

Christina School District Assignment Board

Grade Level: 2nd

Week of 5.4.20

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Sometimes readers need to use clues from the text with their own knowledge to infer, or figure out, things the author doesn't say. Read <i>A Dangerous Landslide</i> . Write to tell what you can infer from the text.	Read <i>A Dangerous Landslide</i> again to increase fluency. Answer questions 1-5.	Read <i>A Dangerous Landslide</i> again to increase fluency. Answer questions 6-10.	Read the Word Study sheet. Use the words to write your own sentences.	A comma is a punctuation mark (,) indicating a pause between parts of a sentence. It is also used to separate items in a series and in dates. Circle the commas you find in <i>A Dangerous Landslide</i> .
Math	Solving Some Problems 1. What do you notice if you have 100 kids in line for the ice cream truck? Could you make 2 lines? How many would be in each line? 2. What if at the ice cream truck there were 100 kids and there were 4 lines. How many kids would be in each line? How do you know? 3. What if there were 5 lines at the ice cream truck? How many kids are in each line? 4. What if there were 10 lines at the ice cream truck? How many kids are in each line? You can use Legos, cereal,	Solving Some Problems Part 2 1. What do you notice if you have 120 kids in line for the ice cream truck? Could you make 2 lines? How many would be in each line? 2. What if at the ice cream truck there were 100 kids and there were 4 lines. How many kids would be in each line? How do you know? 3. What if there were 5 lines at the ice cream truck? How many kids are in each line? 4. What if there were 10 lines at the ice cream truck? How many kids are in each line?	Ice Cream Sandwiches 1. What happens when you and a friend want to share an ice cream sandwich? How much would you get? 2. What happens when you and 2 friends want to share an ice cream sandwich? How much would you get? 3. What happens when you and 3 friends want to share an ice cream sandwich? How much would you get? How do you know your answers would be correct? Try using a piece of paper to help you figure the problems out! Have you ever had to share something that didn't come out evenly? How did that work out?	More Ant Stories <i>Please complete More Ant Stories Page 1 attached</i>	More Ant Stories <i>Please complete More Ant Stories Page 2 attached</i>

Christina School District Assignment Board

	beans, or markers to help you figure out the problems!	You can use Legos, cereal, beans, or markers to help you figure out the problems!			
Science	<p>Early Explorer Activity (part 3): Find the animals that have feathers. Make a group. Write "Birds" on a piece of paper and put the animal cards on it. Read how the birds are alike. Can you think of other birds? Draw and add one to your group. Include it's traits. Look at the cards that are left. Write down how these animals are different from the other animal groups you've made. Write "Reptiles" on a sheet of paper and place the cards on it. Can you think of anything else that's a reptile? Draw and add one to your group. Include it's traits.</p> <p><u>*SAVE animal cards for next week activities</u></p>	<p>Early Explorer Challenge: Cut apart the challenge cards. As best you can, circle the traits that match each animal. Then try to match each animal to one of the animal groups you created previously (Hint: the animals are hippo, tarantula, pangolin). Do your best! Understand that scientists use more than one trait to group animals. They look for patterns, but there are some animals that don't easily fit into a group, such as pangolins (have scales, but give birth) and platypus (have fur, lay eggs). If you can, try to find information Write your best answer to the following: Bats have wings and can fly, but scientists do not group them with birds. Why is that?</p>	<p>Early Explorer Bonus Challenge: Cut apart the bonus challenge cards. As best you can, circle the traits that match each animal. Then try to match each animal to one of the animal groups you created previously (Hint: the animals are whale, snail, platypus). Do your best! Understand that scientists use more than one trait to group animals. They look for patterns, but there are some animals that don't easily fit into a group, such as the platypus (has fur, lays eggs). Write your best answer to the following: Tarantulas are covered in hair, but scientists do not group them with mammals. Why is that?</p>	<p>Warm and Cold Blooded Animals: Read passage. Do your best to read it on your own, but you may have someone help you if needed. Write your answers to the following questions: a) Scientists can group animals as mammals or reptiles based on how they control what? b) Mammals are warm-blooded. Describe how warm-blooded animals keep warm in a cold place. c) How do cold-blooded crocodiles keep warm on a cool day?</p>	<p>Scientists name newly discovered spider after a Harry Potter character. Read passage. Do your best to read it on your own, but you may have someone help you if needed. Write your answers to the following questions: a) What is the article MOSTLY about? b) What is the section "Spider's Home is Special" MOSTLY about? c) Reread "News Makes Author Happy". Based on the article, what is the Sorting Hat?</p>
Social Studies	Complete Activity 1 from the document titled, "Writing the Story of the Past - Part 2"	Complete Activity 2 from the document titled, "Writing the Story of the Past - Part 2"	Complete Activity 3 from the document titled, "Writing the Story of the Past - Part 2"	Complete Activity 4 from the document titled, "Writing the Story of the Past - Part 2"	Complete Activity 5 from the document titled, "Writing the Story of the Past - Part 2"

