<table>
<thead>
<tr>
<th>ELA</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td><strong>Read After the Rain.</strong></td>
<td><strong>Read After the Rain again to increase fluency.</strong></td>
<td><strong>Read After the Rain again to increase fluency.</strong></td>
<td><strong>Read After the Rain again to increase fluency.</strong></td>
<td><strong>Write a conclusion describing what the poem means to you.</strong></td>
</tr>
<tr>
<td></td>
<td>Based on the title, make a prediction of what the poem is about.</td>
<td>Drawing Inferences/Conclusions</td>
<td>Reread lines 15-16: The petals make a wide pink boat.</td>
<td>Answer Text-Dependent Questions 1-4 on page 2.</td>
<td></td>
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<tr>
<td></td>
<td>Answer the following guiding questions:</td>
<td></td>
<td>Write: Using your own words explain what the author meant.</td>
<td></td>
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<tr>
<td></td>
<td><strong>After the rain, the world is...</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) messy.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) sad.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) damp.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) dry.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Why are the flowers bowing or lying down?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) They’re sad about the rain.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) They’re dying.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) They’re heavy with water.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) They were stepped on.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How does the poet describe the ground after the rain?
a) There are puddles everywhere and petals on the ground.
b) There is very serious flooding that the animals can’t avoid.
c) The ground is covered with fallen trees and muddy gardens.
d) The animals and insects are nowhere to be seen after the storm.

Math
Using the 12 inch rulers attached to this packet, divide the rulers into the following fractional parts and record the number of inches that each fraction represents. You can use a pencil, crayon, marker or even cut the fractions.

\[ \frac{1}{2} = \text{ _____ in.} \]

Draw a sketch of each fraction.

Fill in the shape to show each fraction.

Complete each number sentence by writing <, > or =.

\[ \frac{1}{4} \quad \frac{1}{6} \]
\[ \frac{1}{4} \quad \frac{2}{6} \]
\[ \frac{1}{3} \quad \frac{2}{3} \]
First Name ______________________________ Last Name______________________________
School________________________________ Grade________________ Lunch/ID Number________________________

Christina School District Assignment Board

<table>
<thead>
<tr>
<th>Fraction:</th>
<th>(\frac{1}{3})</th>
<th>(\frac{1}{4})</th>
<th>(\frac{1}{6})</th>
<th>(\frac{1}{12})</th>
<th>(\frac{5}{6})</th>
<th>(\frac{2}{3})</th>
<th>(\frac{3}{4})</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\frac{2}{6})</td>
<td>(\frac{3}{4})</td>
<td>(\frac{1}{3})</td>
<td>(\frac{1}{3})</td>
<td>(\frac{4}{4})</td>
<td>(1)</td>
<td>(\frac{1}{5})</td>
<td>(\frac{6}{10})</td>
</tr>
<tr>
<td>(\frac{2}{8})</td>
<td>(\frac{3}{6})</td>
<td>(\frac{2}{6})</td>
<td>(\frac{2}{4})</td>
<td>(\frac{3}{9})</td>
<td>(\frac{5}{6})</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many sixths will make a third? ______ 
How many fourths will make a half? ______
How many twelfths do you need to make a fourth? ______

\(\frac{1}{3} = \underline{\quad} \text{in.}\)
\(\frac{1}{4} = \underline{\quad} \text{in.}\)
\(\frac{1}{6} = \underline{\quad} \text{in.}\)
\(\frac{1}{12} = \underline{\quad} \text{in.}\)
## Science

### What Did Dinosaurs Look Like? (part 1):
Think about dinosaurs. The only evidence we have today is their fossilized bones. Write your best answer: When scientists look at the bones of a dinosaur, why do you think they decided the outside of a dinosaur looks like a lizard rather than a furry animal or a feathered animal? Draw a picture of what a dinosaur might look like if it had feathers and/or fur.

### What Did Dinosaurs Look Like? (part 2):
When scientists look at dinosaur bones, they look for similarities between them and animals of today. This gives them ideas about what the dinosaur may have looked like. Write your answer to the following:

Does this dinosaur skull look more like that of a furry animal, or more like the skull of a scaly lizard? Why do you think that? Does it remind you of any animals that exist today? Now write your answers to those same questions while looking at this second dinosaur skull.

### What Did Dinosaurs Look Like? (part 3):
It is not true that fossils are always bones. Scientists have also found fossils of dinosaur eggs, showing that dinosaurs laid eggs:

Finally, scientists have also found fossils that look like this:

It is dinosaur skin with scales! Now, think and write your best answer based on what you have learned and thought about for the past 3 days:

**What did these dinosaurs/animals eat?**

### What Did Dinosaurs Eat?
Scientists can tell from an animal’s teeth what type of food they eat. Herbivores, plant eaters, generally have flat teeth front and back. Carnivores, meat eaters, have sharp, pointy teeth. Omnivores eat both plants and meat and have both flat teeth and pointy teeth. Do your best to complete the 4 Activity pages that ask, “What do these dinosaurs/animals eat?”

### Design Your Own Dinosaur:
Fancy frills, sharp horns, pointy spikes, massive sails on their backs—dinosaurs had them all! The question is: Why did dinosaurs sport these far-out features? For clues, scientists often compare dinosaur designs with those of modern animals. Scientists also don’t know for sure what color dinosaurs were. Design your own dinosaur. Think about the features you would like your dinosaur to have. First, list its traits, then draw a sketch on paper. Why does your dinosaur look that way? What purpose do the features you included do for your dinosaur?

