Grade Level: 2nd

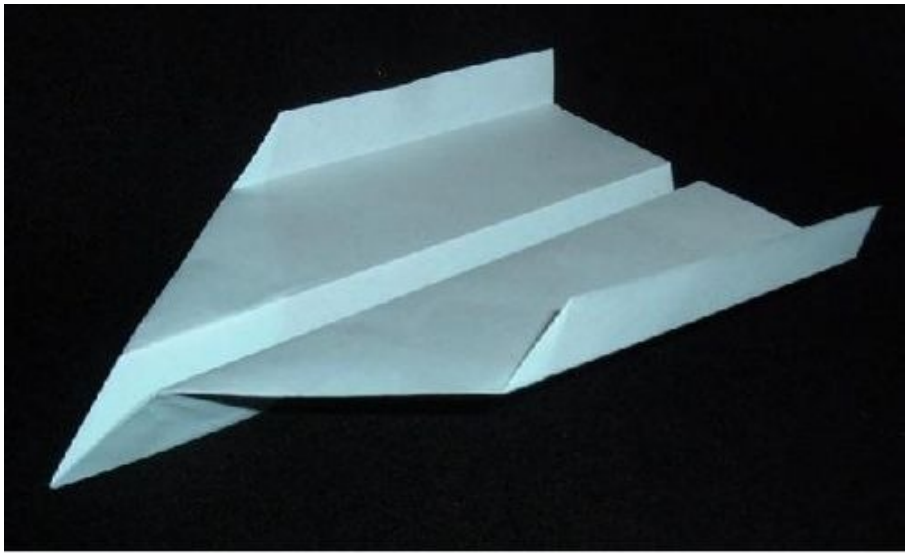
Week 2: of April 14, 2020

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	**No School**	Read half of *The Paper Airplane Contest*. Write a summary of what you read so far.	Read *the rest of The Paper Airplane Contest*. Answer questions 1-5.	Refer to*The Paper Airplane Contest* to answer questions 6-10.	Read the Word Study sheet. Choose 5 of the words to write your own sentences.
Math	**No School**	**Half and Half (pg 1)** *See attached sheet* Can you find things in the house that are (or can be) cut in half? How about your food? Can you share half (½) of your toys? Explore!	**Half and Half (pg 2)** *See attached sheet* Work the 2 word problems using numbers, words, and/or pictures. Can you write a new one by yourself? Give it a try!	 **More Quilt Blocks!** Here is an example of a 4 block patchwork quilt block. There are many ways you can use 4 blocks (and if you cut them in half to make triangles and rectangles) to create a beautiful design. Use the attached 1 inch grid paper to make a 4 block quilt design!	**Exploring Symmetry** *See attached sheet* Please do the attached sheet on symmetry. Can you find 5 things in your home that have symmetry? Does it have more than one line of symmetry?
Science	**No School**	**What's Strong Enough to Make a Canyon? (part 1):** Think about the Grand Canyon. Try to find pictures if possible. It is basically a system of huge cracks in the ground. **Write your answers to the following:** Why do you think there are these cracks	**What's Strong Enough to Make a Canyon? (part 2):** **Need:** newspaper or tablecloth to protect from spilled water; 1 water cup; 2 spoons; 4 dixie (or small) cups; 2 paper or plastic plates; 1 container of "land" (cornmeal: see attached directions for "Cornmeal Canyons" [2 pages]). You	**Cornmeal Landscapes:** Using your "land" mixture from yesterday, create a landscape of your own design: include some high land (hill, mountain, plateau); include some low areas (valley, plain); choose where the cup will drip and predict what will happen; **draw** a "before" picture; try the	**Make a River:** **Plan and write** your answer to the following: How could you make a river that flows across a plate of cornmeal? **Try:** Fill a plate with "land"l, tamping it down so it stays put. Tilt the plate on another plate, and set up "drip stick" over "land" at top of tilt.

