Christina School District Assignment Board

Grade Level: 2nd

Week 3: of April 20, 2020

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read *The Perfect Sandcastle.* Write a summary of what you read.	Read *The Perfect Sandcastle* again to increase fluency. Answer questions 1-5.	Read *The Perfect Sandcastle* again to increase fluency. Answer questions 6-10.	Read the Word Study sheet. Use the words to write your own sentences.	Adjectives are words that add details to nouns and pronouns. Circle the adjectives you find on the first page of *The Perfect Sandcastle*.
Math	**Halves, Bowls, & Vans** Please do the attached titled, Halves, Bowls, and Vans. If you need to use counters (such as cereal or beans) go ahead. For the word problems, show your work. It can be pictures, words, and numbers.	**Create a New Quilt Block!** Using the attached 1 cm grid paper, create a new quilt block then answer the following questions: 1.How many lines of symmetry does your block have? 2. How many triangles does it have? How do you know? 3. How many squares does it have? How do you know?	**Halves & Extra Facts** Please do attached sheets titled Halves & Extra Facts. If you need to use counters (such as cereal or beans) go ahead. For the word problems, show your work. It can be pictures, words, and numbers.	**The Sandwich Problem** How do you like your sandwiches cut? Do you like them cut diagonally? Do you like them cut into strips? Or do you like them cut into smaller squares? What do you notice about how the sandwiches are cut? What do you wonder? Is someone getting more if the sandwiches are cut differently?	**The Sandwich Problem Part 2:** Use the attached grid paper to prove whether or not the cut sandwiches have the same area. What do you think you will need to do? What do you need to remember? Do they have the same area? Why or Why not?
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	**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	**Erosion Check-Up:**	**How Can You Stop a Landslide?:** Reflect on the "Erosion Engineering" activity: Write your answers: a) What problem were you trying	**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.

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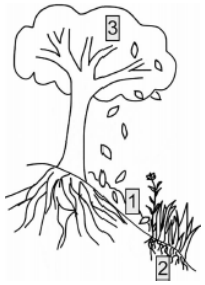
	landslides? Scientists have noticed that landslides and erosion seem to get worse after a wildfire. c) Why do you think landslides happen more often after there's been a wildfire? (Hint: think about the effect of the fire on the land)	toothpicks, 10 cotton balls, 1 sheet paper towel cut into 4 long strips, 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. Answer question #1. Turn over big cups, put drip stick on them, push land under drip cup. Fill drip cup. Observe. Answer #2. Think about different way to protect hill. Repeat above steps for #3 & 4. What differences did you see between your two hills when it rained? Which stopped erosion better? Why do you think that is?	 Write down the following sentences and put the correct numbers from the diagram next to the correct statement: ___Plants hold down the soil with their roots. ___Leaves keep raindrops from hitting the soil. ___Dead plants on the ground soak up rainwater. b) A wildfire burns away all the plants on this hill! Is a landslide more or less likely to happen now? Explain your thinking.	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?	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 is similar to the motion of the river. The clay in the jar represents a rock that is being flung around by the water as the current takes it down stream. Notice how it is "bouncing off other rocks" and there are some chunks coming off in the water. After shaking it for a while, open up the jar and take out the clay to look at it. Talk about how the water is dirty because of the clay breaking down in the water and leaving behind sediment, or little tiny pieces of rock. Could that be how sand is created? Depending on the type of rock, most definitely! Discuss that all that sediment builds up and is deposited along the way. This can also lead to a great discussion about weathering, erosion, and even deltas.
Social Studies	Complete Activity 1 from the document titled, "How Do We Know About Long Ago?"	Complete Activity 2 from the document titled, "How Do We Know About Long Ago?	Complete Activity 3 from the document titled, "How Do We Know About Long Ago?	Complete Activity 4 from the document titled, "How Do We Know About Long Ago?	Complete Activity 5 from the document titled, "How Do We Know About Long Ago?

The Perfect Sandcastle

by A.P. Raj

Renee was making sandcastles on the beach with her friends, Divya and Morris. It was fun to shape the wet sand with their hands, like dough. It was sunny outside but not too bright. The ocean waves lapping at Renee's feet felt nice.