A Dangerous Landslide

by Susan LaBella



One night in March 2014, mud broke loose from a tall hillside near the town of Oso, Washington. The giant mass of wet soil moved downhill quickly. It eventually covered thirty nearby houses with mud and dirt. Many people were hurt.

Landslide is the word many people use to describe this kind of emergency. This landslide happened when very heavy rains soaked the ground near Oso.

At the beginning of any muddy landslide, wet ground breaks loose. As the mud moves, it may rip bushes, boulders, trees, and other things out of the ground.

Landslides can cause serious damage. A big landslide could bury homes and badly injure people in its path. Landslides can also dump huge amounts of wet dirt onto roads and highways. This added enormous weight could wreck cars and might even cause the road to collapse.

If a landslide happens near an area that includes buildings, it could break water lines, gas lines, or electrical lines. That kind of damage could also start fires.

Scientists are trying to figure out how to help people be safe in areas where landslides occur. The best thing, experts say, is to have a plan for what to do if this kind of moving-earth emergency happens.

Name: _____ **Date:** _____

1. The article describes an example of a real-life landslide. Where did this landslide happen?

- A. Washington, D.C.
- B. Seattle, Washington
- C. Oso, Washington

2. This article describes some damage that can be caused by landslides. What is one possible effect of a landslide?

- A. the mud on a hillside could dry up
- B. heavy rains could soak the ground
- C. a road or highway could collapse

3. In Oso, a large amount of wet soil and mud broke loose from a tall hill and covered thirty nearby houses. This landslide happened when very heavy rains soaked the ground near Oso.

What can you conclude based on this evidence?

- A. Heavy rains may have been a cause of the landslide in Oso.
- B. The houses in Oso covered by the landslide had already been flooded from the rains.
- C. Landslides only ever happen after heavy rains.

4. What kind of town would most likely be in danger of landslides?

- A. a town at the bottom of a muddy hill
- B. a town surrounded by flat, muddy land
- C. a town at the top of a hill

5. What is the main idea of this article?

- A. Landslides are a dangerous kind of emergency that can cause a lot of damage.
- B. Landslides can break water lines, gas lines, or electrical lines.
- C. A landslide in Oso, Washington, covered thirty nearby houses and hurt many people.

6. Read this paragraph from the article.

"One night in March 2014, mud broke loose from a tall hillside near the town of Oso, Washington. The giant mass of wet soil moved downhill quickly. It eventually covered thirty nearby houses with mud and dirt. Many people were hurt."

Why does the author begin the article with this paragraph?

- A. to show readers why landslides can be more dangerous than other kinds of emergencies
- B. to give readers a real-life example of a landslide and the damage it caused
- C. to tell readers not to move to Oso because of the dangers of landslides there

7. Choose the answer that best completes this sentence.

Experts say it's important for people to have a plan _____ they can stay safe if a landslide happens.

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

8. What moves downhill quickly during a landslide?

9. What are three examples from the text of how a landslide can cause serious damage?

10. Experts say that it is good to have a plan for what to do if a landslide happens. If a landslide happened, would driving to another area be a good plan? Why or why not? Use evidence from the text to support your answer.

Word Study Warm Up (1 minute)

The /o/ sound can be spelled *o* or *aw*.

