STUDENT FIRST & LAST NAME:_____

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

Christina School District Assignment Board

Grade Level: 2
Week 9 (6.1.20)

	Day 1	CSD PD	Day 2	Day 3	Day 4
ELA	Read *When Trees Get Thirsty*. Write a summary of what you read.		Read *When Trees Get Thirsty* again to increase fluency. Answer questions 1-5.	Read *When Trees Get Thirsty* again to increase fluency. Answer questions 6-10.	Read the Word Study sheet. Use the words to write your own sentences.
Math	**Equations & Story Problems Page 1** *Please complete the attached activity titled Equations & Story Problems Page 1*		**Equations & Story Problems Page 2** *Please complete the attached activity titled Equations & Story Problems Page 2*	**Cleaning Desks & Measuring Lines Page 1** *Please complete the attached activity titled Cleaning Desks & Measuring Lines Page 1*	**Cleaning Desks & Measuring Lines Page 2** *Please complete the attached activity titled Cleaning Desks & Measuring Lines Page 2*
Science	**How Did a Tree Travel Halfway Around the World?**  This is a picture of a Koa tree. It is found in Hawaii, which is located in the Pacific Ocean. Surprisingly, it is also found on Reunion Island, a tiny island in the Indian Ocean located 10,000 miles away from Hawaii! Think and write your best answer to the following: How do you think Koa trees could be in two such different places, half a world apart?		**How Seeds Might Travel (part 1):** Look at the following pictures of dandelion seeds, maple seeds, and a seed from a vine that grows in the jungle:  	**How Seeds Might Travel (part 2):**	**How Seeds Might Travel (part 3):** Look at the following pictures of cherry seeds and raspberry seeds:  

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	Write some ideas that might explain this.		 Think and write your best answer to the following: How do you think these seeds travel? Why do you think that? Be sure to also explain how the seed travels this way and why it is helpful to the plant for the seed to travel this way. Draw a picture to help illustrate how you think these seeds travel. Finally, understand that the Koa tree seeds did not travel in this way from Hawaii to Reunion island, so write down any new thoughts you might have about how the Koa seeds could have gotten in two places so far away from each other.	Look at the following pictures of coconut seeds and sea bean seeds:   Think and write your best answer to the following: Coconut and sea bean seeds are both too heavy to be carried by the wind. How do you think they can travel to new places? (Hint: Think about where you are likely to find coconut trees and sea beans). Draw a picture to help illustrate how you think these seeds travel. Finally, understand that the Koa tree seeds did not travel in this way, so write down any new thoughts you might have about how the Koa seeds could have gotten in two places so far away from each other.	Think and write your best answer to the following: Cherry and raspberry seeds cannot be carried in the sea because they are too soft and the salt water would break them apart. How do you think they can travel to new places? (Hint: Think about their taste). Draw a picture to help illustrate how you think these seeds travel. Finally, consider this as a possible way that the Koa seeds could have traveled from Hawaii to Reunion Island. If that is the case which carrier do you think is most likely to have brought the seeds? Explain why you think that.
Social Studies	Complete Activity 1 and Activity 2 from the document titled, “Savings Goals-Satisfy Wants”		Complete Activity 3 from the document titled, “Savings Goals-Satisfy Wants”	Complete Activity 4 from the document titled, “Savings Goals-Satisfy Wants”	Complete Activity 5 from the document titled, “Savings Goals-Satisfy Wants”

When Trees Get Thirsty

by Mimi Jorling

More than 60% of the human body is made of water. We have to drink every day to keep water in our bodies. Trees are similar. They are made of about 50% water, and, like us, they need to drink each day. But how do they do it?

Trees are plants and have roots, stems, branches, and leaves. The parts you can see are the stem (called a trunk), the branches, and the leaves. Trees also have roots below the ground that we can't see unless we dig up the soil. Even though we can't see them, the roots are very important.

Tree roots spread out all through the soil. They are busy doing two things down there. First of all, the roots hold onto the soil and keep the tree from falling over. Secondly, a tree's roots are like its mouth. They take in water, air, and nutrients from the soil to feed the entire tree, up to its very top. There are a few trees that can take water in through their leaves, but most trees cannot.

Scientists don't know exactly how trees pump water from below the ground up to their branches and leaves. They had a few different ideas, or hypotheses. These hypotheses were tested, and there was a lot of evidence that supported one of the hypotheses.

