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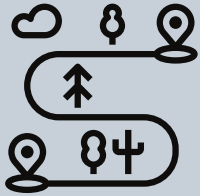
APRIL 2020

SECOND GRADE

@HOME LEARNING PATH

#TITAN UP YOUR BRAIN LORAIN!



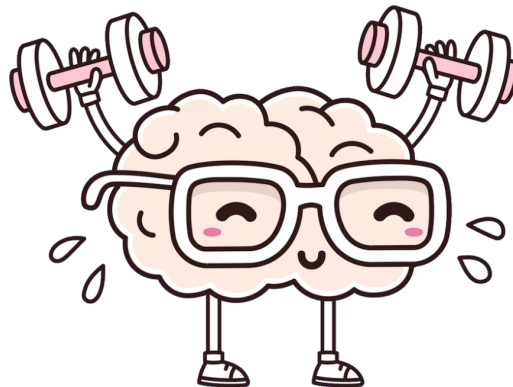


2ND GRADE APRIL 2020 @HOME LEARNING PATH



TABLE OF CONTENTS

READING LOG	2
WEEK 5 "SPRING"	4
WEEK 6 "COMMUNITY"	36
WEEK 7 "EARTH APPRECIATION".....	58
WEEK 8 "LORAIN PRIDE"	68
GROWING TITANS: PLANT LIFE ACTIVITY....	104
EXTRA WRITING PAPER	108



#TITAN UP YOUR BRAIN LORAIN!



APRIL 2020

TITAN UP!

THE BIG BRAIN LORAIN PROJECT

LORAIN CITY SCHOOLS @HOME LEARNING

WELCOME TO THE BIG BRAIN LORAIN PROJECT! Our teachers and leaders have taken great care to put together this @Home Learning Packet which contains valuable assignments and activities which will help keep Titan brains strong during this extended school closure.

To help you navigate the contents please use the handy refrigerator calendar as a guide to what to do and when. Learning with your child each day is an important way to connect during this challenging time, all while preventing academic losses while not in school. We hope this newsletter is helpful as you support your child's learning at home. Be sure to check out the district website for more home learning tips at lorainschools.org/athomelearning.aspx

HELPFUL TIPS

Keep to a routine. Make @Home Learning part of your daily routine by sticking to the time of day. Check out our suggested daily schedule, at right.

Make space for learning. Kids achieve their best work in a quiet, comfortable and dedicated space just for learning. Ideally, this will be a different set-up than where they normally play games or watch television.

Monitor homework. Check your child's work, not just to see whether it's done, but also for quality. Help your child carve out chunks of time to tackle tougher assignments.

Praise your child's efforts. Children learn best by positive reinforcement. Whenever you have an opportunity, praise your child for a job well done.

Encourage learning at home. If your child is interested in insects, go searching for an anthill. Talk about something happening in your neighborhood, or a book he or she just read. Fostering full-time learning is one of the best ways you can equip your children for future success.

This is not a vacation. Even though staying home from school might feel like a holiday, remind your kids that they're not on vacation. Assignments, grades, requirements and tests like state exams and ACTs aren't going away just because classes are being delivered at home for awhile.

Don't forget to have fun! Plan off-screen activities for the whole family. Between school and work obligations, it's rare for parents and children to have this much time together, so turn it into an opportunity for bonding.

SAMPLE DAILY SCHEDULE

Before 9:00	WAKE UP	Breakfast, make bed, brush teeth, dressed
9:00 - 10:00	MOVE	Family walk in the neighborhood, stretch, pushups & sit-ups
10:00 - 11:00	LEARN	@HomeLearning assignments
11:00 - 12:00	CREATE	Legos, coloring, music, cook or bake
12:00	LUNCH	
12:30 - 1:00	CHORES	Disinfect the kitchen, door handles, light switches & bathrooms
1:00 - 2:30	REST	Reading, puzzles, nap
2:30 - 4:00	LEARN	@HomeLearning assignments
4:00 - 5:00	MOVE	Get outside for a walk, hike or bike
5:00 - 6:00	DINNER	
6:00 - 8:00	FREE TIME	Wind down, take a bath, read or snuggle
8:00	BED TIME	All kids
9:00	BED TIME	Kids who follow the schedule and don't fight



TIPS FOR READING WITH YOUR CHILD

LET YOUR CHILD PICK THE BOOK | When children select reading materials themselves and read for enjoyment, they receive the most gains.

READ IN FRONT OF YOUR CHILD | Children and teens read more when adults in their lives encourage them to read, and when they see those adults reading themselves.

READ OFTEN | Reading is like exercising - it's more important that you do it frequently, than to focus on how long you do it, or to compare yourself with your friends.

TAKE TURNS READING | Once your child can read, have him or her read aloud to you every day. You can take turns - you read one page and your child the next.

MAKE CONNECTIONS TO YOUR CHILD'S LIFE | Help your child make connections between what he or she reads in books and what happens in life. If you're reading a book about a family, for example, talk about how what happens in the story is the same or different from what happens in your family.

GIVE YOUR CHILD AN INCENTIVE TO READ | At bedtime, encourage your child to read. Offer a choice between reading or sleeping. Most kids will choose to read, as long as you don't offer something more tempting (like TV).

TRY DIFFERENT TYPES OF READING MATERIALS | Encourage your child to read different types of books, articles, or stories. Some kids prefer nonfiction books. Others like children's magazines.

TURN ON THE CLOSED CAPTIONING ON YOUR TV | When watching a television show with your child, try turning on the closed captioning option. This shows the words the characters are speaking on the television screen.



HELPING CHILDREN COPE

SHARED FROM THE NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS

Adapting to changes in daily life caused by the COVID-19 pandemic isn't easy. Schools, gathering places, nonessential businesses and even playgrounds are closed - leaving families at home for long periods of time adjusting to a "new normal." This includes keeping children occupied, feeling safe, and attempting to keep up with schoolwork as best as possible - all while disinfecting the house several times a day.

None of this easy, but it helps to stay focused on what is possible in order to reinforce a sense of control and to reassure children that they are okay, and that the situation will get better. The following tips can help.

STAY CALM, LISTEN, AND OFFER REASSURANCE

Children will react to and follow your reaction, so be aware of how you talk about COVID-19, which can either increase or decrease your child's fear. Demonstrate deep breathing. Focus on the positive. Establish and maintain a daily routine. As always, offer lots of love and affection.

MONITOR TELEVISION VIEWING AND SOCIAL MEDIA

Watching continual updates on COVID-19 may increase fear and anxiety. Dispel rumors and inaccurate information. Provide alternatives. Engage your child in games or other fun activities instead.

TAKE TIME TO TALK | Often, children and youth do not talk about their concerns because they are confused or don't want to worry loved ones. Younger children may ask questions, listen, play, and then repeat the cycle. Help them develop a sense of control to reduce their fear.

BE HONEST AND ACCURATE | Correct misinformation. Children often imagine situations worse than reality. Offering age-appropriate facts can reduce fears. Explain safety steps such as hand-washing and social distancing.

KEEP EXPLANATIONS AGE-APPROPRIATE | Provide brief, simple information that balances COVID-19 facts with appropriate reassurances that adults are there to help keep them healthy and to take care of them.

MODEL BASIC HYGIENE AND HEALTHY LIFESTYLE

PRACTICES | Practice daily good hygiene. Encourage your child to hand wash multiple times a day for 20 seconds. Singing "Twinkle, Twinkle Little Star" or "Happy Birthday" twice is about 20 seconds.

BE AWARE OF YOUR CHILD'S MENTAL HEALTH | Most children will manage well with the support of parents and other family members. However, parents and caregivers should contact a professional if children exhibit significant changes in behavior.



LOCAL HELP IS AVAILABLE

Visit lorainschools.org/COVID19.aspx for family resources in the City of Lorain, including mental health agencies, crisis hotlines, clothing, food, transportation, housing, financial assistance, and more.

Families may also contact the United Way of Lorain County's "First Call for Help" by dialing 2-1-1 or searching online at 211lorain.org.



FREE MEAL DISTRIBUTION

The Lorain City Schools provides free meals for children under the age of 18 through thirteen sites throughout the district.

These "Grab 'n Go" meals include both breakfast and lunch each day, Monday - Friday, for the entirety of the extended school closure. On Fridays, meals are provided for Friday, Saturday, and Sunday. Check lorainschools.org for food pantry dates and locations.

10:00 - 10:20

FRANK JACINTO ELEMENTARY

2515 Marshall Ave.

CENTRAL PARK | 2800 Oakdale

10:30 - 10:50

LORAIN CITY SCHOOLS WAREHOUSE

1930 W. 19th St.

HAWTHORNE ELEMENTARY

610 W. 20th St.

11:00 - 11:20

GARFIELD ELEMENTARY | 200 W. 31st St.

ADMIRAL KING ELEMENTARY

720 Washington Ave.

11:30 - 11:50

STEVAN DOHANOS | 1625 E. 32nd St.

LONGFELLOW MIDDLE | 305 Louisiana Ave.

12:00 - 12:20

BOYS & GIRLS CLUB | 4111 Pearl Ave.

PIN OAK APARTMENTS | 3501 Pin Oak Dr.

12:30 - 12:50

WESTLAKE GARDENS APARTMENTS

5009 West Erie Ave.

SOUTHVIEW MIDDLE | 2321 Fairless Dr.

1:00 - 1:20

TOWER SPORTS AND FITNESS

1121 Tower Blvd.



COMMUNITY MEALS

Second Baptist Church | 300 West 13th St.
(440) 244-1530

**Catholic Charities Services of Lorain County
Saint Elizabeth Center | 2726 Caroline Ave.**
(440) 242-0056

Christian Temple of Lorain | 940 West 5th St.
(440) 244-5883

Church of the Redeemer | 647 Reid Ave.
(440) 244-3134

First Evangelical Church | 1019 W. 5th St.
(440) 244-6286

Greater Victory Ministries | 559 Reid Ave.
(216) 213-8669

Salvation Army – Lorain | 2506 Broadway
(440) 244-1921

Faith Ministries Center | 1306 Euclid Ave
(440) 288-3622

Lorain Lighthouse United Methodist Church
3015 Meister Rd. | (440) 282-2383

2nd Grade

April Lorain Titans @Home Learning Path

Dear Families,

This is a packet of instructional materials for you to use at home to help continue our second graders' learning experiences while we are not able to be in school.

Please use this packet as a guide and communicate with your child's teacher as you work through it. It is important to continue some learning every day so that when we do return to school the gap is not so big and it will be easier to get back on track.

Second grade students should try to do 1-2 hours of work each day to keep them going through this difficult time. We have suggested times for each of the subjects included in this packet.

Thank you for all you are doing to stay connected with us as we do our best to keep learning happening without actually being in school.

Stay healthy! We miss you!

READING LOG INSTRUCTIONS

Dear Families,

Please try to have your child read either with you or independently every day for 20 minutes. As they read out loud to you or after they read please take time to ask them some questions about what they are reading and even have them write in response.

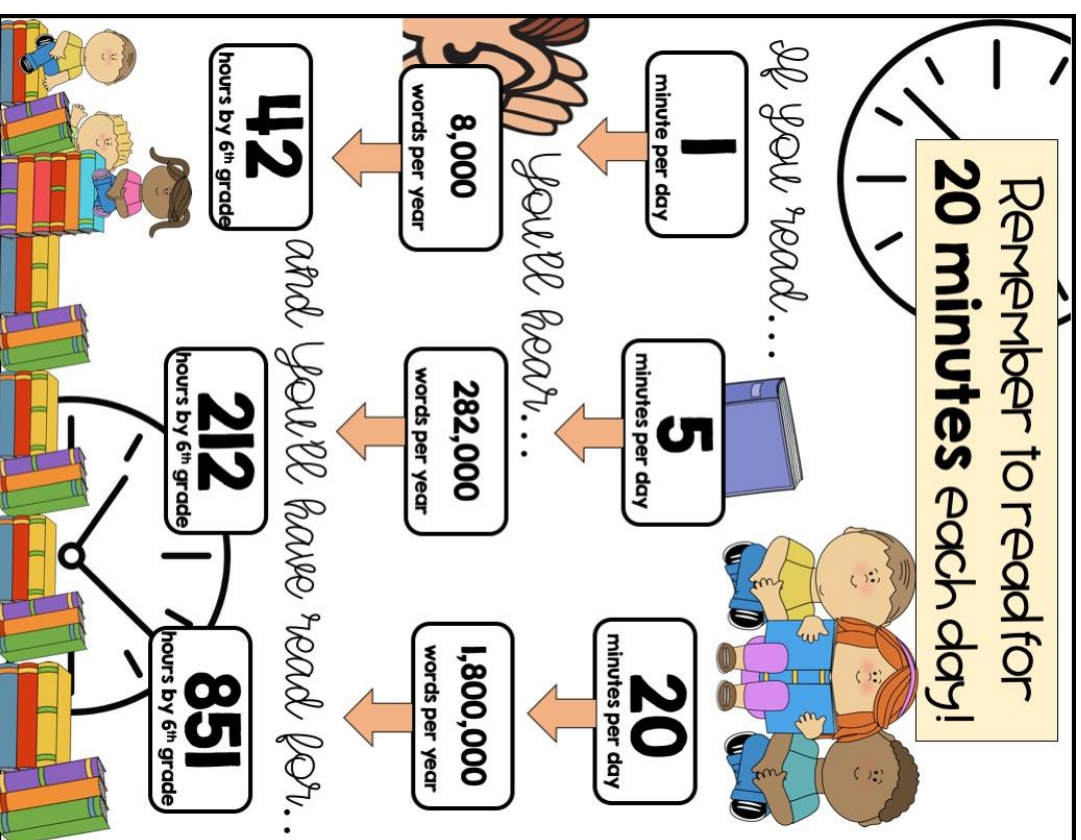
Questions to consider:

Reading Fiction

- Describe the character(s), setting and/or events in the story?
- What would you do if you were the main character?
- Which character is most like you? Why?
- Write a different end to the story.
- What happened in the beginning, middle, end?
- What are some of the things that happen to the characters in the story? Are these experiences the same? Different? How do these experiences make the characters feel?
- What is the message of this story? What are the details that support your answer?

Reading Non-Fiction

- What is the main idea of this text? What are the supporting details?
- Ask them about the text features and how they help tell the story (captions, pictures, bold words, maps, etc)
- Talk about the difference between the message the words have and the pictures
- Does this book interest you? Why or why not?



Second Grade Learning Path

Week 4: April 6-9: Spring/Renewal

Monday	<p>10 minutes: Synonyms are words that mean the same thing. Complete Spring Synonym Match.</p> <p>20 minutes: Read “Athena and the Dandelions”. While you read: As you read think about and jot some notes:</p> <ul style="list-style-type: none"> • What is this story mostly about? • What does the character want in the story? • How does the character change from the beginning to the end? • What causes the character to change?
Tuesday	<p>10 minutes: Read all the words in the lists and then complete the Alphabetical Order page.</p> <p>20 minutes: Reread “Athena and the Dandelions”. After you read, answer multiple-choice questions 1-4.</p>
Wednesday	<p>10 minutes: Complete “Nouns and Adjectives”. Remember nouns are a person, place, thing or idea and adjectives are words that describe nouns. Example: The brown dog runs fast. Dog is the noun and brown is the adjective because it describes the dog.</p> <p>20 minutes: Using evidence from “Athena and the Dandelions”, answer question 5. Remember to write an introductory sentence, topic sentence, evidence #1, evidence #2, and conclusion.</p>
Thursday	<p>10 minutes: Complete “Add Your Own Adjectives”</p> <p>20 minutes: Write your own fictional story! Create a character that changes throughout the story. Review “Athena and the Dandelion” and think about how the characters changed. For example, a character might change the way he/she thinks, acts, or feels. To help get an idea for your story, think about:</p> <ul style="list-style-type: none"> • Invent a character to tell a story about. • What does your character think and feel? • What is your character like at the beginning of the story? • What is your character like at the end of the story? • Who or what helped the character change in the story?
Friday	<p>10 minutes: Complete the “Verb” page. Verbs show action.</p> <p>20 minutes: Continue writing your story. You can add illustrations. If you finish your story try reading it aloud to someone or typing it on a computer.</p>
*Optional	<p>Watch these YouTube Videos to learn more:</p> <ol style="list-style-type: none"> 1. Kids Eat Greek Vegetable: https://www.youtube.com/watch?v=yPZXwgkRJgo 2. The Importance of Learning about New Cultures: https://www.youtube.com/watch?v=1RDWUDUx4Cw <p>Answer the discussion questions and talk with a family member or friend about their experiences.</p>

Name: _____ Class: _____

Athena and the Dandelions

By Leeann Zouras
2017

Leeann Zouras has written for Highlights. In this short story, a girl and her family collect dandelions for a Greek dinner. As you read, take notes about how Athena feels about the dandelions.

[1] Have you ever eaten a dandelion?

Me neither.

Have you ever blown dandelion seeds to make a wish?

Me, too.

[5] "Time to go, Athena," Mama said from the curb. She held open the car door.

I toed the sidewalk and swung my book. She knew I didn't eat dandelions. Why did I have to pick them with my family every spring?

"Baba and Yia-yia are waiting," she said.

My father and grandmother smiled from the front seats of the car.

I turned and waved to Brigid, the girl who'd moved in across the street.

[10] She stood and watched. I was glad she didn't ask where we were going.

We rode into the country, not too far from our house just outside Chicago. I set down my book and tilted my face to the warm breeze. I told the wind, "I hope we're not there yet."

I had never seen anyone in the field with us, but I always worried that someone would notice us picking dandelions. People in America yanked dandelions from their lawns. No one wanted them. What would the new neighbors think if they found out our family ate weeds?

We drove west until the houses stopped. Then we stopped.

I wished Baba would turn the car around so we could go home.

[15] I wished Mama wasn't rummaging¹ around the trunk for plastic grocery bags.



"The best food in the world." by Holly Hatam is used with permission.

1. **Rummage (verb):** to search carelessly through a mass

I wished Yia-yia didn't pull out the supplies she kept in her purse.

"*Ela exo, Athena*," Yia-yia said in Greek. "*O helios thelee na se thee*." She was saying, "Come out. The sun wants to see you."

I slunk² from the car.

We walked through a vast field. Hundreds of spunky yellow flowers decorated the soft earth.

[20] I looked for a place to hide.

"What's the matter with you, Athena?" Yia-yia asked, bending over to shear³ a dandelion from the ground. She shoved it into a grocery bag and went on to the next victim, eyeing me all the while.

"Nothing," I said. "But why do we eat dandelions? No one else does."

"The best food in the world," Baba answered, shaking a handful of greens.

It seemed to take hours to fill the bags.

[25] I longed to run through the dappled⁴ field. I wanted to twirl. I looked around. Only dandelions watched me.

I did a cartwheel. Legs straight, toes pointed. I landed smiling at the sky and shin-high in the yellow flowers.

"Athena!" Yia-yia said. "*Ta horta!*"

That meant not to trample the leaves. I sat down and burrowed into my book.

By the time we were ready to leave, we had enough dandelions to boil, oil, and douse with lemon for an entire Greek army. Wild greens, or *horta*, as we called them, were always on the menu. Chicken and horta. Lamb and horta. Red snapper and horta. Sometimes just horta for Baba.

[30] On the way home, Mama and Yia-yia talked about hosting a dinner party for the new neighbors, who wanted to try ethnic⁵ food.

"What about spaghetti and meatballs?" I asked.

"That's Italian," Yia-yia said. "We're Greek."

"Fried rice?" I teased.

"Chinese," she said.

2. **Slink (verb):** to move quietly because you don't want to be seen

3. to cut off something

4. marked with spots or rounded patches

5. **Ethnic (adjective):** relating to large groups of people who have the same customs, religion, or origins

[35] The night of the party, Brigid from across the street arrived with her parents.

Mama set the table with her gold-stamped glasses. She served octopus with onions, grilled sardines, peppers stuffed with lamb and rice, and horta.

Our guests ate everything. Brigid poked at the octopus with her fork.

"That's octopus," I said.

She tasted it.

[40] She poked the sardines.

"Those are sardines," I said.

She tried them.

Next came the horta.

"Wait!" I said. Too late. "You ate the dandelions!" I told her.

[45] We both laughed, and she ate another bite. "Not bad," she said.

Mama was smiling at us.

After dinner, Brigid and I went to the backyard and stretched out on the grass. The stars reminded me of dandelions in a soft field.

I closed my eyes and made a wish: to be as open-minded as my family and my new friend.

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Text-Dependent Questions

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

1. PART A: Which sentence best describes a central message of the short story?
 - A. We should share and celebrate what makes us unique.
 - B. It is scary and dangerous to be seen by others as different.
 - C. People often judge those that they identify as different.
 - D. It is easier to do what others are doing, rather than stand out.

2. PART B: Which detail from the text best supports the answer to Part A?
 - A. "She knew I didn't eat dandelions. Why did I have to pick them with my family every spring?" (Paragraph 6)
 - B. "I set down my book and tilted my face to the warm breeze. I told the wind, 'I hope we're not there yet.'" (Paragraph 11)
 - C. "No one wanted them. What would the new neighbors think if they found out our family ate weeds?" (Paragraph 12)
 - D. "I closed my eyes and made a wish: to be as open-minded as my family and my new friend." (Paragraph 48)

3. Why is it important to the story that Athena checks to make sure no one is watching when the family picks dandelions (Paragraph 12)?
 - A. It reveals her embarrassed by the idea of someone finding out her family eats dandelions.
 - B. It shows her fear that her friends will find out that her family steals the weeds.
 - C. It demonstrates that she doesn't want people to know how much time she spends with her family.
 - D. It introduces her fear of the kids at school and worry about seeing them outside of class.

4. Which sentence describes Brigid?
 - A. Brigid is judgmental of Athena and her family's Greek culture.
 - B. Brigid is willing to try new things for Athena and her family.
 - C. Brigid is afraid to try new things, even for her best friend.
 - D. Brigid is cold towards Athena and her attempts to share her culture.

5. Why is it important to the story that Brigid eats the dandelions? Cite evidence from the story in your response.

Nouns and Adjectives

Color the caterpillars with nouns on them **green** and the caterpillars with adjectives on them **yellow**.



Synonym Match

Draw a line from the word in the left column to its synonym.



beautiful

bright

windy

bug

sunny

soil

walk

pretty

insect

run

dirt

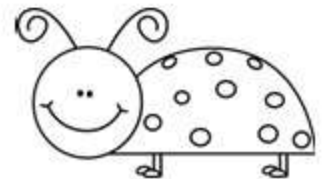
mild

jog

stroll

warm

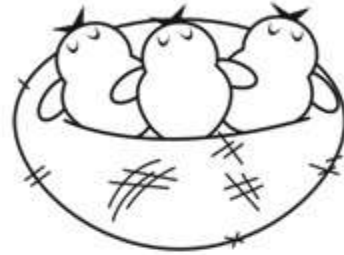
breezy



Alphabetical Order

Write the words in each list below in alphabetical order.

