





STUDENT FIRST & LAST NAME: _____

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

Christina School District Assignment Board

Grade Level: 2


Week 7 (5.18.20)

	Day 1	Day 2	Day 3	Day 4	Day 5
ELA	Read <i>The United States Constitution & The Three Branches of Government</i> . Notice the similarities and differences between information learned from two texts on the same topic.	Read <i>The United States Constitution & The Three Branches of Government</i> again to increase fluency. Answer questions 1-3.	Read <i>The United States Constitution & The Three Branches of Government</i> again to increase fluency. Answer questions 4-6.	Read the Word Study sheet. Use the words to write your own sentences.	Pronouns are words used in place of a noun when writers do not want to repeat a noun, such as he or it. Circle the pronouns you find in <i>The United States Constitution</i> .
Math	Play: Spin to Win Bingo! Please play the game Spin to Win Bingo! Play several times! What strategies are you using to be successful? Challenge family members!	Solve the Following Problems Use numbers, labeled sketches, or words to model and solve the problems. 1. $263 + 119 =$ 2. $290 - 105 =$ 3. $187 + 102 =$ 4. $380 - 215 =$	Crayons Please complete the attached activity titled Crayons. You can use numbers, pictures, and words to show and solve.	Twice as Big? Please complete the attached activity titled Twice as Big? Page 1	Twice as Big? Please complete the attached activity titled Twice as Big? Page 2
Science	Bird Feeders: Look at the birds pictured on the attached page. Write your best answers to the following: Do you think the first bird (goldfinch) would come to a bird feeder? Why or why not? Hint: Think about what you think the bird would like to eat. Answer those same questions for the second bird (woodpecker). Now answer for the third (duck) and fourth (hawk) birds.	What Do Hummingbirds Like?:  Write your best answer: How do you think this feeder works to attract hummingbirds? (Hint: Here is a  hummingbird: How is this feeder similar to what a hummingbird would	What Do Other Birds Like?  Blue Jays  Goldfinch	Design a Bird Feeder: PLAN: (Hint: Use "Bird Feeder Inspiration" for ideas, if needed) You are going to design a bird feeder, a place where birds can come to have a snack. You are going to build a prototype, which is another way of saying a simple first version to help you figure out if your plan will work. On the "My Bird Feeder"	Design a Bird Feeder: PROTOTYPE: (Hint: Use "Bird Feeder Inspiration" for ideas, if needed) Find out what building supplies, fasteners, and tools you have. Building Supplies Examples: Paper plates, paper cups, pencils, skewers, aluminum foil, recycled materials Fasteners and Tools Examples: Scissors, paper punch,

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		normally eat in the wild?	 <p>Woodpecker</p> <p>Look at the three types of bird and the bird feeders that attract them. Write your best answers to the following: What do you notice about where these birds are standing and how they're eating? How do you think the bird feeders that attract them like the food they like to eat in the wild?</p>	<p>handouts, complete #1a, 1b, and 1c. A big danger for birds is CATS. Think about how to keep your feeder safe from cats. A family member may have ideas to help. Fill in the blanks on #2. Do #3. Draw at least 2 pictures of different ideas. Be sure to show where the food will be, where the bird will stand, and how to keep the bird safe from cats.</p>	<p>stickers, tape, binder clips clothespins, pipe cleaners</p> <p>Look at your drawings from yesterday. Decide which bird feeder you can build with the supplies. Get your supplies. If you are having trouble getting started, you can draw a new plan, or just start building. When you are done building, write down and complete the following sentences:</p> <p>The kind of bird I made this for is...</p> <p>It eats...</p> <p>When it eats, it stands...</p> <p>My feeder keeps birds safe from cats by...</p> <p>Do question #4 on handout. How could you make your prototype into a real feeder that would stay in one piece in the wind and rain.</p>
Social Studies	Complete Activity 3 from the document titled, "Writing the Story of the Past-PART 3"	Complete Activity 4 from the document titled, "Writing the Story of the Past-PART 3"	Complete Activity 5, Letter 1 from the document titled, "Writing the Story of the Past-PART 3"	Complete Activity 5, Letter 2 from the document titled, "Writing the Story of the Past-PART 3"	Complete Activity 5, Letter 3 from the document titled, "Writing the Story of the Past-PART 3"

The United States Constitution

by Susan LaBella



The United States Constitution is the highest law in the nation. It is the set of rules that Americans live by.

