Dear Caretakers,

Children are learning wherever they are! In this packet, you will find resources to help them grow and learn while they are not at school.

**Home Links** with different kinds of activities connected to what second graders are now learning about in school—Connecting Places, Connecting People.

**Word cards** with images, definitions, more information, and questions to discuss. Cut them apart and use them however you want!

**Books and other texts** with questions for discussion, drawing, and writing

**Literacy activities**, including prompts for discussion, reading practice, and word practice

**Writing** prompts and paper. In first grade, writing includes drawing!

As children are playing, as always, you can support learning by talking with them about what they are doing.

- Tell me what you are working on.
- How did you decide to do that?
- What else could you use?
- Can you try that in a different way?

Collect materials around your home, such as food containers, packing materials, twist ties and string, paper scraps, loose buttons, sticks and leaves... all of these can be used for building and making things. Then you and your children can tell stories and draw about what you made.

You may be receiving packets from more than one grade. Encourage children of different ages to read, work, and explore together!
Estimados todos y todas,

¡Los niños y niñas aprenden en todos lados! Es por eso que en estas páginas les enviamos recursos para ayudarlos a que sigan creciendo y aprendiendo mientras no están en la escuela.

Home Links tiene distintos tipos de actividades relacionadas a la unidad que están aprendiendo en la escuela: Conectando lugares, conectando gente.

Tarjetas de palabras con imágenes, definiciones y preguntas para conversar entre ustedes. Pueden cortarlas y usarlas en el orden que deseen.

Libros y otros textos con preguntas para que sigan conversando, dibujen y escriban sobre lo que leyeron y escucharon.

Varias actividades de alfabetización, incluyendo más preguntas para conversar, práctica de lectura y escritura y lectura de palabras.

Escritura y papel para escribir. En primer grado dibujar es parte de la escritura también!

Mientras los niños y niñas juegan es bueno conversar sobre lo que hacen:

   Dime lo que estás haciendo.
   ¿Cómo decidiste hacer eso?
   ¿Qué otra cosa podrías usar?
   ¿Puedes probar eso de otro modo?

Junten materiales reciclables en sus hogares desde cajas de comida a botones e inviten a que los niños y niñas creen y construyan con ellos. Luego juntos pueden inventar historias sobre lo creado.

Tal vez reciban materiales para niños y niñas de distintas edades. ¡Estimúlenlos a que trabajen y exploren juntos!
Fanmi yo,

**Ti moun ap kontinie apran nenpòt kote yo ye!** Nan pakèt sa, wap jwen risous po ou ede timoun yo grandi epi apran pandan pa gen lekòl.

- **Home Links** avèk diferan aktivite ki konekte avèk sa timoun yo ap apran nan dezyèm ane. Risous nan kominote nou—Connecting Places, Connecting People.

- **Word cards** avèk imaj, definisyon, enfomasyon, epi kestyon pou nou ka diskite. Koupe yo epi sèvi avèk yo nenpòt jan nou vle!

- **Books and other texts** avèk kestyon pou nou ka diskite, desine, avèk ekri.

- **Literacy activities**, gen sipò avèk kestyon pou nou ka diskite, tèks pou nou li, mo pou nou pratikè

- **Writing** sipò avèk papyè. Nan dezyèm ane, desine fè pati de ekri tou!

Pandan tout tan, ke ti moun yo ap jwe, nou ka sipòte konesans yo: *fè ti pale* avèk yo, mande yo ki sa yap fè, epi fè yo esplike nou sa yap fè.

- *Sak ki fè ou deside fè sa pito?*
- *Ki sa ankò ou ka sèvi pou ou te fè sa?*
- *Eske ou ka ese ye fè sa youn lò jan?*

**Kolekti materryèl lan tout kay lan**, tankou kontenè ke te gan manje, materyèl you sèvi pou ambalaj, lasèt, moso papyè, vye bouton, bout bwa, fèy... tout bagay ke nou ka sèvi pou nou fè kontrikson lòt bagay. Apre, ou menm avèk pitit ou ka rakonte istwa epi desine bagay nou fè - batì yo.

Ou ka ap resevwa pake de plizèy klas, si ou gen pitit nan diferan klas. **Ankouraje ti moun yo pou yo travay ansanm, li ansam, explore ansam!**

RETE KALM EPI KONTINYE LAVE MEEN NOU

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**Boston Public Schools**
**Focus on Children**
**Department of Early Childhood**

**KEEP CALM AND WASH YOUR HANDS**

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Unit 3: Connecting Places, Connecting People

Week 5: What do textiles say about the communities that make them?

Dear Families,
This week in second grade we are learning about how art can help us understand a place.
Try one of these activities with your child each day. Mark the activities you do, and have your child return this sheet to school at the end of the week.

<table>
<thead>
<tr>
<th>Create something</th>
<th>Talk about...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sketch a design for your own quilt, inspired by your family story or your neighborhood. What does your quilt look like? What story does it tell? What patterns and colors are you using? Why did you choose them?</td>
<td>... where textiles come from. Walk around the place where you live and look at different pieces of cloth. What patterns and colors do you notice? What can you guess about where they come from, and why? How might they have traveled to you?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tell a story</th>
<th>Read together!</th>
<th>Use math ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell a story about how your quilt came to be and how it might travel from one place to another. What does this quilt communicate about you, the designer? Write about it.</td>
<td>at least 20 minutes every day</td>
<td></td>
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<tr>
<td>Record your reading on the back of this page.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Explore science and engineering</th>
<th>Play with words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a diagram to explain these changes in states of matter: melting freezing evaporation condensation</td>
<td>Write a definition for each of this week’s words.</td>
</tr>
<tr>
<td>fragment arrange imperfect eager master commotion sturdy weave daydream</td>
<td></td>
</tr>
</tbody>
</table>

Child’s name __________________________ Family member’s name __________________________
This week we are reading...

*Mama and Papa Have a Store*  
by Amelia Lau Carling

*Abuela's Weave*  
by Omar S. Cataneda

Go to the library or look on your home bookshelf to find other books with art from places around the world and the artists who made it.

**Reading Log**  
Your child reads to you, or you read to your child

<table>
<thead>
<tr>
<th>Title and Author</th>
<th>What do you think about this book?</th>
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</table>
الوحدة 3: تواصل الأمكن، تواصل الناس
الأسبوع الخامس: ما الذي تقوله لنا المنوسجات عن المجتمعات التي قام بتصنيعها؟

العلاقات الأعزاء
في هذا الأسبوع في الصف الثاني، نحن نتعلم كيف يمكن للآن أن يساعدنا في فهم السكان.

المنوسجات في هذا الأسبوع دفعتًا من هذه الأنشطة مع طالب كل يوم. تم تميز الأنشطة التي تقوم بها، وأطلاب من طلاب إعادة الورقة إلى المدرسة.

