

STUDENT FIRST & LAST NAME: _____

SCHOOL: _____ GRADE: _____ ID# / LUNCH# _____

Christina School District Assignment Board

Grade Level: 2

Week 8 (5.26.20)

	No School	Day 1	Day 2	Day 3	Day 4
ELA	Happy Memorial Day	Read <i>Explore Space</i> . Think about why the author chose specific text features (bold print, captions, etc.). How do these features help you better understand the text?	Read <i>Explore Space</i> again to increase fluency. Answer questions 1-5.	Read <i>Explore Space</i> again to increase fluency. Answer questions 6-10.	Read the Word Study sheet. Use the words to write your own sentences.
Math	Happy Memorial Day	Numbers & Buttons Page 1 <i>Please complete the attached activity titled Numbers & Buttons page 1</i>	Numbers & Buttons Page 2 <i>Please complete the attached activity titled Numbers & Buttons page 2</i>	Fractions & Money Page 1 <i>Please complete the attached activity titled Fractions & Money page 1</i>	Fractions & Money Page 2 <i>Please complete the attached activity titled Fractions & Money page 2</i>
Science	Happy Memorial Day	Martin's Birdhouse (part 1): Read article. Write your best answers to the following: a) What does Martin want to build? b) When in the story do Martin and Diego begin building a birdhouse together? c) Martin says that he and Diego are a good team. What evidence from the story supports the idea that Martin and Diego are a good team? d) What does the first	Martin's Birdhouse (part 2): Reread article for fluency. Write your best answers to the following: a) What is the theme of this story? b) How does Diego feel when Martin first explains his idea about the birdhouse? c) What does Martin do to show Diego what he is thinking? d) How can drawing help people communicate? Support your answer with	What Is a Bird? (part 1): Read article. Write your best answers to the following: a) What makes a bird's body lighter? b) How does the text describe birds? c) Baby birds are called chicks, and they come from bird eggs. What part of the text tells us that this is true? d) What is "What Is a Bird?" mainly about?	What Is a Bird (part 2): Reread article for fluency. Write your best answers to the following: a) What do birds have that help them walk, run, or hop? b) What did you learn from "What Is a Bird"? c) Use information from the text to explain how birds keep their eggs warm. d) Draw a picture of a bird.

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		picture that Martin draws probably show?	evidence from the story.		
Social Studies	Happy Memorial Day	Complete Activity 5, Letter 4 from the document titled, "Writing the Story of the Past PART 3"	Complete Activity 6 from the document titled, "Writing the Story of the Past PART 3"	Complete Activity 7 from the document titled, "Writing the Story of the Past PART 3"	Complete Activity 8 from the document titled, "Writing the Story of the Past PART 3"

Explore Space

Our Solar System

Our solar system is made up of the sun and eight **planets**. A planet is a large ball made of rock or gas. Each planet **orbits**, or travels around, the sun. The sun is at the center of the solar system.



NASA

The planets in our solar system are all different sizes.

The **sun** is a star. It is a ball of hot gas. It gives off light and heat. Why does the sun look different from other stars? The sun is the star closest to Earth.

Mercury is the closest planet to the sun. It is also the smallest. It has mountains and **craters**. Craters are holes in the ground that were made when space rocks crashed into it.

Venus is the hottest planet. It is hot enough to melt a rocket ship. Venus is about the same size as Earth.

Earth is our home. It is also the only planet with oceans. In fact, Earth is covered mostly with water. That is why it is called the Blue Planet.

Mars is called the Red Planet. It has reddish dirt. It also has mountains, volcanoes, ice caps, and **canyons**. A canyon is a deep, narrow valley with steep sides.

Jupiter is the largest planet. It is made of thick gases. Very strong winds blow on this planet.

Saturn is the second-largest planet. It has rings around it. The rings are made of rock, dust, and ice.

Uranus was the first planet to be discovered using a telescope. It is cold and windy there.