In 1787, a group of Americans did not like how their new country's government worked. They sat down to write new rules for the government. Among those men were Ben Franklin and George Washington.

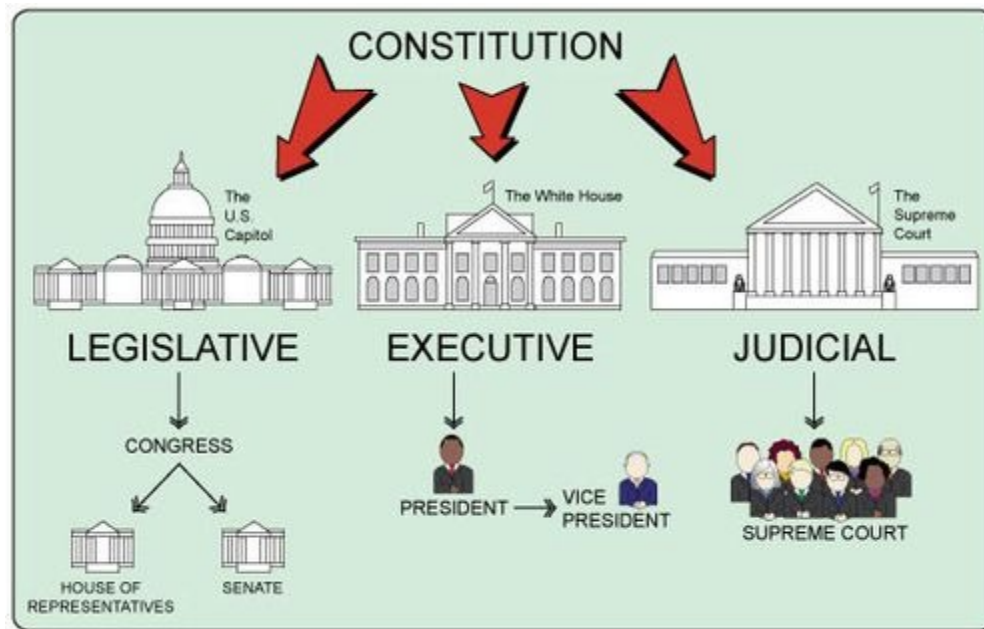
The men met at Independence Hall in Philadelphia, Pennsylvania, during a hot summer. Sometimes they had disagreements. They had to work hard to solve those disagreements. When they finished, they had written the country's Constitution. Next, the Constitution had to be approved by the states. After a few years, the states voted in favor of the Constitution. It was now the law of the land.

According to the Constitution, an election for president must be held every four years. The Constitution also says that the United States must have a Congress and a Supreme Court. Congress makes laws. The Supreme Court decides if laws are correctly written and followed.

The Constitution promises important rights to the American people. These include the right to believe what you wish and the right to say what you believe. These promises are listed in the part of the Constitution known as the Bill of Rights.

The Three Branches of Government

by ReadWorks



The United States Constitution was written over two hundred years ago. It explains how the United States government should work. The people who wrote the Constitution did not want one person or group to have too much power. That was why they divided the government into three parts, known as branches.

The branches are the legislative, the executive, and the judicial. Each branch has its own responsibilities. The branches work together, but they also check each other to make sure no branch has too much power.

The legislative branch includes the United States Congress. Congress is made up of the House of Representatives and the Senate. Voters in each state elect their representation in the House and their senators. Those men and women go to Washington, D.C., to make laws.

