# Christina School District Assignment Board

**Grade Level:** Grade 2  
**Week of April 20th, 2020**

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Write a summary about what you've read.</td>
<td>Write a sentence for each vocabulary word.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Split the below shape into 8 equal parts.</td>
<td>Cross out the shapes that are NOT symmetrical.</td>
<td>Cross out the shapes that are NOT symmetrical.</td>
<td>How many lines of symmetry does each shape have?</td>
<td>Take your time. Draw the other half of each picture so that it is symmetrical.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Split the below shape into 12 equal parts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Science

#### What is a Landslide?:
Think and write your best answers to the following:

a) What is a landslide?
b) What do you think causes landslides?
Scientists have noticed that landslides and erosion seem to get worse after a wildfire.
c) Why do you think landslides happen more often after there’s been a wildfire? (Hint: think about the effect of the fire on the

#### Erosion Engineering:
Think: How could you stop erosion from happening?
Need: “Save the Hills” paper, “land” from last week (see directions), cover for table or floor, 2 plates, small paper cup, 2 cups, 1 drip stick (see directions), 10 toothpicks, 10 cotton balls, 1 sheet paper towel cut into 4 long strips, 2 small squares aluminum foil
Do: Scoop up 1 cup of “land” (press down in cup. Turn cup over, release “hill” from cup on plate
Think: How could you use your materials to stop your hill from eroding? Try your idea on your hill.

#### Erosion Check-Up:
Write down the following sentences and put the correct numbers from the diagram next to the correct statement:

#### How Can You Stop a Landslide?:
Reflect on the “Erosion Engineering” activity: Write your answers:

a) What problem were you trying to solve?
b) Which materials did you use in your design? Why did you choose these materials?
c) Which materials worked best to stop erosion? Why do you think that was?

#### Erosion Observations:
Do: With permission, look around your yard or neighborhood for examples (even small) of erosion. Make a checklist of examples you see and write down ideas about how they could possibly be prevented.
OPTIONAL EXTENSION:
Discover This: Breaking Down Erosion
Use a plastic jar with lid and some clay. Collect rocks from outside and pile some up at the bottom of the jar. Mold clay into round ball, drop it into the jar and fill halfway with water. Shake it carefully. This gentle shaking
<table>
<thead>
<tr>
<th>Social Studies</th>
<th>Analyze a Source and Gather Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary:</strong></td>
<td><strong>Primary Source:</strong> artifact, document created during the time Ex: invention, letter, photograph (brochure from 1924) <strong>Secondary Source:</strong> opinion, account of a past event by someone who wasn’t there. Ex: encyclopedia, historical movie, textbook</td>
</tr>
<tr>
<td>Review Primary and Secondary Source. Complete SS Activity 2 on attached paper.</td>
<td></td>
</tr>
<tr>
<td>Analyze: to break apart Analyze the primary source picture in activity 2. Answer the following questions: Meet the Photo 1. What do you see? 2. Is the photo black and white or color? 3. Is there a caption? If so what, does it tell you? <em>caption:</em> writing under a photo that tells you about it Observe Its Parts: 1. What do you see in the photo? 2. What are people doing? 3. What are the objects used for in the photo?</td>
<td></td>
</tr>
<tr>
<td>Analyze: to break apart Analyze the primary source picture in activity 2. Answer the following questions: Where do you think we would find more information, in the photo or from the written source? Why? Is one source better than the other? Why or Why not? (think about the information you were)</td>
<td></td>
</tr>
<tr>
<td>Christina School District Assignment Board</td>
<td>able to learn from the photo and the text</td>
</tr>
</tbody>
</table>
Is It Time For a New Toothbrush?

Your toothbrush may be too old. Dentists say you should get a new toothbrush every three months.

Find out why!

Brush, Brush, Brush

A new toothbrush can mean a healthier you.

Did you know that old toothbrushes can be harmful? Germs can build up on old toothbrushes. If you have been sick, germs can hide in your toothbrush and be passed back to you. Dentists say you should get a new toothbrush every three months. They also say a new toothbrush will help you get your teeth cleaner.

How Should You Brush?

Dentists say you should brush for two to three minutes at least two times a day.

1. Put a pea-sized bit of toothpaste on your toothbrush. Place your brush near your gum.
2. Gently move your brush in small circles over one tooth at a time.

3. Move your brush across the tops of your teeth. Be sure to get into the grooves.

4. Brush your tongue lightly. Then rinse your mouth with water.

5. Floss your teeth. Slide the floss between teeth slowly. If you need help, ask a grown-up.

Keep Your Toothbrush In Good Shape

John Klein

Is it time for a new toothbrush?

- After you use your toothbrush, rinse it well and shake out the water.
- Stand your toothbrush up so it can dry. Be sure it does not touch other toothbrushes. Germs can pass from one toothbrush to another.
- Get a new toothbrush. Replace it at the beginning of winter, spring, summer, and fall. Is it time for you to get a new toothbrush?
germ  germ

Definition
noun
1. a very, very small living thing that causes illness.

It is important to wash your hands to get rid of germs.

Advanced Definition
noun
1. a microscopic organism, esp. a bacterium or virus that causes illness.

2. a rudimentary biological part, such as a bud, seed, or embryo, that gives rise to further growth or development.

3. anything rudimentary that is capable of growth or development.

the germ of an idea

Spanish cognate

germen: The Spanish word germen means germ.