As they played, Renee noticed something: none of their sandcastles looked like castles. Renee's sandcastles looked like upside-down ice cream cones. Divya's castles looked like wooden blocks, with little dents where she had shaped the blocks with her fingers. And Morris made castles that looked like a lot of snowmen huddled together.

"Divya, Morris," Renee said. "None of our castles look like castles!"

Divya and Morris laughed.

"You're right, Renee!" Morris said. "But so what? This is fun!"

"But wouldn't it be more fun if we could make a sandcastle that actually looked like a castle?" Renee said.

Divya said, "I know how we could do it! My dad is an architect. Before the builders make a building, my dad draws it first."

Morris said, "That gives me an idea." He got up and kicked everybody's castles into the ocean.

"Hey, what are you doing?" Renee asked, laughing.

"Don't worry," Morris said. "I'll be right back!" He ran down the beach until he found a stick, then came back and held it out. "Who wants to draw our castle?"

Renee and Divya smiled and looked at each other.

"Divya, you've seen your dad do this- you should draw it!" Renee said.

"But it was your idea, Renee!" Divya said. "You draw it!"

"O.K.," Renee said, and took the stick from Morris. She drew a square in the sand.

"That's the main part of the castle." She added a small rectangle at the bottom. "And that's the bridge that leads in, across the moat."

"I can make those!" Divya said.

Renee drew four circles at the corners of the big square. "And these can be the towers around the castle."

"Those are called turrets," Morris said. "I can make those!"

So Divya made a big cube of sand for the main part of the castle, and then she made a small bridge. Morris made four turrets to go around the castle. It took a couple of minutes. Then they all sat back and looked at what they had made.

"It looks a lot more like a castle than before," Renee said. "But it still doesn't look quite right." She looked at the smooth surfaces of the castle, the bridge, and the turrets, and then she tapped her chin with the stick. Then she drew a small door on the front of the castle, and crisscrossed lines to make it look like it was made of bricks.

"This looks pretty good!" Divya said.

"Yeah!" Morris said. "We made a pretty nice castle."

"Good work, everyone!" Renee said. Then she got up and kicked the castle into the ocean.

"Renee, what are you doing?" Divya asked.

"This is fun!" Renee said. "But why stop there? I bet we can make an even better one!"

They all agreed with her. The sun was still shining, and there was a nice breeze coming off of the ocean. Renee held out the stick.

"Who wants to draw the next one?" she asked.

Name: _____ **Date:** _____

1. What are Renee, Divya, and Morris making on the beach?

A. mud pies

B. deep holes

C. sandcastles

2. One problem in this passage is that the sandcastles Renee and her friends make do not look like castles. How do they solve this problem?

A. They build a new sandcastle, first drawing it in the sand.

B. They ask Divya's dad to help them build a new sandcastle because he is an architect.

C. They all build sandcastles that look like upside-down ice cream cones.

3. The sandcastle built after making a drawing looks more like a real castle than the sandcastles built before making a drawing.

What can be concluded from this information?

A. Making a drawing before building a sandcastle results in a sandcastle that looks like a wooden block.

B. Making a drawing before building a sandcastle results in a sandcastle that looks like a big snowman.

C. Making a drawing before building a sandcastle results in a sandcastle that looks more like a real castle.

4. Why does Morris kick down everyone's sandcastles?

A. He is mad because their sandcastles are bigger than his.

B. He has an idea for making a new sandcastle.

C. He is tired of making sandcastles and wants to do something else.

5. What is a theme of the story?

A. People do a better job at something when they work alone than when they work in a group.

B. If people are unhappy, they should keep doing what they are doing.

C. Doing something in a new way can make a big difference.

6. Read these sentences: "Renee's sandcastles looked like upside-down ice cream cones. Divya's castles looked like wooden blocks, with little dents where she had shaped the blocks with her fingers. And Morris made castles that looked like a lot of snowmen huddled together.