في نهاية الأسبوع:

<table>
<thead>
<tr>
<th>تحدث عن .....</th>
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<tbody>
<tr>
<td>قم بعمل رسمة تصميم للحافظ الخاص، مستوحى من قصة حافلتك أو ما يحثك. كيف تبدو لك حافلتك؟ ما قصة التي تخبرها ما هي الأحجام والألوان التي قمت باستخدامها؟ لماذا قمت باختيار أي شيء؟</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>أقرأوا سويا</th>
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</thead>
<tbody>
<tr>
<td>أقرأ ما لا يقل عن 20 دقيقة كل يوم سجل قراءتك خلف هذه الصفحة.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>أخبرنا عن قصة</th>
</tr>
</thead>
<tbody>
<tr>
<td>أخبر قصة عن كيف كان حافلتك وكيف يمكن أن ينتقل من مكان إلى آخر. ماذا يحدث هذا الحافل عنك، المصمم؟ أكتب عن ذلك.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>استخدم فكرة من الرياضيات</th>
</tr>
</thead>
<tbody>
<tr>
<td>انظر داخل أو خارج المكان الذي تعيش فيه وانظر إلى قطع العمل المختلفة. ما هي الأشكال والألوان التي تلاحظها ما الذي يمكنك تخصيصه من أي جاعمو وملام؟ كيف أن سألوا إليها؟</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>العاب بمفردات الكلمات</th>
</tr>
</thead>
<tbody>
<tr>
<td>اكتب تعريفا لكل كلمة من كلمات هذا الأسبوع</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>اسم الطالب:</th>
<th>اسم عضو الأسرة:</th>
</tr>
</thead>
</table>
لاذهب إلى المكتبة أو اطلع على رف الكتب الذي هو في منزلك للعثور على كتب أخرى عن الفن من أماكن في جميع أنحاء العالم والفنانين الذين قاموا بصنعها.

<table>
<thead>
<tr>
<th>اسم الكتب</th>
<th>الكاتب</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mama and Papa Have a Store by Amelia Lau Carling</td>
<td>Abuela’s Weave by Omar S. Cataneda</td>
</tr>
</tbody>
</table>

سجل القراءة

أن يقرأ طفلك، أو تقرأ أنت لطفلك

ما هو رأيك في هذا الكتاب؟

طوان الكتب واسم المؤلف
Unidade 3: Modi ki pesoa sta ligado un ku kel otu na ses komunidades, i di un komunidadi pa kel otu? (Connecting Places, Connecting People)

5ª Semana: Kuzê ki teêteis ta fla sobre komunidades ki ta produzi-s?

Prezadas Famílias,
Es semana na sigunda série nu sta ta prendi modi ki arte pode djuda-nu intendi un lugar. Tenta faze un di kes atividades li ku bu fidju tudu dia. Marka kes atividades oras ki nhos faze-s, i pidi bu fidju pel intrega es fodja na skola antes ki semana finda.

<table>
<thead>
<tr>
<th>Kria un kuza</th>
<th>Fala sobre...</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Konta un stória</th>
<th>Ler djuntu!</th>
<th>Usa ideas matimáticas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sobre manera ki bu sta pensa faze bu colcha i modi ki el podi viaja di un lugar pa kel otu. Skrebi sobre kuzê ki es colcha ta fra sobre bô, kel pesoa ki faze-l?</td>
<td>pelo menos 20 minutos tudu dia</td>
<td>Djobi formas tridimensionais dentu i fora di lugar ondi bu ta vivi. Ki formas bu sta observa? Bu pode dizenha-s?</td>
</tr>
<tr>
<td>Regista bu leitura na kosta di es pajina.</td>
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<table>
<thead>
<tr>
<th>Splora siênsia i injinharía</th>
<th>Jogo di palavras</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dizenha un diagrama pa splika mudansas na staud di matéria:</td>
<td>Skrebi difinison di kada palavras ki nu prendi es semana li.</td>
</tr>
<tr>
<td>fusão</td>
<td>fragrant</td>
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<tr>
<td>solidificação</td>
<td>eager</td>
</tr>
<tr>
<td>evaporação</td>
<td>arrange</td>
</tr>
<tr>
<td>condensação</td>
<td>master</td>
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</tbody>
</table>

Nomi di kriansa: ____________________________  Nomi di un menbro di família________________________
Bai ti biblioteka ô djobi livros ki bu teni na casa, i spia si bu ten otus livro ki ta fala sobre artes di diferentes lugares en volta di mundo i di artistas ki faze-s.

### Registro di Leitura
Bu fidju ta lê pa bô, ô bô bu ta lê pa el.

<table>
<thead>
<tr>
<th>Titulo i Autor</th>
<th>Kuzê ki bu ta atxa di es livro?</th>
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</table>
第 3 單元: 連接地方，連接人
第 5 周: 紡織品表達了有關製造它們的社區的什麼事?

親愛的家長，
在二年級的這一周，我們在學習藝術能如何幫助我們理解一個地方。
每天跟你的孩童一起嘗試下列一個活動。在你做過的活動旁做記號，並請你的孩童在本周結束時
把這張單子交還給學校。

創造東西
以你的家庭故事或你的社區為靈感，為
你自己的 quilt (拼布被) 簡單地畫出一個
設計。你的拼布被看起來是什麼樣子?
它說了什麼故事? 你使用什麼花樣及色
彩? 你為什麼選擇了它們?

討論...
... 紡織品從哪裡來。在你住的地方四處
走動，並看看不同的布料。你注意到什
麼花樣和顏色? 對於它們來自的地方，
你能猜到什麼，還有為什麼? 它們可能
是如何到你家的?

說一個故事
說一個故事，有關你的拼布被
是怎麼來的，還有它可能如何
從一個地方到另一個地方。這
一條拼布被傳達了有關你，也
就是設計師的，什麼事? 把它
們寫下來。

一起閱讀!
每天至少 20 分鐘
在此頁背面記錄你的閱讀。

運用數學概念
在你住的地方的裡面或外
面，尋找一些立體的形狀。
你看到什麼形狀? 你能把它們
畫下來嗎?

探索科學及工程
畫一個圖形，以說明這些物質狀態的改
變:
- Melting (融化)
- Freezing (冷凍)
- Evaporation (蒸發)
- Condensation (凝結)

玩文字
為這個禮拜的每一個字寫下定義。
- Fragrant
- Arrange
- Imperfect
- Eager
- Master
- Commotion
- Weave
- Sturdy
- Daydream

孩童姓名 ______________________________ 家庭成員的姓名 ______________________________
這禮拜我們在閱讀...

**Mama and Papa Have a Store** 作者: Amelia Lau Carling

**Abuela’s Weave** 作者: Omar S. Cataneda

前往圖書館或在你家裡的書架上尋找其他書本，有關來自世界各地的藝術品以及創作它們的藝術家。

<table>
<thead>
<tr>
<th>閱讀紀錄</th>
</tr>
</thead>
<tbody>
<tr>
<td>你孩童讀書給你聽，或你讀書給你孩童聽</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>書名和作者</th>
<th>你對這本書有什麼想法?</th>
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</table>
Unité 3: Connecter les lieux, Connecter les gens
Semaine 5: Que racontent-elles les toiles sur les communautés qui les fabriquent?