The executive branch has the power to carry out the laws. It includes the president, the vice president, and their group of advisers called the Cabinet. Every four years, Americans vote to elect a president and a vice president.

The judicial branch decides on the meanings of the laws and whether laws break the rules of the Constitution. This branch includes the United States Supreme Court. Nine justices serve on the Supreme Court. The president appoints the justices, and the Senate approves them. The justices' job is to decide if the country's laws go against the Constitution.

Name: _____ Date: _____

Use the article "The United States Constitution" to answer questions 1 to 2.

1. According to this text, why did a group of Americans write new rules for the government in 1787?

2. What is the Bill of Rights?

Use the article "The Three Branches of Government" to answer questions 3 to 4.

3. Why did the people who wrote the Constitution divide the government into three parts?

4. Give an example from the text of how one branch of government can affect another branch.

Use the articles "The Three Branches of Government" and "The United States Constitution" to answer questions 5 to 6.

5. Based on the information in these two texts, describe what was most important in a government to the writers of the Constitution. Make sure to include information from both texts in your answer.

6. Think about the rules and rights that Americans put into the Constitution for their new government. Based on those rules and rights, make an inference about the government that controlled America before the Constitution was written.

Word Study Warm Up (1 minute)

The /oo/ sound, as in *book*, can be spelled *oo*.

took	books	foot
hood	wood	stood
shook	hoof	cookbook

High Frequency Words (1 minute)

father	called	town
even	maybe	where
water	outside	tomorrow

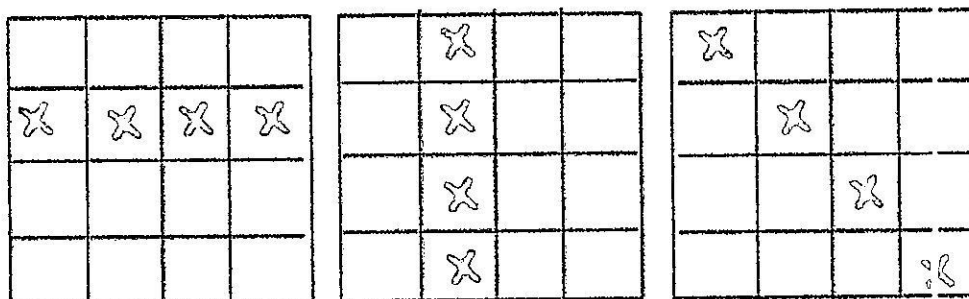
Fluency sentences (1-2 minutes)

1. The dog took its bone outside.
2. I love reading books near the water!
3. Even my little brother stood on one foot.
4. The hood of my coat keeps me warm.
5. We stacked wood near the town hall.
6. The children stood where they were safe.
7. My father shook the box.
8. A horse's foot is called a hoof.
9. Maybe my mom will use a cookbook tomorrow.

Spin to Win Bingo



Object of the Game

Be the first player to claim 4 spaces in a row, column, or on the diagonal to win the game.



3 ways to win!