Neptune is the coldest planet because it is farthest from the sun. The planet is made of gases.

Name: _____ Date: _____

1. What is a planet?

- A. a large ball made of only rock
- B. a large ball made of rock or gas
- C. a ball of hot gas that gives off light

2. The author provides a list of what in the passage?

- A. planets in our solar system
- B. stars in our solar system
- C. moons in our solar system

3. The sun is at the center of our solar system. What evidence from the passage best supports this statement?

- A. The planets in our solar system orbit the sun.
- B. A star is a ball of gas that gives off heat and light.
- C. The sun is the star that is closest to Earth.

4. Read the following sentence: "**Uranus** was the first planet to be discovered using a telescope." Based on this information, what conclusion can you make about Uranus?

- A. Uranus is too far away to see with the naked eye.
- B. Uranus is blocked by Saturn so it is hard to see.
- C. Uranus is the planet that is farthest from the sun.

5. What is this passage mostly about?

- A. why the Earth is called the Blue Planet
- B. what the rings around Saturn are made of
- C. the sun and the planets in our solar system

6. Read the following sentences: "Mars is called the Red Planet. It has **reddish** dirt."

As used in this sentence, what does the word "**reddish**" mean?

- A. moist and fertile
- B. mostly brown in color
- C. slightly red in color

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

Neptune is the farthest planet from the sun, ____ it is the coldest planet.

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

8. What is at the center of our solar system?

9. Why is Earth called the Blue Planet?

10. Compare Venus and Earth by explaining how they are similar and how they are different.

NAME _____

DATE _____

**Numbers & Buttons** page 1 of 2**1** Read each number. Then write it in expanded form.

ex four hundred fifteen $415 = 400 + 10 + 5$	a two hundred eighty-six
b seven hundred fifty-three	c six hundred twenty-one
d three hundred forty-seven	e nine hundred seventeen
f one hundred sixty	g eight hundred four

2 Find each sum.

$500 + 20 + 8 = \underline{\hspace{2cm}}$
 $200 + 20 + 2 = \underline{\hspace{2cm}}$
 $100 + 70 + 1 = \underline{\hspace{2cm}}$

$700 + 10 + 9 = \underline{\hspace{2cm}}$
 $800 + 40 + 7 = \underline{\hspace{2cm}}$
 $500 + 3 = \underline{\hspace{2cm}}$

200	300	200	400	900	300	400
90	10	20	50	90	40	10
<u>+ 1</u>	<u>+ 9</u>	<u>+ 6</u>	<u>+ 2</u>	<u>+ 9</u>	<u>+ 1</u>	<u>+ 8</u>

3 Circle the number that has the same value as the expanded form.

a $300 + 6$

b $200 + 10 + 7$

36 336 306 316

207 217 271 721

(continued on next page)