List #1	
tree	_____
flower	_____
bush	_____
shrub	_____
blossom	_____
water	_____
bud	_____
rose	_____
branch	_____
soil	_____



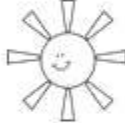









List #2	
bird	_____
worm	_____
egg	_____
robin	_____
fly	_____
nest	_____
sparrow	_____
babies	_____
wings	_____
soar	_____



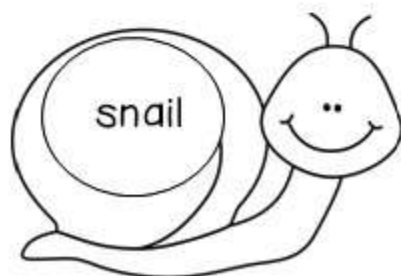
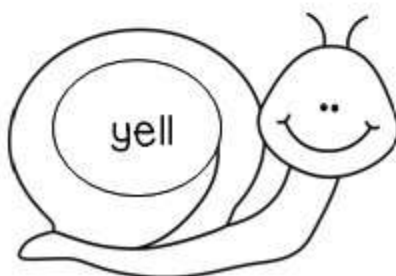
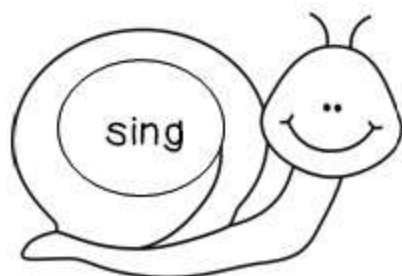
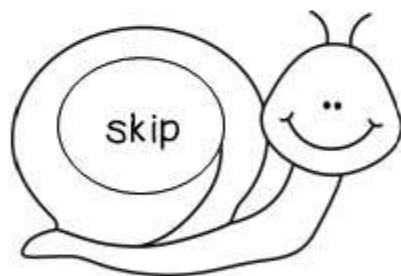
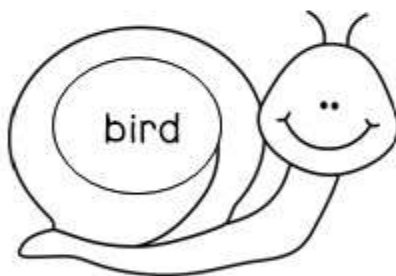
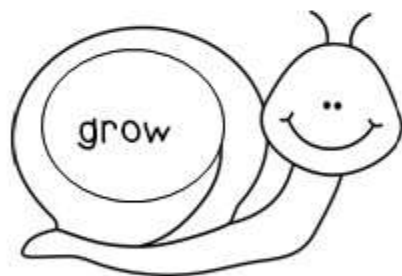
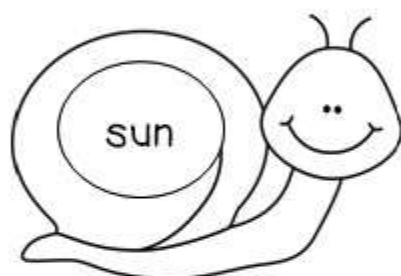
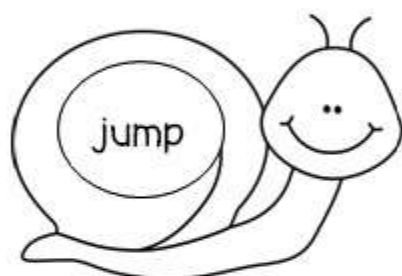
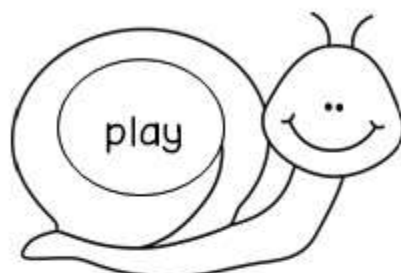
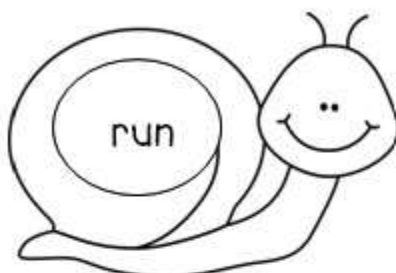
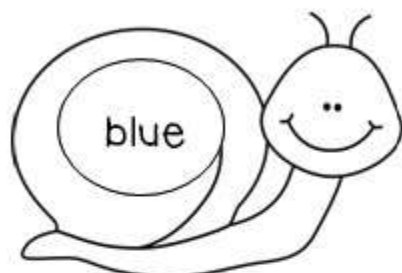
Add Your Own Adjectives

Write an adjective to describe each of the spring nouns. Make up your own and draw a picture for # 10.

1. the _____ bee 
2. the _____ spider 
3. the _____ sun 
4. the _____ fly 
5. the _____ boy 
6. the _____ chick 
7. the _____ butterfly 
8. the _____ frog 
9. the _____ ant 
10. the _____ 

verbs

Color only the snails that have a verb on them.



Math Week 1 - Spring/Renewal

Suggested Daily Math Schedule Grade 2

1-2 minutes: Warm-up with the Problem of the Day.

5-10 minutes: Complete the skill of the day page.

10-15 minutes: Play a math game. You can substitute common household items for counters (i.e. cereal, small scraps of paper torn into little pieces, coins, beads, buttons, etc.). If you don't have dice to borrow from a board game you can write numbers on pieces of paper, fold them up and pick the numbers at random. You can also download dice apps on your smartphone for free.

20 minutes: Success Maker Math. Log in through Power School just like you do at school. Supplement with any other technology or fact practice that your teacher suggests.

Remember to check off the activities as you complete them. Use the notes section to make note of anything that your child was especially successful at or had difficulty completing.

Math Learning Log

Monday, April 6, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:
Tuesday, April 7, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:
Wednesday, April 8, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:
Thursday, April 9, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:
Friday, April 10, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:

Name: _____

Date: _____

Monday

$$\begin{array}{r} 16 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ + 3 \\ \hline \end{array}$$

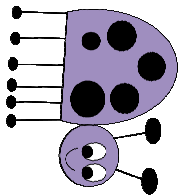
$$\begin{array}{r} 23 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ + 4 \\ \hline \end{array}$$



Tuesday

$$\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

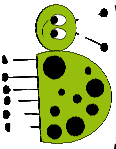
$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$$



Identify the number in each position.

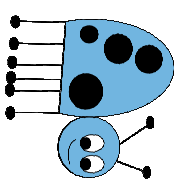
432

_____ hundreds
 _____ tens
 _____ ones

Thursday

Show the number in expanded form.

682



Wednesday

Use < or > sign.

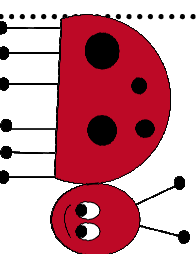
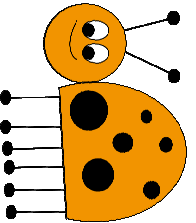
$$164 \bigcirc 136$$

$$243 \bigcirc 262$$

$$121 \bigcirc 212$$

$$334 \bigcirc 343$$

Friday



Add and Compare #9

Add these numbers. Then compare the answers with these signs:

Equal (=) Greater than (>) Less than (<)

$$\begin{array}{r} 66 \\ + 53 \\ \hline 119 \end{array}$$

>

$$\begin{array}{r} 27 \\ + 89 \\ \hline 116 \end{array}$$

$$\begin{array}{r} 39 \\ + 72 \\ \hline \end{array}$$

●

$$\begin{array}{r} 49 \\ + 67 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ + 36 \\ \hline \end{array}$$

●

$$\begin{array}{r} 69 \\ + 40 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ + 29 \\ \hline \end{array}$$

●

$$\begin{array}{r} 67 \\ + 30 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ + 46 \\ \hline \end{array}$$

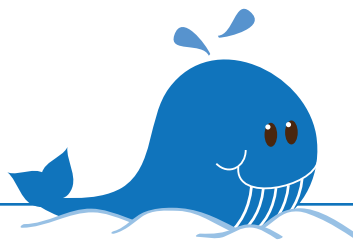
●

$$\begin{array}{r} 31 \\ + 93 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 15 \\ \hline \end{array}$$

●

$$\begin{array}{r} 31 \\ + 65 \\ \hline \end{array}$$



Largest to Smallest Numbers

Write each set of numbers in order from largest to smallest.

43 25 56 33 48 50

56

1567 985 762

1020 1115

457 247 523

348 555

Ordering Numbers - Heaviest to Lightest

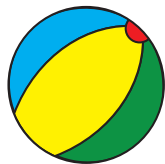
Look at the numbers and write them in the order of biggest to smallest.



134	312	500	497



56	88	63	79



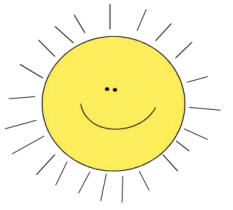
867	999	760	951



1256	1013	1856	1478

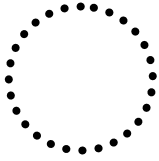
Thursday

Comparing Numbers



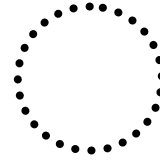
Directions: Compare the numbers using $>$, $<$, or $=$

120



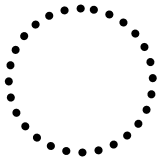
256

316



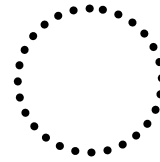
602

379



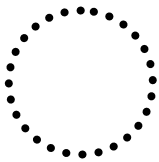
562

422



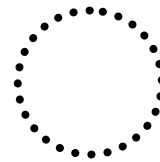
451

248



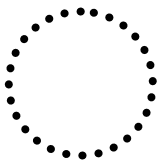
271

750



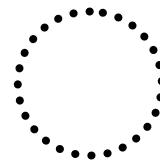
950

626



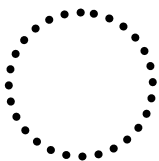
680

362



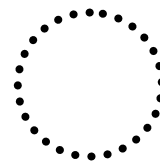
368

786



951



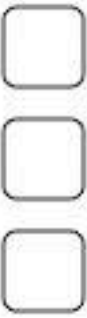



519



560

Name _____

Roll each dice and record the number rolled in the first column. Then write each number in standard, expanded, and word form. The first one has been done for you.

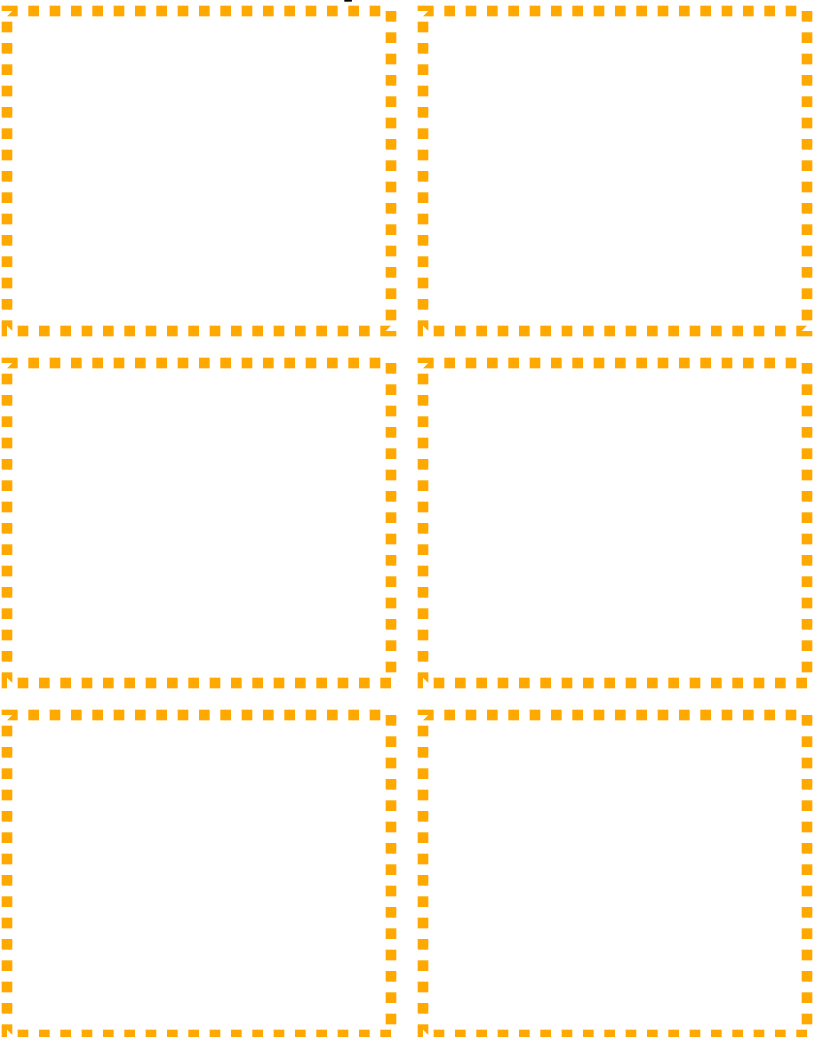
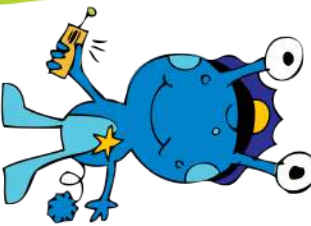
	Dice	Standard Form	Expanded Form	Word Form
1.		361	$300 + 60 + 1$	three hundred sixty-one
2.				
3.				
4.				
5.				
6.				

WHICH NUMBER IS BIGGER?

PLAYER 1



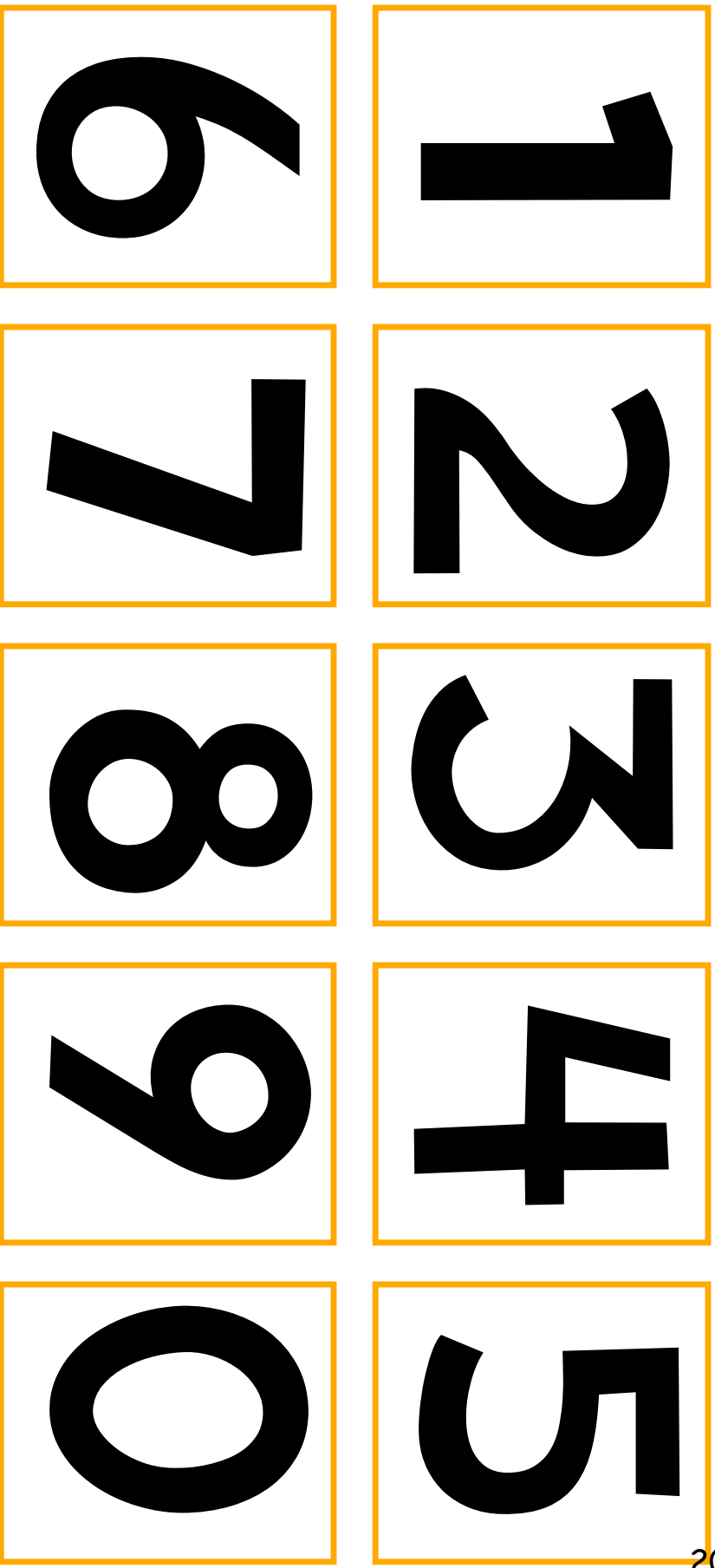
PLAYER 2



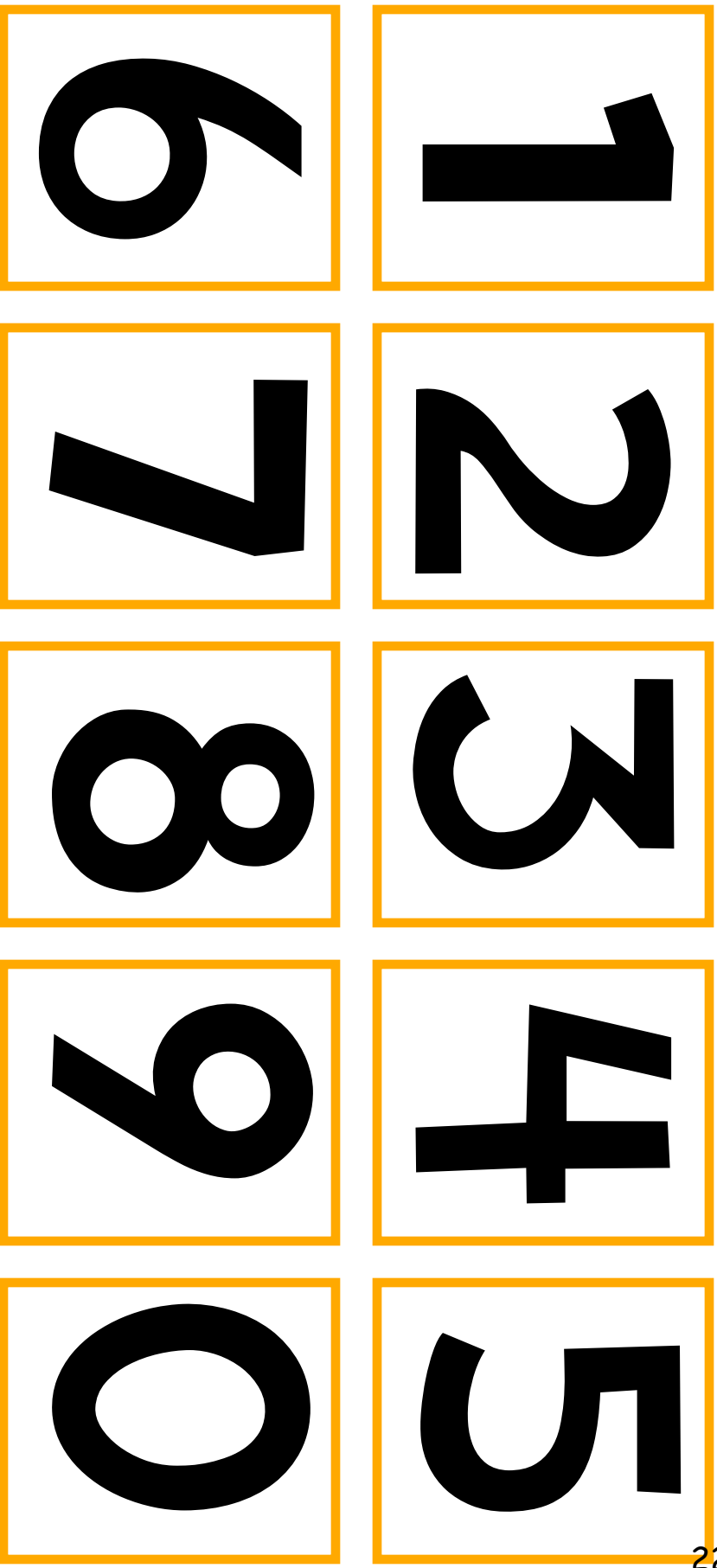
STUDENT DIRECTIONS

1. Place all number cards face down in one pile.
2. Each player takes 3 cards from the stack.
3. Your job is to try to make the biggest number using the 3 cards you picked. Place your cards on the game mat. Which ever player makes the bigger number gets a star.
4. The player with the most stars at the end, wins!

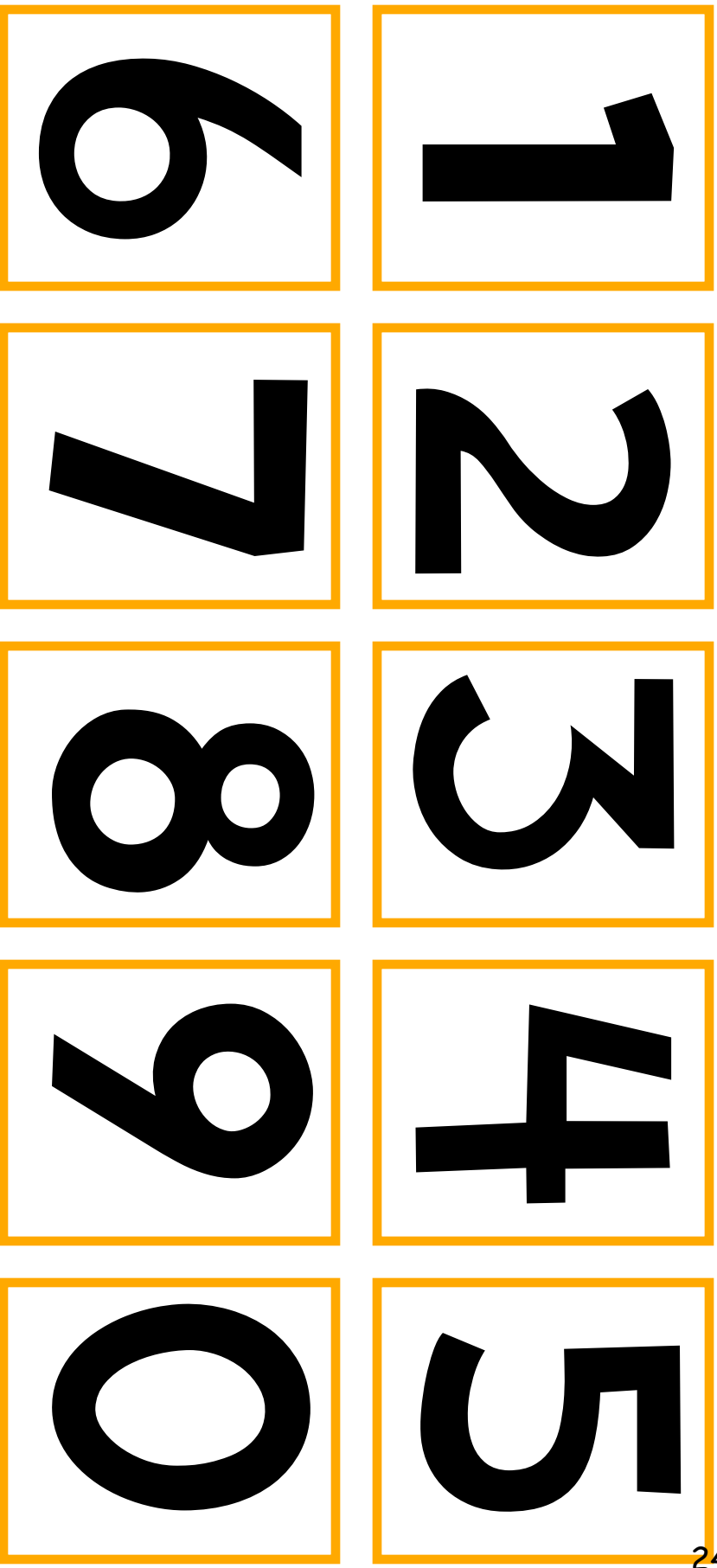
Suggestion: For a short game, you should not replace the number cards as they are picked. To make the game longer, you can place used number cards in bottom of pile and race to certain number of stars.