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

1. These germ survivors are enough to keep the person sick with AIDS.

2. Doctors say that ear infections can be started by germs. Germs are tiny living things.

3. Health experts say drinking fountains would have fewer germs if they were cleaned more often. Yuck!

4. Tiny flu germs spread through the air. You can catch the flu if you breathe in those germs.

5. Antibiotics are the best drugs we have to fight deadly bacteria, but the germs are fighting back. Ah-choo!

6. He or she makes sure the instruments are sterile, or germ-free. The nurse also records the details of the procedure.

7. Doctors use horseshoe crab blood to test medicines for harmful germs. Crab blood clots, or thickens, when it comes in contact with germs that can cause disease.

8. Immune systems help our bodies fight germs. But kids today come in contact with fewer germs than their grandparents did. That's in part because more medicine is available.
harmful  harm·ful

Definition
adjective
1. causing harm; dangerous.

*Smoking is harmful to your health.*

Advanced Definition
adjective
1. causing or likely to cause hurt or damage.

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

1. Although the sun feels nice, it can be **harmful**.
2. Trash can let **harmful** poisons flow into the water.
3. Skin helps keep **harmful** bacteria and chemicals from entering the body.
4. Not all germs are **harmful**, but some can make kids sick.
5. Too much carbon dioxide in the air is **harmful** to people.
6. The sun's **harmful** rays can cause damage to your skin and eyes.
7. Things like pollution and cigarette smoke are very **harmful** to the lungs.
8. You should also wear a hat and sunglasses that protect against the sun's **harmful** rays.
9. During the week-long event, TV-Turnoff officials hope to raise awareness about the **harmful** effects of too much television.
10. Did you know that old toothbrushes can be **harmful**? Germs can build up on old toothbrushes. If you have been sick, germs can hide in your toothbrush and be passed back to you.
replace  re·place

Definition
verb
  1. to put something in the place of another thing.

  *We need to replace our old refrigerator.*

  2. to take the place of something or someone.

  *Automobiles replaced the horse in the last century.*

  *This new manager replaced the old manager a few months ago.*

Advanced Definition
transitive verb
  1. to put in place of (a similar object).

  *The battery was dead, and he had to replace it.*

  2. to take the place of.

  *She was chosen to replace the band's lead singer.*

  *The automobile replaced the horse and carriage as a means of transportation in the twentieth century.*

  3. to put back into a previous position.

  *Please replace the tools when you're finished with them.*

Spanish cognate
reemplazar: The Spanish word reemplazar means replace.

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

  1. *Replace* your toothbrush every three months.

  2. The James Webb Space Telescope will one day *replace* Hubble.

  3. As a result, air from cooler areas flows in to *replace* the heated air.
4. Get a new toothbrush. **Replace** it at the beginning of winter, spring, summer, and fall.

5. Sharks often lose their teeth while eating. New teeth quickly grow to **replace** the teeth that are lost.

6. When we feel a cold breeze, we are feeling the circulation of warm air rising and cool air rushing in to **replace** it.

7. "If these dogs only knew the difference they make. Certainly, there's nothing that can **replace**... a dog's nose. And absolutely nothing that can replace a dog's heart."
1. Describe two reasons for replacing an old toothbrush?

2. It is important to follow a certain order when brushing your teeth. What would happen if you skipped step 1?

3. According to the passage, what is the last step in caring for your teeth?

4. What is this passage mostly about?

5. The question below is an incomplete sentence. Choose the word that best completes the sentence.

You should replace your toothbrush every three months _______ germs can build up on it over time.

   A. because
   B. but
   C. so

6. Which of the following does NOT need to be replaced often?

   ![Light Bulb]
   ![Computer and Accessories]
1. What is the main idea of this passage?
   A. New toothbrushes help teeth get cleaner.
   B. There are many disadvantages of an old toothbrush.
   C. Rinse your toothbrush well after brushing.
   D. Use your toothbrush correctly, and replace it with a new toothbrush when needed.

2. Having one toothbrush touch another could cause
   A. both toothbrushes to age faster.
   B. each toothbrush to take longer to dry.
   C. germs to pass from one toothbrush to another.
   D. all of the above.

3. One detail that supports the main idea is that
   A. you should replace your toothbrush every two months.
   B. germs can build up on old toothbrushes.
   C. you should brush for 10-15 minutes each time.
   D. flossing is fun.

4. Before you rinse out your mouth, be sure to _________________.
   A. place your toothbrush upright to dry.
   B. floss your teeth.
   C. replace your toothbrush.
   D. brush your tongue.

5. Write a detail from the passage that supports the main idea.
Save the Hills

First Test

1. Draw and label what you added to your first hill to try to protect it from erosion.

What do you think will happen?

What did happen?

2. Draw what your first hill looked like after the rain.

What did happen?

Second Test

3. Draw and label what you added to your second hill to try to protect it from erosion.

What do you think will happen?

What did happen?

4. Draw what your second hill looked like after the rain.

What did happen?
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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>1 ½ cups</td>
<td>½ cup</td>
<td>½ cup</td>
<td>2 cups</td>
</tr>
<tr>
<td>12</td>
<td>3 cups</td>
<td>1 cup</td>
<td>1 cup</td>
<td>4 cups</td>
</tr>
<tr>
<td>24</td>
<td>6 cups</td>
<td>2 cups</td>
<td>2 cups</td>
<td>8 cups</td>
</tr>
<tr>
<td>30</td>
<td>7 ½ cups</td>
<td>2 ½* cups</td>
<td>2 ½ cups</td>
<td>10 cups</td>
</tr>
</tbody>
</table>

* 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.
Tuesday 4/21/2020 Activity

Directions: Circle primary source or secondary source under the picture. Use the definitions from the Monday to help you decide.

Example 1:

_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 Runabout 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._

**Primary Source** or **Secondary Source**

Example 2