Chères familles,
Cette semaine dans la classe de deuxième année nous apprenons comment l’art peut nous aider à comprendre un lieu.
Essayez l’une de ces activités avec votre enfant chaque jour. Veuillez marquer les activités que vous faites et demandez à votre enfant de rendre cette feuille à l’école à la fin de la semaine.

<table>
<thead>
<tr>
<th>Créer quelque chose</th>
<th>Parler sur...</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Raconter une histoire</th>
<th>Lisez ensemble!</th>
<th>Utiliser des idées mathématiques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racontez une histoire sur comment votre courtoisie est entrée en existence et comment elle peut voyager d’un lieu à un autre. Que communique cette courtoisie sur vous, le designer? Écrivez sur elle.</td>
<td>Pour au moins 20 minutes chaque jour. Enregistrez votre lecture au verso de cette page.</td>
<td>Cherchez des formes tridimensionnelles en dedans ou en dehors aux alentours où vous habitez. Quelles formes voyez-vous? Pouvez-vous les dessiner?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explorer la science et la génie</th>
<th>Jouer avec des mots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dessinez un diagramme pour expliquer ces changements dans les états de matière: melting freezing evaporation condensation</td>
<td>Écrivez une définition pour chacun des mots de cette semaine: fragrant eager commotion arrange master weave imperfect sturdy daydream</td>
</tr>
</tbody>
</table>

Nom de l'enfant ___________________________ Nom du membre de famille ________________________
Cette semaine nous lisons...

Mama and Papa
Have a Store
par: Amelia Lau
Carling

Abuela’s Weave
par: Omar S. Cataneda

Allez à la bibliothèque ou cherchez sur votre étagère pour y trouver des autres livres qui parlent sur l'art venant partout à travers le monde.

<table>
<thead>
<tr>
<th>Titre et auteur</th>
<th>Que pensez-vous de ce livre?</th>
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</table>
Initi 3: Konekte Zòn, Konekte Moun

Semèn 5: Ki sa yon twal rakonte nou sou kominote ki fè l lan?

Chè fannmi,
Semèn sa a nan klas dezyèm ane a n ap aprann kichòy sou kòman atizay kapab ede nou konprann yon zòn. Eseye youn nan aktivite sa yo avèk pitit ou an chak jou. Make aktivite nou fè yo, epi fè pitit ou an remèt féy sa a bay lekòl la nan fen semèn nan.

Kreye yon bagay
Fè yon desen pou pwòp lenn pa w, ke yon istwa fanmi w oswa katye w enspre w fè. A ki sa lenn ou an sanble? Ki istwa l rakonte? Ki modèl ak koulè w ap ililize? Pou ki sa w chwazi yo?

Pale sou...
...orijin twal (kote twal soti). Fè yon ti mache kote w abite a epi gade differan moso twal. Ki modèl ak koulè ou remake? Ki sa ou kapab devine sou ki kote yo orijine, e pou ki sa? Ki jan w panse yo rive vin jwenn ou?

Rakonte yon istwa
Rakonte yon istwa sou kòman twal ou an te antre an egzistans e kòman l vwayaje sot nan yon plas al nan yon lòt. Ki sa lenn sa a kominike sou ou menm ki konsevwa l la? Ekri kichòy sou li.

Li ansanm!
pou omwen 20 minit chak jou
Anrejistre lekti nou yo dèyè do paj sa a.

Itilize ide matematik
Chèche anndan oswa deyò kote w abite a pou kèk fòm tridimansyonel (3-D). Ki fòm ou wè? Èske w ka desine yo?

Eksplore syans ak jeni (enjenyè)
Desine yon dyagram pou eksplike chanjman sa yo nan eta matyè:
pwen fizyon (fonn)
konjelasyon
evaporasyon
kondansasyon

Jwe avèk mo
Ekri yon definisyon pou chak mo pou semèn sa a.

fragrant
eager
arrange
master
imperfect
sturdy
commotion
weave
daydream

Non timoun nan ________________________ Non manm fannmi an ________________________
Semèn sa a n ap li...

**Mama and Papa**
*Have a Store*
ekriven: Amelia Lau Carling

**Abuela’s Weave**
ekriven: Omar S. Cataneda

Ale nan yon bibilyotèk osinon gade sou etaje liv lakay ou pou w chèche kèk lòt liv ki genyen atizay ki sot nan kèk zòn toupatou nan monn lan ak atis sìla yo ki kreye yo.

<table>
<thead>
<tr>
<th>Rejis Lekti</th>
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<td>Pitit ou an li ba ou, oswa ou li pou pitit ou an</td>
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<th>Tit la ak Otè a</th>
<th>Ki sa w panse de liv sa a?</th>
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</table>
Unidade 3: Como é que as pessoas estão ligadas umas às outras nas suas comunidades, e de uma comunidade à outra? (Connecting Places, Connecting People)

5ª Semana: O que os têxteis dizem sobre as comunidades que os produzem?

Prezadas Famílias,
Esta semana na segunda série estamos a aprender como a arte pode nos ajudar a entender um lugar. Tenta fazer uma destas atividades com o seu filho todos os dias. Marque as actividades quando as fizer, e peça ao seu filho que devolva esta folha à escola no fim da semana.

**Cria algo**
Desenha a sua própria colcha, inspirado pela história da sua família ou da sua vizinhança. Como é sua colcha? Que história ela conta? Que padrão e que cores vais usar? E porque os escolheste?

**Fala sobre...**
... de onde vem os têxteis. Anda em volta da tua comunidade e busca diferentes pedaços de tecidos. Que padrão e que cores observaste? Podes imaginar de onde eles vieram, e porque? Como é que viajaram até chegarem a ti?

**Conta uma história**
Sobre como fizeste a tua colcha e como é que ela pode viajar de um lugar para outro. O que esta colcha diz sobre ti, o criador? Escreve sobre isto.

**Leem juntos!**
peço menos 20 minutos todos os dias
Registra sua leitura no verso desta página.

**Usa ideias matemáticas**
Procure por formas tridimensionais dentro ou fora do lugar onde vives. Que formas vês? Podes os desenhar?

**Explorar a ciência e engenharia**
Desenha um diagrama para explicar as mudanças no estado da matéria:
- fusão
- solidificação
- evaporação
- condensação

**Jogo de palavras**
Escreve a definição de cada palavra que aprendemos esta semana.
- fragrant
- eager
- commotion
- arrange
- master
- weave
- imperfect
- sturdy
- daydream

Nome da criança: ___________________________ Nome de um membro da família ___________________________
Esta semana estamos a ler...

*Mama and Papa Have a Store*
por Amelia Lau Carling

*Abuela’s Weave*
por Omar S. Cataneda

Vá até a biblioteca ou procura na tua livraria em casa e vê se tem livros que contem artes de diferentes lugares em volta do mundo e do artista que o fez.

---

**Registro de Leitura**

Seu filho lê para você, ou você lê para ele.

<table>
<thead>
<tr>
<th>Título e Autor</th>
<th>O que achas deste livro?</th>
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<tbody>
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</table>
Qaybta 3: Iskuxirka Goobaha, Iskuxirka Dadka
Asbuuca 5: Maxay alaabaha dharku kasheegayaan dadka sameeya?