You will need 3 copies of this page. These are the number cards the students will use.



You will need 3 copies of this page. These are the number cards the students will use.



You will need 3 copies of this page. These are the number cards the students will use.

Week 4: April 6-9: Spring/Renewal - Science

Grade 1 Standards:

1.LS.1 Living things have basic needs, which are met by obtaining materials from the physical environment.

1.LS.2 Living things survive only in environments that meet their needs.

Grade 2 Standards:

2.LS.1 Living things cause changes on Earth.

2.LS.2 All organisms alive today result from their ancestors, some of which may be extinct. Not all kinds of organisms that lived in the past are represented by living organisms today.

Monday	<p>Non-living vs Living: Make a list of things in your house or outside that are living and things that are non-living. Some adaptations to this activity are to draw pictures with the words or cut and glue pictures out of magazines.</p> <p>What makes something living vs. non-living? What do living things need? Discuss with someone at your house.</p>
Tuesday	<p>Watch the following video on Brainpop Jr (This is free for families and can be watched on any device.) It can be located by searching "Food Chain"</p> <p>https://jr.brainpop.com/science/animals/foodchain/</p> <p>Discuss with someone in your house about what would happen if a part of the food chain was missing.</p>
Wednesday	<p>Review food chains. Complete the attached sheet on food chains. Draw a food chain and then answer the two questions on the bottom of the sheet. Page 3</p>
Thursday	<p>Watch the following video on Brainpop Jr (This is free for families and can be watched on any device.) It can be located by searching "Freshwater Habitats"</p> <p>You can also watch the video on ocean habitats and/or arctic habitats.</p> <p>Using what you have at home (paper, posters, crayons, markers, pencils, pens, glue, etc) create a picture of a habitat. What animals would live in your habitat? What would they need to survive? You can also create a poster, diorama or any other fun project.</p> <p>https://jr.brainpop.com/science/habitats/freshwaterhabitats/</p>

Friday	Take a stroll around your neighborhood and complete the attached scavenger hunt. (If the weather is nice earlier in the week, feel free to complete it then. Page 5.)
*Optional	<p>https://jr.brainpop.com/games/foodchaingame/?tid=124 - Food Chain game</p> <p>Work on completing the kindness calendar with your family. (Page 4) How many can you do?</p> <p>Once you are done, let your teacher or principal know, send a picture of your activities and/or post it to your school's Facebook page so we can see how the Lorain City Schools community is learning all about living things and ecosystems.</p> <p>If you are unable to watch any of the videos, please either research the different topics or use one of the free sites to find books about the different topics.</p> <p>https://www.infohio.org - PreK-12 Digital Library - Username is lorain and password is titans (case sensitive - must be lowercase)</p> <p>https://britannicalearn.com/covid-19-free-resources/ - Encyclopaedia Britannica is offering all schools and students free access to its "LaunchPacks" science and social studies learning content. The sets are intended for students in K-12 and provide articles, images, videos and primary sources of information, presented in an "engaging interface," optimized for smart devices. The resources are translated into multiple languages.</p> <p>http://teacher.scholastic.com/products/bookflix/#/</p> <p>Username:bookflix47</p> <p>Password:yellow</p>

Week 5: April 13-17: Community

Monday	<p>10 minutes: Read the directions for “Fluency Phrases”. Play game one time with an adult or sibling. You can even try it by yourself!</p> <p>20 minutes: Read “This 5-year-old superhero is on a mission to save people from hunger”. While you read: As you read think about and jot some notes:</p> <ul style="list-style-type: none"> • Who is the passage about? Why is that person important? • What did this person do to make him/her famous or special? • What other information did you learn from the passage?
Tuesday	<p>10 minutes: Play “Fluency Phrases” again today. Challenge yourself to read more fluently today than yesterday.</p> <p>20 minutes: Reread “This 5-year-old superhero is on a mission to save people from hunger”. After you read, answer multiple-choice questions 1-4.</p>
Wednesday	<p>10 minutes: Sequence the sailboats from “Fluency Phrases” in an order that makes a story.</p> <p>20 minutes: Think about what Austin did to help people in his community. Create a list of ideas of things that you can do to help people in your community, neighborhood, or home! Try to write down at least 10 ideas.</p>
Thursday	<p>10 minutes: Make your own sailboat phrase story. You can even make it a silly story! Practice reading it fluently with expression!</p> <p>20 minutes: Pick one of your ideas. Create a plan to actually carry out this idea. Some things to consider:</p> <ul style="list-style-type: none"> • What materials would you need to do this? • Who might you need help from? • How would this idea impact your community, neighborhood, or home in a positive way?
Friday	<p>10 minutes: Pick 3 of your favorite sailboat phrase stories and time yourself. How fast can you read each one while still reading accurately?</p> <p>20 minutes: Design a poster advertising your idea to help your community to get people interested in helping. Add details about your idea, pictures, and color to make your poster attention-getting.</p>
*Optional	<p>Watch these YouTube Videos to learn more or get ideas for your own list:</p> <p>1. Citizen Kids- Making a Difference in the World: https://www.youtube.com/watch?v=hZHtn4_Xtgc&list=PLgVP7XzOfh1zc7_xccqFDna941XCmKFrF There are many videos in this series! You can watch as many as you like to see what real kids are doing in their communities.</p>

This 5-year-old superhero is on a mission to save people from hunger

By Washington Post, adapted by Newsela staff on 03.05.19

Word Count 382

Level 470L



Image 1. Austin Perine gives a hug to Tinkerbell, a therapy dog, at a Show Love event held February 10, 2019. The event raised money for shelter animals. Photo by: Marvin Joseph/The Washington Post

Austin Perine puts on his red cape. He is ready to take on the world. The 5-year-old isn't just playing. He wants to save the world from homelessness. Homelessness is when a person does not have a place to live.

For the past year, he has been on a mission. He has fed people who are homeless around the country. Austin helps animals in shelters too. It is all part of his Show Love program.

Austin hopes to be president one day. He wants to chase away the bad guys. And he wants to save people from hunger.

Austin Learns About Homelessness

Austin led a Show Love event on February 10. He was raising money for animal shelters. He told his story to the people who came to watch.

It all started when he was 4. He was watching TV with his dad, T.J. Perine.

The show was about a mother panda and her cub. The mother left the cub. T.J. Perine told Austin the cub would now be homeless. This worried Austin.

Then he learned that people can be homeless.

He was curious about homelessness. He asked his dad a lot of questions.

This Superhero Fights Against Hunger

Austin wanted to do something good. He and his dad started passing out food once a week to people who are homeless. Austin wore his red superhero cape each time. He also practiced running fast like the Flash, his favorite superhero. He reminded each person to show love to others.



Austin and his dad did this for months. Then the news media noticed. Things changed. Austin won awards for his fight against hunger. Famous people like basketball star LeBron James praised Austin.

Helping People "Is The Right Thing To Do"

T.J. Perine hopes other kids want to be like Austin. They can help make communities better places.

Austin says he wants to continue spreading the love. "It is the right thing to do," he said.

Quiz

1 Read the following paragraph from the section "Austin Learns About Homelessness."

The show was about a mother panda and her cub. The mother left the cub. T.J. Perine told Austin the cub would now be homeless. This worried Austin.

What is the focus of this paragraph?

- (A) how Austin fights homelessness
- (B) how Austin helps animals that are homeless
- (C) how Austin found out about homelessness
- (D) how people sometimes can be homeless

2 What is the section "This Superhero Fights Against Hunger" MAINLY about?

- (A) how Austin gives food to people
- (B) why Austin wears his red cape
- (C) how Austin met famous people
- (D) why Austin likes superheroes

3 What happened AFTER the news media noticed Austin's work?

- (A) Austin met LeBron James at a Show Love event.
- (B) Austin was given awards for his fight against hunger.
- (C) Austin decided to help people who are homeless.
- (D) Austin asked his father questions about homelessness.

4 WHY did Austin do a Show Love event on February 10?

- (A) to help animals in shelters
- (B) to feed people who are homeless
- (C) to meet famous basketball stars
- (D) to make his father happy



Objective

The student will read with proper phrasing, intonation, and expression in phrases.



Materials

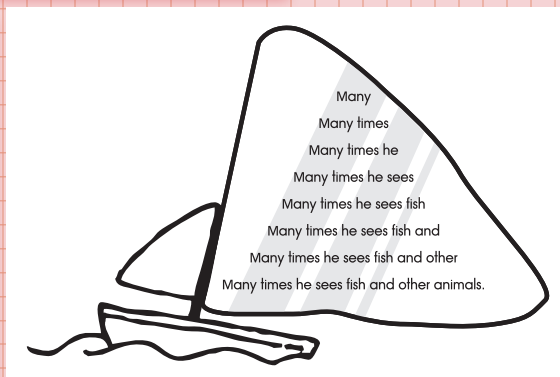
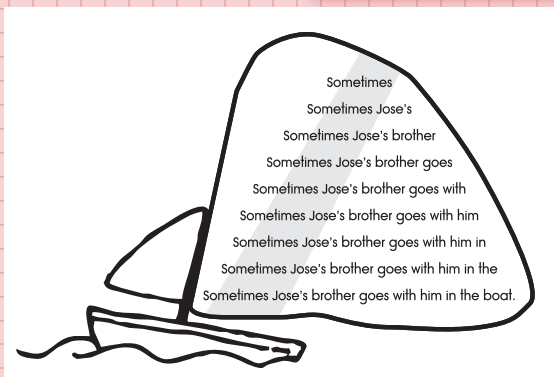
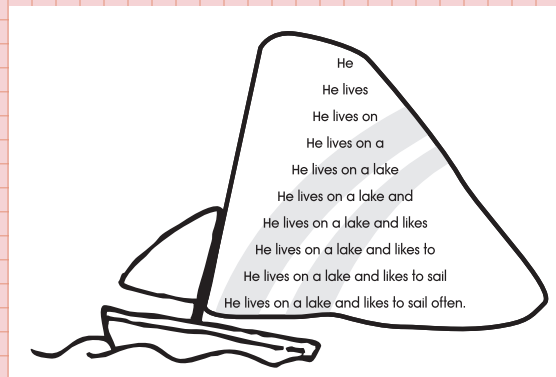
- ▶ Sentence sailboats (Activity Master F.012.AM1a - F.012.AMf)



Activity

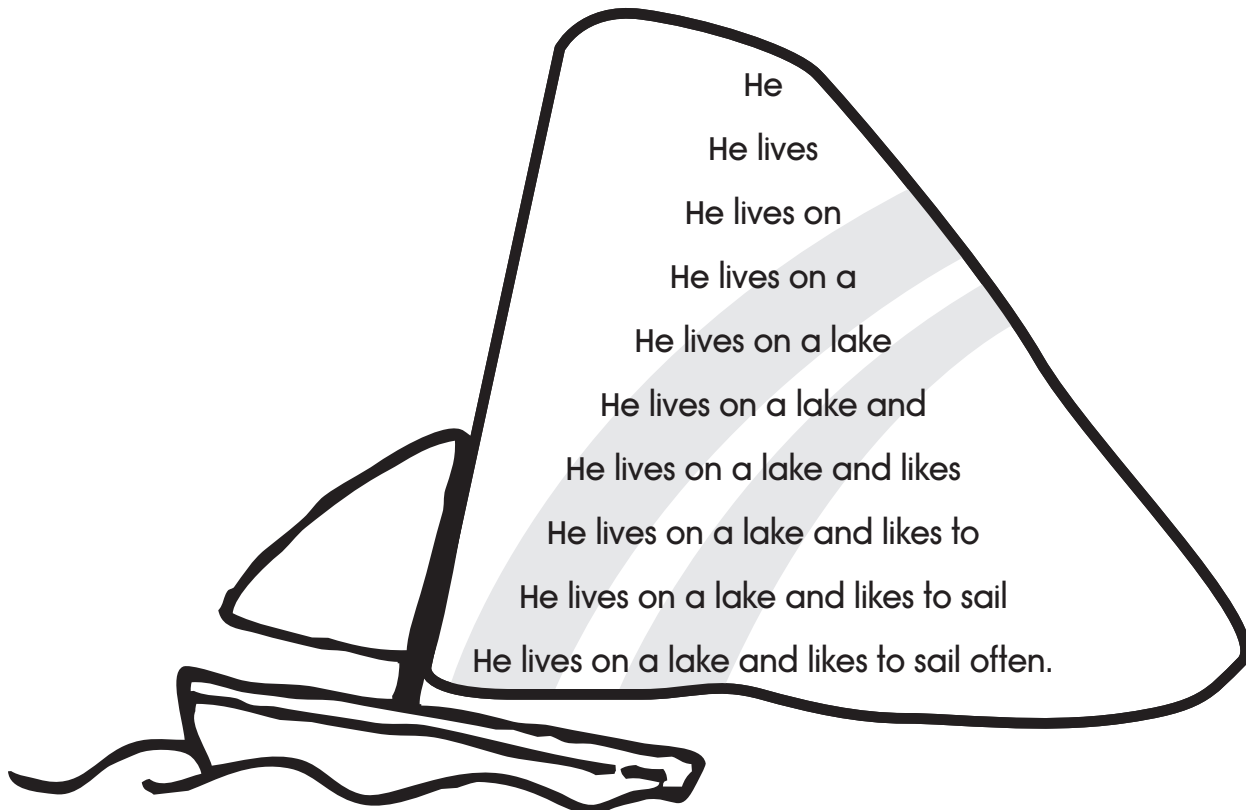
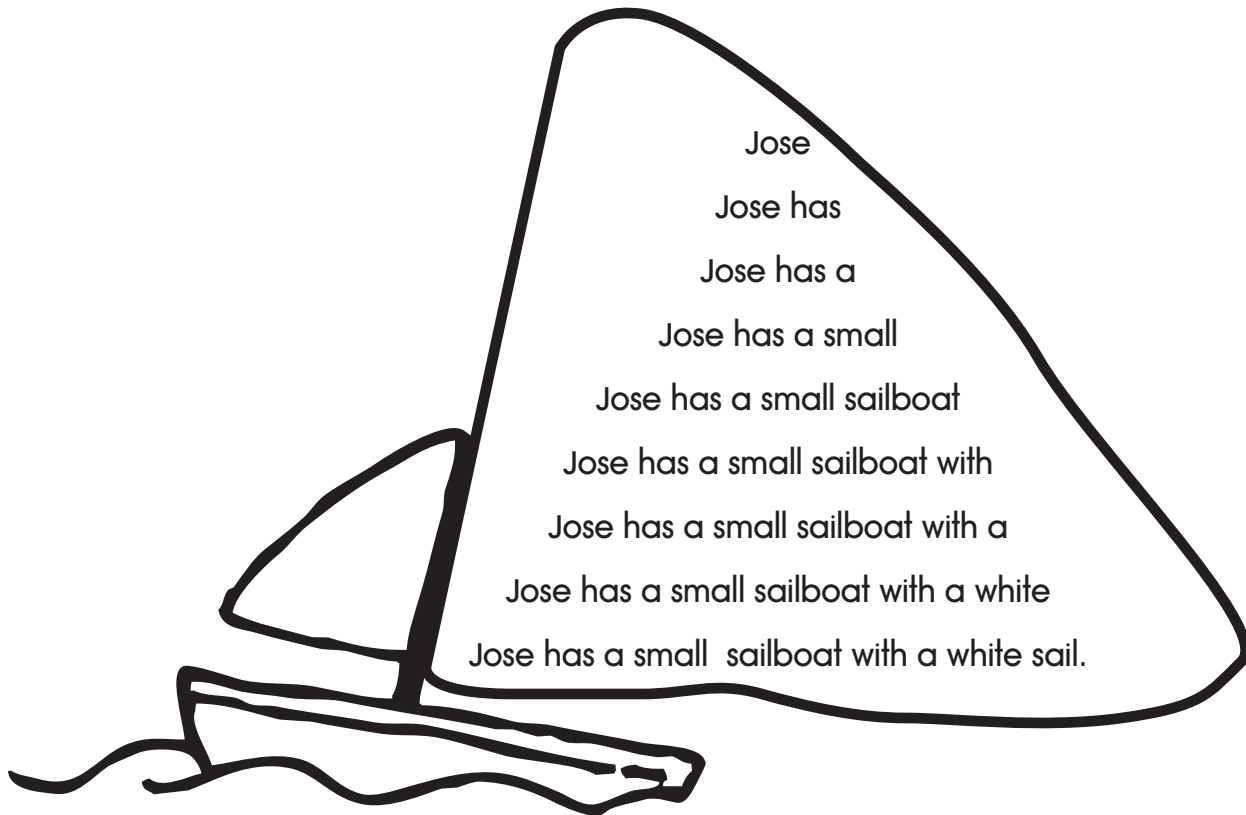
Students read words that progressively result in sentences.

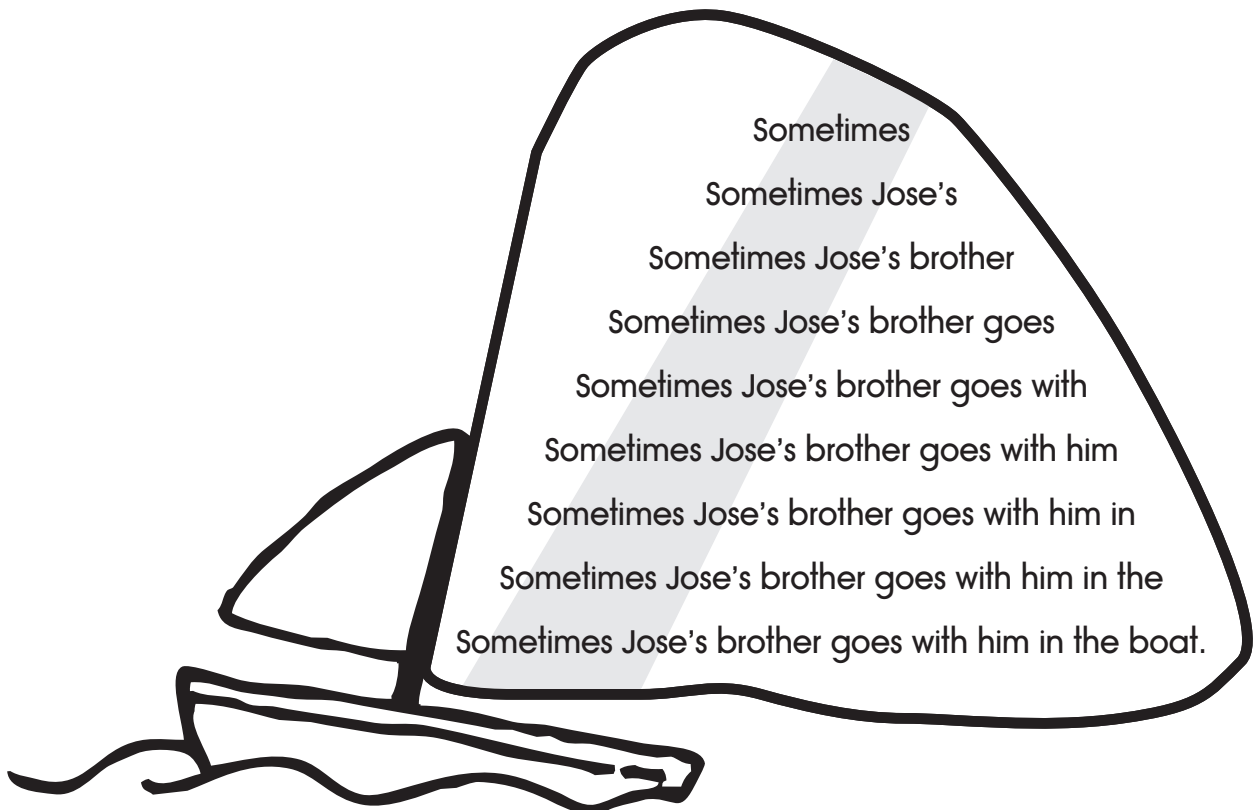
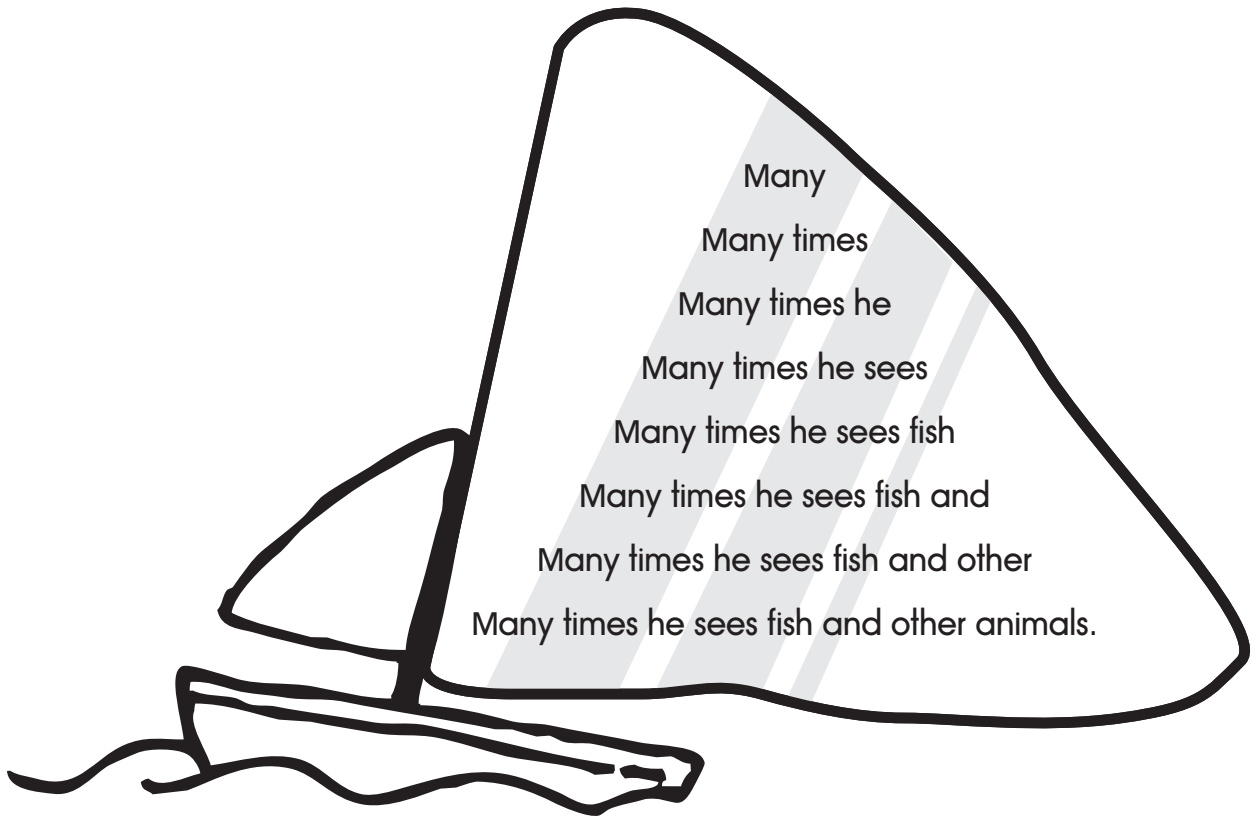
1. Place sentence sailboats face down in a stack.
2. Taking turns, student one selects the top card and reads line by line until completing the entire sentence. Student two sits beside student one and reads along silently.
3. Reread the sentence on the last line of the sailboat together.
4. Reverse roles and continue until all the sentences have been read.
5. Peer evaluation