A tree trunk is made of tiny tubes, kind of like drinking straws. Water can actually move upward in these tubes if it is pulled. Scientists think that the sun pulls it up. When the sun shines on leaves, the leaves dry out. This process is called transpiration. It is water moving from the leaf to the air. The water moving out of the leaf needs to be replaced by more water, which comes from down farther in the trunk of the tree. This way, water is constantly going out of the leaves and coming in through the roots and up the trunk.

The next time you see a tree, think about the water that is inside of it and moving up toward its leaves. It's amazing!

Name: _____ **Date:** _____

1. What is about 50% of a tree made of?

A. air

B. water

C. soil

D. leaves

2. What does the author explain in the third paragraph?

A. why people have to drink every day

B. why a tree has leaves

C. what tree roots do

D. an hypothesis scientists have about trees

3. Read these sentences from the text.

"More than 60% of the human body is made of water. We have to drink every day to keep water in our bodies. Trees are similar. They are made of about 50% water, and, like us, they need to drink each day."

Based on this evidence, why might trees need to drink each day?

A. to keep water inside themselves

B. to become more similar to humans

C. to spread their roots through the soil

D. to get rid of their leaves

4. In what order does water probably move through the parts of a tree?

A. Water enters through the roots, then moves to the branches, then the trunk, and finally the leaves.

B. Water enters through the roots, then moves to the branches, then the leaves, and finally the trunk.

C. Water enters through the leaves, then moves to the roots, then the branches, and finally the trunk.

D. Water enters through the roots, then moves to the trunk, then the branches, and finally the leaves.

5. What is the main idea of this text?

A. About 50% of a tree is made of water, while more than 60% of the human body is made of water.

B. A tree's roots hold onto the soil and keep the tree from falling over.

C. Trees are plants that take in water through their roots and pump it up to their branches and leaves.

D. Scientists have different hypotheses about how trees pump water from below the ground and up to their branches and leaves.

6. Read these sentences from the text:

"More than 60% of the human body is made of water. We have to drink every day to keep water in our bodies. Trees are similar. They are made of about 50% water, and, like us, they need to drink each day. But how do they do it?"

Why might the author have asked the question, "But how do they do it?"

A. to prepare readers for an answer to the question later on

B. to express surprise that trees are made of about 50% water

C. to call attention to how similar trees and humans are

D. to contrast the amount of water in a tree with the amount of water in the human body

7. Choose the answer that best completes the sentence.

We can't see a tree's roots below the ground. _____, they are very important.

A. Therefore

B. Soon

C. Certainly

D. However

8. Some trees take in water through their leaves. What do all trees use to take in water?

9. There was a lot of evidence that supported one of the hypotheses about how a tree drinks. Summarize this hypothesis.

10. Explain whether a tree can live without its roots. Use evidence from the text to support your answer.

Focus 29 Word Study Warm Up (1 minute)

The long a sound is sometimes spelled *ai* or *ay*.
The long i sound is sometimes spelled *igh* or *y*.

aim	snail	always
gain	sly	chain
shy	bright	fright

High Frequency Words (1 minute)

eight	near	once
paper	wash	upon
woman	your	

Fluency sentences (1-2 minutes)

1. I took the time to aim all eight of my darts.
2. Wash your hands after you touch a snail.
3. Always put your name on your paper.
4. How can I gain your trust?
5. The sly cat caught a mouse near the tree.
6. We used a heavy chain to pull out the stump.
7. Once upon a time, a shy princess lived in a castle.
8. The sun is very bright!
9. What a fright when the woman slipped on the ice.

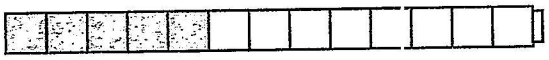
NAME | DATE

Equations & Story Problems page 1 of 2

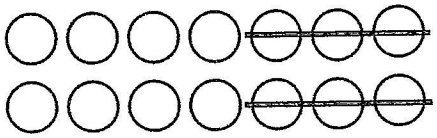
1 Fill in the missing numbers.