It can also be spelled with an *a* before the letter *l*.

ball	saw	dog
draw	call	soft
paw	yawn	small

High Frequency Words (1 minute)

through	young	leaves
learn	our	done
hear	were	only

Fluency sentences (1-2 minutes)

1. I am done playing with the ball.
2. I saw beautiful leaves outside.
3. The dog likes to run through the park.
4. I like to draw and learn in art.
5. Ken only likes to call his grandma.
6. Our pillows were soft.
7. The young kitten cleaned his paw.
8. People yawn when they are tired.
9. A small mouse can hear well.

NAME _____

DATE _____



More Ant Stories page 1 of 2

- 1 There are 4 lines of ants. There are 5 ants in every line. The queen wants 30 ants for her parade.



a How many ants are lined up right now? Show your work.

b How many more ants need to line up? Show your work.

- 2 **CHALLENGE** Use the numbers in the box to fill in the blanks below.

18	11	3	5
23	16	10	
6	12	4	17

- a Find 2 numbers whose sum is 21. _____, _____
- b Find 2 numbers whose sum is 29. _____, _____
- c Find 2 numbers whose difference is 10. _____, _____
- d Find 2 numbers whose difference is 14. _____, _____
- e Find 4 numbers that have the smallest total. _____, _____, _____, _____

(continued on next page)

NAME _____

DATE _____

More Ant Stories page 2 of 2

Hi! I am a worker army ant. I am 1 centimeter long.



My 10 army ant friends make a line that is 10 centimeters, or 1 decimeter, long.

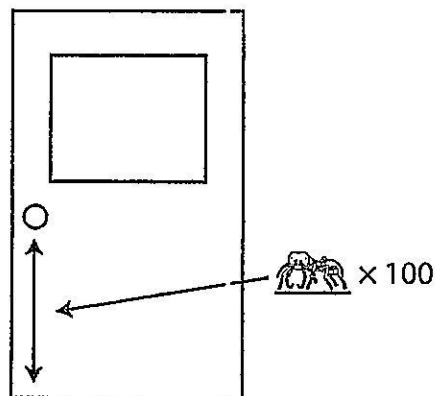


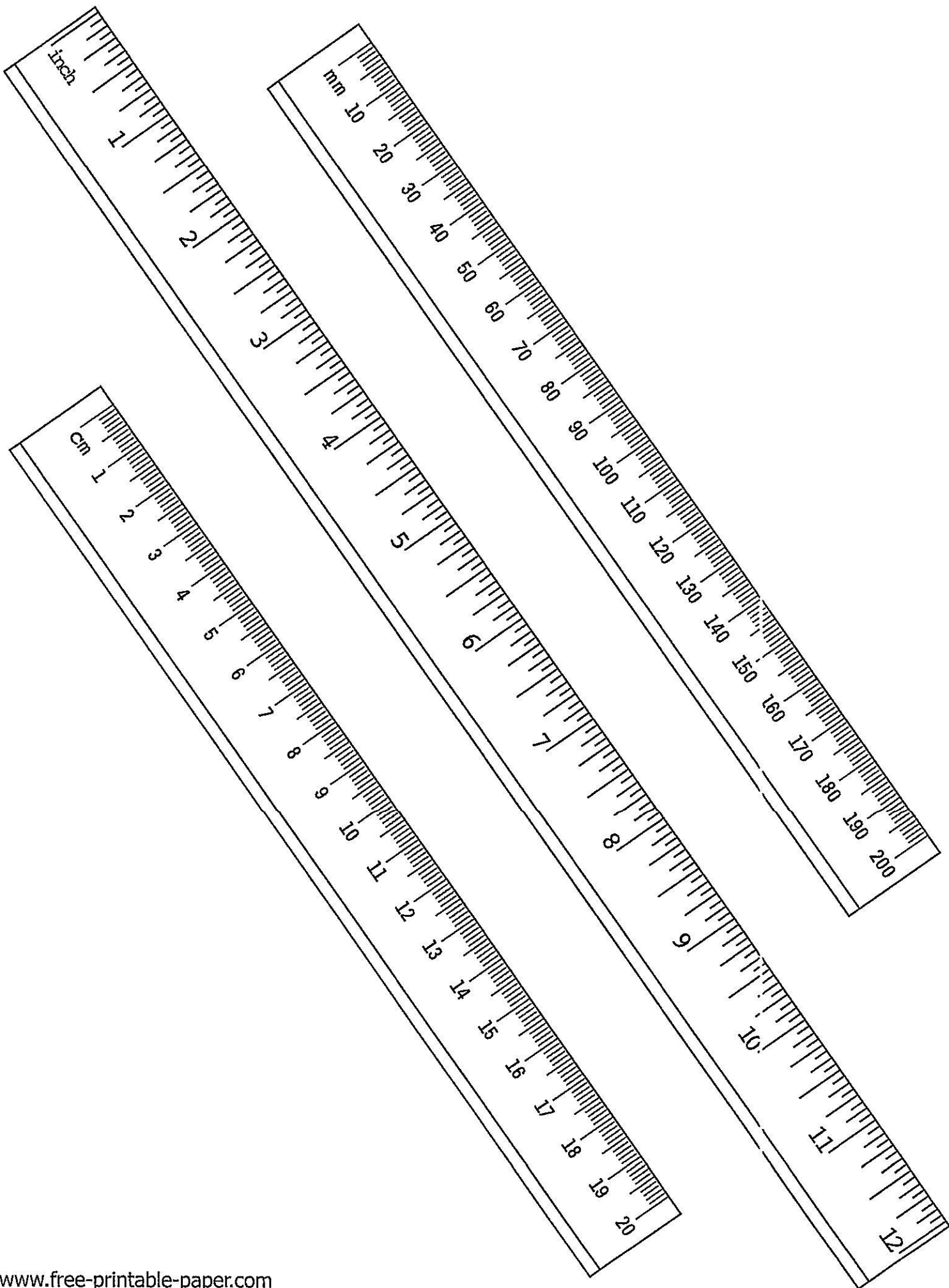
- 3** List four different things on you or in your kitchen that are about the same length as a decimeter.