Qoysaska Qaaliga ahoow,
Asbuucaan fasalka labaad waxaan kubarananayaa macluumaad qusabsan qaabka farshaxanku nooga caawin karo fahan meel.
Isku daya mid ka mid ah hawlahaan soo socda adiga iyo ilmahaagu maalin kasta. Tigsarow hawlaha aad samayso, kadibna usoo dhibi cunugaaga waraqaadaan si uu ugu soo cesho dugsiga dhamaadka asbuuca.

### Wax abuur
Boorkaaga kusame naqshad, adoo kaashanaaya sheekada qoyskaaga ama dariskaaga. Sidee u egyahay boorka sawirku? Waa maxay sheekada ay sheegayso? Waa maxay taxanayaasha iyo midabyada aad adeegsanayso? Maxaad udooratay?

### Kahadal...
... meesha ay duntu katimid. Kusoo wareeg meesha aad kunooshay kadibna fiiri noocyada kaladuwan ee dharka. Waa maxay taxanayaasha iyo midabyada aad aragtay? Maxaad kuqiyaasi kartaa meeshay kayimaadeen, iyo sababta? Sidee ayay kugoosoon gaareen adigga?

### Sheeko sheeg
Kasheekee sida maro ku samaysanto iyo sida ay meel inta uga tagto meel kale kutagi karto. Maxay maradaan kaa sheegaysaa adiggaa, oo ah naqshadeeyaha? Qor waxa uusheego.

### Isa akhriya!
ugu yaraan 20 daqiiqo maalinkasta
Kuqor waxaad akhridaan dhabarka bogga.

### Isticmaalka fikradaha xisaabta
Fiiri gudaha ama banaanka meesha aad kunooshay adoo sooqaadanaaya 3 shay oo qaabab kaladuwan usamaysan. Qaabab noocce ah ayaad aragtaa? Masawi kartaa?

### Sahminta sayniska iyo injineermimada
Samee sawirsi aad uharaxdo isbadaladaan kudhaca noocyada walaxda:
- dhalaalin
- qaboojin
- uumin
- qaboojin
- melting
- freezing
- evaporation
- condensation

### Kuqiyaara erayada
Qor sharaxaad kusaabsan mid kasta oo kamid ah erayada asbuucaan.
- udgoon/carf
- oon qaabayn
- liita
danaynaya
madax sare
adag
buuq
tolid
riyo maalmeed
fragrant
arrange
imperfect
eager
master
sturdy
commotion
weave
daydream

Magaca cunuga .......................................................... Magaca xubinta qoyska ..........................................................
Asbuucaan waxaan akhrinaynaa:

Mama and Papa
Have a Store
Waxaa qoray Amelia
Lau Carling

Abuela's Weave
waxaa qoray Omar S.
Catamenda

Tag maktabada ama karaadi qaanada gurigaaga ee buugaagta si aad uraadiso bugaag kale oo leh farshaxanka daafaha aduunka lyo farshaxanada buugaagtaas sameeyay.

<table>
<thead>
<tr>
<th>Kaydka Akhriska</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cunugaaga ayaa wax kuu akhrinaaya, ama adigga ayaa cunugaaga wax u akhrinaaya</td>
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<td>Ciwaanka iyo Qoraaga</td>
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Unidad 3: Conexiones entre Lugares, Conexiones entre Personas
Semana 5: ¿Qué dicen los textiles sobre las comunidades que los hacen?

Estimadas Familias:
Esta semana, en el segundo grado estamos aprendiendo sobre cómo el arte nos puede ayudar a entender un lugar. Trate de hacer una de estas actividades con su hijo/a cada día. Marque las actividades después de hacerlas y haga que su hijo/a entregue esta hoja al final de la semana.

<table>
<thead>
<tr>
<th>Crear algo</th>
<th>Hablar sobre...</th>
</tr>
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<tbody>
<tr>
<td>Dibujen un diseño para su propia cobija/edredón, inspirado por su familia o su vecindario. ¿Cómo luce su cobija? ¿Qué historia cuenta? ¿Qué colores y patrones están usando? ¿Por qué los eligieron?</td>
<td>... de dónde vienen los textiles. Den una vuelta por donde viven y miren a las distintas telas. ¿Qué colores y patrones notan? ¿Qué pueden adivinar sobre de dónde vienen, y por qué? ¿Cómo podrían haber llegado hacia ustedes?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contar una historia</th>
<th>¡Lean juntos!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuenten un cuento sobre cómo llegó a existir su cobija/edredón y cómo podría viajar de un lugar a otro. ¿Qué comunica esta cobija sobre ustedes, los diseñadores? Escribe algo sobre eso.</td>
<td>por lo menos 20 minutos todos los días</td>
</tr>
<tr>
<td></td>
<td>Mantenga un registro de su lectura al dorso de esta hoja.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Explorar las ciencias e ingeniería</th>
<th>Jugar con palabras</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dibujen un diagrama para explicar estos cambios en los estados de la materia: melting (derretir), freezing (congelar), evaporation (evaporar), condensation (condensar)</td>
<td>Escribe una definición por cada una de las palabras de esta semana.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Efecto</th>
<th>Definición</th>
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<tbody>
<tr>
<td>fragrant (fragante)</td>
<td>eager (entusiasta)</td>
</tr>
<tr>
<td>(fragante)</td>
<td>commotion (conmoción)</td>
</tr>
<tr>
<td>arrange (arreglar)</td>
<td>master (dominar)</td>
</tr>
<tr>
<td>(arreglo)</td>
<td>weave (tejer)</td>
</tr>
<tr>
<td>imperfect (imperfecto)</td>
<td>sturdy (robusto)</td>
</tr>
<tr>
<td>(imperfecto)</td>
<td>daydream (fantasia)</td>
</tr>
</tbody>
</table>

Nombre del estudiante ___________________________ Nombre del pariente ___________________________
Esta semana estamos leyendo...

**Mama and Papa Have a Store**
escrito por Amelia Lau Carling

**Abuela's Weave**
escrito por Omar S. Catáteda

Vayan a la biblioteca o busquen en su librero familiar para encontrar otros libros con arte de distintos sitios alrededor del mundo y los artistas que lo han hecho.

<table>
<thead>
<tr>
<th>Registro de Lectura</th>
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<tbody>
<tr>
<td><strong>Su hijo/a le lee a usted, o usted le lee a su hijo/a.</strong></td>
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<tr>
<td><strong>Título y Autor</strong></td>
<td><strong>¿Qué piensa de este libro?</strong></td>
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Chương Thứ 3: Kết nối Địa điểm, Kết nối Môi trường

Tuần Thứ 5: Nghệ Thuật Nói Lên Những Giác Vẻ Nói Tạo Ra Nó?

Phụ huynh học sinh thân mến,
Trong tuần này, chúng ta đang tìm hiểu về cách nghệ thuật có thể giúp chúng ta hiểu gì về nơi đó.
Hãy thử một trong những hoạt động này với con em quý vị mỗi ngày. Đánh dấu vào các hoạt động mà quý vị đã cùng làm với các em, và cho con quý vị mang lại tổ nay đến trường vào ngày cuối của tuần.