a 15 = _____ + 7

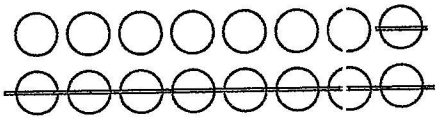
b 5 + _____ = 13



c 14 – _____ = 8

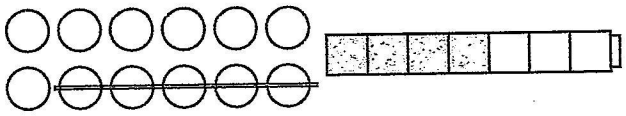


d 16 – _____ = 7

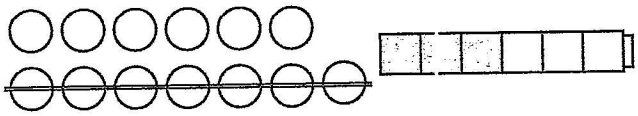


e 9 + 6 = _____ + 8

f 12 – 5 = 4 + _____



g 13 – 7 = 3 + _____



2 Fill in the missing numbers.

40 + 50 = _____	30 + _____ = 60	_____ + 70 = 90
25 + 35 = _____	25 + _____ = 50	_____ + 40 = 85
80 – 40 = _____	70 – _____ = 20	_____ – 30 = 30
95 – 40 = _____	55 – _____ = 35	_____ – 25 = 25

3 **CHALLENGE** Fill in the missing numbers.

250 = _____ + 6 | 90 + 70 = _____ + 17 | 140 – 60 = 30 + _____

(continued on next page)

NAME _____ | DATE _____

Equations & Story Problems page 2 of 2

Fill in the blanks with words that make sense and seem interesting. Solve each problem. Show your work.

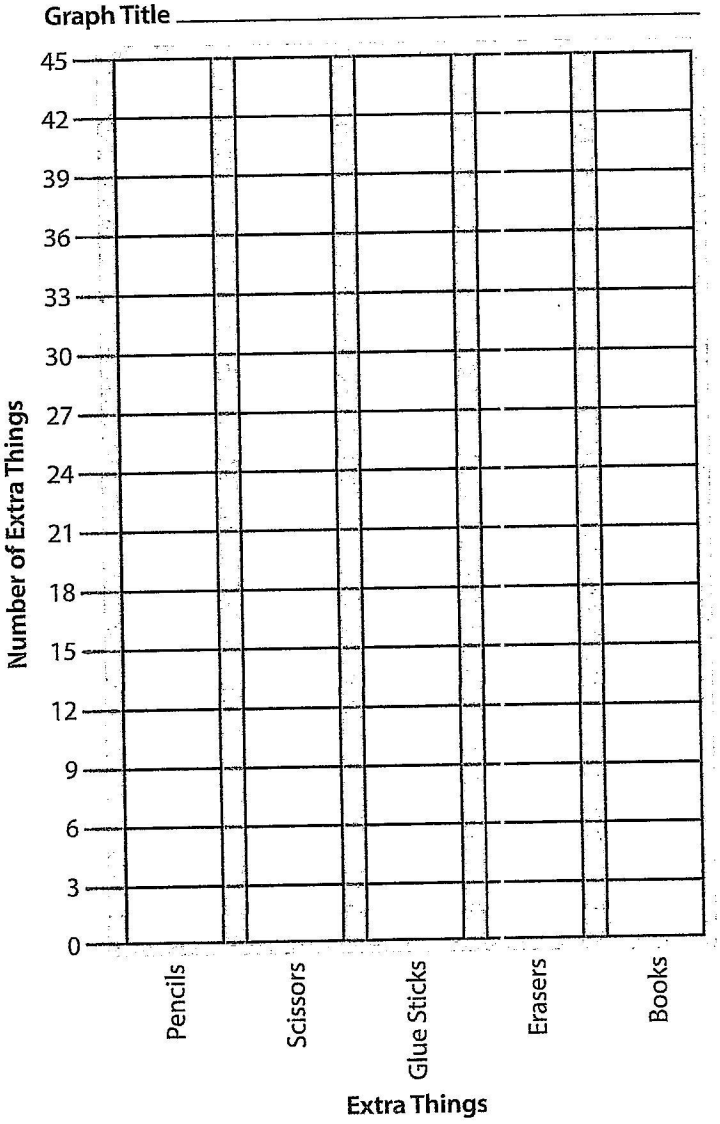
Fill in the blanks.	Work Space
4 Kendra has 57 _____ in her top drawer. She has 28 _____ in her bottom drawer. How many are there in all? _____	
5 Lin spent 39 dollars for a _____. He spent 18 dollars for a _____. How much did he spend in all? _____	
6 Akiko had 72 _____. She gave 26 of them to her friend. How many does she have left? _____	
7 Mr. Smith baked 48 _____. The dog ate 19 of them. How many are left? _____	
8 Frank saw 51 _____. Then 24 of them flew away. How many were left? _____	

NAME | DATE

Cleaning Desks & Measuring Lines page 1 of 2

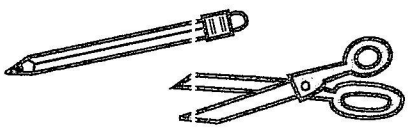
1 Finish the graph on the right. Give it a title. Color in the columns to show what the kids found in their desks.