'Divya, Morris,' Renee said. **'None of our castles look like castles!'"**

What does Renee mean when she says, **"None of our castles look like castles!"**

A. Renee means that none of their sandcastles look like real castles.

B. Renee means that they will never be able to build a castle with towers.

C. Renee means that Divya is better at making sandcastles than Morris is.

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

Renee, Divya, and Morris build a sandcastle that looks more like a real castle _____ making a drawing in the sand.

A. after

B. before

C. because

8. What does Renee use to make a drawing of the sandcastle that she builds with Divya and Morris?

_____

_____

_____

9. Describe the drawing that Renee makes with the stick.

10. How does making a drawing help Renee, Divya, and Morris build a sandcastle that looks more like a real castle? Support your answer with evidence from the story.

Focus 23 Word Study Warm Up (1 minute)

Suffixes –ly and –ful are sometimes added to the end of base words.
Suffixes change the meaning of the base word.

helpful	sadly	hopeful
thankful	slowly	wishful
kindly	useful	safely

High Frequency Words (1 minute)

knew	idea	though
down	four	give
great	large	write

Fluency sentences (1-2 minutes)

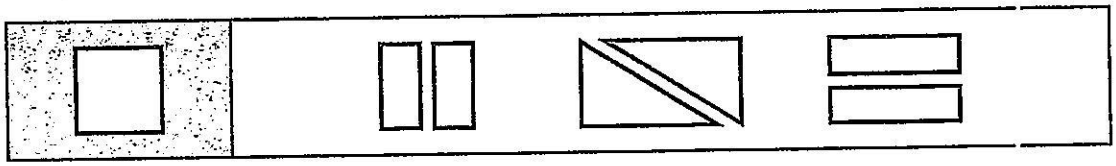
1. You give great ideas that are helpful!
2. Sadly, Tom didn't win four of his games.
3. Meg is hopeful she'll get a prize though.
4. Kevin was thankful for his large family.
5. A turtle was walking slowly in the woods.
6. They knew it was wishful thinking!
7. They kindly asked them to sit down.
8. A pencil is very useful to write.
9. Please cross the street safely.

NAME _____ | DATE _____

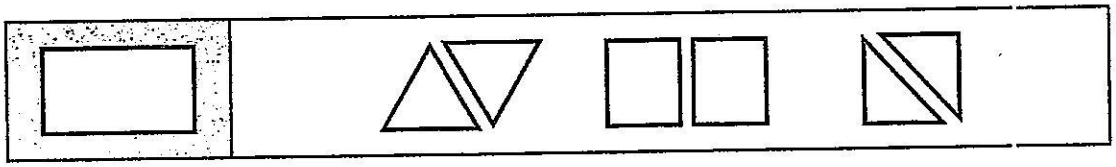
Halves, Bowls & Vans page 1 of 2

1 Circle the correct answer.

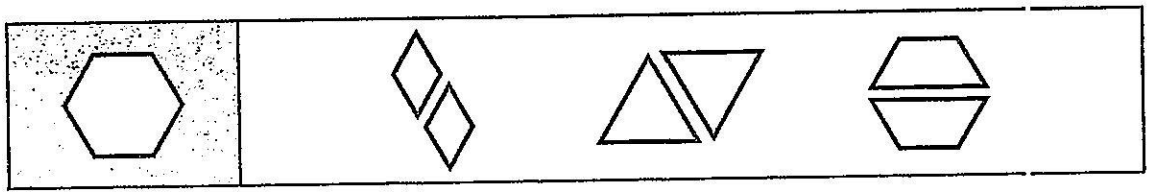
a If you cut this square in half, what two shapes will you get?



b If you cut this rectangle in half, what two shapes will you get?



c If you cut this hexagon in half, what two shapes will you get?