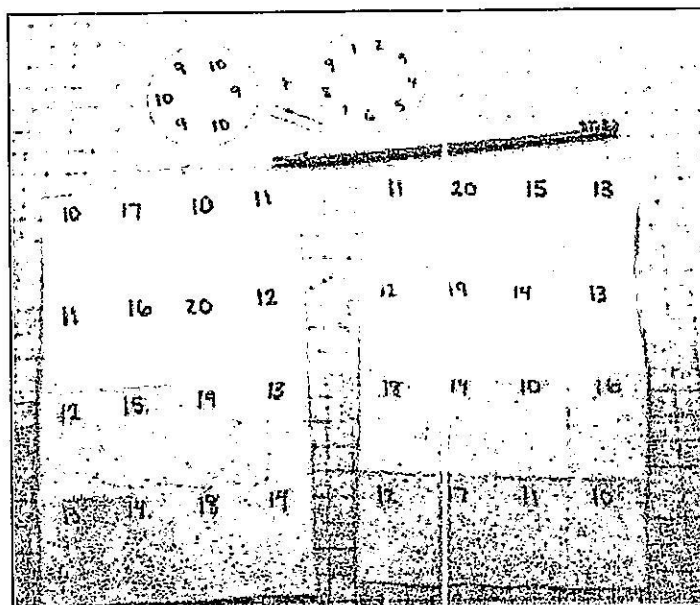
Materials

- A Spin to Win spinner (9s & 10s and numbers 1–9) Print the Spin to Win spinner , make your own, or use a digital spinner.
- 2 Bingo boards (1 for each player) Print the Bingo boards  or use paper and pencil to make your own.
- Pencil, pen, crayon, or marker and a paper clip or safety pin to use with the spinner

Skills

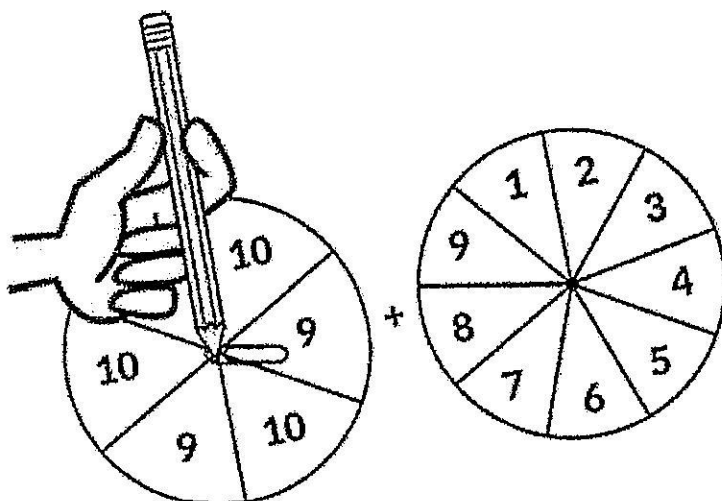
This game helps us practice

- Math facts (adding 9 and 10 to single-digit numbers)



How to Play

1. Get ready to play:
 - Print or draw a Bingo Board. If making your own boards, you can copy the boards shown or write numbers from 10–20 in random order filling all of the boxes. You will need to repeat some of the numbers to fill all of the boxes.
 - Decide who will go first.
2. Player 1 spins the 9 & 10 spinner and the 1–9 spinner, then adds the two numbers to find the sum.
3. If the number that matches the sum is on the Bingo board, the player writes the combination in the box under the correct number.



SPIN TO WIN BINGO B			
11	20	15 <small>9 + 6</small>	13
12	19	14	13
18	14	10	16
12	17	11	10

Sam: I spun 9 and then 6, and $9 + 6$ is 15, so I'll write $9 + 6$ under the 15 on my board.

4. Player 2 takes a turn spinning the spinners, adding the two numbers, and writing the combination on their board, if possible.

5. Players continue spinning the spinners and claiming spots on their Bingo boards.
 - Each player can claim only 1 space per turn.
 - If players spin two numbers that equal a number they've claimed before, they write the combination in another box with that answer. If none of the other boxes have that answer, players wait for their next turn.
6. The first player to get 4 spaces in a row, column, or on the diagonal calls, "Bingo!" and wins!
7. Have fun!