Number	Extra Things
44	Extra pencils
18	Extra pair of scissors
12	Extra glue sticks
15	Extra erasers
9	Overdue library books



2 How many more pencils than erasers did the kids find? Show your work.

3 **CHALLENGE** How many extra things did they find in all? Show your work.

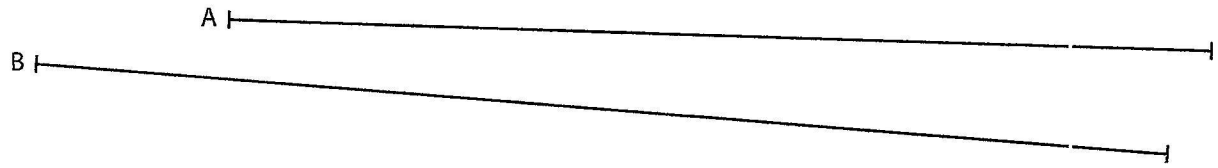


(continued on next page)

NAME | DATE

Cleaning Desks & Measuring Lines page 2 of 2

1 Here are two lines. Put an X on the one you think is shorter.



a Measure each line. Use the centimeter side of your ruler.

Line A is _____ centimeters long.

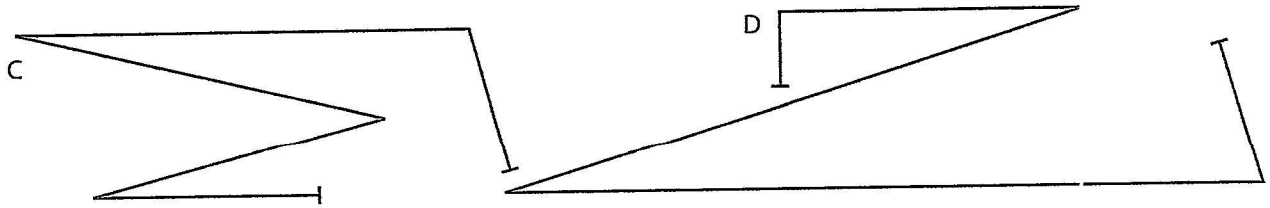
Line B is _____ centimeters long.

b Which line is shorter? (Circle one.)

Line A Line B

c How much shorter is it? Show your work. Mark the answer clearly.

2 Here are two crooked lines. Put an x on the one you think is longer.



a Measure each crooked line. Use the centimeter side of your ruler.