		in the ground? What makes a canyon? **Plan and write:** Can you think of an experiment that would let you figure out whether water could make a canyon?	may also use soil from outside if possible. **Do:** Cover work area to protect it from spills. Put one plate on top of other. Fill 1 dixie cup halfway with "land". Use another dixie cup to squeeze it down. Turn each cup over near the edge of the plate. Tap on bottom and lift cup up. Make 4 total "hills". Carefully push them near edge of plate. Push top plate up to create a little slope with "hills" at top. Secure plates in this position with paper clips, staples, or similar. Gently put one spoonful of "land" into the space between hills and carefully smooth with a spoon. **Need:** 2 cups, 1 "drip stick" (see attached), 1 piece of blank paper. Turn over big cups, put drip stick on them. Push the land under the arrow on the drip cup so water will drip on "land". **BEFORE adding water, write down what you think will happen when you drip water on it.** Fill drip cup with water and observe what happens. Fold a paper into four sections. **Draw** what happened in the first section. Repeat filling the drip cup and drawing what happened a total of 4 times. ***SAVE land mixture in plastic container with lid for later use. If it is too wet, add cornmeal. Too dry, add water.**	experiment, then document the changes by drawing an "after" picture. Make sure to **label** everything in both pictures.	**Draw and labe**l your finished landscape with rivers. Write your best answer to the following: Do you think water can change landscapes? Explain, using evidence from your experiments these past few days, why you think that.
Social Studies	**No School**	Complete Activity 1 & 2 from the document titled, "How to Analyze a Source & Gather Information"	Complete Activity 3 from the document titled, "How to Analyze a Source & Gather Information"	Complete Activity 4 from the document titled, "How to Analyze a Source & Gather Information"	Complete Activity 5 from the document titled, "How to Analyze a Source & Gather Information"

The Paper Airplane Contest

by ReadWorks



One time, the teachers at a school wanted to teach the students about airplanes. While all airplanes can fly, some are able to fly farther than others. This is because not all airplanes are built the same. For example, a fighter plane looks very different from a plane that people fly in when they want to go on a holiday. The teachers wondered how they could make students understand this.

Then, the science teacher, Mr. Moose, decided that the school should have a paper airplane contest. Every student would design a paper airplane. They would stand in a line in the playground behind the school. The students would take turns throwing their airplanes. The student whose airplane went the farthest would win.

When Mr. Moose announced the paper airplane contest to the students, they were very excited. A student named Paul, who was on the wrestling team, bragged to everyone else that his airplane would win. "I am the strongest," Paul said. "So I will be able to throw my airplane the farthest."

However, while Paul was saying this, another student, Brian, was thinking how *he* could win. Brian did not play any sports and was not very strong. But he loved airplanes and really wanted to win the contest.

Brian realized what he had to do. He went to the store and bought a big stack of paper. When he got home, he took the paper into his backyard. He took a piece of paper and folded an airplane. It didn't go very far, so Brian took another sheet and folded another airplane and threw it. This airplane went a little farther. Brian kept folding different kinds of airplanes and throwing them. Some went very far and some did not. Finally, when Brian had used all the paper, he walked up to the airplane that had flown the farthest and picked it up.

The next day was the contest. All the students lined up. Everyone took turns. After a while, everyone had

thrown except Paul and Brian. Paul went first. With a mighty yell, he launched the airplane into the sky. It went farther than every other airplane. Everyone clapped.

Finally, it was Brian's turn. Brian took the airplane that he had picked up the day before. He walked up to the line and, with all his strength, he threw the plane. It went flying, farther and farther, until finally it landed - 10 feet past Paul's plane! The whole school cheered. Brian was the winner. Mr. Moose gave him a prize: a toy airplane.

Brian won because he tried out many solutions to the problem of how to make an airplane fly very far. He did this by testing out many different designs and comparing the results. When he found the design that worked best - the paper airplane that flew the farthest - he used it. Because Brian tried a lot of designs, he was able to make up for his lack of strength and beat Paul.

Name: _____ **Date:** _____

1. What is the paper airplane contest?

A. a contest to see which student is the strongest

B. a contest to see which paper airplane flies the farthest

C. a contest to see which student can build a fighter plane

2. A problem in this passage is how to make a paper airplane that flies far. What is Brian's solution to this problem?

A. testing different paper airplane designs to figure out which one works best

B. letting out a mighty yell as he walks up to the line and launches his paper airplane

C. asking his science teacher for help before he starts building his paper airplane

3. Paul is stronger than Brian, but his paper airplane does not fly as far Brian's airplane.

What can be concluded from this information?