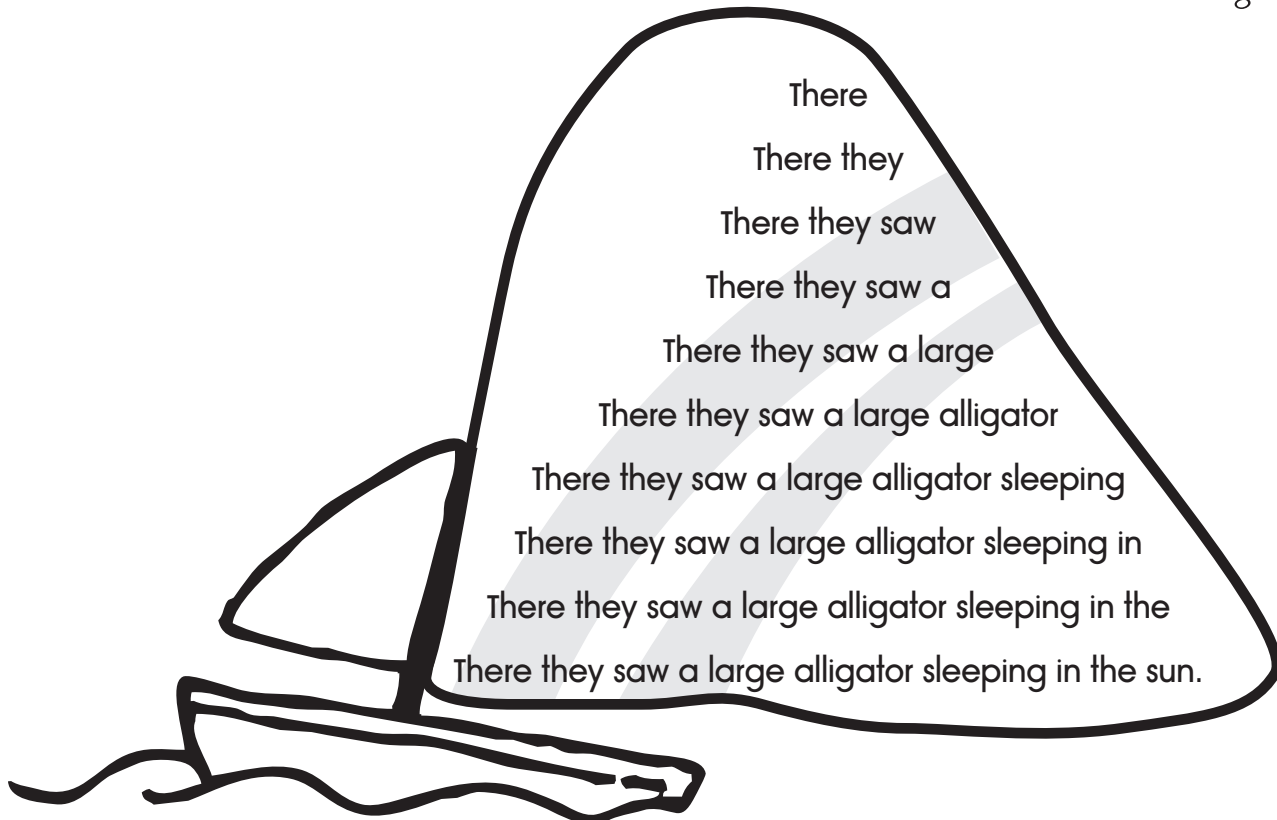
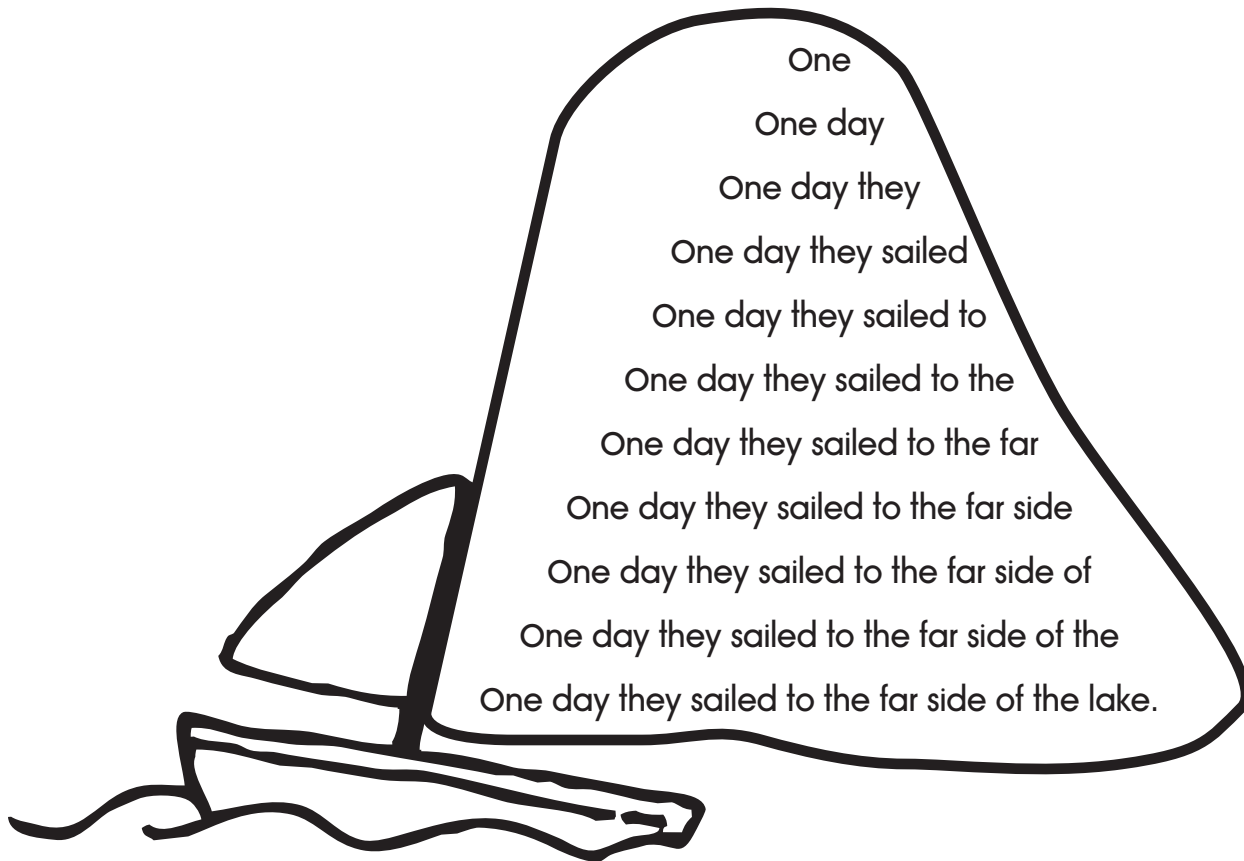


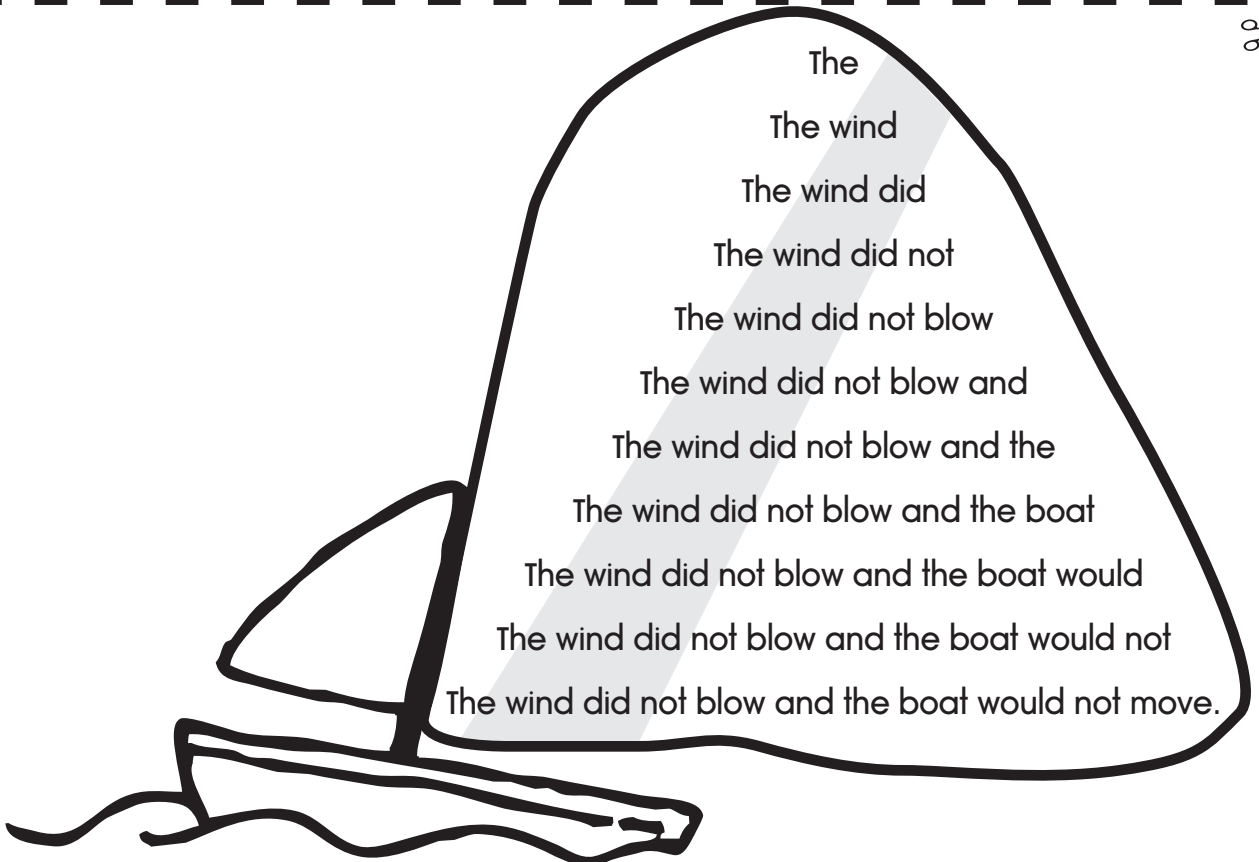
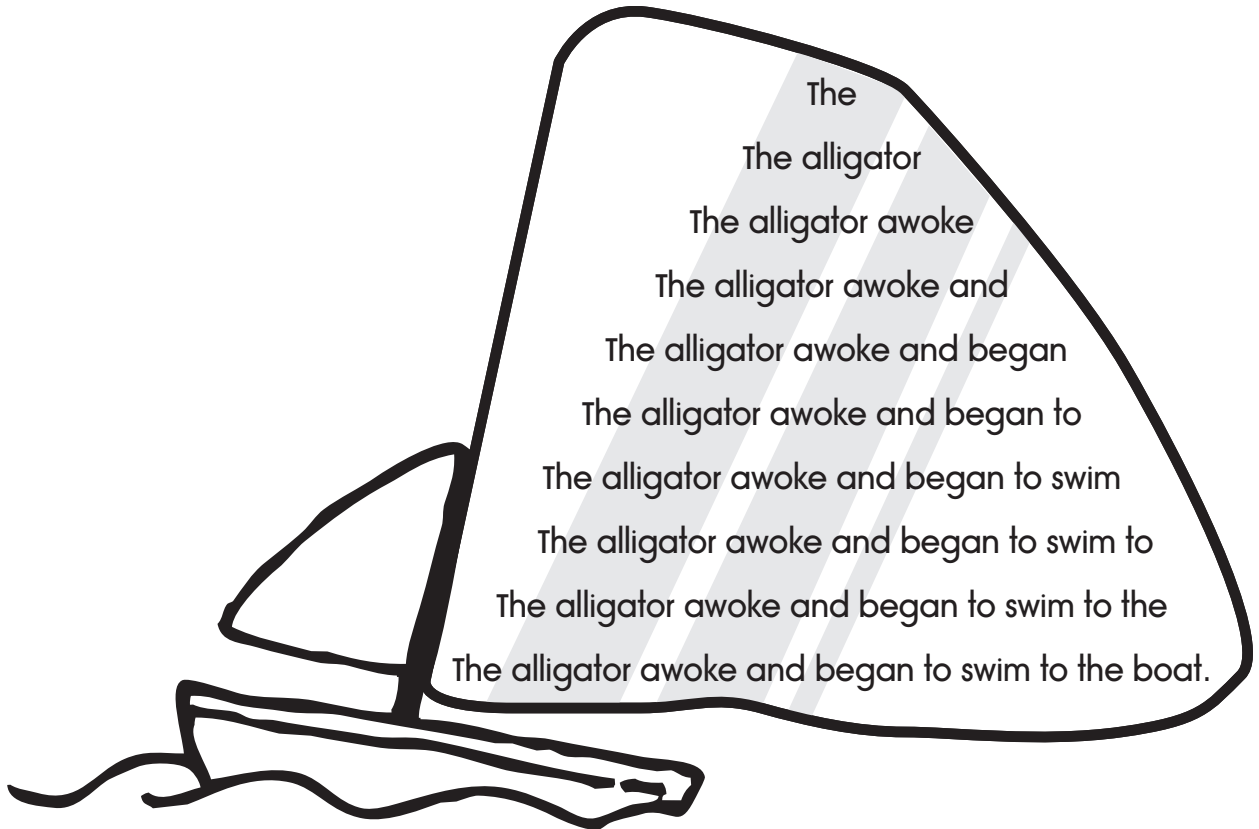
Extensions and Adaptations

- ▶ Take turns reading the text passage (Activity Master F.012.AM2).
- ▶ Sequence the sentence sailboats into a story.
- ▶ Write other sentences and passages to choral and partner read.

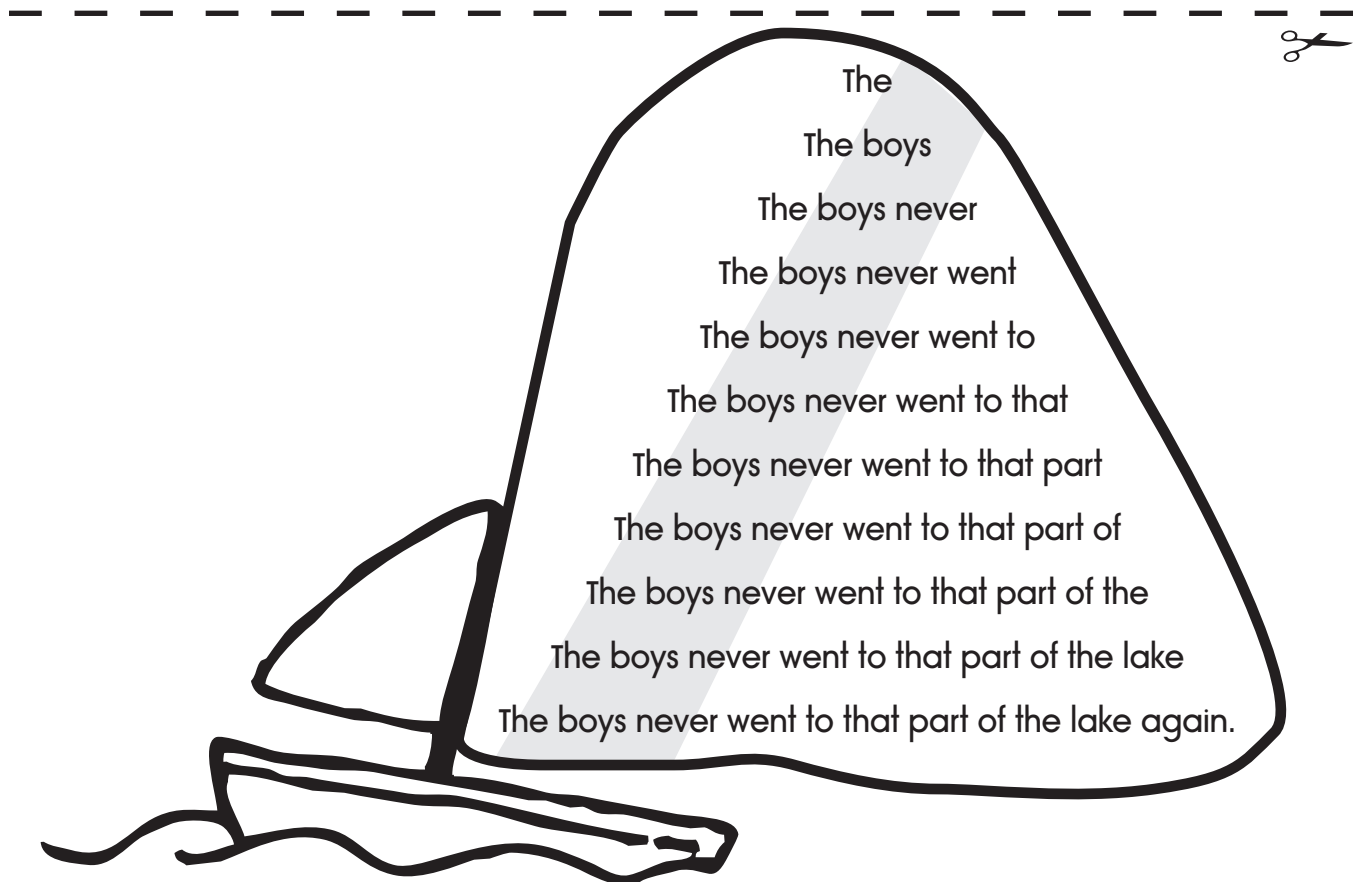
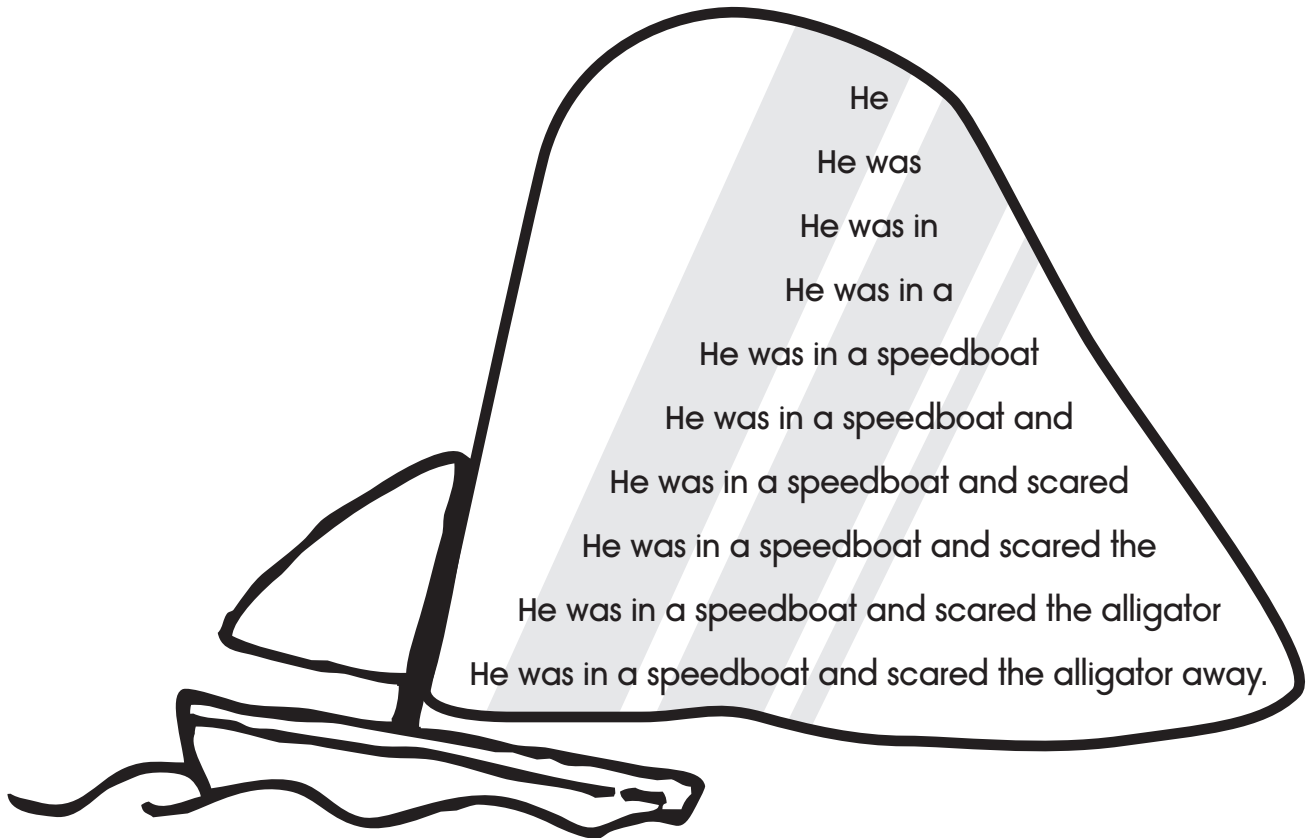












Math Week 2 – Community

Math Learning Log

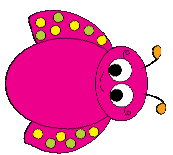
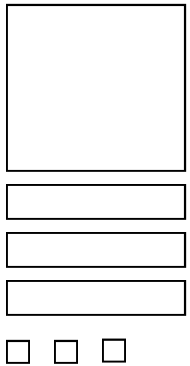
Monday, April 13, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:
Tuesday, April 14, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:
Wednesday, April 15, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:
Thursday, April 16, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:
Friday, April 17, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:

Name: _____

Date: _____

Monday

Add using the base ten models then write the equation.



Tuesday

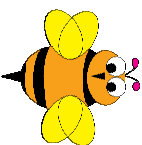
Write the equation and then solve.

There were 15 bunnies on the grass. 3 hopped away. How many are left?

Friday

Complete the pattern.

125, 135, _____, 155, _____, _____



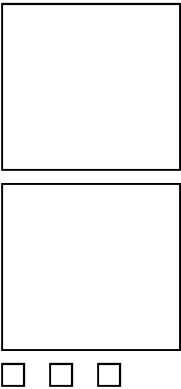
Thursday

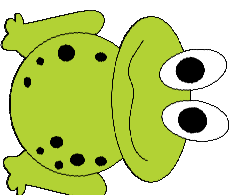
Draw a graph to represent the data.