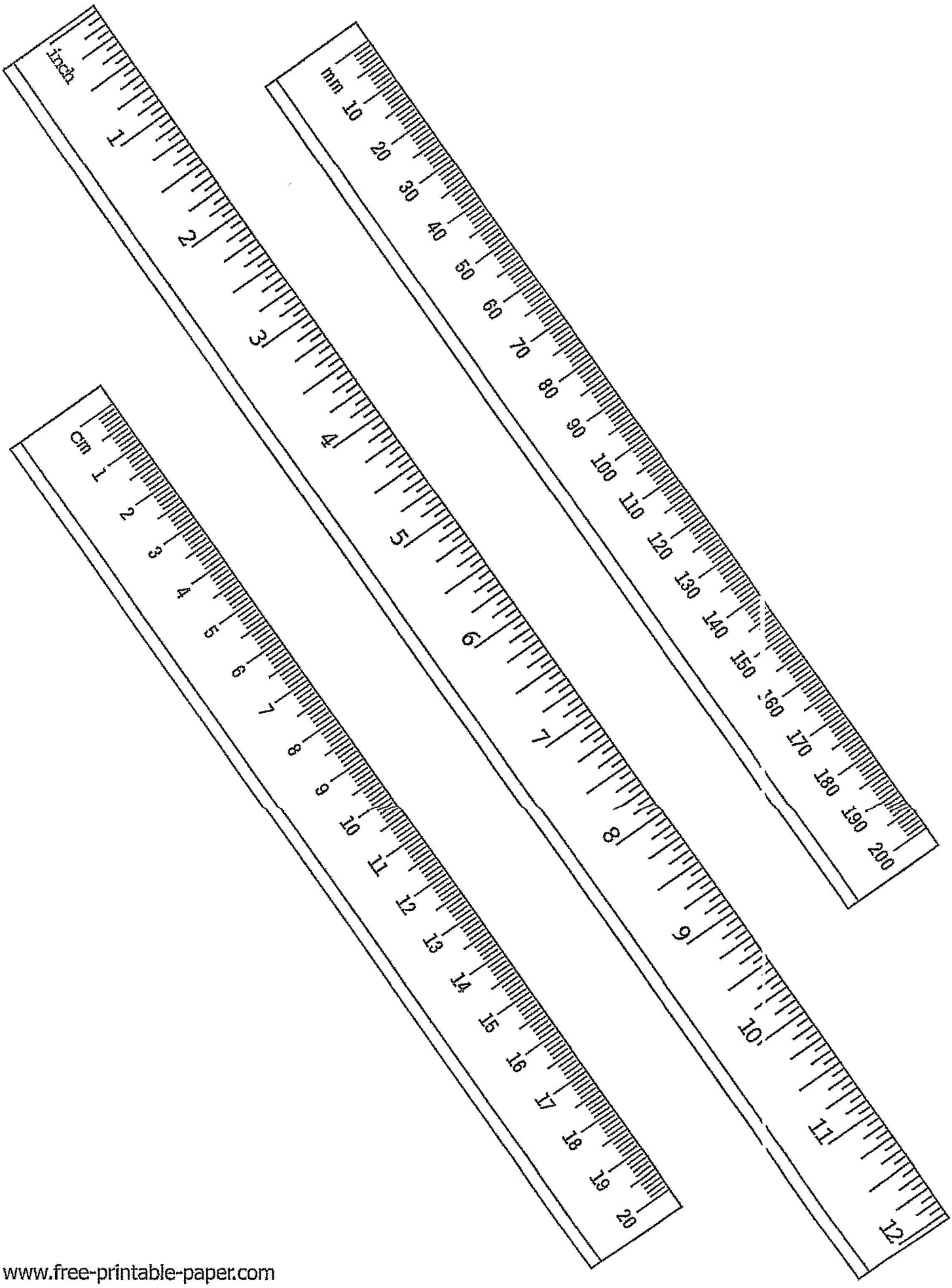
Crooked line C is _____ centimeters long.

Crooked line D is _____ centimeters long.

b Which crooked line is longer? (Circle one.)

Crooked Line C Crooked Line D

c How much longer is it? Show your work. Mark the answer clearly.