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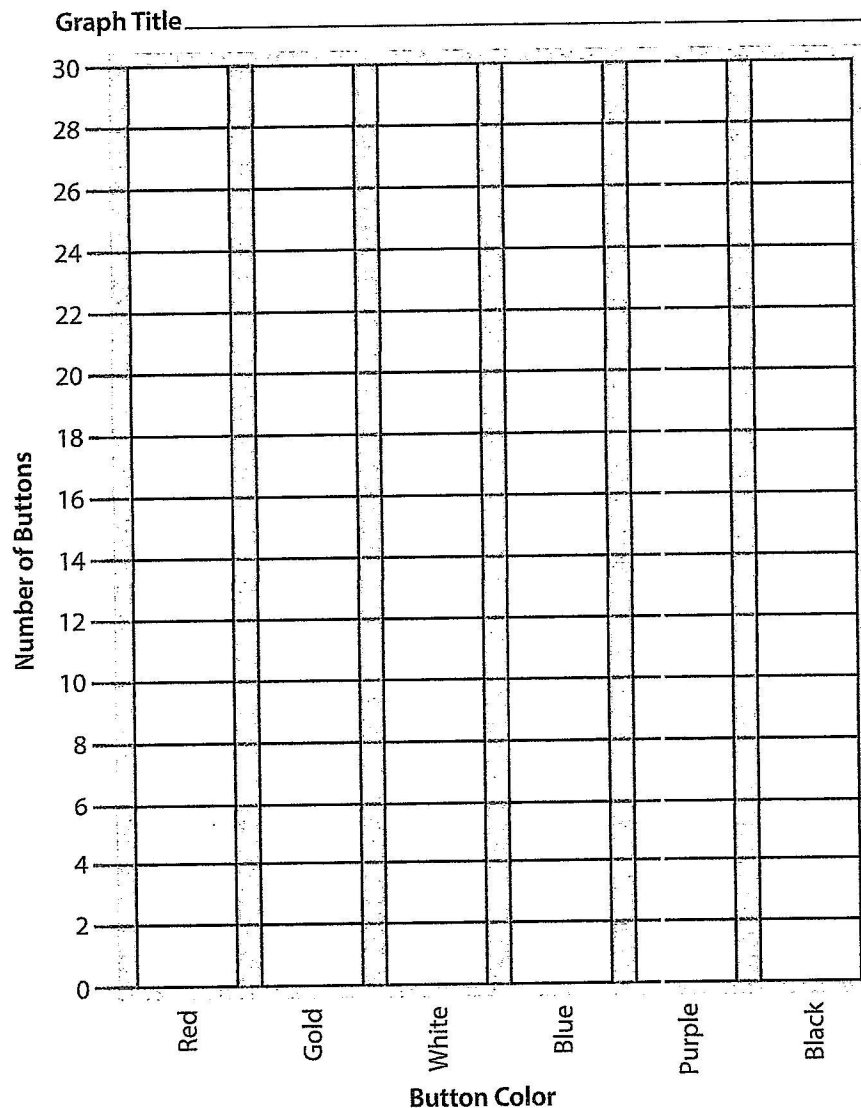
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Numbers & Buttons page 2 of 2

Dylan's grandma has a box of buttons. One day Dylan sorted the buttons into different groups and counted how many in each group. He made a chart to show his work.

- 4 Help Dylan make a bar graph to show his work. Give the graph a title and color in the columns to show how many buttons of each color he found.

Kind of Button	How Many
 Red	14
 Gold	25
 White	26
 Blue	10
 Purple	5
 Black	22



- 5 How many buttons were in the box in all?
Show your work.

There were _____ buttons in the box in all.

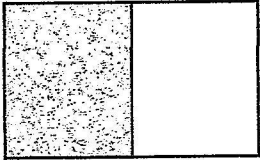
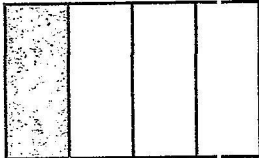
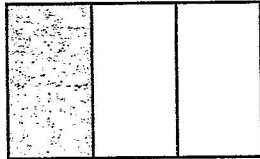
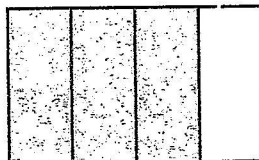
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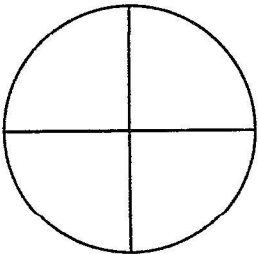
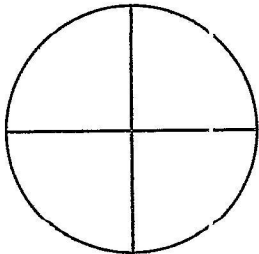
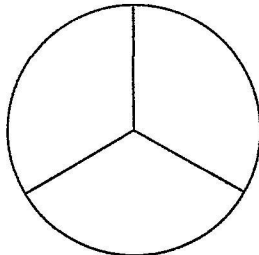
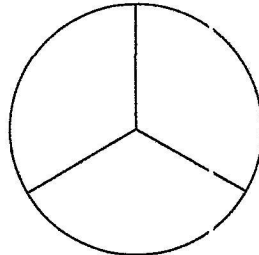