Tips for Families

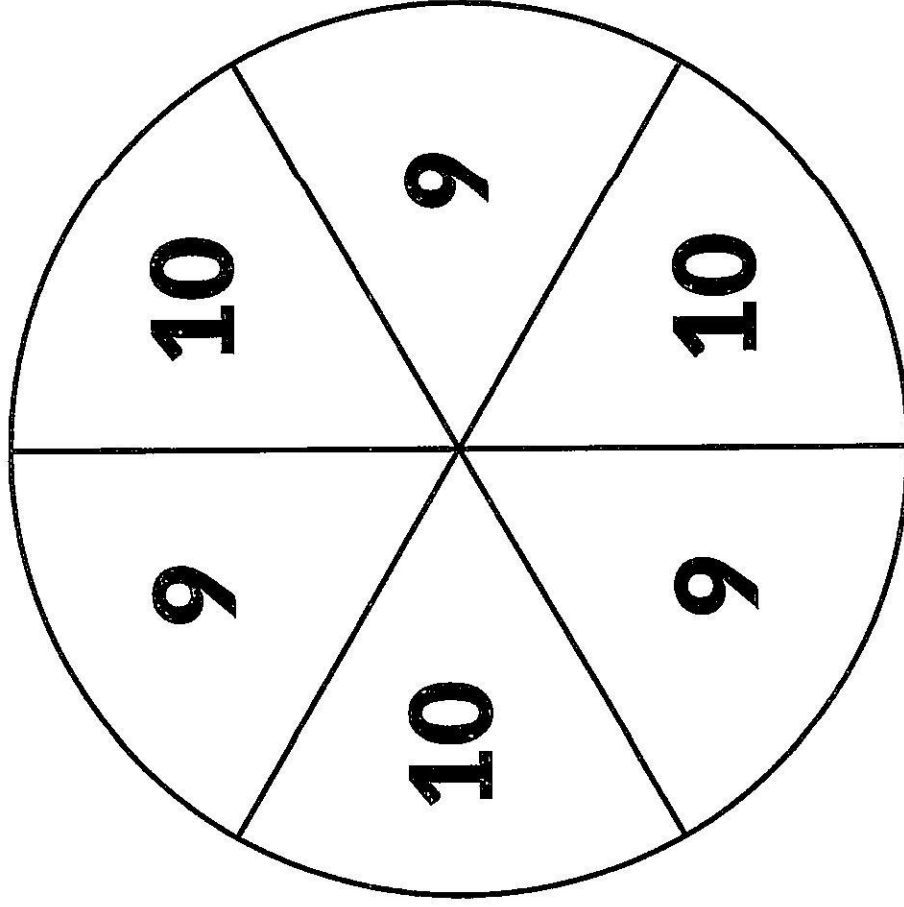
- If you want to reuse the Bingo boards, use small objects such as dried beans, buttons, coins, paper scraps, or small toys to claim the space on the board, and write the number combinations on a sheet of scratch paper.
- Talk about strategy during the game. Ask: *What number do you hope to get on your next turn? What would you need to spin to get it?*
- If your child needs support solving the problems, here are some ideas to think about:
 - o Adding 10s: $6 + 10$ could be solved by thinking, *I know 10 and another number is a teen number; 10 and 6 is 16.*
 - o Adding 9s: $6 + 9$ could be solved by thinking, *If $6 + 10$ is 16, then $6 + 9$ is 1 less, or 15, or If I take 1 from the 6 and give it to the 9, I'll have 5 and 10—it's 15!*