- 4** Use your ruler to help draw a line below that is exactly 15 centimeters long. How many of us army ants could stand on your line?

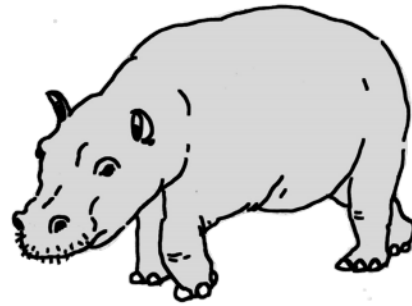
- 5** One hundred of my army ant friends would make a line that is 100 centimeters, or 1 meter long. That's about the same as the distance between the floor and the doorknob on a regular door.

List four different things in your home that are about the same length as a meter.





Challenge Cards



Name: _____

bones / no bones

lays eggs / gives birth

hair / feather / scales / none

MYSTERYscience



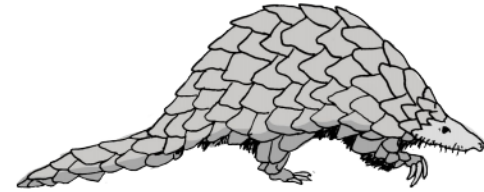
Name: _____

bones / no bones

lays eggs / gives birth

hair / feather / scales / none

MYSTERYscience



Name: _____

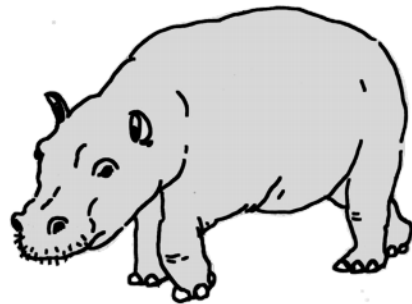
bones / no bones

lays eggs / gives birth

hair / feather / scales / none

MYSTERYscience

Challenge Cards



Name: _____

bones / no bones

lays eggs / gives birth

hair / feather / scales / none

MYSTERYscience



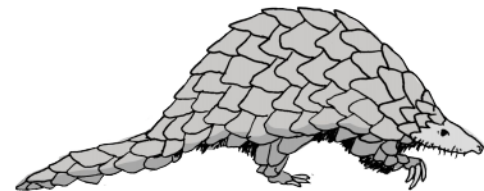
Name: _____

bones / no bones

lays eggs / gives birth

hair / feather / scales / none

MYSTERYscience



Name: _____

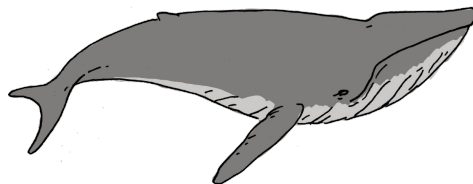
bones / no bones

lays eggs / gives birth

hair / feather / scales / none

MYSTERYscience

Bonus Challenge Cards



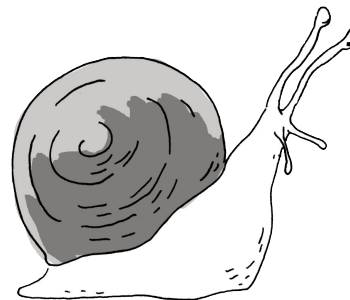
Name: _____

bones / no bones

lays eggs / gives birth

hair / feather / scales / none

MYSTERYscience



Name: _____

bones / no bones

lays eggs / gives birth

hair / feather / scales / none

MYSTERYscience



Name: _____

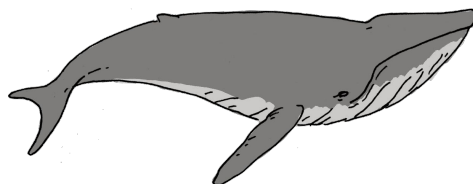
bones / no bones

lays eggs / gives birth

fur / feather / scales / none

MYSTERYscience

Bonus Challenge Cards



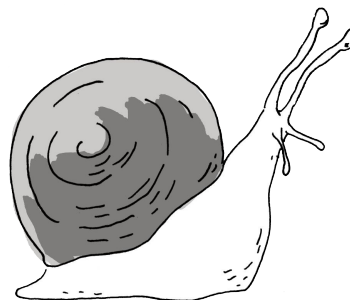
Name: _____

bones / no bones

lays eggs / gives birth

hair / feather / scales / none

MYSTERYscience



Name: _____

bones / no bones

lays eggs / gives birth

hair / feather / scales / none