Red	Blue	Green	Pink
3	4	2	1

Wednesday

You have two one-dollar bills, three quarters, and two nickels. How much money do you have?





Name: _____

Monday

Math Practice: Understand place value (2.NBT.1)

Write the correct digit in each blank.

34 = _____ hundreds _____ tens _____ ones

132 = _____ hundreds _____ tens _____ ones

333 = _____ hundreds _____ tens _____ ones

746 = _____ hundreds _____ tens _____ ones

709 = _____ hundreds _____ tens _____ ones

Draw the base ten blocks to represent each number.

	Hundreds	Tens	Ones
37			
232			
430			
706			

Write the number using digits.

seventeen _____

twenty – two _____

thirty – four _____

fifty – one _____

ten _____

fourteen _____

Continue the number pattern.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, _____, _____, _____, _____, Rule _____

Created By Tonya Gent



Write each number described.

Answers

1) Write a number with:

8 tens, 1 one, 7 hundreds

_____	_____	_____
Hundreds	Tens	Ones

1. _____

2) Write a number with:

2 tens, 8 ones, 9 hundreds

_____	_____	_____
Hundreds	Tens	Ones

2. _____

3) Write a number with:

4 hundreds, 9 tens, 3 ones

_____	_____	_____
Hundreds	Tens	Ones

3. _____

4) Write a number with:

7 hundreds, 1 one, 6 tens

_____	_____	_____
Hundreds	Tens	Ones

4. _____

5) Write a number with:

1 hundred, 5 ones, 8 tens

_____	_____	_____
Hundreds	Tens	Ones

5. _____

6) Write a number with:

9 tens, 7 hundreds, 1 one

_____	_____	_____
Hundreds	Tens	Ones

6. _____

7) Write a number with:

3 hundreds, 2 tens, 6 ones

_____	_____	_____
Hundreds	Tens	Ones

7. _____

8) Write a number with:

2 ones, 4 hundreds, 8 tens

_____	_____	_____
Hundreds	Tens	Ones

8. _____

9) Write a number with:

8 hundreds, 6 tens, 0 ones

_____	_____	_____
Hundreds	Tens	Ones

9. _____

10) Write a number with:

6 hundreds, 0 tens, 5 ones

_____	_____	_____
Hundreds	Tens	Ones

10. _____

11) Write a number with:

4 tens, 5 hundreds, 2 ones

_____	_____	_____
Hundreds	Tens	Ones

11. _____

12) Write a number with:

8 tens, 4 ones, 1 hundred

_____	_____	_____
Hundreds	Tens	Ones

12. _____

Adding 2-Digit Numbers (A)

Wednesday

Name: _____

Date: _____

Calculate each sum.

$$\begin{array}{r} 35 \\ + 57 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ + 99 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 89 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ + 36 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 74 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ + 51 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ + 89 \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ + 81 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ + 59 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 59 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ + 70 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 75 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 49 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ + 77 \\ \hline \end{array}$$

$$\begin{array}{r} 91 \\ + 95 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 93 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 68 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ + 82 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ + 18 \\ \hline \end{array}$$

Money Practice Test

Add up the coins and write down the total



= _____



= _____



= _____



= _____

Write the number in word form.

11 _____

12 _____

13 _____

14 _____

15 _____

16 _____

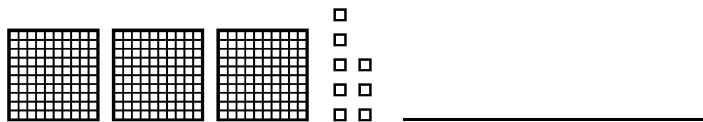
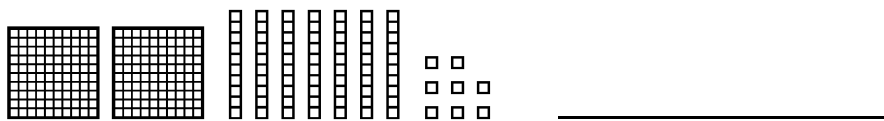
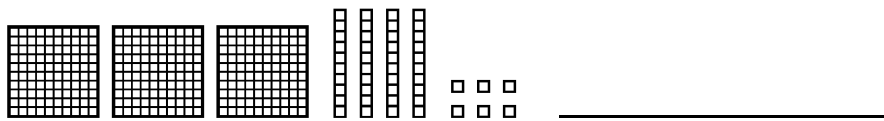
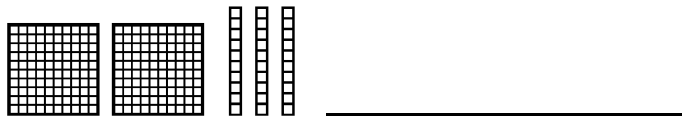
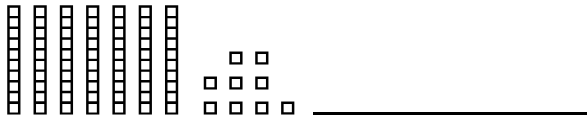
17 _____

18 _____

19 _____

20 _____

Write the number represented by the base ten blocks.



Solve.

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +4 \\ \hline \end{array}$$

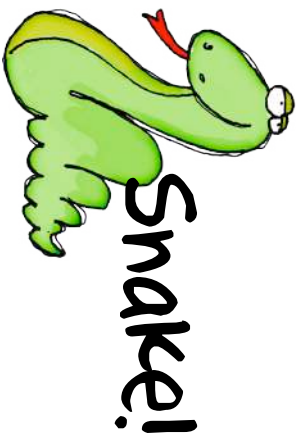
$$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +9 \\ \hline \end{array}$$



You will need: 2 players, scrap paper or white board, and 2 dice or number cubes.

How to Play

1. Each player writes down these numbers: 2,3,4,5,6,8,9,10,11,12 (2-12, without 7).
2. The player with the birthday closest to January 1 goes first.
3. Player one rolls both dice and finds the sum of both numbers.
4. Player one crosses that number off of their list.
5. Player two rolls the dice and does the same thing.
6. The winner is the first player to cross all the numbers off of their list.

What if your sum equals 7?

If your sum equals 7, draw a snake on your page. If a player gets three snakes they automatically lose the game!

Week 5: April 13-17: Community – Social Studies

Grade 1 Standards:

Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.

Collaboration requires group members to respect the rights and opinions of others.

Photographs, letters, artifacts and books can be used to learn about the past.

Grade 2 Standards:

Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.

Groups are accountable for choices they make and actions they take.

Monday	<ol style="list-style-type: none">1. Over the next few weeks, keep notes on paper, write in a journal, take pictures or draw pictures so you can write a letter to students that will be in 1st and 2nd grade in 2030 and tell them what it was like to go to school in the spring of 2020. Your last social studies assignment (date has not yet been determined) will be to write a letter to students that will be sitting in your classroom in 2030 (10 years from now) so they can understand what school was like during this time and how it is different and/or the same. You should be writing every day, but try to make sure you write notes or take/draw pictures at least three times per week that describe what is happening in your neighborhood, city and what school is like at home.2. Watch a short video on the Coronavirus on BrainPop (brainpop.com). Type Coronavirus in the search bar and click on the video. <i>*BrainPop is free during this time and can be accessed on any device including your phone. You may have to create an account but it is free and all you will need to do is provide an e-mail address and create a password. The video is less than 5 minutes in length.</i>3. If you cannot access BrainPop, you can watch a video on YouTube: ROBERT explains the corona virus to children
Tuesday	Look at articles and videos in the news. You can look at a local newspaper or watch the local news or search for an article on local news sites. Or you can just talk with your family about what your family, your school and the city of Lorain are doing to keep everyone safe from the virus.
Wednesday	Using what you have at home (paper, posters, crayons, markers, pencils, pens, glue, etc) create a picture of how you (and your family) are helping your community make good choices to prevent the spread of coronavirus. Please write a paragraph describing your picture or project. Parents you may help with the writing if necessary.

Thursday	Continue working on your paper/project. Once you are done, let your teacher or principal know, send a picture of it if possible and/or post it to your school's Facebook page so we can see how the Lorain City Schools community is working together to achieve a common goal!
Friday	Fun Friday Activity: If you are done with your project, try to find a device that will let you go to www.scholastic.com/learnathome (you can do this on a chromebook, ipad, phone, or computer. Like BrainPop, this site is free to everyone during this time.). Once you are there, you need to scroll down to "Choose a Grade Level". Click on that and choose "Grades 1 and 2" You will stay in "Week 1" and scroll down to "Day 4: Social Studies - Communities" Have fun listening to "Click Clack Moo" (one of my favorites!), reading "Living on Farms" and all the other fun activities on the Scholastic site! Talk to your family about how living in Lorain is different than the communities you are learning about today.
*Optional	<p>*Talk a walk with your family and see if you can identify how other people in your community are working together towards a common goal. Are there any ways you can help your neighbors or family members that live in different houses? Can you participate in what others are doing to help your community? Make sure you share your ideas with your school community through your teacher, principal or Facebook page so that we know what our friends and families are doing while we're not in school.</p> <p>*ZENWORKS Yoga is offering a free subscription through June 30th if you are interested. Go to zenworksyoga.com and follow the prompts to sign up. Lessons are organized by age and activity and are created to help you and your family in moments where you feel you might need to reset. Maybe you could even teach your family some yoga moves!</p>

English Language Arts

Week 6: April 20-24: Earth Appreciation

Monday	<p>10 minutes: Complete “Break the Word” syllable worksheet.</p> <p>20 minutes: Read “The Princess of the Forest”. While you read: As you read think about and jot some notes:</p> <ul style="list-style-type: none">• Who is the passage about?• What can I learn from this story?• What is important to the main character?
Tuesday	<p>10 minutes: Play syllable tic-tac-toe with an adult or sibling in your home.</p> <p>20 minutes: Reread “The Princess of the Forest”. After you read, answer multiple-choice questions 1-3.</p>
Wednesday	<p>10 minutes: Search through “The Princess and the Forest” and circle or highlight any two syllable words you can find. For example, “princess” has two syllables.</p> <p>20 minutes: Read “Tons of Trash Hurts Ocean Animals”. Take notes while you read:</p> <ul style="list-style-type: none">• What surprises you in this article?• What makes you sad or mad in this article?
Thursday	<p>10 minutes: Create your own tic-tac-toe game with the two syllable words you found in the story “The Princess of the Forest”.</p> <p>20 minutes: Reread “Tons of Trash Hurt Ocean Animals” and answer questions 1-4.</p>
Friday	<p>10 minutes: Circle or highlight all the two syllable words in “Tons of Trash Hurt Ocean Animals”. Count them up and see which text had more.</p> <p>20 minutes: Pretend that you are the princess or prince of the forest from the story. Using what you learned in “The Princess of the Forest” and “Tons of Trash Hurt Ocean Animals”, write a letter to the king explaining why it is important to take care of our forests and oceans.</p>
*Optional	<p>Watch this YouTube Video of Greta Thunberg, a child who is changing the way people think about protecting the Earth: School strike for climate - save the world by changing the rules Greta Thunberg TEDxStockholm https://www.youtube.com/watch?v=EAmUIEsN9A</p>

Name: _____

Date: _____

Directions: Break the word into syllables. Then rewrite the word.

BREAK THE WORD

Accompanies Matching Syllables

Word	1 st Syllable	2 nd Syllable	Write It
upset			
ribbon			
frantic			
picnic			
sudden			
mitten			
until			
muffin			
submit			

word ladder



name _____

date _____

skill: ai/ay

Add an r to make a beginning blend.

— — — — —

Change the beginning sound to /t/.

— — — — —

Add the ending sound /l/.
Check the long a vowel team to make a real word.

— — — — —

Change the w to the /m/ sound.

— — — — —

Change the blend to w.

— — — — —

Change the blend to gr.

— — — — —

Add the beginning sound /p/.

— — — — —

lay

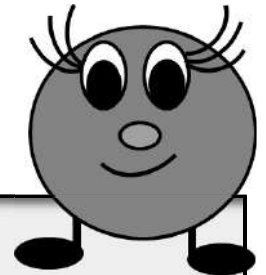
Name: _____

Date: _____

Directions: Players take turns reading a word. If the word is said correctly, mark the box with an X or O. The first player to get three in a row wins.

TIC-TAC-TOE

Closed/Closed Syllables



velvet	actress	flannel
collect	random	campus
invent	insect	pretzel

Read the passage. Then, answer the questions.

The Princess of the Forest

by Achievement Network

1. Once upon a time, there was a little girl who lived in a big forest. She ate fruits that grew in the forest and after eating the fruits she planted the seeds back. The forest was her home and she loved



the forest dearly.

2. One day some men came and started to cut down the trees in the forest. She went running towards the men and asked them to leave the trees alone. But they did not listen. She felt hopeless, but she did not give up. She hugged one of the trees that they were cutting to make them stop. The woodcutters pushed her away and kept cutting down the trees. She kept repeating this act until a woodcutter asked her, “Why do you want to stop us? The king has asked us to clear this area”. The girl replied, “This is my home. Please do not destroy my home. This is all I have.” And as she spoke, tears rolled down her cheeks.
3. The woodcutter said mockingly, “There is so much of forest left for you. If you want us to stop, pay us double the amount we got paid by the king!”
4. The little girl had no money. In fact, she had never seen any money in her life. She was so disheartened¹ to be discouraged that she could not even reply. She wept silently as she watched her home getting destroyed. She could not do a thing. She kept on praying for a miracle to happen! As time passed, she began to lose all hope. Eventually the green pasture where she lived was also

destroyed. She was left homeless. Sad and angered, she gave up! She did not have anything she could call her own. She decided to leave the forest for good. Along the way, she crossed a river and climbed a small hill. From there she could see the king's castle.

5. As she came down the hill, she saw an old man lying under a tree, possibly injured. As she came closer, she saw the man had a broken arm. So she sat down beside the man and examined his wound. Staying in the forest alone had taught her basic first-aid skills. She made a sling for his broken arm. After a while, the man woke up and found the little girl sitting beside him.
6. “Sir, are you alright?” asked the girl. The man was surprised to see the girl and said, “Yes, I am. Did you make this sling?”
7. The girl smiled as if to say yes. The man smiled back and said, “Little girl, thank you for saving my life. What can I do to repay you?”
8. The smile on her face vanished. “No one can help me,” she said with teary eyes. The old man looked concerned and asked, “What is it, little girl?” She told him how her home, the forest, got destroyed and that she couldn't save it. The old man gave a gentle smile and said, “Don't worry child, I think I can help you. Don't you know who I am?”
9. The girl looked puzzled. “No sir, I don't,” she said. “You saved the king, little girl and the king will do anything for the one who saved his life!” said the king. She looked at the king in amazement and said, “The king of this country?” and the king nodded. The king then said, “You shall be the princess of the forest. No one will destroy your forest. And from today, you're the daughter I never had!”
10. And the little girl, who once had nothing, became a princess. Even now, 400 years after she lived, people talk of her grace and kindness.

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1 *disheartened* - cause someone to lose confidence

- 1** Who lived in the forest?

 - (A) a little girl
 - (B) the woodcutters
 - (C) the king
 - (D) an old man

- 2** Who did the little girl find lying injured under a tree?

 - (A) her father
 - (B) one of the woodcutters
 - (C) the king
 - (D) one of the king's men

- 3** What did the little girl do when the woodcutters came to destroy the forest?

 - (A) She tried to stop them.
 - (B) She did nothing but cry.
 - (C) She moved to another part of the forest.
 - (D) She went to the palace to meet the king.

Tons of trash in the ocean hurt animals

By Los Angeles Times, adapted by Newsela staff on 04.02.18

Word Count **397**

Level **380L**



Image 1. A piece of floating debris snagged during an ocean sampling operation. Photo from Ocean Cleanup/TNS.

The Great Pacific Garbage Patch is a big glob of trash. It floats in the middle of the Pacific Ocean. It is between California and Hawaii. It is mostly made of plastic. It is very big. A lot bigger than we thought it was. It is twice the size of Texas. And it is only getting bigger.

A team of scientists were curious about the garbage patch. They wanted to measure how big it was. They were in for a surprise. The patch was much larger than they expected. Worse, it is still growing!

Laurent Lebreton led the group. He called the garbage "frightening."

Plastic Can Hurt Animals

Plastic is very useful. Plastic bags help us with our groceries. They can hurt our oceans, though. Animals can eat plastic bags. They can be hurt if they try to. Shellfish and other animals can stick to the plastic. Fish and birds then eat these animals. Soon, the plastic has hurt the whole food chain!

Mr. Lebreton's team wanted a bird's-eye view of the trash. They studied what it looked like from above. They also sent boats to take pieces of trash. The scientists looked at these pieces very closely. Most of the garbage patch is made of tiny bits of plastic. This time, the scientists got to see bigger pieces, too.

41 Years Ago!

Where did all that trash come from? Fishing nets are part of the problem. They made up a big part of the garbage patch. Fishing boats leave them behind. Then they drift through the ocean. Animals can get stuck in the nets.

Fifty plastic items had dates printed on them. Most were from the 1990s and 2000s. One was from 1977. That is 41 years ago! There were 386 items with words from different languages. Many were in Japanese.

Giant Wave

Why might that be? The scientists have a guess. In 2011, Japan was hit by

a tsunami. The giant wave washed tons of trash into the sea. That trash could have floated across the ocean. Then it could have made its way to the garbage patch.

This study just looked at floating plastic. There might be much more on the ocean floor.



Quiz

- 1 Where is the Great Pacific Garbage Patch located?
- (A) near the state of Texas
 - (B) in between California and Hawaii
 - (C) off the coast of Japan
 - (D) in between Hawaii and Japan
- 2 What is the MAIN reason why scientists want to study the Great Pacific Garbage Patch?
- (A) because it is as big as Texas
 - (B) because they did not know it was made of trash
 - (C) because plastic garbage can hurt animals
 - (D) because it is made up of fishing nets
- 3 Why is a lot of the trash in the Great Pacific Garbage Patch from Japan?
- (A) because Japan uses more plastic than other places
 - (B) because a tsunami hit Japan and washed tons of trash into the sea
 - (C) because the Great Pacific Garbage Patch floated near Japan
 - (D) because fishing boats from Japan leave most of the trash in the ocean
- 4 Read the section "41 Years Ago!"
- Where did most of the trash in the Great Pacific Garbage Patch come from?
- (A) groceries
 - (B) California
 - (C) fishing boats
 - (D) the ocean floor



Earth Day



Text Level D/E

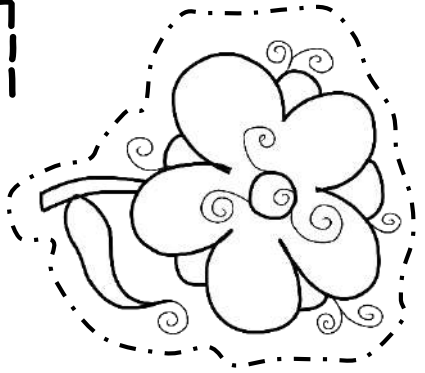
Vocabulary Words:

Earth Day earth kind trash recycle
home clean air water trees

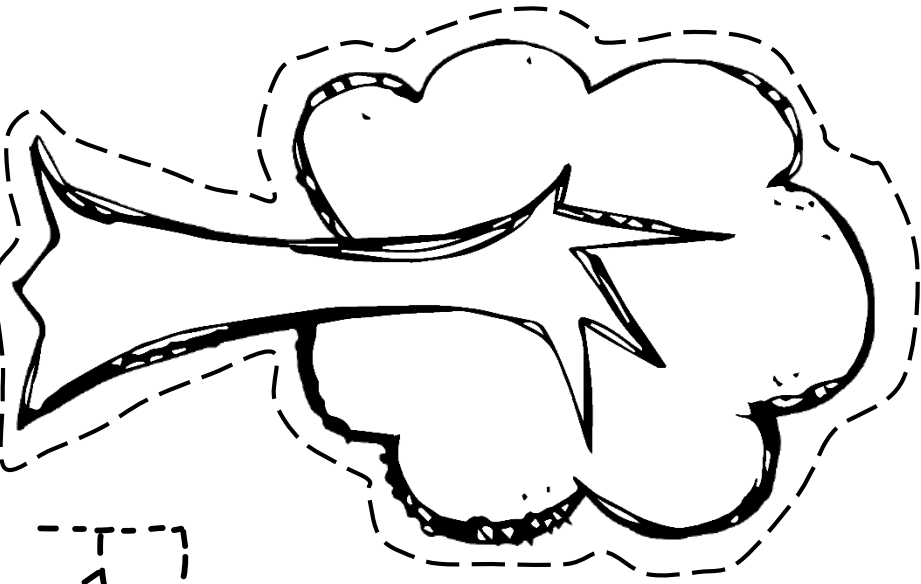
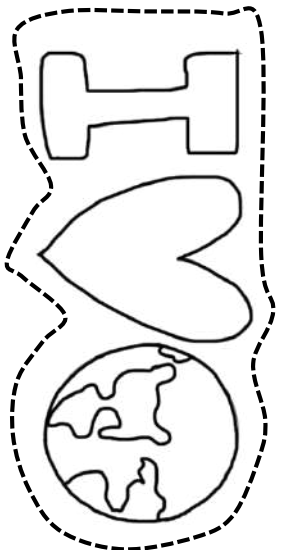
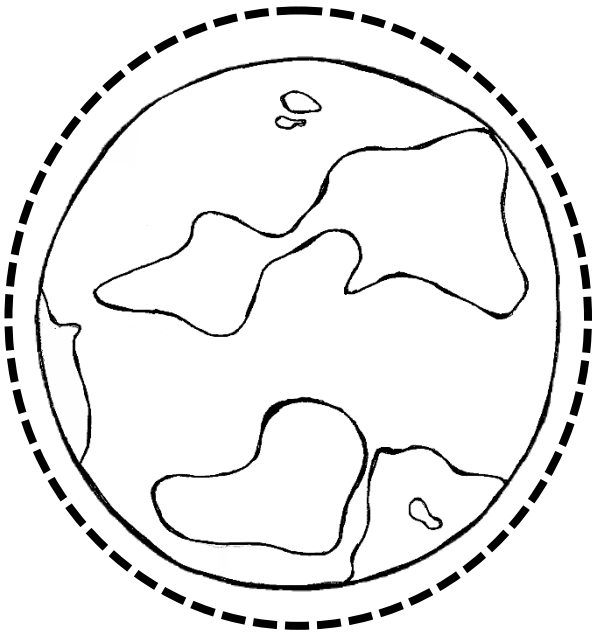
It is Earth Day! Earth is our home. We must be kind to it and take good care of it. On Earth Day, we can pick up the trash. We can also recycle boxes and bags. We can keep the water clean by keeping trash out of it. We can plant some trees, too. Trees keep the air clean. We must be good to our earth. Happy Earth Day!