Savings Goals – Satisfy Wants
Social Studies Home Learning Activities

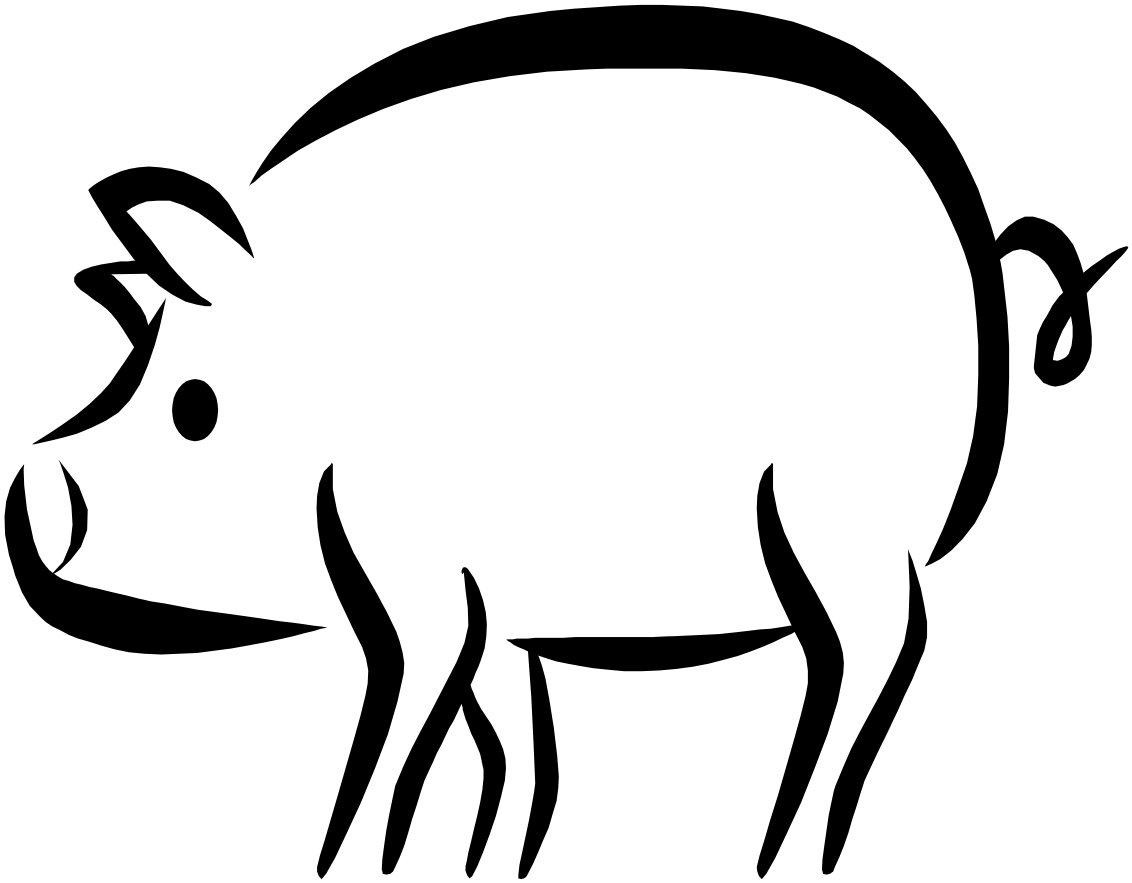
Standard Benchmark	**Economic 1a**: Students will understand that families and individuals with limited resources undertake a wide variety of activities to satisfy their wants.
Grade Band	K-3 for Grades 2-3
Vocabulary/ Key Concepts	**Wants**: Desires that can be satisfied by consuming goods and services **Saving**: Keeping some income to buy things in the future **Savings Goal**: A good or service that you want to buy in the future **Income**: Payment you receive for work

Activity 1:

Read the vocabulary / Key Concepts and understand what all of the terms mean. Idea! → Put them on index cards and quiz yourself!

Activity 2:

One way to satisfy your wants is by saving. Think of something you want. Draw a picture of the item inside the piggy bank. This is your savings goal. How much do you think you will need to save to satisfy your want? _____



List two things you can do to save money so you reach your savings goal.

1. _____

2. _____

Activity 3:

Beatrice is a young girl in Uganda who wanted to go to school. Listen to the book, Beatrice's Goat, by Page McBrier to learn how Beatrice's family satisfied her want. (the book is copied and pasted at the end)
https://www.youtube.com/watch?v=dYQMdv-QFPI

1. Why didn't Beatrice go to school?_____

_____

_____

2. How did the goat, Mugisa, help Beatrice's family?_____

_____

_____

3. Income is payment you earn for doing work. How did Beatrice earn income? _____

_____

_____

4. What was Beatrice's savings goal? _____

_____

5. What were her mother's savings goal? _____

_____

_____

6. Mugisa means lucky. Why was this a good name for Beatrice's goat? _____

_____

_____

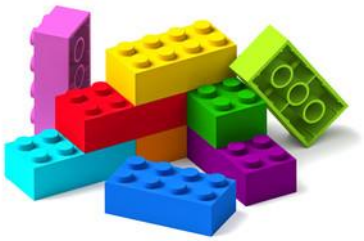
Source: Federal Reserve Bank of St. Louis, www.stlouisfed.org/educators_resrouces

Activity 4: (optional)

Beatrice eventually went to high school and college in the United States. Learn more about Beatrice at https://www.youtube.com/watch?v=ZTSCWwAkTQc