Fractions & Money page 1 of 2

1 What part of each rectangle is colored? Circle the correct fraction.

<p>a</p>  <p> $\frac{1}{3}$ $\frac{2}{2}$ $\frac{1}{2}$ $\frac{3}{4}$ </p>	<p>b</p>  <p> $\frac{1}{4}$ $\frac{2}{4}$ $\frac{1}{3}$ $\frac{3}{6}$ </p>
<p>c</p>  <p> $\frac{2}{3}$ $\frac{1}{2}$ $\frac{3}{4}$ $\frac{1}{3}$ </p>	<p>d</p>  <p> $\frac{3}{4}$ $\frac{2}{4}$ $\frac{3}{3}$ $\frac{5}{4}$ </p>

2 Read each fraction and color in that part of the shape.

<p>a</p>  <p>two-fourths $\frac{2}{4}$</p>	<p>b</p>  <p>three-fourths $\frac{3}{4}$</p>
<p>c</p>  <p>one-third $\frac{1}{3}$</p>	<p>d</p>  <p>three-thirds $\frac{3}{3}$</p>





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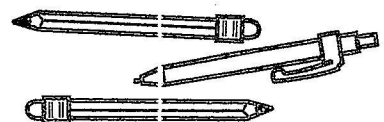
DATE _____

Fractions & Money page 2 of 2

- 3** Breanna has a pair of shorts with 4 pockets. She has money in each pocket. Finish the chart below to see how much.

Pocket	Quarters 	Dimes 	Nickels 	Pennies 	Total
a	2	2	1	2	77¢
b	1	0	5	9	
c	3	0	1	3	
d	0	4	3	1	

- 4** In which pocket does Breanna have the most money? _____
- 5** In which pocket does Breanna have the least money? _____
- 6** Breanna wants to buy a toy for \$3.00. She thinks she has enough money in her pockets. Do you agree? Explain your answer.
- 7** How much money does Breanna really have in her 4 pockets? Show your work.
- 8** **CHALLENGE** Breanna bought 3 pencils at the school store. They each cost 29¢. How much money did she have left in her pockets after she paid for the pencils? Show your work.



Martin's Birdhouse

by Rachelle Kreisman



Drawing a picture can be fun. Drawing can also help people communicate. Putting an idea on paper is sometimes a good way to solve a problem.

Here is an example. Martin wanted to build a new birdhouse. The last one he had built fell apart after one windy night. This time, Martin knew he had to make a stronger birdhouse. He just was not sure how to do that.

Martin asked his friend Diego for help. Diego was good at building things. Martin explained his idea about the birdhouse, but Diego was confused. So Martin drew a picture to show what he was thinking.

Diego looked at the sketch carefully. "Why does the hole for the bird need to be so big?" he asked Martin. "It doesn't," said Martin. "You're right." Diego

also suggested that the birdhouse could be attached to the tree in a much better way. He drew another picture to show Martin how that attachment would work.

After talking a while longer, Martin and Diego drew one more sketch. Then they began building the birdhouse together. "We are a good team," Martin told Diego. "I think your ideas will make my birdhouse stronger!"

What Is a Bird?

by Rachelle Kreisman



A bird is an animal with feathers and wings. Most birds can fly. Birds have two legs. They can walk, run, or hop.

All birds have a backbone. It is also called a spine. Birds have many hollow bones. Hollow bones have empty space inside. They make a bird's body lighter. That helps birds fly.

Birds are warm-blooded. They make their own body heat.

Birds lay eggs. The shells are hard. Birds keep the eggs warm. How? They sit on them until the eggs hatch! Then the bird takes care of its chicks.