A. Paul built a paper airplane with a better design than Brian's airplane.

B. If Paul had thrown his paper airplane earlier in the contest, it would have flown farther.

C. How far a paper airplane flies depends on more than just strength.

4. Based on the events of the story, what has a big effect on how far a paper airplane flies?

A. the design of a paper airplane

B. the color of a paper airplane

C. the kind of paper the airplane is made out of

5. What is a theme of the story?

A. the importance of building strength through sports like wrestling

B. the importance of trying different ways to solve a problem

C. the importance of always paying attention in science class

6. Read these sentences: "Brian won because he tried out many solutions to the problem of how to make an airplane fly very far. He did this by testing out many different designs and comparing the results. When he found the **design** that worked best - the paper airplane that flew the farthest - he used it."

What does the word **design** mean above?

A. the way something has been built

B. the distance that something can travel

C. the amount of time it takes to do something

7. Choose the answer that best completes the sentence below.

Brian wins the paper airplane contest _____ he tried out different kinds of planes.

A. because

B. before

C. so

8. Who expects to win the paper airplane contest because he is strong?

_____

_____

_____

9. What do the teachers want to make students understand about airplanes?

_____

_____

_____

10. Does the paper airplane contest teach students anything about how real airplanes fly? Explain why or why not, using evidence from the story.

Focus 22 Word Study Warm Up (1 minute)

Homophones are words that sound the same but have different spellings and meanings.

meet	meat	week
weak	mane	main
tail	tale	bee

High Frequency Words (1 minute)

boy	does	everyone
field	floor	found
their	toward	what's

Fluency sentences (1-2 minutes)

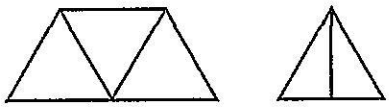
1. Let's meet at their bus stop.
2. Does everyone here like to eat meat?
3. This has been a long week for me.
4. The baby chick is weak after hatching.
5. A lion has a furry mane.
6. Everyone asked, "What's the main idea?"
7. My dog's tail was wagging when he found his bone in the field.
8. We sat on the floor facing toward when the teacher read us a tale.
9. The bee stung the boy on his arm.

NAME | DATE

Half & Half page 1 of 2

1 Circle the shape in each box that has been divided in half.

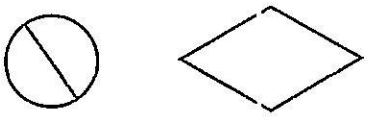
a



b

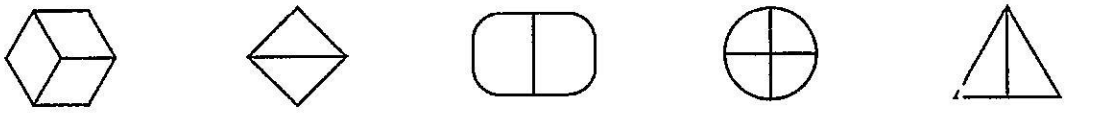
c

d

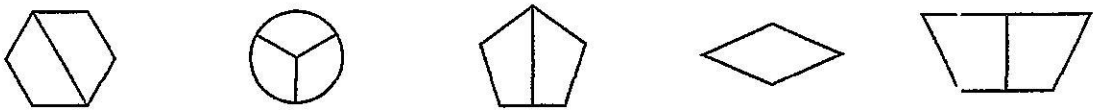


2 Circle the shapes that show two halves. Then color in half of each of them.

a



b



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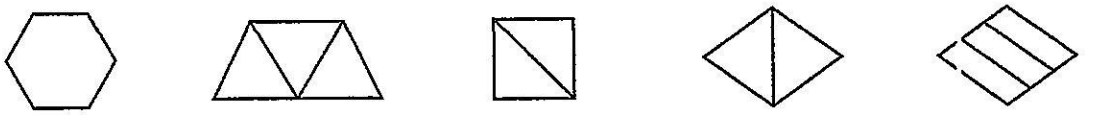
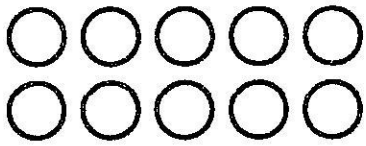
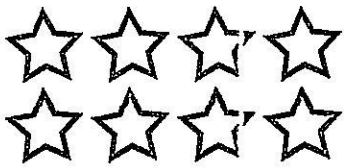


3 Color $\frac{1}{2}$ of the objects in each box.

a



b



c

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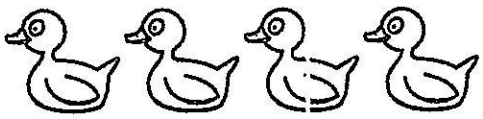

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NAME | DATE

Half & Half page 2 of 2

4 Rob had 16 shells. He gave half of them to his brother. How many shells does Rob have now? Show your work.

Rob has _____ shells now.