Change It Up

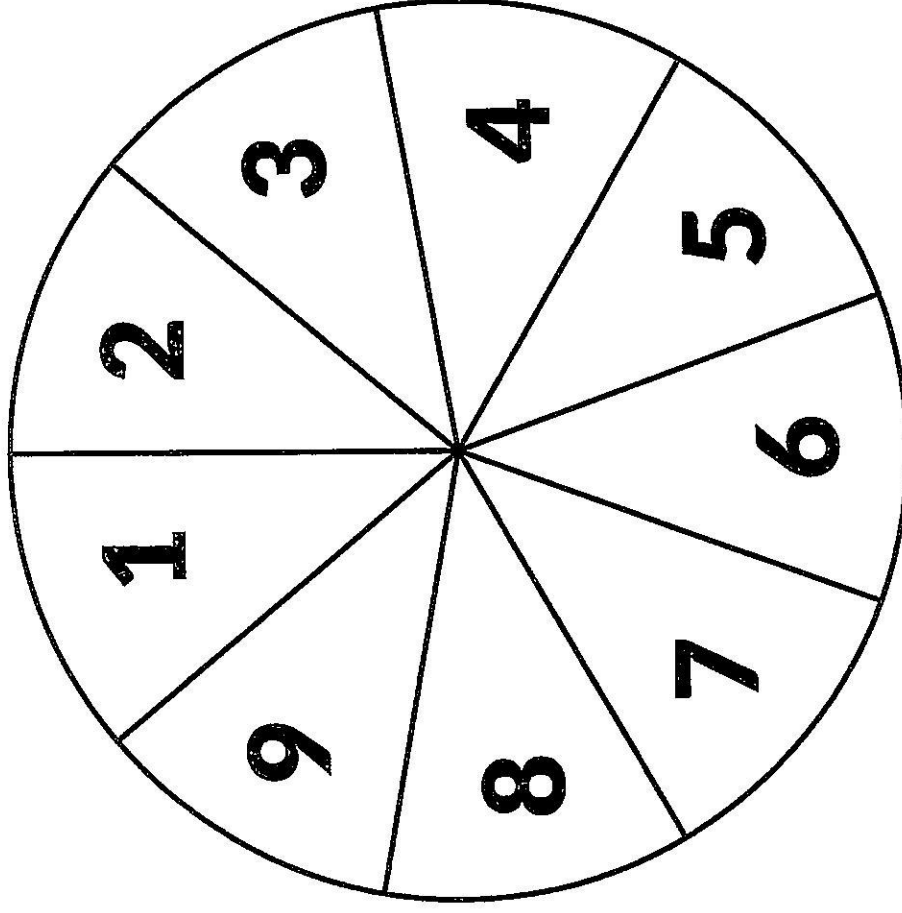
Making even small changes to a game can invite new ways of thinking about the math. Try making one of the changes below.

- Allow players to claim more than 1 space per turn, when possible.
- Play with 3 or more players. You'll need to print or make additional Bingo boards.

SPIN TO WIN SPINNERS



+



SPIN TO WIN BINGO A

10	17	10	11
11	16	20	12
12	15	19	13
13	14	18	14

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SPIN TO WIN BINGO B

11	20	15	13
12	19	14	13
18	14	10	16
12	17	11	10

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NAME _____

DATE _____

Crayons



Small 79¢



Medium 99¢



Large \$1.50

You can get boxes of crayons in 3 different sizes at the store. Use the pictures above to help solve these problems.

1 Ernie bought a small box of crayons. He gave the clerk a \$1.00 bill. How much money did he get back? Show your work. Mark the answer clearly.

2 Emma wants to get a medium box of crayons for her sister and a large box of crayons for herself. How many crayons will that be in all? Show your work. Mark the answer clearly.

3 Emma only has \$2.00 in her pocket. Is that enough money to buy a medium and a large box of crayons? Explain your answer.

NAME _____

DATE _____

**Twice as Big?** page 1 of 3**Note To Families**

This Home Connection activity will give your child an opportunity to measure and compare length and circumference in centimeters. If you don't have a cloth centimeter tape measure at home, you'll need to cut and tape the paper strips on the next page together to make one. Although this won't be the sturdiest measuring device in the world, it will probably hold together long enough to complete this activity.