Tạo Một Vài Thử

Phác thảo một thiết kế cho tấm chăn của quý vị, lấy cảm hứng từ câu chuyện gia đình hoặc khu phố của mình. Tấm chăn của quý vị trông như thế nào? Nó nói lên điều gì? Những màu và mẫu sắc mà quý vị đang sử dụng là gì? Tại sao quý vị chọn chúng?

Trao Đổi Vẻ Ngoài...

...nơi và may mắn từ. Đi bộ xung quanh nơi quý vị đang sống và nhìn vào những mảnh vái khác nhau. Những màu và mẫu sắc nào quý vị nhận thấy? Quý vị có thể đoán nó đến từ đâu, và như thế nào? Làm thế nào nó có thể đến với quý vị?

Kể Câu Chuyển

Kể một câu chuyện về tấm chăn của quý vị và làm sao nó có thể đi từ nơi này đến nơi khác. Cái chăn này nói lên điều gì về quý vị, về người thiết kế? Hãy viết về nó.

Đọc Cũng Nhẫu

Lật nhật 20 phút mỗi ngày
Ghi lại thời gian đọc sách vào trang đăng sau.

Dưỡng Ý Tưởng Sử Dụng Toàn Học

Nhìn trong hoặc bên ngoài xung quanh nơi quý vị đang sống để tìm một số hình dạng 3 chiều. Quý vị nhận thấy hình gì? Có thể về chúng không?

Khám Phá Khoa Học và Kỳ Thuật

Vì sao đó để giải thích những thay đổi này trong trạng thái cảm xúc:
- tan chảy
- đông băng
- bay hơi
- ngưng tụ

Trò Chơi Đứng Chữ

Viết định nghĩa cho mỗi từ trong tuần này.

- fragrant-thúm
- arrange- xếp
- imperfect-không hoàn hảo
- eager-Hưng
- master-sur
- sturdy-mạnh
- hái
-_phú
- weave-det
- mỏng

Tên trẻ: _______________________ Tên Phụ Huynh: _______________________
Tuần này chúng ta đọc sách......

Mama and Papa tác giả Have a Store
by Amelia Lau Carling

Abuela's Weave tác giả Omar S. Cataneda

Đi đến thư viện hoặc tìm những cuốn sách trong kế sách nhà mình, nói về nghệ thuật từ những nơi vòng quanh thế giới và người nghệ sĩ đã tạo nên nó.

Bản Biện Chép Khi Đọc Sách
Con em quy vrij sẽ đọc sách cho quy vị hoặc quy vị đọc sách cho các em.

<table>
<thead>
<tr>
<th>Tác Sách và Tác Giả</th>
<th>Quy vị biết/nghe gì về quyển sách này?</th>
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</tbody>
</table>
fragrant
having a nice smell

arrange
to put in a certain order

imperfect
not perfect, incomplete

eager
excited, cannot wait, a little impatient

master
someone who is very good at something

sturdy
built in a strong and solid way

commotion
a situation that is confused and noisy

weave
to lace together threads to create a fabric

daydream
to think about something very deeply while awake

tapestry
a fabric with many designs
fragante: Que tiene rico aroma
imperfecto: que no es perfecto
experto: persona muy conocedora de un tema
conmoción: un alboroto, una situación confusa
soñar despierto: pensar en algo con mucha concentración mientras uno está despierto
arreglar: poner en orden
ansioso/a: sentir muchos deseos, impaciente
fuerte: construido de un modo muy resistente
tejer en telar: enlazar hilos para crear un tejido
tapiz: tejido de gran tamaño de varios diseños
fragrant/sant
Geyen youn bon sant

arrange/aranje
Mete bagay lan lòd

imparfect/enpafe
Sa ki pa pafe, ki pa konpèt

eager
excited, cannot wait, a little impatient

master/mastè
You moun ke bon ampil lan youn bagay

sturdy/solid
Bati you jan solid

commotion/komosyon
Youn situasyon ki gen bwi avèk konfisyon

weave/étrelase
Lase fil ansam pou fè youn twal

daydream/tèt nan niaj
Reve pandan ou reveye

tapestry/tapisri
Youn tapi avèk youn paket different dessen
### Choose 3! Menu

Choose a word, and do one activity from each color column.

<table>
<thead>
<tr>
<th>Write a definition</th>
<th>In my world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write what this word means, or what it is.</td>
<td>Have you seen this word somewhere else? Does this word remind you of something?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Make a sentence</th>
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<tbody>
<tr>
<td>Use the word in a sentence. Write the sentence.</td>
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</table>

<table>
<thead>
<tr>
<th>Draw a picture</th>
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<tbody>
<tr>
<td>Draw a sketch to show the word’s meaning.</td>
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</table>

<table>
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<tr>
<th>Act it out</th>
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<tr>
<td>Show the word with your body, alone or with a partner.</td>
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<table>
<thead>
<tr>
<th>Write a connected word</th>
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<tr>
<td>Think about the word you chose. How might it be connected to another word you know?</td>
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</table>

<table>
<thead>
<tr>
<th>Give a translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you know this word in another language? Does your partner?</td>
</tr>
</tbody>
</table>
ABUELA'S WEAVE

OMAR S. CASTANEDA
To my children, Omar and Blau
and to my nephews and nieces,
Jason, Deana, Hector, Delia
and Evalin Figueroa—O.E.C.

To my son, Aron—E.O.S.
of which lies beneath in the field of corn, beans, and coffee. Drive the boy in the middle of the family compound. Expressions are more to the left in front of a bathroom. Boys have been used to the same face. Next to her, expressions are profound. He always also has a hat on.
“You’re learning,” Abuela said.

Esperanza looked at her grandmother out of the corner of her eye. She knew that Abuela was nervous about the market. Her mother said that the tejidos and tapestries Abuela made could “pull the wonder right out of people.” But these days, more and more goods were made by machines.

Esperanza worried that people would tease Abuela about her birthmark, as some kids had once done. They had started a rumor that she was a witch, and now many people were frightened to buy things from her.
"Daydreaming again," Abuela asked.

"Yes, Abuela," the old woman said gruffly, "get busy because there are too few days left. You still have a lot of work to do and there will be many other people selling the same things you have. Don't worry, Abuela. I'll be busy until we leave."
And she was. Esperanza and her grandmother worked from early morning, even before the sun rose, to well past sunset, when the moon rose and the compound fire gave everything the rich smell of pine.

They showed no one their work, not even Esperanza's mother, because it was a special thing that they wove. They wanted to wait for the Fiesta de Pueblos in Guate to reveal it.
They once drow in the green buses of Guiana.

They walked along the street in the streets the day
within the mixture desired of the places we're
with blue and white that white and blue
and white and blue, in the books along other under the

It was a while before the blue and green

Appearance sooner worse here quicker higher

Eye appeared to the world.

Shoulders and across here face so that only her

Wore a large black dress around her.

A woman in mourning dressed in black, she

Later because another appeared disguised

As seemed like a good man for expressions and

Leaves shining from the precious faith then.

