the class.

6. (informal) the intended victim of a swindle.

He was gullible and an easy mark.

transitive verb

1. to put a mark on.

The child's sticky fingers marked the glass.

2. to identify or be a feature of.

His voice marks him as a singer.

3. to indicate limits (often fol. by off).

This line marks off our property.

4. to identify by putting a mark on.

I forgot to mark this present and now I don't remember if it's for Alex or John.

5. to evaluate and give a grade to (schoolwork or the like).

The teaching assistant marked the exams.

6. to pay attention to; give heed to.

Mark well what I am saying.

7. to make a mark in order to indicate (some information).

The new patient marked on the form that she had both hypertension and diabetes.

intransitive verb

1. to make a mark or marks.

2. to be capable of receiving a mark or impression.

Be careful, for the wall marks easily.

3. to evaluate and grade schoolwork.

These are some examples of how the word or forms of the word are used:
1. Together draw a simple map of your home's floor plan and **mark** the different escape routes.

2. He **marked** the tree by putting his stick in the ground. Then, he ran back to his house.

3. Plan how to get out of your home if there is a fire. Draw a picture of the rooms in your home. **Mark** two ways out of each room.

symbol  sym·bol

Definition
noun
1. an object or picture that represents something else.

The rose is a symbol of love.

Advanced Definition
noun
1. something that represents something else, esp. a material sign or object that stands for a complex or abstract concept.

The rose is a symbol of love.

2. a sign or figure conventionally used to represent a particular quantity, quality, process, or the like.

The plus sign is the mathematical symbol for addition.

These are some examples of how the word or forms of the word are used:

1. The Arabic alphabet has 28 symbols. It is written from right to left.
2. The bald eagle is one success story. The bird became the symbol of the United States in 1782.
3. The Chinese writing system does not use an alphabet of letters. Characters, or symbols, represent words and ideas.
4. Till the 18th century, buttons were very expensive. Only the rich could wear them, and they were a status symbol.
5. The bald eagle is an American symbol. An American symbol is a living thing, an object, or a place that stands for the United States.
6. The Dragon Boat Festival takes place in China each year in June. People in this country take part in boat races. The boats are decorated to look like dragons, a Chinese symbol of luck. The festival celebrates good luck for the next year.
7. The United States government is based in Washington, D.C., the nation's capital. Congress meets in the Capitol Building, and the President lives in the White House. The Supreme Court justices meet in the Supreme Court. These buildings have come to symbolize, or stand for, the government.
8. The oldest dated book using woodblock printing was made in China in 868 A.D. Chinese writing is a very important part of Chinese culture. Chinese writing uses symbols instead of letters. There are thousands and thousands of Chinese symbols. Just to read the newspaper in China, you would need to know about 3,000 symbols!
1. Whom are Shanti and her father going to visit?
   A. Grandma and Grandpa
   B. Grandpa
   C. Grandma

2. When in the story do Shanti and her father make it to Grandpa's house?
   A. at the end of the story
   B. at the beginning of the story
   C. in the middle of the story

3. Read these sentences from the story.
   "'Good job,' Shanti's dad said to her. 'You are an excellent map reader!'

   What evidence from the story supports the idea that Shanti is an excellent map reader?
   A. "Shanti's dad started driving. She studied the map and told him when to turn left or right. Dad followed her directions until they made it to Grandpa's house."
   B. "Shanti's dad smiled. 'That is a symbol. If you do not know what one means, look around on the map.' Dad put a finger on a white box in the corner of the page. It was labeled legend."
   C. "Shanti and her father were going to visit Grandpa. Shanti saw a book in the car."

4. An upside-down V is the symbol of a hill on the map. Based on the information in the story, what is probably the symbol of a street?
   A. a circle
   B. a line
   C. a right-side up V

5. What is the main idea of this story?
   A. Maps can help people get places.
   B. Maps include information boxes called legends.
   C. Legends can help people figure out what the symbols on a map mean.
6. Read these paragraphs from the story.

"'And what is this?' Shanti asked. She showed him a bunch of upside-down Vs on one map.
"'Shanti's dad smiled. 'That is a symbol. If you do not know what one means, look around on the map.' Dad put a finger on a white box in the corner of the page. It was labeled legend.
"'Maps include information boxes called legends,' he explained. 'This legend says that upside down Vs represent hills.'"

Based on these paragraphs, what does the word "symbol" mean?

A. an information box that explains what something means  
B. a sign used to show people something  
C. a book that helps people get places

7. Choose the answer that best completes this sentence.

Shanti does not know what the upside-down Vs on the map are, _______ she asks her father.

A. so  
B. because  
C. but

8. What are information boxes on a map called?

9. According to the story, what do maps help people do?

10. How can a map help people get somewhere? Support your answer with evidence from the story.
This seed pod flies through the air, like the amazing seed of the Javan cucumber.