5 Jess had 28 marbles. She gave half of them to Eli. Then Jess gave half of the marbles she had left to her sister. How many marbles does Jess have now? Show your work.

Jess has _____ marbles now.

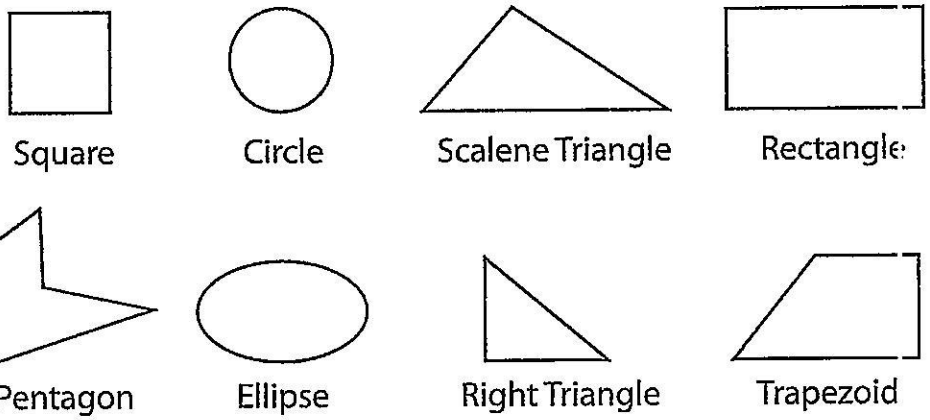
NAME | DATE

Exploring Symmetry page 1 of 2

1 Look at the shapes below.

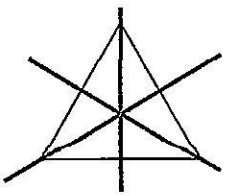
a Circle the shapes that are symmetrical.

b Cross out the shapes that are not symmetical.



2 What is the name of each shape, and how many lines of symmetry does it have? Write the name of each shape on the line. Then use your ruler and a pencil to draw in the lines of symmetry, and write the number on the line below the shape name.

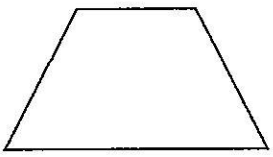
ex



This is an equilateral triangle.

It has 3 line(s) of symmetry.

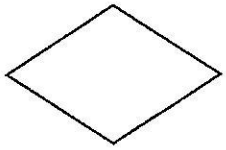
a



This is a _____

It has _____ line(s) of symmetry.

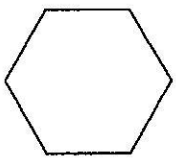
b



This is a _____

It has _____ line(s) of symmetry.

c



This is a _____

It has _____ line(s) of symmetry.

(continued on next page)

NAME | DATE

Exploring Symmetry page 2 of 2

3 Draw the other half of each of these figures as carefully as you can so they're symmetrical when you're finished. (Hint: If you want to see what the whole figure looks like before you draw the other half, set a mirror upright down the midline and take a peek.)

4 Now, here comes the fun part. Have someone in your family draw half a picture of something symmetrical, like a pair of glasses, or a teddy bear, or a butterfly, or.... Then take your pencil and crayons and draw in the other half. When you're finished, you draw a half picture and let a family member draw in the other half.

Cornmeal Canyons
Preparation Before Class

For each group of students at a table (or for a single homeschool student), you'll need a container of cornmeal "land" and for each pair of students, you'll need a "drip stick". You can reuse both the "land" and "drip sticks" for the activity in Mystery 4 - Erosion Engineering.

Make cornmeal "land"

Each group of 4 students needs about 1 cup of "land." The mixture is made of 3 parts cornmeal to 1 part salt and 1 part water. The table below gives you the amounts for specific numbers of students. After mixing it all up in a mixing bowl, it should be a little stickier than wet sand. If it's too sticky and doesn't slide out of a cup easily, add more cornmeal. If it's not sticky enough, add more water. For each group of 4 students, put about 1 cup of "land" into plastic containers. Cover with a lid until ready to teach.