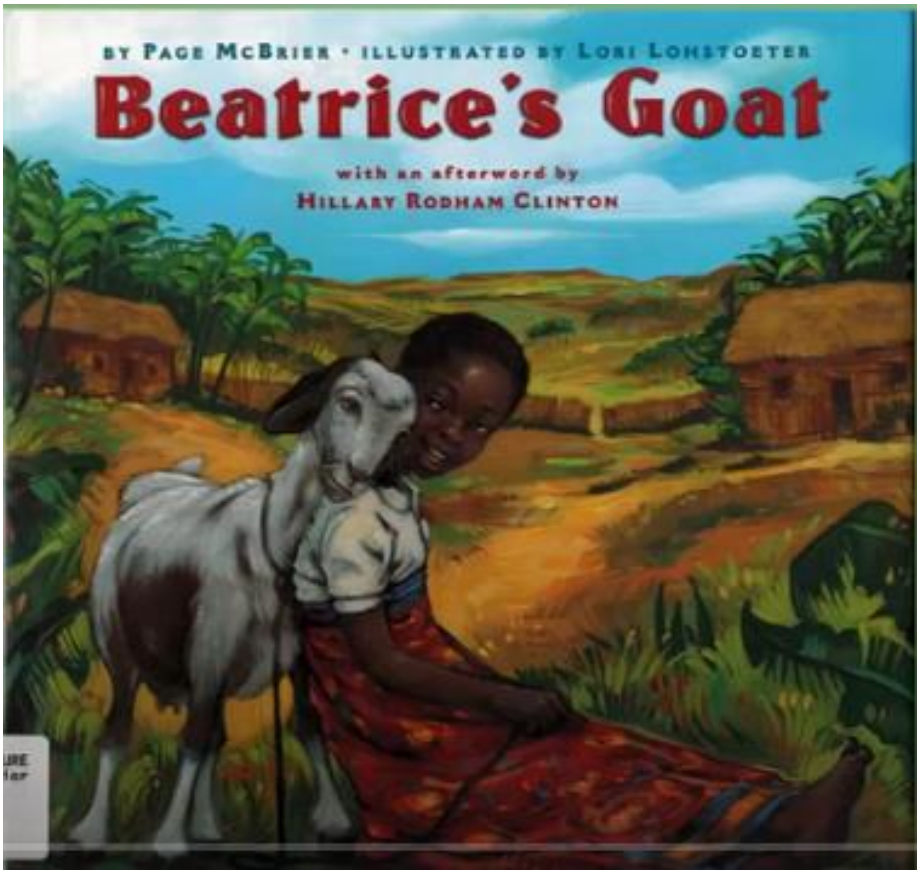
Activity 5:

Determine how much more must be saved to reach each savings goal. (There are two versions of this activity. Pick the one that best matches your math skills.)

Savings Goal	Price	Amount Saved	Amount Needed
	$9.00	$1.00	
	$15.00	$6.00	
	$25.00	$13.00	

Activity 5: (continued)

Savings Goal	Price	Amount Saved	Amount Needed
	$50.11	$26.00	
	$22.12	$4.14	
	$9.23	$8.08	



If you were to visit the small African village of Kisinga in the rolling hills of western Uganda, and if you were to take a left at the crossroads and follow a narrow dirt path between two tall banana groves, you would come to the home of a girl named Beatrice.

Beatrice lives here with her mother and five younger brothers and sisters in a sturdy mud house with a fine steel roof. The house is new. So is the shiny blue wooden furniture inside. In fact, many things are new to Beatrice and her family lately.

And it's all because of a goat named Mugisa.

Beatrice loves everything about Mugisa . . . the feel of her coarse brown-and-white coat, the way her chin hairs curl just so, and how Mugisa gently teases her by butting her knobby horns against Beatrice's hand—*tup, tup*—like a drumbeat waiting for a song.

But there is one reason why Beatrice loves Mugisa most of all.

In the time before Mugisa, Beatrice spent her days helping her mama hoe and plant in the fields, tend the chickens, watch the younger children, and grind the cassava flour that they would take to market to sell.

Once in a while, when she was tending baby Paskavia, Beatrice would stop by the schoolhouse. Often, the students had carried their long wooden benches outside to work under the cool shade of the jackfruit trees. Then Beatrice would stand quietly off to one side, pretending she was a student, too.

Oh, how she longed to be a schoolgirl! How she yearned to sit on one of the benches and figure sums on a small slate chalkboard. How she wished to turn the pages of a worn copybook and study each word over and over until it stuck in her mind like a burr.

"I'll never be able to go to school," she would sigh. "How could I ever save enough money to pay for books or a uniform?"

One day while Beatrice was busy pulling weeds, Mama came to her with dancing eyes. "Beatrice, some kindhearted people from far away have given us a lucky gift. We are one of twelve village families to receive a goat."