Here’s what you do:

1. Write your name on your Glider, then fold the top of the paper down so it lines up with dotted line B. Run your fingernail over the fold to make a sharp crease.

2. Repeat step 1 two times, folding down to line up with dotted line C, and then dotted line D. Your paper will look like this.

3. Flip the paper over so the folded part is on the bottom. Then fold the paper in half like this.

4. Fold on the dotted line to make one wing.
5. Turn the paper over. It will look like this:

6. Fold on the other dotted line to make another wing.

7. Spread the wings to the sides and slide the paper clip onto the folded part of the Glider, so it looks like this.

8. Your Glider is ready to fly. Hold it with the paper clip pointing to the side and drop it.

9. Does dropping the Glider with the paper clip pointing to the side change the way it falls? How about dropping it with the paper clip pointing up? Figure out which way you want to drop the Glider when you are trying to avoid the Zone of Darkness.
Rotocopter Seed Pod - Directions

Page 1 of 2

This seed pod spins through the air. It's a little bit like a maple seed.

Here's what you do:

1. Write your name on your Rotocopter. When your seed flies away, you'll want to be able to find it again.

2. Cut along the solid lines of your Rotocopter pattern.

3. Fold on the dotted lines. Fold A toward you and fold B away from you:

4. Fold C toward you. Then fold D on top of C:

5. Fold the bottom up and slide the paper clip on. The paper clip is the seed in this seed pod.

6. Now your Rotocopter is ready to fly. Hold it with the paper clip pointing down and drop it.

7. Does dropping the Rotocopter with the paper clip pointing sideways change the way it falls? How about dropping it with the paper clip nose pointing up? Figure out which way you want to drop the Rotocopter when you are trying to avoid the Zone of Darkness.
Spinner Seed Pod - Directions
Page 1 of 2

This seed pod spins through the air as it falls, just like the seeds of a Tree of Heaven.

Here’s what you do:

1. Write your name on the Spinner.

2. Cut along the solid lines of your Spinner pattern to make a strip that looks like this:

3. Slip the slot at one end into the slot at the other end. You’ll make something that looks like a little fish, with the seed at the nose of the fish.

4. Your Spinner is ready to fly. Hold it sideways and drop it to watch it spin to the floor.

5. Does dropping the Spinner with its nose pointing down change the way it falls? How about dropping it with its nose pointing up? Figure out which way you want to drop the Spinner when you are trying to avoid the Zone of Darkness.
Rotocopter Seed Pod  (includes one extra)

Page 2 of 2

[Diagram of Rotocopter Seed Pod with sections labeled A, B, C, D and a space for Your Name]
### Savings Goals – Satisfy Wants

**Social Studies Home Learning Activities**

<table>
<thead>
<tr>
<th>Standard Benchmark</th>
<th>Economic 1a: Students will understand that families and individuals with limited resources undertake a wide variety of activities to satisfy their wants.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Band</td>
<td>K-3 for Grades 2-3</td>
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</table>
| Vocabulary/Key Concepts | **Wants**: Desires that can be satisfied by consuming goods and services  
**Saving**: Keeping some income to buy things in the future  
**Savings Goal**: A good or service that you want to buy in the future  
**Income**: Payment you receive for work |

**Activity 1**

Read the vocabulary/key concepts and understand what all of the terms mean. Idea! ➔ Put them on index cards and quiz yourself!

**Activity 2**

One way to satisfy your wants is by saving. Think of something you want. Draw a picture of the item inside the piggy bank. This is your savings goal. How much do you think you will need to save to satisfy your want? ________________________________
Activity #3

List two things you can do to save money so you reach your savings goal.

1. ________________________________________________________________

2. ________________________________________________________________

Tell about a time that you or your family saved for something. What was it? How did you or your family save money? How long did it take you to save enough money? Why was it important to you or your family?

______________________________________________________________________________
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**Activity #4**

Determine how much more must be saved to reach each savings goal.

<table>
<thead>
<tr>
<th>Savings Goal</th>
<th>Price</th>
<th>Amount Saved</th>
<th>Amount Needed</th>
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<tbody>
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<td>$9.00</td>
<td>$1.00</td>
<td></td>
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<tr>
<td>🏒</td>
<td>$15.00</td>
<td>$6.00</td>
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<tr>
<td>🎠</td>
<td>$25.00</td>
<td>$13.00</td>
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</tbody>
</table>
Activity #5

Determine how much more must be saved to reach each savings goal.

<table>
<thead>
<tr>
<th>Savings Goal</th>
<th>Price</th>
<th>Amount Saved</th>
<th>Amount Needed</th>
</tr>
</thead>
<tbody>
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<td>$0.50</td>
<td>0</td>
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<tr>
<td>Sidewalk Chalk</td>
<td>$12.00</td>
<td>$3.25</td>
<td></td>
</tr>
<tr>
<td>Bicycle</td>
<td>$150.00</td>
<td>$75.30</td>
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