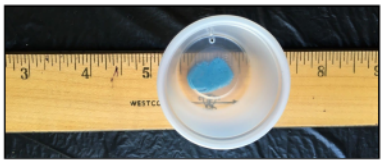
How many students?	How much cornmeal?	How much salt?	How much water?	How much "land"?
6	1 ½ cups	½ cup	½ cup	2 cups
12	3 cups	1 cup	1 cup	4 cups
24	6 cups	2 cups	2 cups	8 cups
30	7 ½ cups	2 ½* cups	2 ½ cups	10 cups

* Note: Salt is often sold in 26-oz containers. That's about 2½ cups of salt.

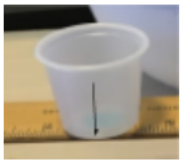
Make "drip sticks"

You'll need a "drip stick" for each pair of students (or single homeschool student).

1. Use a pushpin to poke a hole in the bottom of a small plastic condiment cup. Put the hole close to one side of the cup. Wiggle the pin to make a large hole.



2. Position the condiment cup in the center of a ruler, with the hole extending over the edge. Use some sticky tack to hold the cup securely in place.



3. With a permanent marker, draw an arrow on the side of the cup, pointing down at the hole.

OPTIONAL ADD-ON
Make shakers (Optional)

To help your students visualize changes in their “land”, you can make Solo cup shakers for each pair of students (or single homeschool student) so that they can sprinkle cinnamon on top of their “land”.

1. Use a pushpin to poke 6 holes in the bottom of a plastic Solo cup.

2. Turn the cup over and add a teaspoon of cinnamon, pepper, or flour.

3. To sprinkle, students tap the side of the cup.

How to Analyze a Source & Gather Information

Standard Benchmark:	History 2a: Students will use artifacts and documents to gather information about the past.
Grade Band:	2 – 3
Vocabulary / Key Concepts:	Analysis; primary source; secondary source

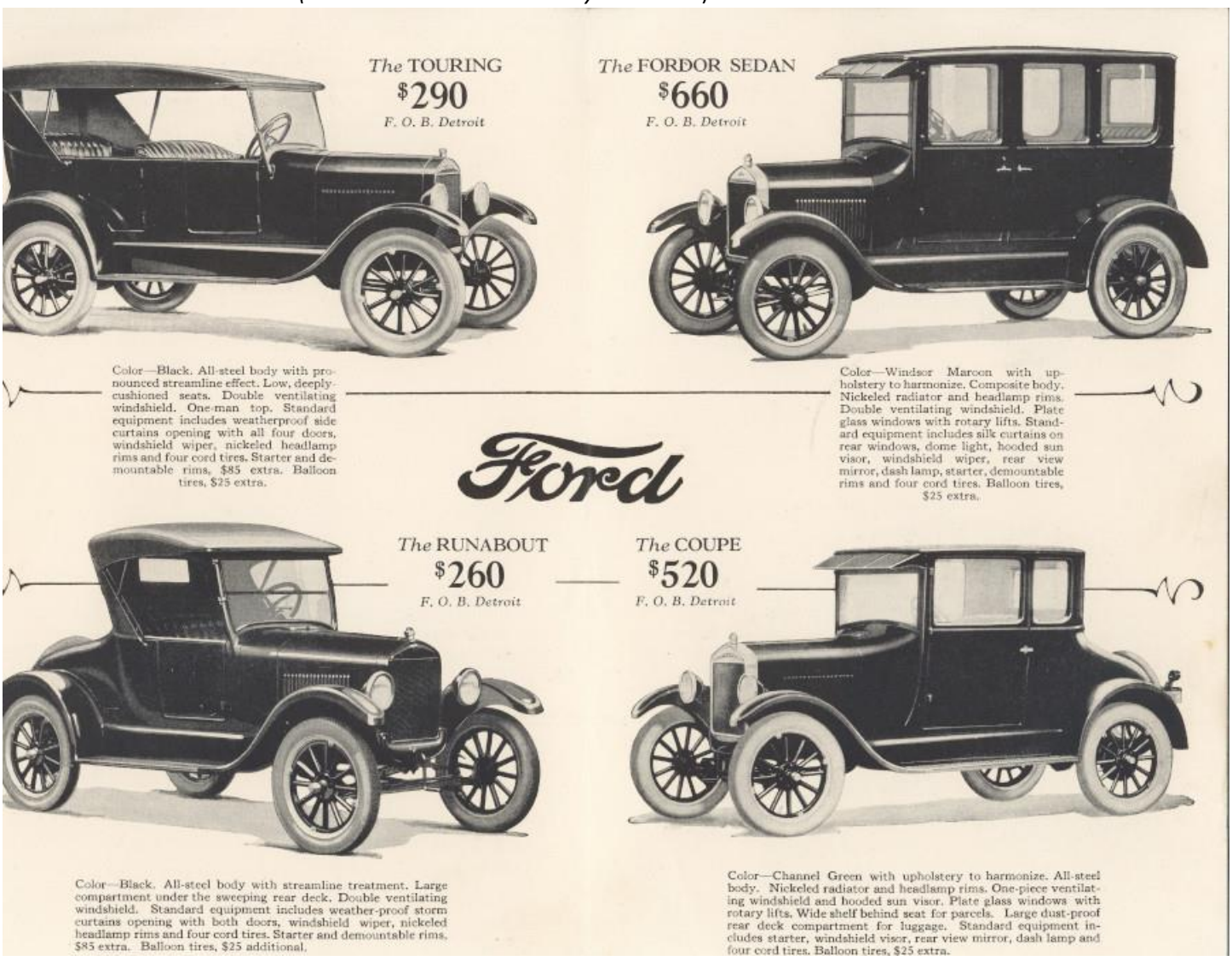
Activity 1: Read through Primary Source information and Secondary Source Information