Writing the Story of the Past - PART 3

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	Analyze; 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 each photograph one by one. Then analyze each photograph using the "Analyze a Photograph" document from the National Archives. Since each photograph (there are 4) is supposed to be analyzed and there is only one "Analyze a Photograph" document, use a separate sheet of paper to write your answers on. The national Archives "Analyze a Photograph" document is on page 3.



PHOTOGRAPH 1

Farm of W.W. Potts, Cat Creek, Custer County, Nebraska; [Solomon D. Butcher](#); 1888

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912



PHOTOGRAPH 2

H.E. Hyatt, southeast Custer County, on Cat Creek; [Solomon D. Butcher](#); 1888 or 1889

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912



PHOTOGRAPH 3

H.E. Hyatt, southeast Custer County, on Cat Creek; [Solomon D. Butcher](#); 1888 or 1889

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912



PHOTOGRAPH 4

W.P. Hyatt, Cat Creek or Elk Creek in Southeast Custer County, Nebraska; [Solomon D. Butcher](#); 1888

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

Analyze a Photograph



Meet the photo.

What do you see?

Is the photo?

☐ BLACK
AND
WHITE

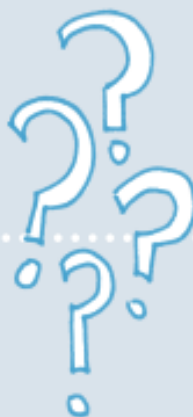
☐ COLOR

Is there a caption?

☐ YES

☐ NO

If so, what does the caption tell you?



Observe its parts.

Circle what you see in the photo.



PEOPLE



OBJECTS



BOTH

What are the people doing in the photo?

What are the objects used for in the photo?

Write two words that describe the photo.

Try to make sense of it.

Who do you think took this photo?

Where do you think this photo was taken?

List something that helps you prove where it was taken.

Why do you think the photo was taken?

How does this photo compare to modern times?

Use it as historical evidence.

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



ACTIVITY 2

Use your analyses of each photograph to help answer the following questions:

1. What do these photographs have in common?

2. Why do you think these photographs were taken?

3. What conclusions can be made?

4. What inferences can be made?

ACTIVITY 3

Based upon the information from the photos, write a brief history of life in Custer County, Nebraska during the late 1800s. (By analyzing the photographs, you should have noticed all of the photos took place in Custer County, Nebraska). After your summary is written, use two different colored highlighters and highlight the statements that are conclusions in one color and highlight in a different color the statements that are inferences. If you don't have two different colors, circle the conclusion statements and underline the inferences.

After you are finished writing your brief history and highlighting the conclusions and inferences, write two questions that still remain regarding life in Custer County, Nebraska during the late 1800s.

ACTIVITY 4

Check for Understanding:

5. How can these artifacts be used to help historians write the history of the past? Explain your answer.

ACTIVITY 5

Read each letter. Then analyze each diary using the "Analyze a Written Document" form from the National Archives. Since each letter is supposed to be analyzed and there is only one "Analyze a Written Document" form, use a separate sheet of paper to write your answers on. The national Archives "Analyze a Written Document" is on page 6.

LETTERS:

LETTER 1 - Letter from Mattie V. Oblinger to Thomas Family, April 25, 1874 (Modified Version)

Today I cleaned the house. First I swept the floor and then washed the dishes. Then I cleaned all of the windows and doors. Last Wednesday I polished the tin dishes that we use. My mother wondered how to do that since we live in Nebraska and don't have stores to buy cleaning supplies. We used to use sand from the creek in Indiana, but there is no creek here. Instead, I scrub them with sand that comes out of Mr. Powell's well. I also use sand to scrub the table. I tried ash on the table that we brought with us, but I can't get it the color that I want it.

Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

LETTER 2 - Letter from Giles S. Thomas to Thomas Family, July 23, 1876 (Modified Version)

My four horses pulled the corn planter and I planted nineteen acres of corn in one day. I started when the sun came up or a little after.

Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

Letter from Giles S. Thomas to Thomas Family, April 30, 1881 (Modified Version)

I am planting sixty acres of my farm and have had every foot of it to plow. I am doing it all by myself and with the help of my two horses. Ten acres were planted with wheat and ten acres were planted with oats. Last year 20 Acres of wheat were destroyed during a hail storm. So in June I did not have any thing to cut but left enough wheat on the ground to seed it...

Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

LETTER 3 - Letter from Stella Oblinger to Rhoda Bacon, Lucy Bacon, Sadie Oblinger, and Nettie Oblinger, April 24, 1887 (Modified Version)

Maggie and I started school two weeks ago. I like my teacher, Miss Cora Evans. What is your teacher's name? I study level five reading, math, spelling, geography and history. What do you and Lucy study? Does your brother Len go upstairs in the school yet? Our schoolhouse is made out of sod and is the same size as our house. There are eleven students who come to our school we have to walk one and a half miles to get there.

Adapted from: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

LETTER 4 - Letter from Uriah W. Oblinger to Thomas Family, January 4, 1883 (Modified Version)

I am now chopping and sawing wood for a living when work is offered. Our winter is cold with about ten inches of snow on the ground. For over two weeks it has been from 50 to 250 below zero. We are getting used to it by now and don't think that much about it... I have lost both crops with hail storms so I now work all day to support my family, but the days are so short here in this northern country that a man can not do much unless he uses every minute of it to the best of his ability.

Source: American Memory – Prairie Settlement: Nebraska Photographs and Family Letter, 1862-1912

Analyze a Written Document



Meet the document.

Are there any special markings on the document? Circle all that apply.



STAMP



POSTMARK



HANDWRITTEN
NOTE



OFFICIAL
SEAL



SPECIAL
LETTERHEAD



OTHER

Is it handwritten or typed?



Write down any words that you don't know.
Then look up the definitions.



Try to make sense of it.

What is the main idea of the document?

List two quotes (words from the document)
that help support the main idea.

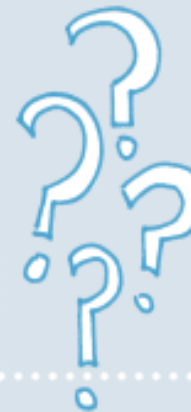
Why do you think this document was written?

Observe its parts.

Who wrote this document?

What is the date of the document?

Who read or received this document?



Use it as historical evidence.

Where do you think you could find out more information about
the persons who wrote or received this document?

Where do you think you could find out more information about this event?



NATIONAL
ARCHIVES



ACTIVITY 6

Use your analyses of each document (diary entry) to help answer the following questions:

1. What do these documents have in common?

2. Why do you think these documents were taken?

3. What conclusions can be made?

4. What inferences can be made?

ACTIVITY 7

Based upon the information from the diary entries, write a brief history of life in Custer County, Nebraska during the late 1800s. (By analyzing the diary entries, you should have noticed all of the photos took place in Custer County, Nebraska). After your summary is written, use two different colored highlighters and highlight the statements that are conclusions in one color and highlight in a different color the statements that are inferences. If you don't have two different colors, circle the conclusion statements and underline the inferences.

After you are finished writing your brief history and highlighting the conclusions and inferences, write two questions that still remain regarding life in Custer County, Nebraska during the late 1800s.

ACTIVITY 8

Check for Understanding:

5. How can these documents be used to help historians write the history of the past? Explain your answer.

6. Compare the photographs with the diary entries. Did you learn different information of what life was like in Custer County, Nebraska during the late 1800s? Explain your answer.

7. In your opinion, to get a complete understanding of what life was like in Custer County, Nebraska in the late 1800s, do you think historians should use the photographs or the diary entries or both? Explain why.