MYSTERYscience



Name: _____

bones / no bones

lays eggs / gives birth

fur / feather / scales / none

MYSTERYscience

Warm-Blooded and Cold-Blooded Animals

This text is excerpted from an original work of the Core Knowledge Foundation.

Many animals—such as cats, mice, rats, cows, elephants, tigers, and even people—belong to a group called mammals. So, you and I are mammals! All mammals have hair, but some have more hair, or fur, than others. You have to get pretty close to an elephant to see its hair, but it is a mammal.

Another characteristic of mammals is that they give birth to live babies. Mammal babies begin breathing, moving, and looking for food as soon as they are born. Mammal mothers make milk to feed their newborns. This is another key characteristic of all mammals.



Mammal mothers feed their babies milk from their bodies.

Do you think this crocodile is a mammal?

Answer: No!

Why not?

- Crocodiles have scales, not hair or fur.
- Crocodiles lay eggs and baby crocodiles hatch from those eggs.
- A baby crocodile does not get milk from its mother. Its first meal might be a bug. Later, he'll eat bigger animals.

Crocodiles belong to a different group of animals called reptiles, along with snakes, lizards, and turtles.



Crocodiles, snakes, lizards, and turtles are all reptiles.

Scientists also classify, or group, animals as mammals or reptiles based on how the animals control their body temperature. All animals need to keep a constant temperature inside their bodies for their bodies to work properly. If an animal gets too hot or too cold, its body will not work the way it should. An animal may become sick or even die.

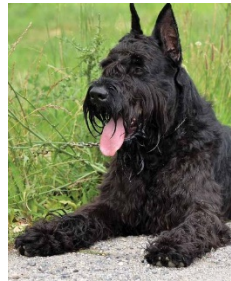
Mammals are warm-blooded animals. When warm-blooded animals are in a cold place, they use energy from food they eat to help keep their bodies warm. Some warm-blooded animals shiver to keep warm. When they shiver, their bodies make heat to keep warm.