Primary Source:

A primary source is an artifact, document, or other source of information that was created at the time under study. Primary sources represent real pieces of history such as inventions, letters, diaries, or photographs.

For example:

1924 Ford Model T brochure *(National Automotive History Collection*)



Secondary Source:

A secondary source is an opinion, account, or interpretation of a past event by someone who wasn't actually there. Examples of secondary sources include encyclopedia entries, movies about historical events, and textbooks.

For example:

An article / summary written about the Ford cars based on the above primary source document and https://www.history.com/topics/inventions/model-t.

The Model T, sold by the Ford Motor company from 1908 to 1927 was not the first car built in America. However, it was the first car that most people could afford to buy. This was largely because Henry Ford used the assembly line to build the cars, which kept costs low.

In 1924, there were four different kinds of cars that were made by Henry Ford's assembly line to be sold to the public. There was the Runabout that cost $260. There was the Touring that cost $290. There was The Coupe that cost $520. Finally, there was the Fordor Sedan that cost $660. The Rounabout and the Touring came in black with weather proof storm curtains, windshield wipers, nickeled headlamp rims, and four cord tires. The Coupe came in channel green with upgrades to the inside and outside. The Fordor Sedan came in windsor maroon with additional upgrades to the inside and outside.

Because the Model T was so affordable, it became the most popular automobile. During this time, the majority of Americans owned a Model T. This was good for the country at the time because it connected rural Americans with the rest of the country. This connection led to the numbered highway system.

ACTIVITY 2:
Look at the primary source and write on a separate sheet of paper everything that you see.

ACTIVITY 3:
Analyze the primary source (the brochure of the Ford automobiles) by answering the following questions from the "Analyze a Photograph" worksheet from archives.gov

MEET THE PHOTO

1. What do you see?
2. Is the photograph black and white or color?
3. Is there a caption? If so, what does the caption tell you?

OBSERVE ITS PARTS

4. What do you see in the photo? (People, Objects, Both)
5. What are the people doing in the photo?
6. What are the objects used for in the photo?
7. Write two words that describe the photo.

TRY TO MAKE SENSE OF IT

8. Who do you think took this photo?
9. Where do you think this photo was taken?
10. List something that helps you prove where it was taken.
11. Why do you think the photo was taken?
12. How does this photo compare to modern times?

USE IT AS HISTORICAL EVIDENCE

13. Where do you think we could find out more information about the people or objects in the photo?

Activity 4:
Compare Activity 1 to Activity 2:

1. Did you notice more information about the primary source by simply looking at the document or going through the analysis process, which are the 1-13 questions listed above?

Activity 5:
Compare the primary source document and the secondary source document.

1. What information can you get from the primary source (photo) that you cannot get from the secondary source (summary)?
2. What information can you get from the secondary source (summary) that you cannot get from the primary source (photo)?
3. Is one source better to use over the other?
4. How can we use these sources to gather information about the past?