Beatrice was puzzled. A goat? What kind of gift was a goat? It couldn't get up each morning and start their charcoal fire for cooking. It couldn't hike down to the stream each week and scrub their dirty clothes clean. It couldn't keep an eye on Grace, Moses, Harriet, Joash, and Paskavia.

Her long fingers tugged patiently at the weeds. "That's very nice, Mama," she said politely.

Then Mama added, "It will be your job to take care of our goat. If you do, it can bring wonderful things."

Beatrice looked up at her mother. "Will this goat come soon?" she asked. "Because I would like to meet such a goat."

Mama laughed. "Good things take time. First I must plant pastures and build our goat a shed."

Beatrice nodded slowly. Surely Mama knew what she was doing. "I will help you," she declared.

For the next few months, Beatrice worked harder than ever. She helped Mama collect the posts for the shed walls, then lashed the posts together with banana fibers. She planted narrow bands of stiff elephant grass along the edges of their cassava field. She put in pigeon trees and lab lab vines between the banana trees.

Finally, one day Beatrice's goat arrived, fat and sleek as a ripe mango. Beatrice stood shyly with her brothers and sisters, then stepped forward and circled the goat once. She knelt close, inspecting its round belly, and ran her hand along its smooth back. "Mama says you are our lucky gift," she whispered. "So that is what I will name you. *Mugisa* . . . luck."

Two weeks later, Mugisa gave birth. It was Beatrice who discovered first one kid and then, to her surprise, another. "Twins!" she exclaimed, stooping down to examine them. "See that, my Mugisa? You have already brought us *two* wonderful things." Beatrice named the first kid *Mulindwa*, which means expected, and the second *Kihembo*, or surprise.

Each day Beatrice made sure Mugisa got extra elephant grass and water to help her produce lots of milk, even though it meant another long trip down to the stream and back.

When the kids no longer needed it, Beatrice took her own first taste of Mugisa's milk. "Mmm. Sweet," she said, mixing the rest into her cup of breakfast porridge. Beatrice knew Mugisa's milk would keep them all much healthier.

Now, each morning after breakfast, Beatrice would head off to the shed to sell whatever milk was left over. "Open for business," she would say, in case anyone was listening.

Often she would spy her friend Bunane coming through the banana groves.

"Good morning, Beatrice, Mugisa, Expected, and Surprise," Bunane would always say. Then he would hand Beatrice a tall pail that she would fill to the top with Mugisa's milk.

When Beatrice finished pouring, Bunane would hand her a shiny coin, and Beatrice would carefully tuck the money into the small woven purse at her side.

Day after day, week after week, Beatrice watched the purse get fuller. Soon there would be enough money for a new shirt for Moses and a warm blanket for the bed she shared with Grace.

One day, Beatrice returned from collecting water and noticed Mama frowning and counting the money in her woven purse. Beatrice put down the water can and rushed to her mother's side. "Mama! What is it?" she asked. "What's wrong?"

As she looked up, Mama's frown turned to a small smile. "I think," she said, "you may just have saved enough to pay for school."

"School?" Beatrice gasped in disbelief. "But what about all the other things we need?"

"First things first," Mama said.

Beatrice threw her arms around her mother's neck. "Oh, Mama, thank you." Then she ran to where her goat stood chewing her cud and hugged her tight. "Oh, Mugisa!" she whispered. "Today *I* am the lucky one. You have given me the gift I wanted most."

The very next week Beatrice started school. On the first morning that she was to attend, she sat proudly waiting for milk customers in her new yellow blouse and blue jumper, Mugisa by her side.

Beatrice felt nervous and excited at the same time. Mugisa pressed close, letting her coarse coat brush softly against Beatrice's cheek. "Oh, Mugisa," Beatrice cried. "I'll miss you today!"

Then she thought again about all the good things Mugisa was bringing. Mama said that soon Surprise would be sold for a lot of money. "It will be enough to tear down this old house," she had explained. "We will be able to put up a new one with a steel roof that won't leak during the rains."

Beatrice heard a rustle and noticed Bunane heading toward her with his empty milk pail. He eyed her new uniform and sighed. "You're so lucky. I wish I could go to school."

Beatrice reached out and touched Bunane's arm. "I've heard that your family is next in line to receive a goat."

A smile crossed Bunane's face. "Really?"

"Really."