2 Find each difference.

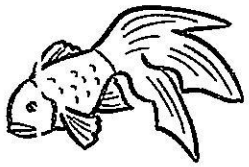
10 − 5	16 − 8	20 − 10	12 − 6	14 − 7	18 − 9	6 − 3
40 − 20	60 − 30	24 − 12	30 − 15	80 − 40	100 − 50	22 − 11
400 − 200	600 − 300	200 − 100	120 − 60	180 − 90	160 − 80	140 − 70

(continued on next page)

NAME | DATE

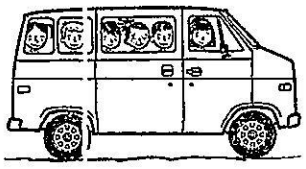
Halves, Bowls & Vans page 2 of 2

3 Josh got 12 goldfish. He wants to put 3 goldfish in each little fishbowl. How many little fishbowls will he need? Show your work.



Josh will need _____ little fishbowls.

4 **CHALLENGE** 36 kids are going to the park. Each van can hold 6 kids. How many vans will they need to take all the kids to the park? Show your work.



They will need _____ vans to take all the kids to the park.

NAME | DATE

Halves & Extra Facts page 1 of 2

Cutting Numbers in Half

1 Since we've been talking about halves, let's see what happens when we "cut" some numbers in half.

What's half of 2?	What's half of 6?	What's half of 10?
What's half of 20?	What's half of 60?	What's half of 100?
What's half of 200?	What's half of 600?	What's half of 1,000?

2 What makes it pretty easy to divide these numbers in half?

3 Solve these half facts.

10	100	8	80	12	120	40
− 5	− 50	− 4	− 40	− 6	− 60	− 20
14	18	16	20	6	60	200
− 7	− 9	− 8	− 10	− 3	− 30	− 100

4 Now try these subtraction combinations.

12	13	12	16	15	16	16
− 6	− 6	− 7	− 8	− 8	− 9	− 7

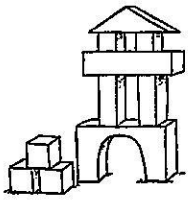
(continued on next page)

NAME _____ | DATE _____

Halves & Extra Facts page 2 of 2

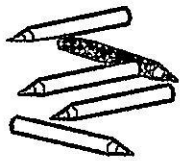
Sometimes story problems give you more facts than you need to solve the problem. In each problem below, cross out the fact you don't need. Then solve the problem. Show your work.

5 Jenny has 12 toy people. She is building a house for them. She used 12 blocks for the front gate and 48 blocks for the rest of the house. How many blocks did Jenny use in all?



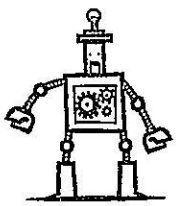
Jenny used _____ blocks in all.

6 Juan had 56 crayons. He gave 23 of his crayons to his friend. Juan also gave his friend 15 marking pens. How many crayons does Juan have left?



Juan has _____ crayons left.

7 **CHALLENGE** The Toy Factory made 90 robots on Tuesday. There are 23 workers at the factory. They sold 54 of the robots on Wednesday. How many robots did they have left?



The Toy Factory had _____ robots left.

Save the Hills

Name: _____

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?

_____

_____

_____

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?

_____

_____

_____

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.

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 Do We Know About Long Ago?

Benchmark Standard	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	Artifact – an object made by a person. Document – paper on which there is written or printed information

This lesson is a Part of the DRC unit "How Do We Know About Long Ago?"
Modified by CSD for use at home.

ACTIVITY 1: Use a separate sheet of paper to answer the following questions.
Imagine you went to sleep one night and woke up the next morning and the walls in your house were a different color.

1. What do you think happened over night?
2. How do you know what happened if you were not there?
3. What can't you learn from the evidence?

A Google search indicted that the oldest known person lived to be 122 years old. Based on the timeline below, do you think people from 244 years ago are still alive?

244 years ago	approximately 50 years ago	approximately 30 years ago	7-8 years ago
Our Country Was born	Grandparents were born	Parents were born	2nd / 3rd graders were born

Read the following story about the birth of our country.

A Story About Long Ago

Over 200 years ago, long before anyone we know was born, our country – the United States of America – was created. We used to be part of another country called England, but the people in our country decided that they wanted to have their own country.

So, a group of Americans wrote their ideas down on a document that is called the Declaration of Independence (see the image below). The Declaration stated that we were now going to be free from England. And so, the United States of America was born.