Soon the day arrived. Better with sun, the
She carried on her head a large straw basket full of her *huipiles*, tablecloths, skirts and the special tapestry.

Esperanza walked steadily down the dirt avenue of Santa Cruz to get to the highway where the Guate bus would pick them up. Abuela walked several paces behind. She insisted that they pretend they did not know each other.

"This way if my birthmark frightens customers, they will still buy from you," Abuela explained.
When the bus came, Abuela did not even help the heavy luggage to the boys who struggled bags onto the roof of the bus.

Beside, they sat three seats apart, as if they were strangers people living in different villages. People with no ancestors in common.
When they arrived, the noise in the city was deafening. Large buses roared down the narrow streets, emitting clouds of black fumes. Horns blasted, and people hurried roughly down the sidewalks. Esperanza wanted more than anything to get off the Sexta Avenida where people jammed the walkways and hawkers yelled from their shops or from the hundreds of cars blocking the sidewalks and streets. She felt trapped. Her lungs ached from the automobile and bus fumes, and her ears rang with the sounds of screeching brakes, horns, shouting and the whistles of policemen.

Esperanza walked quickly, the basket steady upon her head, her mind trying to focus away from the commotion and onto the stalls set up for the fiesta in the Parque Central.
among the other means.

...hoping Angels would eventually find her there
had been a sensation continued to the mother.

and as they passed into the room where she could not

be seen, the little girl hoped for a chance to

wear red to catch from a shelf of her grandmother's

waistcoat, the pieces of the捐助 and, flung the

Heads, the bracelets, the earrings and, and she

looked for a familiar face among the people

to see if someone was still following behind her

As she was less, when she suddenly stopped

in advance of the elevator pulleys, where

she walked hopefully, she staggered to sit down
The stalls were already filled when Esperanza arrived. Old men and women nearby shooed her away or ignored her when she asked for help.
The woman on the other side sold pots of reproductions of Aryan carvings and objects. She could not set her basket between the narrow sides of two walls, so she

The bags all had similar marks in the capital, cold, musical instruments and decorative pieces. She was a sturdy woman said politely.

The women lived on the many terraces. She stood in front of the many terraces. She could not set her basket between the narrow sides of two walls, so she

The bags all had similar marks in the capital, cold, musical instruments and decorative pieces. She was a sturdy woman said politely.
Esperanza sadly took out her wares to hang them one by one on long splinters in the slat-wood on either side. She felt terribly alone. Even her poor Abuela was nowhere to be seen.

The people slowly noticed. They pointed at the elaborate weaving. Tourists and Guatemalans alike drew closer to her tiny place and looked up with wonder at the beautiful work in front of them.
A cloud was beginning to cover the sun over the great lake. In the distance, a band of the legend's color showed with all its might and all its might a brilliant array spread in the sky. Yellos and reds, the sacred book of the shaper, were filled with the magic symbols of the country's history. These symbols were inspired and worked in the legend's presence, with images of...
And on the way back to Santa Cruz, grandmother and granddaughter sat side by side, Esperanza's smooth and nimble fingers held tightly in her Abuela's wrinkled old hands.
### Page 9:
Abuela put on a long, black shawl when she went to the market with Esperanza. Why did Abuela do that? Do you think it was a good idea?

### Page 14:
Esperanza had a very close relationship with Abuela. How do you think Esperanza felt when Abuela was pretending not to know her?

### Page 22:
Describe what happened to Esperanza when she arrived in the city and made her way to the market.

### After reading:
What was Esperanza’s happiest moment in the book? Find evidence in the text to support your answer.
### Summarizing Abuela’s Weave

<table>
<thead>
<tr>
<th>Someone ... (character)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>in ... (setting)</td>
<td></td>
</tr>
<tr>
<td>had a problem ... (problem)</td>
<td></td>
</tr>
<tr>
<td>then ... (resolution)</td>
<td></td>
</tr>
</tbody>
</table>
After thinking more closely about the story, what do you think the author wants to tell us? What is the author's message and how do you know?
**Name:**

<table>
<thead>
<tr>
<th>Name It</th>
<th>Choose It</th>
<th>Read It</th>
</tr>
</thead>
</table>

Name the picture. Choose the vowel team that completes the word and write it in the space. Read the word.

---

**ee or ey**

<p>| | | |</p>
<table>
<thead>
<tr>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>![Kidney]</td>
<td>kidn____</td>
<td>16</td>
</tr>
<tr>
<td>![Disagreement]</td>
<td>disagr____</td>
<td>![Banana]</td>
</tr>
<tr>
<td>![Troll]</td>
<td>troll____</td>
<td>![Sweatshirt]</td>
</tr>
</tbody>
</table>

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Fundations Unit 11, Week 2

**RF.2.3b.** Know spelling-sound correspondences for additional common vowel teams.

---

Word Work Station U3 W5

Focus on Second | Boston Public Schools Department of Early Childhood P-2
Find Them!
Vowel Teams

Look through your books to find words with the vowel teams ee and ey. Write the words you find. Circle the vowel teams.

__________________________
__________________________
__________________________
__________________________
__________________________
__________________________

Fundations Unit 10, Week 2
RF.2.3b. Know spelling-sound correspondences for additional common vowel teams.

Word Work Station U3 W5
Focus on Second | Boston Public Schools Department of Early Childhood P-2
Use it in a Sentence

Choose four words from the list above. Use each one in a sentence.

1.

2.

3.

4.

---

Word Work Station U3 W5

Focus on Second | Boston Public Schools Department of Early Childhood P-2
<table>
<thead>
<tr>
<th>Read It</th>
<th>Write It</th>
<th>Mark It</th>
</tr>
</thead>
<tbody>
<tr>
<td>valley</td>
<td>Read the word. Scoop the syllables and mark them. Mark the closed syllable with a <strong>c</strong>. Mark the open syllable with an <strong>o</strong>.</td>
<td></td>
</tr>
<tr>
<td>greedy</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>happy</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>lucky</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>pony</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>monkey</td>
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</tr>
</tbody>
</table>

Word Work Station U3 W5

Focus on Second | Boston Public Schools Department of Early Childhood P-2
<table>
<thead>
<tr>
<th>Read It</th>
<th>Write It</th>
<th>Mark It</th>
</tr>
</thead>
<tbody>
<tr>
<td>turkey</td>
<td></td>
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<tr>
<td>ugly</td>
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<tr>
<td>kidney</td>
<td></td>
<td></td>
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<tr>
<td>Look</td>
<td>Cover</td>
<td>Write</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Trick Words</strong></td>
<td>![Check mark]</td>
<td></td>
</tr>
<tr>
<td>whose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>son</td>
<td></td>
<td></td>
</tr>
<tr>
<td>breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>head</td>
<td></td>
<td></td>
</tr>
<tr>
<td>won</td>
<td></td>
<td></td>
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<tr>
<td>ready</td>
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</table>

**Fundations Unit 13, Week 2**
**RF.2.3f.** Recognize and read grade-appropriate irregularly spelled words.
Use it in a Sentence

whose

son

breakfast

head

won

ready
Dear Family:

I have a lot to share this week. The students are becoming good readers and quite good spellers, and thank you for your help.