Many kids your age think that they're probably about half as big as the adults in their family. Do you think this is true for you? Let's do some measuring and find out. First, you'll need to find a cloth centimeter tape measure around your house, or tape the paper strips on page 3 together to make one. Now you're all set! Use your tape measure to help answer the following questions:



- 1 How long is your hand and forearm, from the tip of your middle finger to your elbow? _____ cm
- 2 How long is the adult's hand and forearm? _____ cm
- 3 How much longer is the adult's hand and forearm than yours? _____ cm
- 4 Circle the words that make this a true sentence:
The adult's hand and forearm is _____ the length of mine.
 exactly twice more than twice less than twice
- 5 How big around is your wrist? _____ cm
- 6 How big around is the adult's wrist? _____ cm
- 7 How much bigger around is the adult's wrist than yours? _____ cm

(continued on next page)

NAME _____

DATE _____

Twice as Big? page 2 of 3

- 8** Circle the words that make this a true sentence:

The adult's wrist is _____ big around as mine.

exactly twice more than twice less than twice

- 9** How long is your foot? _____ cm

- 10** How long is the adult's foot? _____ cm

- 11** How much longer is the adult's foot than yours? _____ cm

- 12** Circle the words that make this a true sentence:

The adult's foot is _____ as big as mine.

exactly twice more than twice less than twice

- 13** Now, see if you can find one measurement on the adult that is very close to twice as big as the same measurement on you.

The adult's _____ is about twice the length/circumference as mine.

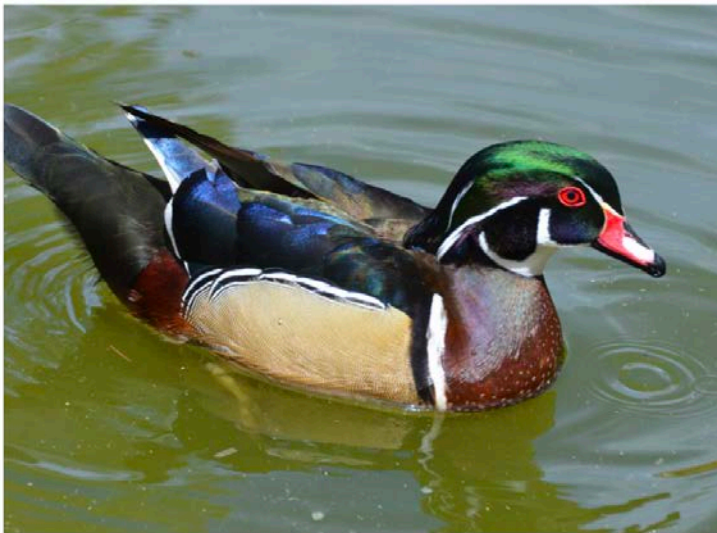
- 14** Would you say, overall, that the adult is _____ as big as you?

- ☐ more than twice
☐ less than twice
☐ about twice

Twice as Big? page 3 of 3

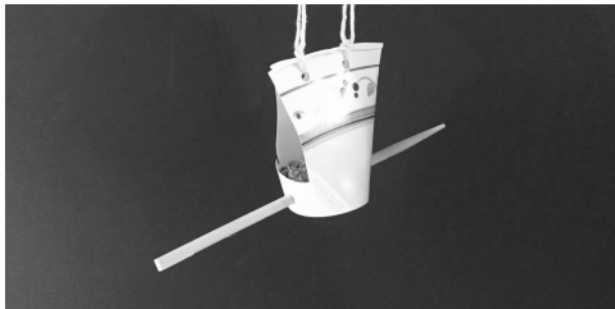
glue or tape	glue or tape	glue or tape	glue or tape
21	41	61	81
22	42	62	82
23	43	63	83
24	44	64	84
25	45	65	85
26	46	66	86
27	47	67	87
28	48	68	88
29	49	69	89
30	50	70	90
31	51	71	91
32	52	72	92
33	53	73	93
34	54	74	94
35	55	75	95
36	56	76	96
37	57	77	97
38	58	78	98
39	59	79	99
40	60	80	100