## Social Studies

### Writing the Story of the Past Part 2

**Artifact or Document**

Look at picture 1 and 2.

Is it an artifact or document?

**Artifact or Document**

Look at picture 3 and 4.

Is it an artifact or document?

### Writing the Story of the Past Part 2 Questions

Using the documents from Monday and Tuesday answering the questions below:

**Writing the Story of the Past Part 2**

Complete the Conclude and Infer Graphic Organizer

**Attached**

### Writing the Story of the Past Part 2

Pick 2 pictures from this week.

Answer the following questions:
| What can historians learn from studying these artifacts and documents? | What can historians learn from studying these artifacts and documents? | Which artifact or document provided the greatest amount of information? Explain your answer. | What conclusion can you make from the artifact or document? |
| What can historians learn from studying these artifacts and documents? | | Which artifact or document provided the least amount of information? Explain your answer. | What can you infer about the artifact and document? |
After the Rain  
By Caryl S. Ulrich  
1998

In this poem by Caryl S. Ulrich, a speaker describes the world after it rains. As you read, take notes on how the rain changed the environment.

[1] The wet leaves drip  
On the wet brown wall.  
The wet sky hangs  
Above it all.  
[5] The daffodils  
Bow down their heads.  
The tulips lie down  
In their beds.  
But Spring smells fresh  
[10] In the new-washed air,  
And robins hip-hop  
Everywhere.  
There underneath  
The apple tree  
[15] The petals make  
A wide pink sea.  
In puddles deep  
As fairy moats¹  
The beetles sail  
[20] In flower boats.

¹ a deep ditch, typically around a castle, that is then filled with water
Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main theme of the poem?
   A. The world always feels a little gloomier after a heavy rain.
   B. Rain helps the plants and animals survive on earth.
   C. Rain changes how the world looks and feels.
   D. Sunny days are better than rainy days.

2. PART B: Which detail from the poem best supports the answer to Part A?
   A. “The wet sky hangs / Above it all.” (Lines 3-4)
   B. “The tulips lie down / In their beds. / But Spring smells fresh” (Lines 7-9)
   C. “There underneath / The apple tree” (Lines 13-14)
   D. “The beetles sail / In flower boats.” (Lines 19-20)

3. What does the poet mean when she describes the petals as “a wide pink sea” (Line 16)?
   A. The petals move like waves on the ground.
   B. The petals are collecting water on the ground.
   C. The petals are the color of the sea.
   D. There are many petals on the ground.

4. How do the insects and animals seem to feel about the recent rain?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. How does the world look and smell after it rains? Do you enjoy the time after rains? Why or why not?

2. What do you do after it rains? Do you enjoy to go outside or stay inside? Explain why.

3. In the poem, the speaker says it's spring. Do you enjoy this time of year? Why or why not?
Week May 11th 2nd and 3rd Grade

Activity 1:

Picture 1

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.
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.

## Conclude and Infer Graphic Organizer

<table>
<thead>
<tr>
<th>To Conclude</th>
<th>To Infer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition:</strong> What we <strong>know</strong> by looking at the artifacts and documents</td>
<td><strong>Definition:</strong> What we <strong>think or what we can figure out</strong> by looking at the artifacts and documents (using clues)</td>
</tr>
<tr>
<td>Graphic: (Draw a picture of what this means to you)</td>
<td>Graphic: (Draw a picture of what this means to you)</td>
</tr>
<tr>
<td>Choose one of the artifacts or documents that you used from last week. Which one did you choose_______________? Write a conclusion about it:</td>
<td>Choose one of the artifacts or documents that you used from last week. Which one did you choose_______________? Write an inference about it</td>
</tr>
</tbody>
</table>
WHAT DO THESE FAMILIAR ANIMALS EAT?

To find out, compare the teeth.

Which skull has pointy teeth for grabbing an animal?  
[ ] A  [ ] B

Look at the back teeth. Which skull has flat teeth for chewing?  
[ ] A  [ ] B

Which skull has front teeth that could cut through grass or leaves?  
[ ] A  [ ] B

**SKULL A**

What does this animal eat?  
[ ] Plants  [ ] Meat/Fish

This animal lives on ranches today.  

What is it? ______________________

**SKULL B**

What does this animal eat?  
[ ] Plants  [ ] Meat/Fish

This animal lives in swamps.  

What is it? ______________________
WHAT DO THESE DINOSAURS EAT?

To find out, compare the teeth.

Which skull has pointy teeth for grabbing an animal?
- Skull A
- Skull B

Look at the back teeth. Which skull has flat teeth for chewing?
- Skull A
- Skull B

Which skull has a beak that could cut through grass or leaves?
- Skull A
- Skull B

SKULL A
What does this dinosaur eat?
☐ Plants
☐ Meat/Fish

SKULL B
What does this dinosaur eat?
☐ Plants
☐ Meat/Fish
WHAT DO THESE DINOSAURS EAT?

To figure out the answer, look at the teeth. Circle your answer for each dinosaur.

CLOSEUP OF BACK TEETH

PLANTS OR MEAT/FISH

CLOSEUP OF BACK TEETH

PLANTS OR MEAT/FISH

CLOSEUP OF BACK TEETH

PLANTS OR MEAT/FISH
WHAT DO THESE ANIMALS EAT?

Heterodontosaurus

I think this animal eats

because

Raccoon

I think this animal eats

because