My tricky words to learn:

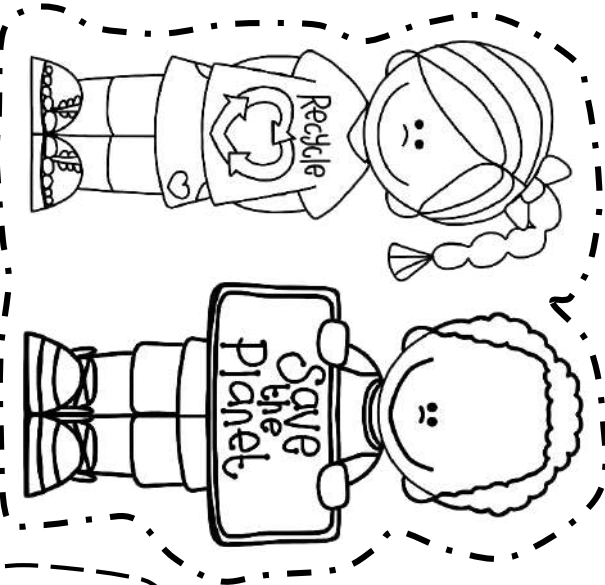
Trace and Color



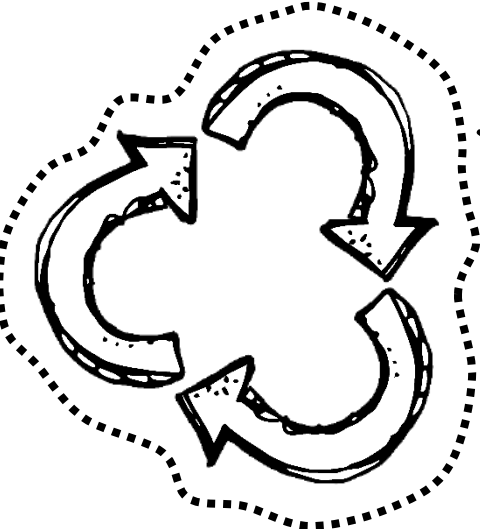
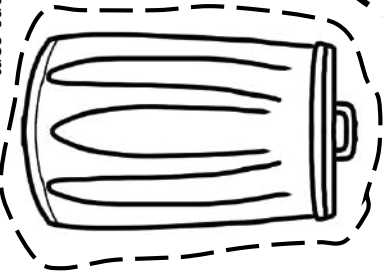
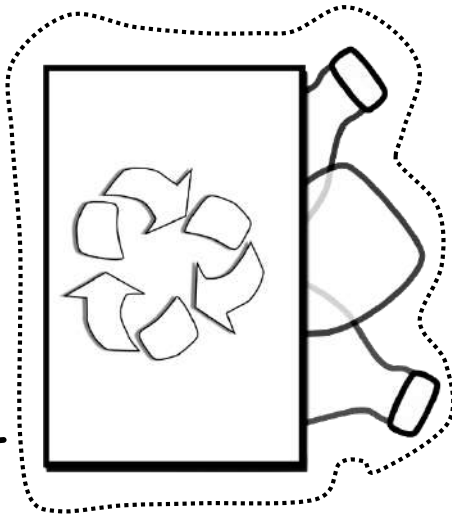
Earth



Reuse

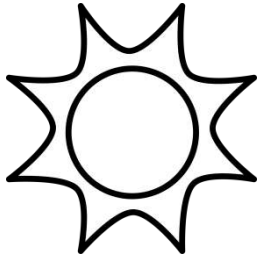


Recycle

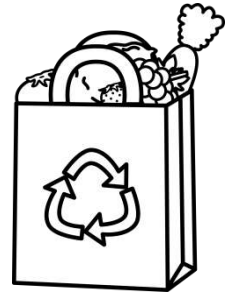


Name _____

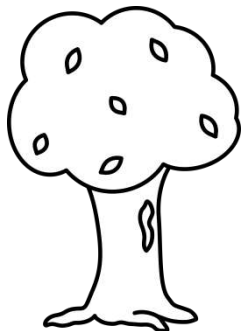
Earth Day Word Search



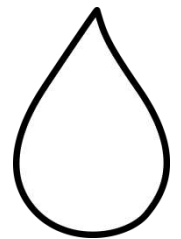
sun



reuse



tree



water

d	m	t	q	s	u	n	i
r	s	r	e	a	r	t	h
e	n	e	w	j	c	p	f
c	o	n	s	e	r	v	e
y	e	a	k	b	o	j	w
c	r	e	u	s	e	c	a
l	z	r	u	b	f	g	t
e	a	t	r	e	e	v	e
c	o	n	s	u	r	p	r



recycle



conserve



earth

Math Week 3 - Earth Appreciation

Math Learning Log

Monday, April 20, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:
Tuesday, April 21, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:
Wednesday, April 22, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:
Thursday, April 23, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:
Friday, April 24, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:

Name: _____

Date: _____

Monday

16

+ 3

14

+ 3

13

+ 2

18

+ 1

17

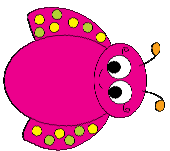
+ 2

12

+ 4

16

+ 4

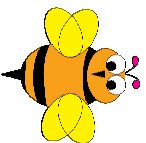


Tuesday

There were 46 peas on John's plate. He ate some. He had 22 left on his plate afterwards. How many peas did John eat? Write an equation and solve it.

Friday

Draw a shape with four sides and four angles.

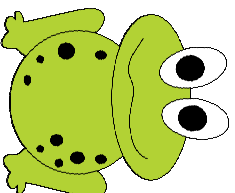


Wednesday

You have 7 quarters, 4 dimes, 6 nickels, and 8 pennies. How much money do you have? Write it using dollars and cents, and write it using cents only.

Thursday

How many more inches is the bottom line than the top line?



Adding 2-Digit Numbers (A)

Name: _____

Date: _____

Calculate each sum.

$$\begin{array}{r} 35 \\ + 57 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ + 99 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 89 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ + 44 \\ \hline \end{array}$$

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$$\begin{array}{r} 16 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ + 49 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ + 77 \\ \hline \end{array}$$

$$\begin{array}{r} 91 \\ + 95 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 93 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 68 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ + 82 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ + 18 \\ \hline \end{array}$$



Fill in the blank for each of the problems.

Answers

1) Count by 100s: 467 , 567 , 667 , _____

1. _____

2) Count by 10s: 167 , 177 , 187 , 197 , 207 , _____

2. _____

3) Count by 10s: 813 , 823 , 833 , 843 , 853 , _____

3. _____

4) Count by 100s: 190 , 290 , 390 , _____

4. _____

5) Count by 10s: 141 , 151 , 161 , 171 , 181 , _____

5. _____

6) Count by 10s: 710 , 720 , 730 , 740 , 750 , _____

6. _____

7) Count by 100s: 319 , 419 , 519 , _____

7. _____

8) Count by 10s: 321 , 331 , 341 , 351 , 361 , _____

8. _____

9) Count by 100s: 643 , 743 , 843 , _____

9. _____

10) Count by 10s: 591 , 601 , 611 , 621 , 631 , _____

10. _____

11) Count by 10s: 110 , 120 , 130 , 140 , 150 , _____

11. _____

12) Count by 10s: 630 , 640 , 650 , 660 , 670 , _____

12. _____

13) Count by 100s: 496 , 596 , 696 , _____

13. _____

14) Count by 100s: 184 , 284 , 384 , _____

14. _____

15) Count by 10s: 108 , 118 , 128 , 138 , 148 , _____

15. _____

16) Count by 10s: 537 , 547 , 557 , 567 , 577 , _____

16. _____

17) Count by 100s: 258 , 358 , 458 , _____

17. _____

18) Count by 100s: 460 , 560 , 660 , _____

18. _____

19) Count by 100s: 574 , 674 , 774 , _____

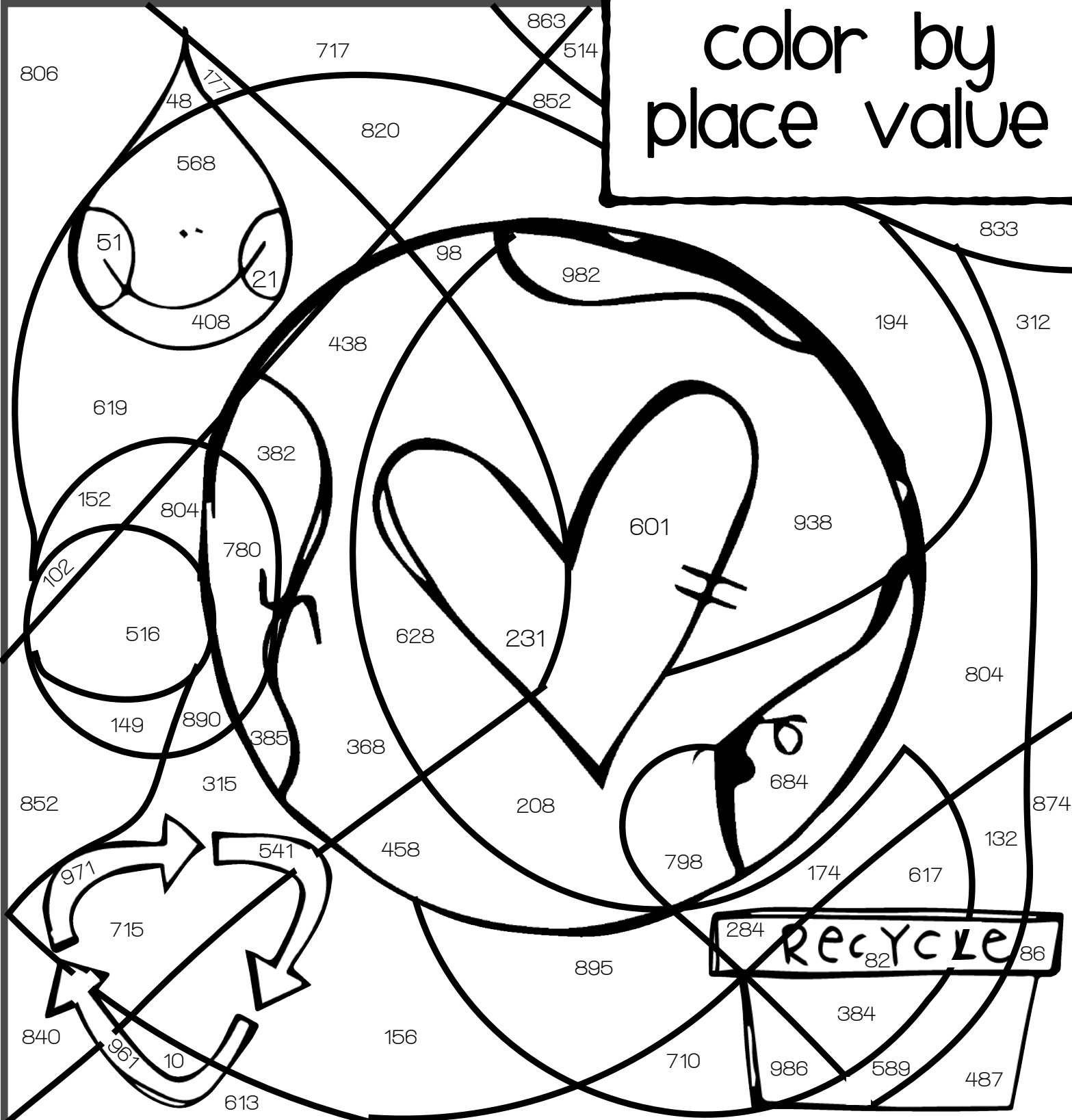
19. _____

20) Count by 100s: 517 , 617 , 717 , _____

20. _____

name _____

color by place value



color key

- 1 in the ones place = red
- 1 in the tens place = purple
- 1 in the hundreds place = pink

- 8 in the ones place = blue
- 8 in the tens place = green
- 8 in the hundreds place = yellow



Solve each problem.

46	2	18	38	41
10	37	75	99	81
26	29	39	55	38
78	92	83	28	53

Answers

1) $89 - 11 =$ _____

2) $71 - 42 =$ _____

3) $73 - 55 =$ _____

4) $99 - 0 =$ _____

5) $72 - 62 =$ _____

6) $59 - 13 =$ _____

7) $70 - 31 =$ _____

8) $54 - 26 =$ _____

9) $77 - 39 =$ _____

10) $92 - 39 =$ _____

11) $100 - 8 =$ _____

12) $88 - 5 =$ _____

13) $40 - 3 =$ _____

14) $32 - 6 =$ _____

15) $92 - 37 =$ _____

16) $90 - 49 =$ _____

17) $95 - 14 =$ _____

18) $86 - 48 =$ _____

19) $76 - 74 =$ _____

20) $91 - 16 =$ _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



Solve each problem.

1) $89 - 11 =$ _____

2) $71 - 42 =$ _____

3) $73 - 55 =$ _____

4) $99 - 0 =$ _____

5) $72 - 62 =$ _____

6) $59 - 13 =$ _____

7) $70 - 31 =$ _____

8) $54 - 26 =$ _____

9) $77 - 39 =$ _____

10) $92 - 39 =$ _____

11) $100 - 8 =$ _____

12) $88 - 5 =$ _____

13) $40 - 3 =$ _____

14) $32 - 6 =$ _____

15) $92 - 37 =$ _____

16) $90 - 49 =$ _____

17) $95 - 14 =$ _____

18) $86 - 48 =$ _____

19) $76 - 74 =$ _____

20) $91 - 16 =$ _____

Answers

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

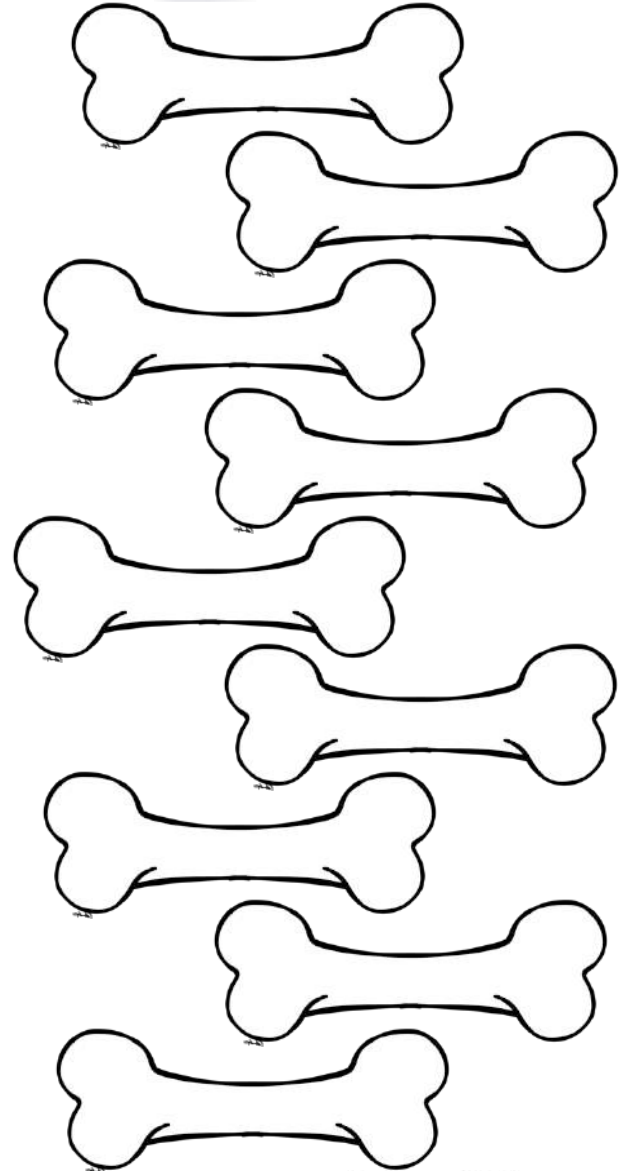
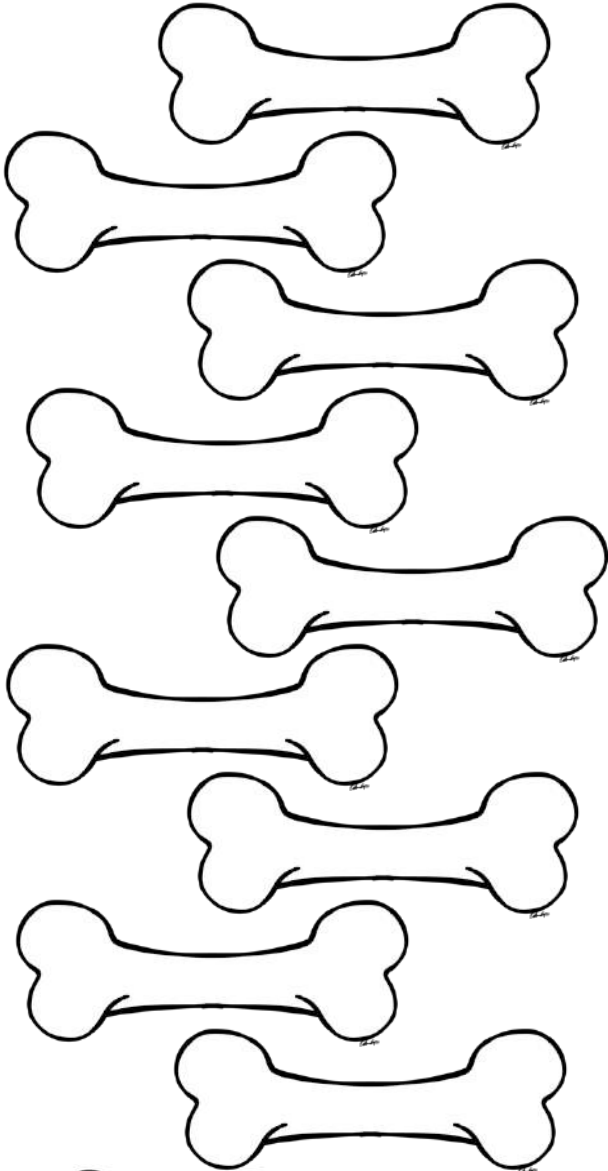
18. _____

19. _____

20. _____

Dinner Time!

- Each player picks a dog to start on.
- Take turns rolling two dice and finding the sum.
- The player with the larger sum moves up.
- First player to reach the doghouse wins!



Materials:
2 dice
2 colored markers

Week 7: April 27-May 1: Lorain Pride/History

Monday	<p><u>10 minutes:</u> Complete “ai/ay” word ladder *<i>Start at the bottom and work your way up</i></p> <p><u>20 minutes:</u> Read “Prize Winning Author Toni Morrison Dies at age 88”. While you read: As you read think about and jot some notes:</p> <ul style="list-style-type: none"> • Who is the passage about? Why is that person important? • What did this person do to make him/her famous or special? • What does this person mean to Lorain, Ohio?
Tuesday	<p><u>10 minutes:</u> Complete “ea” word ladder *<i>Start at the bottom and work your way up</i></p> <p><u>20 minutes:</u> Reread “Prize Winning Author Toni Morrison Dies at age 88”. After you read, answer multiple-choice questions 1-4.</p>
Wednesday	<p><u>10 minutes:</u> Complete “igh” word ladder *<i>Start at the bottom and work your way up</i></p> <p><u>20 minutes:</u> You are an important part of Lorain history! Write your autobiography (your life story). Brainstorm ideas and jot down events of your life that you would like to discuss. Narrow down to the most important times that you would like to write about. Add details and share with a friend or family member. Tell them your story aloud. After you finish telling your story aloud, write down your ideas.</p>
Thursday	<p><u>10 minutes:</u> Read the directions and play Word Part Race with an adult or sibling.</p> <p><u>20 minutes:</u> Draft your autobiography to share important details and events in your life. In your autobiography, you might want to:</p> <ul style="list-style-type: none"> • Introduce yourself • Share information about yourself • Share information about your family • Share your personal interests • Share what you love about Lorain, Ohio
Friday	<p><u>10 minutes:</u> Play Word Part Race with an adult or sibling. Try to do better than you did yesterday!</p> <p><u>20 minutes:</u> Part of history is remembering what places looked like and felt like at certain times. Today you can document what your part of Lorain looks like and feels like. Using your neighborhood or your home, look around at your surroundings. Notice every detail, even the color of the paint on the walls, the floor, the smells that surround you, and what it sounds like in the space.</p> <p>Write a description of space. As you look around your surroundings, think about the following:</p> <ul style="list-style-type: none"> • What do you see? • Who is there? • What do you usually do in this space? <p>Brainstorm ideas about how you would describe the space. Remember to describe it using all of your senses: sight, smell, hearing, taste, and touch</p>
*Optional	<p>Visit: http://www.clevelandmemory.org/lorain/index.html</p> <p>Click on the link to the photo gallery and look through old photos from Lorain.</p> <ol style="list-style-type: none"> 1. Pick one and write a story about what may have been happening in that photo. 2. See if you can identify any landmarks that still exist today. 3. Compare what life looked like in these photographs to your life today.

Prize-winning author Toni Morrison dies at 88

By Hillel Italie, Associated Press, adapted by Newsela staff on 08.08.19

Word Count **563**

Level **520L**



Nobel Peace Prize-winning author Toni Morrison died on August 5, 2019, at Montefiore Medical Center in New York. She was 88. Photo by: Guillermo Arias/AP Photo

NEW YORK, New York — Well-known author Toni Morrison has died. She was 88 years old. Her works changed American literature. She won many awards for her work.

Morrison died August 5 in New York. She had an illness.

Morrison read often, but she was happiest when she was writing.

Morrison became popular fast. She was almost 40 years old when her first book came out. After writing just six books, she received the Nobel prize. The prize is given to great writers. It is the highest honor for writing. Morrison was the first black woman to win the Nobel prize.

The Real Story Of America's Past

Morrison helped tell the real story of America's past. She told stories about people nobody knew or wanted. Her books talked about the history of black people. They contained sadness, love and adventure.

Morrison was born Chloe Ardelia Wofford in Lorain, Ohio. Her parents wanted her to read and to think. She thought she was smarter than many of the white children in her community. Later, she went to Howard University. It is a university for black students. Morrison wanted to be around other smart, black students.

At Howard, she spent much of her free time in the theater. There, she met Harold Morrison. They got married and had two children, Harold and Slade.

She and Harold Morrison got divorced later. That's when she started working for Random House. It is a publishing company. They edit and sell books. She was one of the few black women working in publishing. Over the next 15 years, she would do important work with major black authors.

A few years later, Morrison decided to write her first book. It was called "The Bluest Eye." It took several tries before someone published "The Bluest Eye." The book finally came out almost 50 years ago.

Used Books To Protest Racism

Morrison started writing at an important time. Black people were experiencing a lot of racism. Racism is when someone is treated differently because of the color of their skin. Some people wanted to use books to protest. Morrison did use her works to protest. She told stories about the effects of racism.

Morrison became really famous after she wrote her third book. It is called "Song of Solomon." The book has won many awards.

Still, not everyone liked Morrison's work. One writer didn't like that "Song of Solomon" had no white characters. "Beloved" didn't win a major award. Many people didn't think it was fair that the book didn't win. Forty-eight black writers wrote a letter protesting what happened.

Pulitzer And Nobel Prize Winner

"Beloved" later won the Pulitzer Prize for literature. The award is for excellence in writing. She went on to win the Nobel Prize for literature.

After winning the Nobel, people didn't like Morrison's new books as much. This year, a movie came out about Morrison called "Toni Morrison: The Pieces I Am."

Morrison also wrote plays and children's books.

Morrison taught at Princeton University in New Jersey. She also had an apartment and a house in New York. The house burned down in 1993. The house was rebuilt and Morrison continued to live and work there.