When a person shivers, his/her body is using energy to keep him/her warm.

When warm-blooded animals are somewhere hot, their bodies react in a different way to cool off. Some warm-blooded animals, like people, sweat to stay cool. Dogs pant to stay cool. Other warm-blooded animals drink lots of water as a way to cool off. Did you know that cows need to drink almost a bathtub full of water a day?

Warm-blooded animals act in different ways to maintain a constant temperature inside their bodies. Mammals can live in habitats with different temperatures because their bodies do not rely on the environment. Warm-blooded animals, like mammals, must eat often to make energy to heat or cool their bodies. Most warm-blooded animals need to eat every day. Some need to eat every hour!



Dogs pant to stay cool.

Reptiles are cold-blooded animals. The body temperature of cold-blooded animals changes depending on the outside temperature. They become hot when it is hot outside and cold when it is cold outside. But cold-blooded animals must also keep a constant temperature for their bodies to work properly.

Cold-blooded animals do not use energy from their bodies to stay warm or cool. Instead they use what is around them to keep warm or keep cool. Crocodiles stay in water or mud in order to stay cool on hot days. If they need to warm up on cooler days, they bask in the sun.



Cold-blooded animals like these crocodiles cool off by taking a swim when it's too hot. When it's cool outside, they warm up in the sun.

While warm-blooded animals can live in just about any habitat, cold-blooded animals can only live in certain habitats.

Cold-blooded animals do not need to eat as often as warm-blooded animals. This is because they do not need lots of food to make energy to warm or cool their bodies. Most crocodiles only eat once a week, but they can live for months and sometimes years without eating!

SCIENTISTS NAME NEWLY DISCOVERED SPIDER AFTER A HARRY POTTER CHARACTER:



Some scientists found a new kind of spider.

Two of the scientists are Javed Ahmed and Rajashree Khalap. They like books about Harry Potter.

They thought the spider looked like a certain hat. The hat is in a Harry Potter book.

The hat is called the Sorting Hat. It was part of the story at Harry Potter's school. Godric Gryffindor owned the hat.

The scientists got to name the spider because they found it. So they named the spider after the hat. They named it *Eriovixia gryffindori*. It is tiny and brown.

Spider's Home Is Special

Ahmed and Khalap liked reading Harry Potter books. J.K. Rowling wrote the books.

They thought Harry Potter's made-up world was like the real world. They wanted to find new things in the world.

This feeling sent them to part of India. India is a country in Asia. Many kinds of animals and plants live in India. They found the spider there.

Ahmed and Khalap found the spider with another scientist. The scientists caught the spider. Soon they knew they had found a new kind of spider.

The *E. gryffindori* spider is tiny. Its shape lets the spider hide in the plants in India's mountains.

The mountains are home to many different kinds of animals. Some people say it is an important place to protect.

News Makes Author Happy

The Sorting Hat is from the Hogwarts School. Harry Potter and his friends were there most of the time. The hat is placed on the head of each new student. It is a magic hat.

Ahmed said he thought the Harry Potter name would make people care about spiders. Khalap liked the name.

So did Rowling. She wrote to them on the computer. She said she was happy that they found the spider.

Ahmed said he has an idea for another name. It is from the Harry Potter books, too. The name is Aragog. It is a big, hairy spider that talks.

They might name another spider after Aragog, he said.

Writing the Story of the Past – Part 2

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	Conclusion Inference

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

ACTIVITY 1:

Observe and read through the artifacts and documents below. Then complete the “Artifact and Document Chart”



ARTIFACT 1



ARTIFACT 2: Girls' basketball team, Milton, North Dakota, 1908.

Five girls in uniforms standing around a seated man, presumably the coach. One girl has foot resting on basketball with lettering "M.H.S. '08." Taken in a studio with backdrop. No identification of people given



ARTIFACT 3: Rural school near Milton, North Dakota, 1913: Miss Margaret McKay, teacher.

Schoolchildren in a circle holding hands, likely playing a game. In background is a woman standing in school doorway.