Once again, in Unit 10 a new syllable type is introduced. This new syllable type is called the "D" syllable because it contains a double vowel combination, two vowels next to one another such as ai in the word bait. This syllable is marked:

\[ \text{bait} \]
\[ ^d \]

There are several of these vowel combinations in the "D" syllable, but in this Unit we will be working on the ai and ay combination.

\[ \text{ai} - \text{bait} - /æ/ \]
\[ \text{ay} - \text{play} - /æ/ \]

These sounds were introduced earlier in the year, but now we will focus on them in more detail for both reading and spelling.

Reading this new syllable type will not be as difficult as the spelling. Spelling will be a challenge for this syllable type just as it was in the r-controlled syllable. The long sound /æ/ is found in three types of syllables: the vowel-consonant-e, the open, and the "D" syllable. Therefore, your child will need to make decisions as to what option to select when spelling a word. Some parents have asked about electronic spell checkers. These can be used as well as a dictionary in order to determine the correct spelling whenever a word has options. With either, you may help your child determine the correct option.

Please let me know if your child is having difficulty with this work.

Sincerely,
# Homework Guide

**Follow These 5 Steps:**

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

## WEEK 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Review Words</th>
<th>Current Words</th>
<th>Trick Words</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
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<tr>
<td>Tuesday</td>
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</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Mark picked a daisy for Beth.</td>
<td></td>
<td></td>
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</tbody>
</table>

## WEEK 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Review Words</th>
<th>Current Words</th>
<th>Trick Words</th>
<th>Sentence</th>
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<tbody>
<tr>
<td>Monday</td>
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<tr>
<td>Wednesday</td>
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</tr>
<tr>
<td>Thursday</td>
<td>The rain did not delay the baseball game.</td>
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</tbody>
</table>
Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and mark up the syllable.

pray  pray  brain
waist    stay
braid    day
train    bait
gray    clay
paint    maid
ray    pain
grain    tray
pay    hay
faint    raid
Do the "Find the Syllable Type" Activity

Have your child circle the words containing a double vowel syllable and cross out any word that does not have a double vowel syllable.

- grain
- braid
- orbit
- staying
- gold
- day
- waited
- maze
- faint
- tardy
- give
- prayer
- brain
- clay
- plain

Have your child write the double vowel syllable words from above on the lines below and mark them up.

- grain
- d
Do the "Sentence" Activity

Have your child read the following sentences. Then find the "D" syllables ai and ay and mark them up.

1. Mike picked a **daisy** for Beth.
2. Jane had a bad back sprain which is painful.
3. Dad will help to repair the bike.
4. The children play ball until sunset.
5. The subway is fun to ride.
6. The birthday party will be held on Sunday.
7. Ed will remain at work until the children complain.
8. Steve cannot go to the airport to pick up Dad.
9. Mom will explain what makes a person faint.
10. The baby will remain in the playpen.

Answer Key

1. daisy
2. sprain, painful
3. repair
4. play
5. subway
6. birthday, Sunday
7. remain, complain
8. airport
9. explain, faint
10. remain, playpen
Do the “Pick the Right Vowel Team” Activity

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

ai or ay

Sund___
  f___nt
  subw___

ai or ay

  d___sy
  rem___n
  spr___

ai or ay

  tr___l
  runw___
  p___nting

ai or ay

  del___
  pl___
  afr___d

Have your child write the words from above on the lines below. Read the words.

ai words

____________________
____________________
____________________
____________________
____________________
____________________

ay words

____________________
____________________
____________________
____________________
____________________
____________________

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WEEK 1

great  country  away

WEEK 2

America  school  thought

→ Cut words into flashcards. 1. Each night, help your child read all Trick Words from previous units, as well as these. 2. Have your child trace each new Trick Word with his or her finger and spell it aloud; and 3. Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.
### Writing Grid for Word and Sentence Homework

#### Review Words

1

2

3

4

#### Current Words

1

2

3

4

#### Trick Words

1

2

3

4

5

#### Sentence

1
Writing

Each week, choose one of the prompts below to guide your writing.

**Personal Recount**

Write a story about a time you had a problem and how it was resolved.

Write a poem about a time you had a problem and how it was resolved.

Write a story about a special day you experienced. Include what happened and why it was special.

Write a poem about a special day you experienced. Include what happened and why it was special.

**Procedure**

Write a procedure for how to cook something.

Write a procedure for how to play a game.

Write a procedure for how to do something that you are really good at.
Name: ____________________________

Materials:

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________

______________________________
Steps:

[Blank box]

[Blank box]

[Blank box]
Steps:

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Spring 2020

's

Science Work Packet

Grade 2

Pebbles, Sand, and Silt
Dear Parents,

Over the next few weeks, your child will be starting an earth science unit titled, *Pebbles, Sand, and Silt*. They will be studying one of Earth's most important materials... Rocks! Students will study the properties of rocks using various rock sizes (pebbles, gravel, sand, silt, and clay). You and your child will need to spend a few minutes collecting rocks, sand, and soil from around your home, neighborhood, or nearby park (if you're feeling adventurous). A good collection might be 20 rocks of various sizes, a ½ cup of sand, and a ½ cup of soil.

Look for opportunities to have discussions with your child about rocks, sand, gravel, and soil. How do people use these materials? Do you see them used in construction around your neighborhood? Why do you think people select certain materials for specific jobs?

Here are some additional resources to help guide you through your rock adventure:

- Find more information about this unit on FOSSweb.com
- YouTube Channel: Fun Science Demos! Rocks and Minerals
- Take a virtual field trip to a volcano in Hawaii via [https://www.nps.gov/havo/learn/photosmultimedia/webcams.htm](https://www.nps.gov/havo/learn/photosmultimedia/webcams.htm)

We hope you enjoy digging into this geology unit with your child!
What do you already know about pebbles, sand, and silt?

What do you want to know about pebbles, sand, and silt?
What are some properties of the rocks in your collection?

What are the different colors of your rocks?

What are the sizes and shapes of your rocks?

What are the textures of your rocks? (smooth, rough, bumpy...)

What other properties do you notice?

Date
HOME/SCHOOL CONNECTION

Investigation 1: First Rocks

Invent a game that uses different kinds of rocks. It should use the properties of rocks you have.

Here are some examples. The goal of the game could be to put together similar-looking rocks, like the game rummy. Or the goal could be finding one rock among many. Or the goal could be to find ways that rocks are the same, as in the games dominoes or crazy eights. It could also be a brand new game that you invent.

Have a family member help you write the directions for the game so you can share it in class.
Write a story problem to go with this rock collection.
What happens when you place your rocks in water? (Write and draw your observations.)
How can rocks be sorted by size?

(Write and draw your observations)
HOME/SCHOOL CONNECTION

Investigation 2: River Rocks

Play I Spy. Gather five to ten objects that share a property and place them on a table. A set might include pencils, pens, flatware, straws, and chopsticks because they are all long and narrow. A set of books and catalogs might constitute a second set, a collection of stuffed toys a third, and so on.