Things changed after Morrison wrote "The Bluest Eye." She looked at the world differently. "All of a sudden the whole world was a real interesting place," she said.

Quiz

1 Read the paragraph from the section "The Real Story Of America's Past."

Morrison helped tell the real story of America's past. She told stories about people nobody knew or wanted. Her books talked about the history of black people. They contained sadness, love and adventure.

Which question is answered in this paragraph?

- (A) Who were Morrison's most famous characters?
- (B) What kinds of subjects did Morrison write about?
- (C) Where did Morrison go to learn about America's past?
- (D) When did Morrison first publish her books?

2 Read the section "Pulitzer And Nobel Prize Winner."

Which sentence from the section explains how writing changed the way Morrison looked at life?

- (A) "Beloved" later won the Pulitzer Prize for literature.
- (B) Morrison taught at Princeton University in New Jersey.
- (C) Things changed after Morrison wrote "The Bluest Eye."
- (D) "All of a sudden the whole world was a real interesting place," she said.

3 Read the selection from the introduction [paragraphs 1-4].

After writing just six books, she received the Nobel prize. The prize is given to great writers. It is the highest honor for writing.

Which word could replace "great" WITHOUT changing the meaning of the selection above?

- (A) older
- (B) plain
- (C) important
- (D) published

4 Read the selection from the section "Used Books To Protest Racism."

Some people wanted to use books to protest. Morrison did use her works to protest. She told stories about the effects of racism.

What does the word "protest" mean?

- (A) to write long stories that many people read
- (B) to show dislike or anger about something
- (C) to do something that everyone else is going to do
- (D) to help people forget about bad things that happen

word ladder



name _____

date _____

skill: ea

Change the blend
to st.

Take away the t and
add the blend dr.

Change the ending
sound to /m/.

Add the beginning
sound /t/.

Change the ending
sound to /ch/.

Take away the
beginning blend.

Change the beginning
sound to the blend tr.

meat



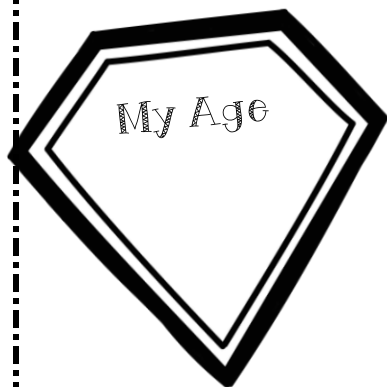
ALL ABOUT ME



By: _____

WHY I LOVE MY CITY (LORAIN)

When I Grow Up...



WHAT MAKES ME SPECIAL



My Family:

My Favorite Book



word ladder



name _____

date _____

skill: igh

Delete the blend and
add the /f/ sound.

— — — — —

Add a letter to
make the blend br.

— — — — —

Take away the m
and add r.

— — — — —

Change the first
sound to /m/.

— — — — —

Change the t to n.

— — — — —

Change the first
letter to t.

— — — — —

Change the first
sound to /l/.

— — — — —

sight



F.003

Word Parts Word Part Race

Objective

The student will gain speed and accuracy in reading word parts.

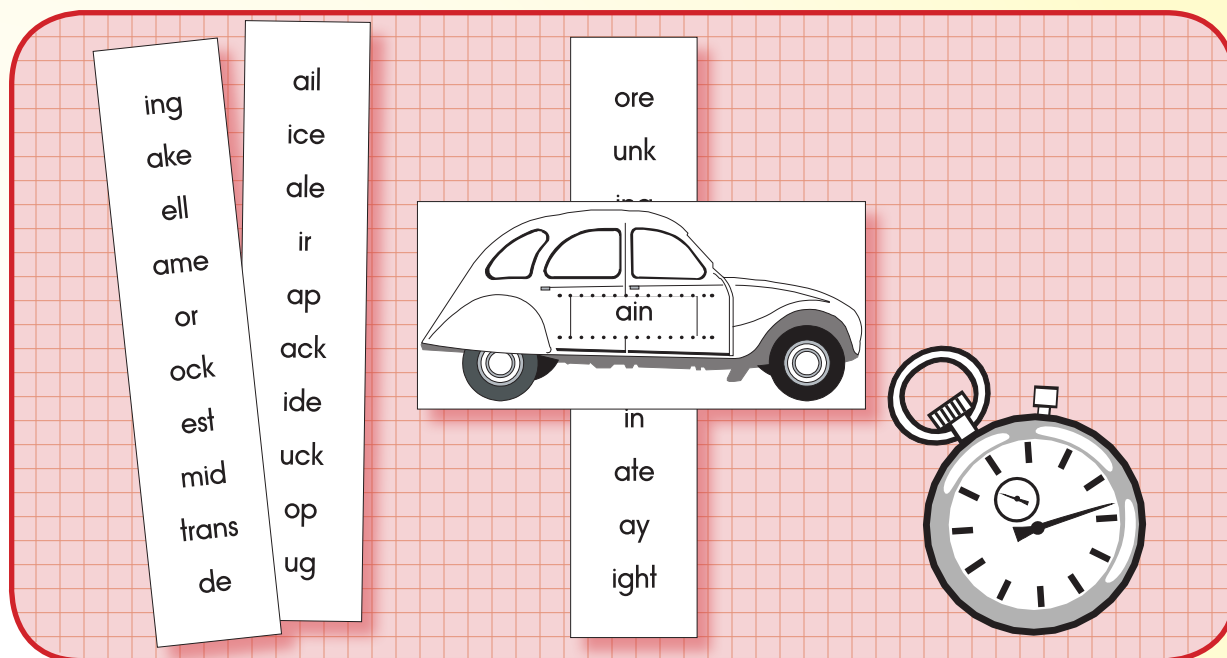
Materials

- ▶ Word part car slides (Activity Master F.003.AM1)
*These consist of the 37 most common rimes and common prefixes and suffixes.
Copy on card stock and laminate.
Cut on dotted lines to thread strips.*
- ▶ Word part strips (Activity Master F.003.AM2a - F.003.AM2b)
*Cut and laminate.
Thread the strips in the word part car slides so that word parts show.*
- ▶ Timer (e.g., digital)

Activity

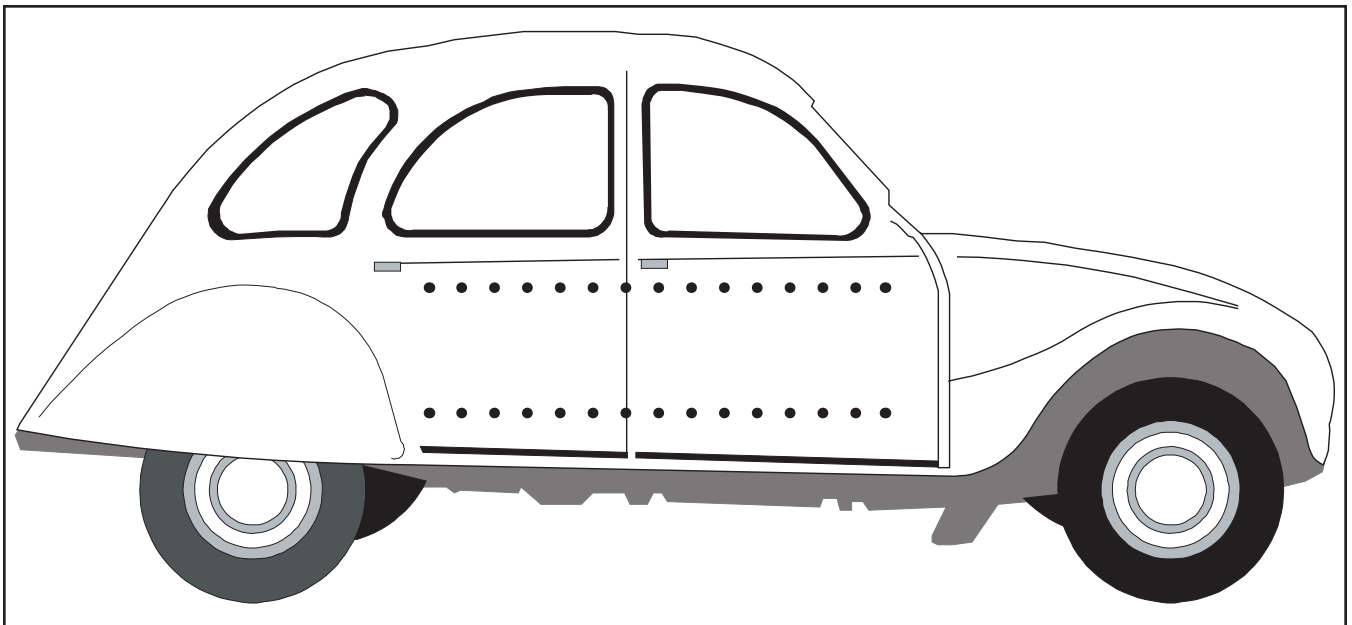
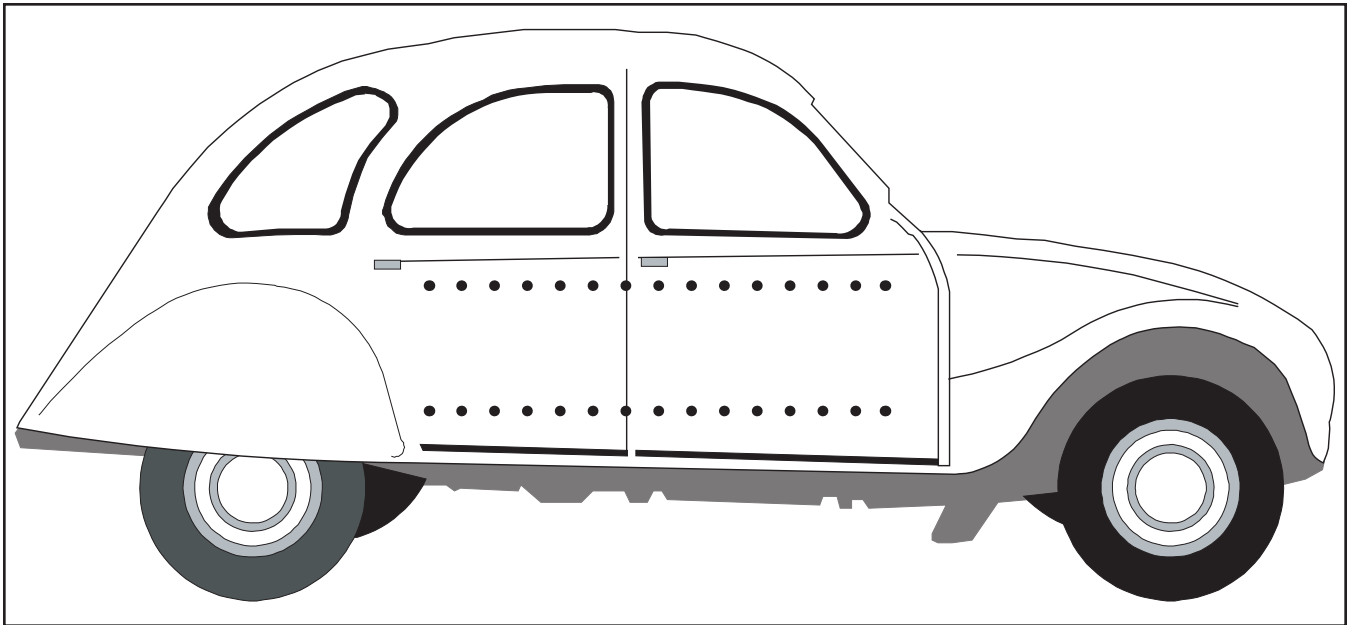
Students quickly read word parts by using a race car slide.

1. Place the word part car slides threaded with strips and the timer at the center.
2. Taking turns, student one sets the timer for one minute and tells student two to “begin.”
3. Student two moves the strip through the slide as he reads each word part. Chooses additional slides with strips and continues reading until the timer goes off.
4. Reverse roles and continue activity attempting to read all slides within one minute.
5. Peer evaluation



Extensions and Adaptations

- ▶ Make other strips using target word parts and words.



Directions: Cut on dotted lines and thread slide through to show word parts.

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Fluency

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Week 6: April 20-24: Earth Appreciation – Science

Grade 1 Standards:

1.ESS.1 The sun is the principal source of energy.

1.ESS.2 Water on Earth is present in many forms.

Grade 2 Standards:

2.ESS.1 The atmosphere is primarily made up of air.

2.ESS.2 Water is present in the atmosphere.

2.ESS.3 Long-and short-term weather changes occur due to changes in energy.

Monday	<p>Watch the following video on Brainpop Jr (This is free for families and can be watched on any device.) It can be located by searching “Sun”</p> <p>https://jr.brainpop.com/science/space/sun/</p> <p>Why is the Sun important to the Earth? Discuss with someone in your household why the sun is important to the Earth.</p>
Tuesday	<p>Make a sundial. If the weather isn’t conducive for an outside sundial, you can create it inside with the use of a flashlight. See the attached page for the directions on making the sundial. Page 3</p>
Wednesday	<p>Complete the attached writing sheet about the sun. You may rewatch the video to review. Page 4</p>
Thursday	<p>Watch the following video on Brainpop Jr (This is free for families and can be watched on any device.) It can be located by searching “Water Cycle”</p> <p>https://jr.brainpop.com/science/weather/watercycle/</p> <p>Discuss with your family about the four steps in the water cycle. Complete the attached sheet with writing about the four steps. Page 5</p>
Friday	<p>Complete the water cycle activity. Page 6</p>
*Optional	<p>Complete any of the previous weeks’ activities that you were unable to get finished.</p> <p>If you are unable to watch any of the videos, please either research the different topics or use one of the free sites to find books about the different topics.</p>

<https://www.infohio.org> - PreK-12 Digital Library - Username is lorain and password is titans (case sensitive - must be lowercase)

<https://britannicalearn.com/covid-19-free-resources/> - Encyclopaedia Britannica is offering all schools and students free access to its "LaunchPacks" science and social studies learning content. The sets are intended for students in K-12 and provide articles, images, videos and primary sources of information, presented in an "engaging interface," optimized for smart devices. The resources are translated into multiple languages.

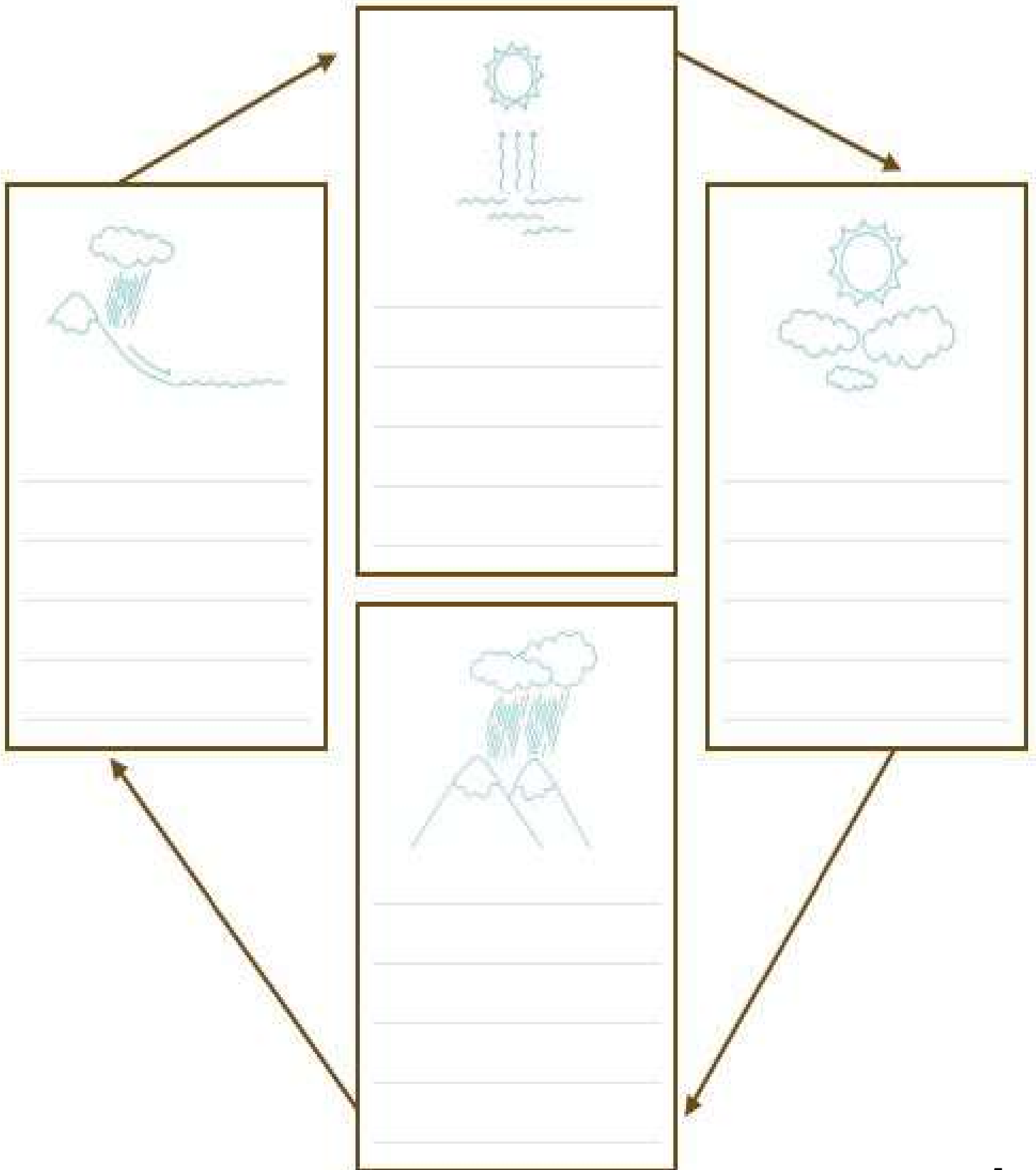
<http://teacher.scholastic.com/products/bookflix/#/>

Username:bookflix47

Password:yellow

Please share any of your work to your teacher/administrators.

What happens in the water cycle?





Where do you think water for rain comes from? Do this experiment to find out!

Name: _____

You'll need:

- a medium zip top plastic bag
- a cup
- water
- sand or dirt

1. Fill the cup half way with sand or dirt.
2. Add half a cup of water to the cup.
3. Seal the cup in the plastic bag and put it in a sunny place.

1. What do you think will happen? Make a prediction.

2. After a few hours, observe what happened. Write or draw your observations.

before	after

3. Write a conclusion about what you observed.

Math Week 4 - Lorain Pride

Math Learning Log

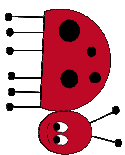
Monday, April 27, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:
Tuesday, April 28, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:
Wednesday, April 29, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:
Thursday, April 30, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:
Friday, May 1, 2020	<input type="checkbox"/> Problem of the Day <input type="checkbox"/> Skill of the Day page <input type="checkbox"/> Math game <input type="checkbox"/> Success Maker	NOTES:

Name: _____

Date: _____

Monday

What is the smallest number you can make with the numbers 5, 7, and 9.



What is the largest number you can make?

Tuesday

Fill in the missing numbers.

86	
106	

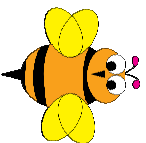
Friday

Add ten to each number.

45

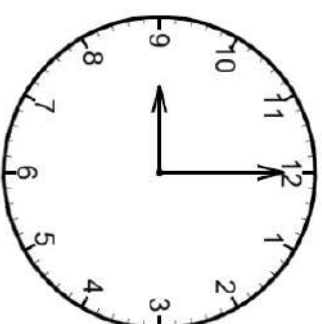
39

175



Thursday

What time is it?



Wednesday

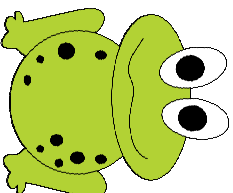
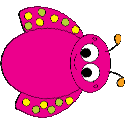
Use < or > sign.

264 ○ 136

343 ○ 262

221 ○ 212

334 ○ 343





Use < , > , or = to compare the numbers.

Answers

1) 906 ___ 505

1. _____

2) 471 ___ 469

2. _____

3) 962 ___ 692

3. _____

4) 304 ___ 595

4. _____

5) 937 ___ 937

5. _____

6) 525 ___ 752

6. _____

7) 135 ___ 892

7. _____

8) 260 ___ 263

8. _____

9) 856 ___ 586

9. _____

10) 945 ___ 947

10. _____

11) 479 ___ 749

11. _____

12) 963 ___ 693

12. _____

13) 294 ___ 606

13. _____

14) 408 ___ 406

14. _____

15) 297 ___ 927

15. _____

16) 462 ___ 461

16. _____

17) 763 ___ 673

17. _____

18) 160 ___ 160

18. _____

19) 235 ___ 414

19. _____

20) 370 ___ 368

20. _____

Math Mosaic 2

Add or subtract. Use the key to color in the spaces.

$\begin{array}{r} 59 \\ -23 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ +30 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 48 \\ -12 \\ \hline \end{array}$
$\begin{array}{r} 25 \\ +22 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ -26 \\ \hline \end{array}$	$\begin{array}{r} 40 \\ +31 \\ \hline \end{array}$	
$\begin{array}{r} 83 \\ -12 \\ \hline \end{array}$	$\begin{array}{r} 41 \\ +21 \\ \hline \end{array}$	$\begin{array}{r} 68 \\ -21 \\ \hline \end{array}$	
$\begin{array}{r} 24 \\ +12 \\ \hline \end{array}$	$\begin{array}{r} 44 \\ -20 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ -14 \\ \hline \end{array}$

Answer	Color
24	Red
36	Purple
47	Blue
62	Yellow
71	Green

Name: _____

Wednesday

'throw' more or less

Show greater than or less than in the

footballs

< / >

31 

45

100 

98

10 

4

80 

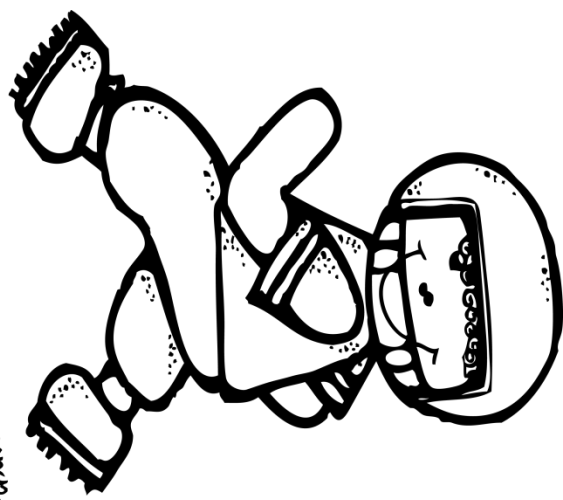
91

45 

60

21 

114



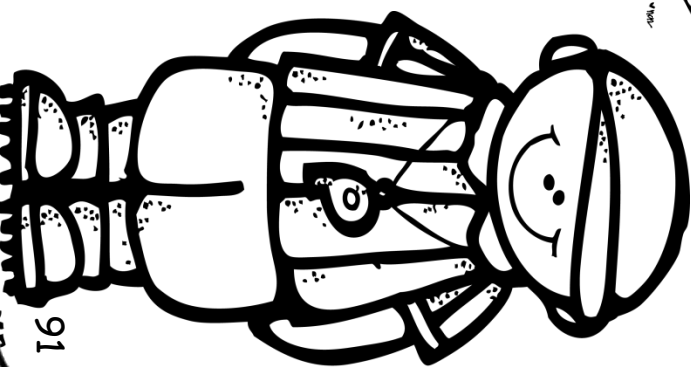
10 more, 10 less

91	
----	--

	40
--	----

	23
--	----

70	
----	--





Write each number described.