Declaration of Independence

Later, a different group of Americans wrote another document called the Constitution. The Constitution describes rules for our country. It also lists rights that Americans have.

After reading the Constitution, one famous American named Benjamin Franklin looked up to the front of the room and saw a chair with a sun carved onto it. People were not sure if the sun carved into the chair was supposed to be a rising or a setting sun (see image below to the left).

Rising Sun Chair

Ben Franklin said that it had to be a rising sun because he believed that the new Constitution would make our country rise to greatness.

What do you think?
Is it rising or setting?

What do you think? (Use the same sheet of paper from above to answer the questions).

1. Some students think that the only way to know what happened long ago is to have witnessed it.
2. Do you, or someone you know, believe this?
3. It is possible in many cases to know what happened long ago without witnessing it. You can do this by analyzing artifacts and documents.
4. After you woke up and noticed the walls were a different color (from ACTIVITY 1 scenario), would you…
    a. Look at the walls closely to determine if they were painted or colored?
    b. Look around for a paint can and/or a paint brush (or other utensils that may have been used to color the walls?
    c. Look around for clothes with paint on them
    d. If you found clothes, who did they belong to?
5. By asking these types of questions and other similar ones, this is how a historian analyzes artifacts and documents to determine what happened long ago.

6. So, how do you know what happened long ago?

ACTIVITY 2: (Use the FRAYER MODEL for both artifact and document on page 4)

- Complete the FRAYER MODEL for "artifact" and
- Complete the FRAYER MODEL for "document"

Is the Declaration of Independence an artifact or a document? Why?
Is the Rising Sun Chair an artifact or a document? Why?

ACTIVITY 3: (You can use the same sheet of paper you used from ACTIVITY 1)
Walk around your home and list examples and non-examples of artifacts and documents found in your home.

REMEMBER: One way we can learn about what happened long before any of us were even alive is by examining artifacts and documents. Artifacts and documents provide us with clues about what life was like long ago. *History* is the study of the past and the people who piece together the stories of the past for a living are called *historians*. But, students can work toward becoming historians while they are in school. Or, they can practice the skills used by historians to become better citizens.

“Artifact” FRAYER MODEL

DEFINITION	KEY CHARACTERISTICS / FACTS & DETAILS ABOUT THE WORD
USE THE WORD IN A SENTENCE	DRAW A PICTURE

Artifact

“Document” FRAYER MODEL

DEFINITION	KEY CHARACTERISTICS / FACTS & DETAILS ABOUT THE WORD
USE THE WORD IN A SENTENCE	DRAW A PICTURE

Document

TRASH CAN IMAGE

ACTIVITY 4: Complete the table

Part 1: Observe / Analyze the picture, "Trash Can Image." List artifacts and documents in the appropriate columns in the table below.

ARTIFACTS	DOCUMENTS

ACTIVITY 4:

Part 2: Now you are going to pretend that you are a historian. Historians study people and what their lives were like in the past. The trash is sitting outside of a house where someone or some people once lived. The person or people moved several days ago. Your task is to look at artifacts and documents in the "trash can" image and answer the questions on the "Trash Can History Graphic Organizer" (see below). Your answers must be based on the artifacts and documents that appear in the image.

TRASH CAN HISTORY GRAPHIC ORGANIZER

QUESTION	ANSWER	HOW DO YOU KNOW?
Who lived in the house where the trash came from?		
What are some things that the people in this house did?		
When do you think the people moved?		
Where do you think the people spent their free time?		
Why might some people think that adults lived in this house?		

ACTIVITY 5:

DEBRIEF YOUR THOUGHTS:

1. Do you know the person or people who lived inside the house where the trashcan sits?
2. How you ever met the person(s) who lived inside the house?
3. Is it possible to know things about the people in the house without ever having seen or spoken with them? How?
4. How might historians know about what happened long ago if no one is still alive from that time period?
5. What could you not learn about the people based on what they left behind?

REMEMBER: Historians make inferences about artifacts and documents that people leave behind. The artifacts and documents provide clues about what happened long ago.