ARTIFACT 4: Frances Benjamin Johnston. Tuskegee History Class. Copyprint, 1902.

Document 1 (modified)

Clara Hinton diary

Monday July 30, 1906 Today is Aunt Lou's birthday, so we planned a family birthday party. Before the party started, they called on the telephone and said that they could not come because the wheat needed to be cut. Madge, Jessie, and Aunt Maud were still able to visit. We had a good dinner (for us) and washed the dishes. We went to town after dinner. Then Mrs. Howell gave me my music lesson. July 31 Grandma came over to bake bread. Papa Forrest and [Gene] went to the farm to pick plums this morning. I made doll dresses, practiced for my music lesson, etc.

Document 2 (modified)

Oliver Perry Myers (born 1856) diary, 1872-1873

May 1873 16

16 went Down to William Armstrongs

17 Hunted and fished

18 Visited

19 Hunted and fished

20 Came home to Day

Charlie Payne went with we me down to Will's house. We were able to hunt 14 pigeons and catch 12 fish weighing about 30 or 40 lb

21 Harrowed the corn field, and plowed another for the purpose of replanting

22 There was quite a rain this morning. About 3 o'clock there was an awful tornado which passed south of our house. It tore down five houses, a school house and one barn in this and it is said that it was far more destructive in the next county (Keokuk).

Artifact and Document Chart: You can be specific for each artifact or you can write general statements.

	What can historians learn from studying these artifacts and documents?	What can't historians learn from studying these artifacts and documents?
Artifact 1		
Artifact 2		
Artifact 3		
Artifact 4		
Document 1		
Document 2		

ACTIVITY 2: Review the artifacts and documents to complete the following questions:

Your Thoughts Questions:

1. Which artifact or document provided the greatest amount of information? Explain your answer.

2. Which artifact or document provided the least amount of information? Explain your answer.

3. How are the photos alike or different from the photos that your family and friends have in your homes? Explain your answer.

Check for Understanding:

4. Why is it important to use artifacts and documents when studying the past? Explain your answer.

ACTIVITY 3:

Read the definition of “To Conclude” and “To Infer” in the chart. Then complete the rest of the chart.

To Conclude	To Infer
Definition: What we <u>know</u> by looking at the artifacts and documents	Definition: What we think or what we can figure out by looking at the artifacts and documents (using clues)
Graphic: (Draw a picture of what this means to you)	Graphic: (Draw a picture of what this means to you)
Choose one of the artifacts or documents that your parent, guardian, sibling or other family member chose last week. Which one did you choose? _____ Write a conclusion about it:	Choose one of the artifacts or documents that your parent, guardian, sibling or other family member chose last week. Which one did you choose? _____ Write an inference about it:

What evidence from the artifact or document helped you make this conclusion?	What evidence from the artifact or document helped you make this inference?
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ACTIVITY 4:

Now observe the artifacts and documents from page 1 and do your best to make conclusions and inferences about each artifact and document in the following charts.

Artifact 1: Gameboy	
CONCLUSIONS	INFERENCES

Artifact 2: Girls Basketball Team, Milton, ND 1908	
CONCLUSIONS	INFERENCES

Artifact 3: Rural school near Milton, North Dakota, 1913: Miss Margaret McKay, teacher	
CONCLUSIONS	INFERENCES

Artifact 4: Frances Benjamin Johnston, Tuskegee History Class. Copyprint, 1902	
CONCLUSIONS	INFERENCES

Document 1: Clara Hinton diary	
CONCLUSIONS	INFERENCES

Document 2: Oliver Perry Myers (born 1856) diary, 1872-1873	
CONCLUSIONS	INFERENCES

ACTIVITY 5:

Choose one artifact or document and brainstorm a list of sources where you might find information to help you turn your inference into a conclusion.

My inference is _____

My list of sources to check:

1. _____
2. _____
3. _____
4. _____
5. _____

Check for Understanding:

How do conclusions differ from inferences? Explain your answer.

NOTE: Part 3 of this lesson will be on next week's assignment board. Therefore, keep this information (along with "Writing the Story of the Past, Part 1" – from last week's assignment board)) to help with "Writing the Story of the Past, Part 3"