Answers

1) Write a number with:
8 tens, 1 one, 7 hundreds

1. _____

2) Write a number with:
2 tens, 8 ones, 9 hundreds

2. _____

3) Write a number with:
4 hundreds, 9 tens, 3 ones

3. _____

4) Write a number with:
7 hundreds, 1 one, 6 tens

4. _____

5) Write a number with:
1 hundred, 5 ones, 8 tens

5. _____

6) Write a number with:
9 tens, 7 hundreds, 1 one

6. _____

7) Write a number with:
3 hundreds, 2 tens, 6 ones

7. _____

8) Write a number with:
2 ones, 4 hundreds, 8 tens

8. _____

9) Write a number with:
8 hundreds, 6 tens, 0 ones

9. _____

10) Write a number with:
6 hundreds, 0 tens, 5 ones

10. _____

11) Write a number with:
4 tens, 5 hundreds, 2 ones

11. _____

12) Write a number with:
8 tens, 4 ones, 1 hundred

12. _____



Match the Time!



Match the correct time below with the right clock. Write the number in each circle.

1
2:10

2
5:15

3
6:05

4
1:20

5
4:45

6
7:30

7
8:35

8
12:10

9
1:50

10
2:00

11
3:55

12
4:25

13
5:30

14
6:45

15
7:10

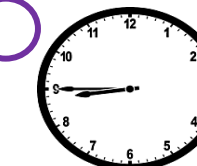
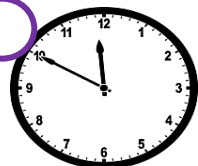
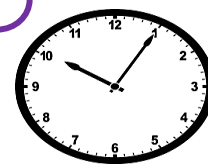
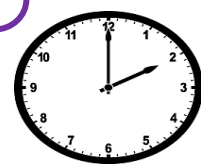
16
8:45

17
11:50

18
12:15

19
10:05

20
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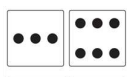


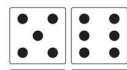
This game is a great game to help children practice their addition and subtraction facts.

- 2 – 4 players or teams
- game board
- different colored markers for each team/player
- 2 six-sided dice

To play the game:

1. Roll the 2 dice at the same time.
2. With the numbers that are rolled, decide if you want to add or subtract the 2 numbers. For example:

 $6+3=9$ or $6-3=3$

 $5+6=11$ or $6-5=1$

0	2	6	14	4	1	8
15	11	8	18	0	13	2
7	3	14	9	5	11	17
18	6	12	15	3	10	14
4	16	13	0	8	3	16
16	14	17	2	6	14	5
8	1	10	4	15	18	9
18	13	11	9	7	15	10
9	12	16	3	5	7	11
5	10	2	6	12	17	1

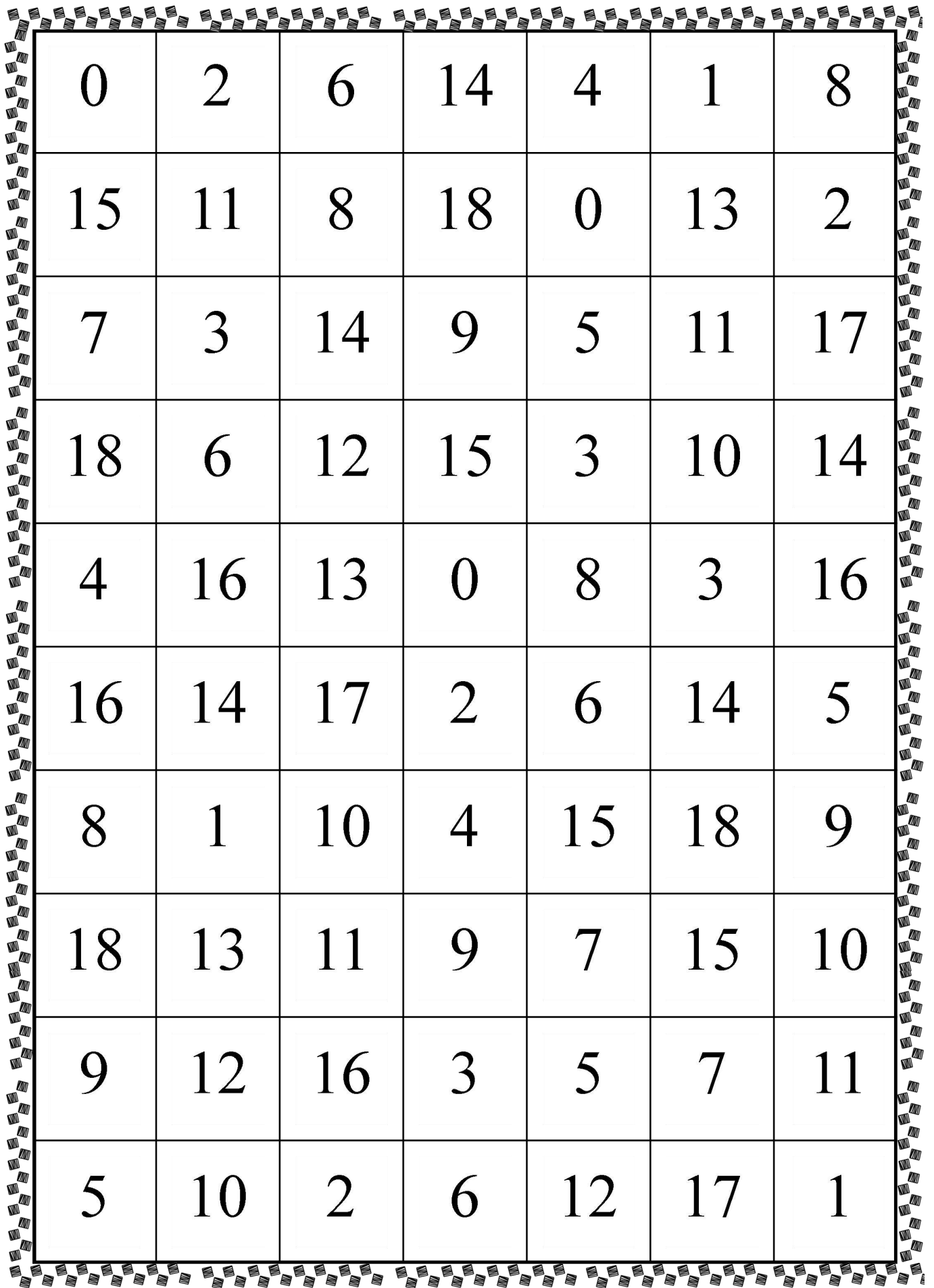
The first player may choose to place their marker on a 9 or a 3 and the second player may choose an 11 or a 1. As the game progresses, players must play pieces logically and strategically. They may play a piece to try and make a BINGO or to try and block another player from getting a BINGO. The first player/team to get 4 in a row is the winner. You may also go for 3 or 5 in a row, depending on the amount of time you have.

0	2	6	14	4	1	8
15	11	8	18	0	13	2
7	3	14	9	5	11	17
18	6	12	15	3	10	14
4	16	13	0	8	3	16
16	14	17	2	6	14	5
8	1	10	4	15	18	9
18	13	11	9	7	15	10
9	12	16	3	5	7	11
5	10	2	6	12	17	1

Update:



Well, I got this out to play and then remembered that I use polyhedra dice with a 6 sided di. Oops!



0	2	6	14	4	1	8
15	11	8	18	0	13	2
7	3	14	9	5	11	17
18	6	12	15	3	10	14
4	16	13	0	8	3	16
16	14	17	2	6	14	5
8	1	10	4	15	18	9
18	13	11	9	7	15	10
9	12	16	3	5	7	11
5	10	2	6	12	17	1

Week 7: April 27 – May 1: Lorain Pride and History – Social Studies

Grade 1 Standards:

Maps can be used to locate and identify places.

Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).

Grade 2 Standards:

Maps and their symbols can be interpreted to answer questions about location of places.

Change over time can be shown with artifacts, maps, and photographs.

Science and technology have changed daily life.

Monday	<ol style="list-style-type: none">1. If you were able to access BrainPop, please go back to the following link to log in to BrainPop Jr.(it will be the exact same login info that you used for BrainPop https://jr.brainpop.com/2. Once there, type “Reading Maps” in the search bar and watch the movie.3. You can also watch this YouTube video: “Second Grade Social Student - How to Read a Map” (it is the video by Sarah Hines)4. If you are unable to access either link, try to find examples of maps in your house or by looking for maps of Lorain online using whatever electronic device you have available. Pay attention to what maps show: land, water, streets, highways, houses, parks, stores, etc.5. Make sure you are continuing to keep track and journal what is happening in your community and how school is going. Remember, we are going to be writing letters to future students about this unique time.
Tuesday	Take a walk with your family around your neighborhood. Take a piece of paper and a pencil so that you can take notes of what you see so that you will be able to draw a map of your neighborhood. You should be looking for houses, apartments, churches, parks, trees, water, etc. Look for names of streets and other important landmarks so you will be able to label your map.
Wednesday	Draw a map of your neighborhood using the materials provided in your packet. Be sure to label it and provide a “Key” to your map so that others can read it. All required pieces for this project are included in the @home learning packets. If you have crayons or markers, use them to make the map colorful. If you do not, just use pencils or pens.
Thursday	<ol style="list-style-type: none">1. Finish your map project if you did not get it done yesterday.2. Included in your packet was a letter regarding the census. Make sure your family members see the letter so they know how important it is to complete the 2020 census.

	https://www.census.gov/content/dam/Census/programs-surveys/sis/resources/2020/sis-take-home-flyer-english.pdf
Friday	<ol style="list-style-type: none"> 1. Fun Friday Activity: This one is a little break from our usual routine to take some time practicing Kindness and Empathy. Head back to www.scholastic.com/learnathome. Once you are there, you need to scroll down to "Choose a Grade Level". Click on that and choose "Grades 1 and 2" You will go to "Week 2" and scroll down to "Day 9: Social Emotional Learning - Empathy and Kindness." Listen to, and read, the stories and do the activities on the page. 2. Find one way to demonstrate your Lorain Pride by showing kindness to someone in your family or neighborhood! <i>#TitanStrong</i>
*Optional	<p>*Create a scavenger hunt (or a treasure map like in the YouTube video) that uses a map with directions (north, south, east, west) and landmarks in your house or outside (tree, park, stairs, sink, etc) and have your family see what they find!</p> <p>*Practice yoga from ZenWorks yoga</p>

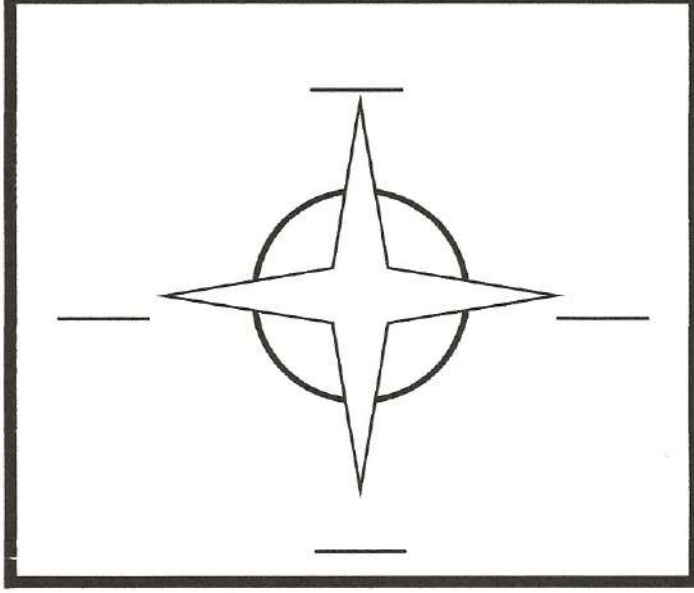
Map Key

Directions: You will be designing a town, city, or park. Use picture symbols to represent buildings, forests, farms, ponds, rivers, and any other features you want to include. Make sure you include your symbols on the map key. Complete the compass rose.

Map Key

- _____ School
- _____ House
- _____ Park
- _____ Forest
- _____ Bank
- _____ Police
- _____ _____
- _____ _____
- _____ _____

Compass Rose



Map Title: _____

Name _____

© Daffina Queen Teacher

Name: _____

Everyone Counts!

Every 10 years, every person in the United States gets counted. The count, called the **census**, is required by the U.S. Constitution. It lets the government know how many people live in the United States, including citizens and non-citizens.



The census also tells where people live, how many people are in each household and much more.

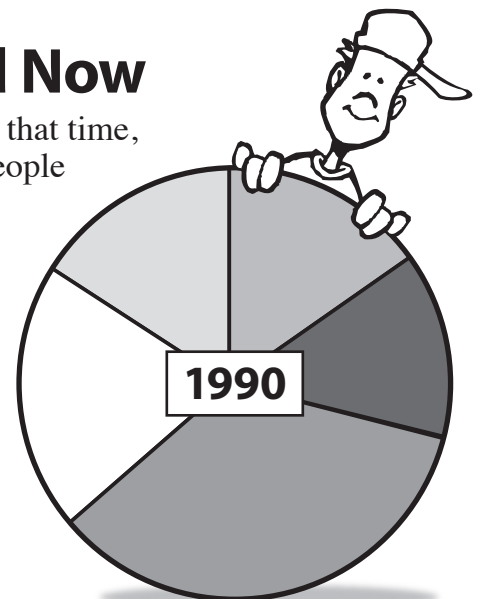
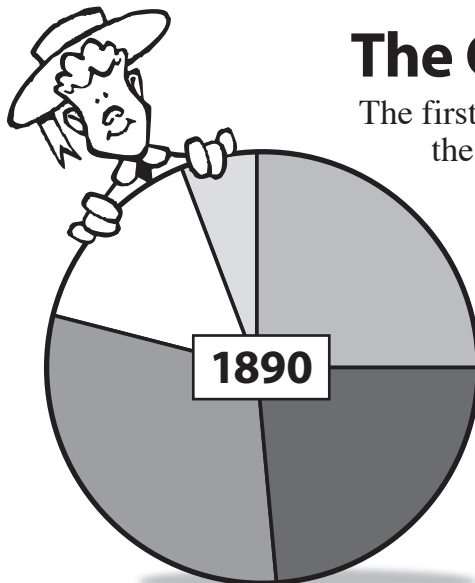
One of the main reasons for the census is to be sure that each state is represented fairly in Congress. The number of representatives that can be elected from each state depends upon how many people live in that state.

The government also uses the census to provide important services. These services include roads, schools, hospitals and fire departments.

Standards Link: Social Science: Current Events.

The Census: Then and Now

The first census was taken in 1790. Since that time, the U.S. Government has counted people every 10 years.



The number of people in different age groups has changed over the past 200 years. These two charts show the ages of people in 1890 and in 1990. How has the size of each age group changed? What does this tell us?

AGES: 0-9 10-19 20-39 40-59 60+

Standards Link: Math: Interpret results summarized and displayed in charts.

They grow up so fast.

Now's your chance to shape their future.



A kindergartener counted in the 2020 Census this spring will be starting high school when the next census comes around in 2030: That's 10 years of school supplies, teachers, school lunches, and so much more. This is your opportunity to help ensure they have a bright future.

Right now, students across the country are getting an introduction to the 2020 Census through the Statistics in Schools program. This program offers free activities and resources to schools to help prepare their students for an increasingly data-driven world.

Students are learning that the 2020 Census is a count of every person who lives in the United States and its territories. Responding to the census helps your community get its fair share of funding. Census data guides how more than \$675 billion in federal funding is distributed to states and communities each year for schools, health care facilities, roads, transportation, recreation centers, social services, and more.

You have the power to shape your future, and the future of all children, by counting everyone in your home in the 2020 Census.

Learn more about how you can shape your future at [2020CENSUS.GOV](https://2020census.gov).

Get more information about the Statistics in Schools program at [CENSUS.GOV/SCHOOLS](https://census.gov/schools).

Students are also learning these key things about the 2020 Census—and we want you to know them too:

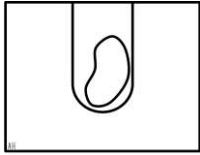
- Starting in March 2020, everyone living in your home needs to be counted. That includes children and newborn babies, citizens and noncitizens, relatives and nonrelatives, and even those staying with you temporarily.
- It's easier than ever to respond to the census. You can respond in 13 different languages, and you can complete it online, by phone, or by mail.
- Your responses to the census are safe and secure. The law requires the U.S. Census Bureau to keep your information confidential, and your responses cannot be used against you in any way.



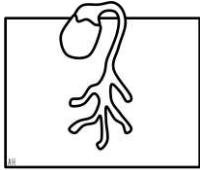
Shape
your future
START HERE >

United States[®]
Census
2020

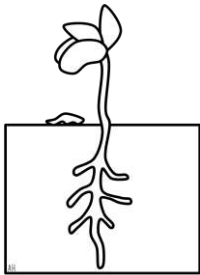
The Life Cycle of a Plant



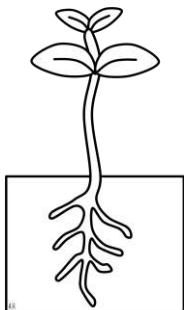
All plants are living. They have a life cycle. Plants start as a seed. The seed is planted in the ground.



Soon the seed begins to grow. Roots grow down into the soil. These roots will help get water for the plant.



A seedling is a baby plant. It grows leaves. The leaves help the plant begin to make food from air and water. Soon it will grow into a bigger plant. Seeds from different plants will grow to be different adult plants.



An adult plant starts to form. It can grow flowers or fruits. New seeds are made. These seeds can then be spread and planted. The life cycle begins again.

Plants are not alive. TRUE FALSE

Roots help the plant get sunlight. TRUE FALSE

Different kinds of seeds grow into different kinds of plants. TRUE FALSE

Seeds can come from fruits. TRUE FALSE

Adult plants make seeds, and the life cycle begins again. TRUE FALSE

Name: _____

Date: _____

How Does a Plant Grow?

First

Next

Then

Last

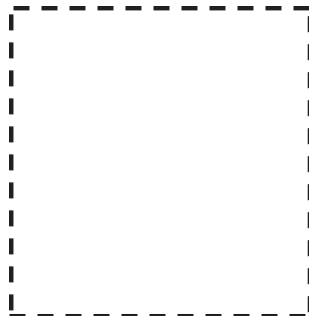
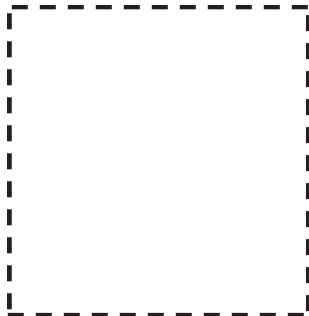
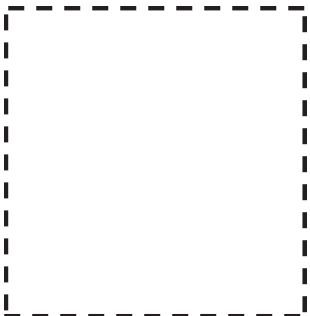
Illustrate each step.

1

2

3

4



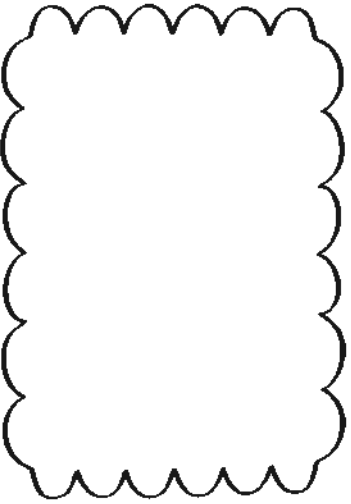


Name _____

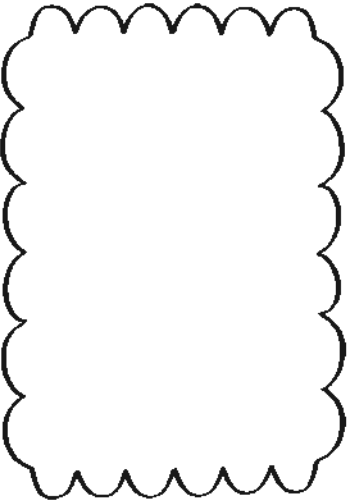
Growing Titans: Plant Observation Journal

Plant Your Seed and Every 2-3 Days Sketch or Write What You Observe

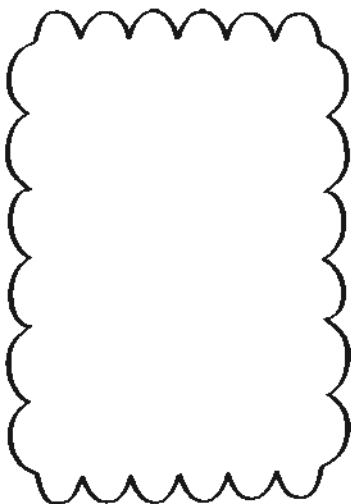
Day # ___



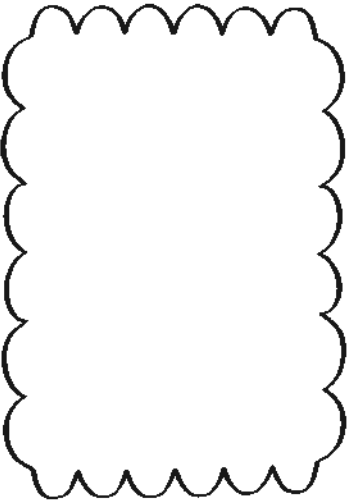
Day # ___



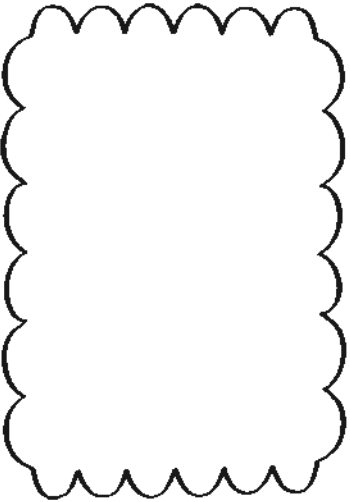
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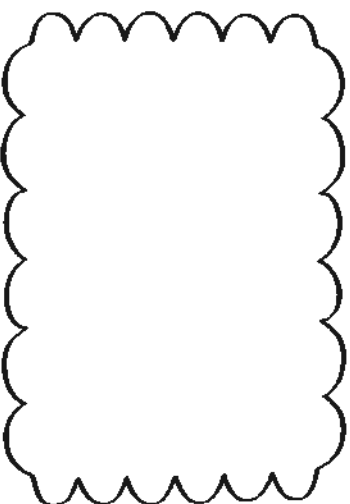
Day # ___



Day # ___



Day # ___



Growing Titans: Plant Observation Journal

Day # ___

Day # ___

Day # ___

Day # ___

Day # ___

April 30th

What are your ending observations?