1
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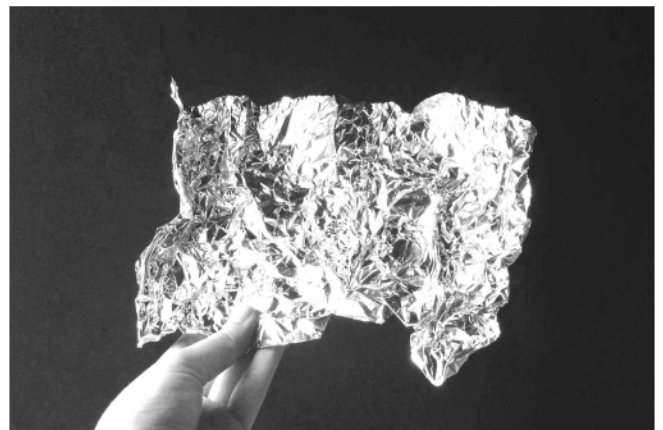


Bird Feeder Inspiration

A stick or pencil through two holes can make a perch for birds to stand on.



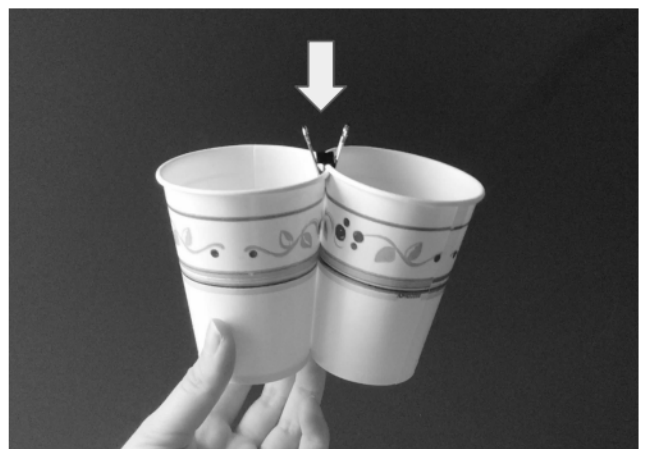
You can scrunch aluminum foil into any shape you want.



Push a pipe cleaner through a hole and use it to hang up your bird feeder:



A binder clip can hold things together. It also gives you a place to tie a pipe cleaner:



My Bird Feeder

Name: _____

1) Discuss what your bird feeder needs:

1a) What kind of bird do I want to come to my feeder? _____



Finches

- Eat seeds
- Like to stand on a peg while eating



Jays

- Eat seeds
- Like to stand on a tray while eating



Woodpeckers

- Eat seeds and bugs
- Like to hang on the sides of feeders to eat



Cardinals

- Eat seeds
- Like to stand on a tray while eating

1b) What does that bird eat? _____

1c) Where does the bird like to stand when it eats? _____

1d) How can my feeder keep birds safe from cats? _____

2) Fill in the blanks to write your problem statement:

I want _____ to come to my yard. I need a bird feeder with _____ and
(kind of bird) (kind of food)

_____ for my bird to stand on. I will make the bird feeder safe from cats by _____
(place to stand)

_____.

Name: _____

3) Here are my ideas for a bird feeder:

Draw at least two ideas for bird feeders. Be sure you show:

- Where will the food be?
- Where will the birds stand?
- What will keep the birds safe from cats?

Use the back of the page to draw any more ideas.

Idea #1



Idea #2



4) I've built my prototype. What next?

A real bird feeder needs to hold together in wind and rain. What materials could you use to make a real feeder that's like your prototype?

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

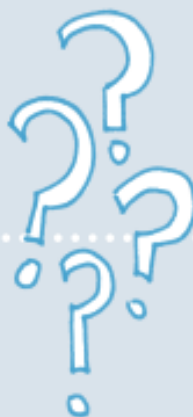
☐ COLOR

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.

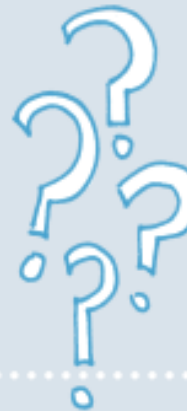
Why do you think this document was written?

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.