Two players play the game. First the players organize the objects from smallest to largest. Then one player secretly chooses one object and compares it to the others: "I spy something that is bigger than _____ and smaller than _____." The second player guesses which object was chosen by player 1. If the guess is incorrect, player 1 provides a second "I spy" hint.

Swap roles and play again. Choose new sets of objects.
MATH EXTENSION B

Investigation 2: River Rocks

1. You have 42¢ to spend at the rock shop. If you spend all your money, what rocks would you choose? Show your work.

2. If you have 49¢ what rocks would you choose? Will you have any money left? How much? Show your work.
1. A girl wants to buy a river rock, three clay beads, and a mineral.

How much money does she need?

2. A boy wants to buy three cobbles, two polished pebbles, and a piece of scoria.

How much money does he need?
HOME/SCHOOL CONNECTION

Investigation 3: Using Rocks

Rocks are used as building materials everywhere you look. We explored our school site for rocks in use. Where are rocks used in your neighborhood?

Go on a scientific field trip around your home. Let your child act as leader, pointing out where rocks can be found. Look for big rocks in walls and gardens, and tiny rocks, in the form of sand and gravel, in pavement, concrete, bricks, and lots of other places. List the rocks in use that you find so your child can share with the rest of the class.
How are rocks, sand, and clay used in your neighborhood?  (Write and draw your observations.)
MATH EXTENSION B

Investigation 3: Using Rocks

1. Two people are building a wall with bricks. Each row will have six bricks when they are done. The wall is four rows tall.

   How many bricks are needed to finish each row?

   [Diagram of the wall]

   How many bricks will they need altogether to finish the wall?

2. Two other people are building a taller and wider brick wall. It is five rows tall. Each row will have seven bricks. They have 10 bricks already.

   How many more bricks do they need?
HOME/SCHOOL CONNECTION

Investigation 4: Soil and Water

Our study of rock sizes led us to a study of soil. We now know that soil is mostly rock particles and some humus.

One important property of soil is its water content. Soil scientists often do tests to see how quickly water soaks into and passes through the soil. This is called permeability. Test and compare the permeability of soil in two or more places around where you live.

Use a trowel or metal spoon to dig a shallow hole in the soil, maybe the size of a soda can, but not very deep. Pour in about a cup of water and time how long the water takes to completely soak into the soil. Compare flower beds, gardens, edges of lawns, paths, sandboxes, and so on. Keep track of the time needed to soak into different soils and collect a little sample of the soil.

Remember, in order to compare, the holes should be the same size, and the amount of water should always be the same.

Record your results. Write about what you find out.
How does soil interact with water? (Write and draw your observations.)
MATH EXTENSION

Investigation 4: Soil and Water

Three girls (Sara, Maria, Ann) and two boys (Lamar and Pedro) went on a rock hunt. The girls each found five rocks. Lamar found six rocks, and Pedro found four rocks.

For each problem, show how you found your answer and write an equation.

1. When Pedro and Lamar combined their rocks, how many rocks did they have?

2. The girls put all their rocks together. How many rocks do they have?

3. Pedro and Sara collected all the same-size rocks. How many rocks would they have if they put their rocks together?

4. Ann and Pedro combined their rocks. Then Sara and Lamar combined their rocks. Which pair of students has more rocks? How do you know?

5. Maria met her friend Arlo. Arlo collected rocks too. When Maria and Arlo added their rocks together, they had 13 rocks. How many rocks did Arlo have in his collection?

6. Lamar wants to have a dozen rocks in his collection. He found six on the rock hunt. How many more does he need to find?
What are 3 things you learned about pebbles, sand, and silt?

1.

2.

3.
What are 2 questions you have about pebbles, sand, and silt?

1.

2.
What is one thing you are wondering about pebbles, sand, and silt?
Oh John the rabbit, yes ma'am
Got a mighty habit, yes ma'am
Jumping in my garden, yes ma'am
Cutting down my cabbage, yes ma'am
My sweet potatoes, yes ma'am
My fresh tomatoes, yes ma'am
And If I live, yes ma'am
To see next fall, yes ma'am
I ain't gonna have, yes ma'am
No garden at all, yes ma'am
NO ma'am!
Listening map! Listen to the music and color the story!
https://www.youtube.com/watch?v=mFWQgXM_b8

Draw your favorite instrument!
Waltz of the flowers! Find small instruments or ask your parents for spoons and other materials to play along!

https://www.youtube.com/watch?v=bOXFrgB083A

Thank you to Edison K8 music educator Ms. Maria Doreste for constructing this packet.
Create and conceptualize artistic ideas and work.

**Materials:** Comic strip template, checklist, pencil.

**Tips/Ticks:**
- Practice using a specific material.
- Create from observation and imagination.
- Students will be able to:

- Generate and conceptualize artistic ideas and work.

- Capture ideas to help explain your pictures.

Art is a way to communicate ideas. Choose a topic of interest and illustrate a comic strip about it. Use the checklist to guide you.

Current Events Comic Strip: Grades K-12

BPS Arts Bring Joy
At least 4 frames long
Have someone else read it
Does it make sense?
End: What is the resolution?
Middle: What is the conflict/drama?
Beginning: Who are the characters?

Comic Strip Checklist
Students will be able to:

- Discuss similarities and differences of individuals and cultures
- Demonstrate use of subject matter and symbols to communicate ideas in art

Connect

Synthesize and relate knowledge and personal experiences to make art.

Tips/Tricks: For younger students, a family member can interview them. Sheet, pencil, paper.

Materials: Interview, sheet, pencil, paper

Questions to ask and record answers:

- Do they have a favorite artist? Painting, color? Make up your own.
- What did they like? What did they like? What did they learn more about this artist?
- What did they like? What did they like? What did they like?
- What do they like? What did they like? What did they like?

Have you ever asked your family members about the role that art has played in their lives? Pick someone in your family to interview. Did they play a role in your life? Discuss this with them.

Member

Grades: K-12

Art Interview of a Family Member

BPS Arts Bring Joy
Family Interview Questions

- Art
  - What would you want to learn more about in art?
- Art
  - Why do you think people care about art?
- Art
  - What is your favorite kind of art?
- Kid
  - What was art like when you were a kid?
Perceive and analyze artistic work.

Students will be able to:

Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork...

Tips/Tricks: For younger students, a family member can...

Materials: Reflection sheet, pencil, paper

Take this opportunity to look back on a project that we've worked on. As we get to the middle of the year, please be reflective about what we've done. Amidst the busy hustle and bustle of creating in the art studio, we don't always get a chance to pause and be reflective about what we've done.

Reflection Sheet

Grades: K-12

What's going on in art class...

BPS Arts Bring Joy
now

Some things I didn't know before but I do

I'm most proud of

I struggled a little with

I really enjoyed

Which makes me wonder

Right now we are learning about

Pick a project to reflect on

What's going on in art class?
Select, analyze, and interpret artistic work for presentation

With a theme:

Tip/Trick: When choosing work, think about why you like it.
Materials: Collection of artwork

Creative!

If you don’t have a body of work to choose from, start by looking at your own work. Ask yourself the following questions:
- What do you enjoy about your work?
- What do you want to share with others?

You can create your own art gallery by hanging work that you’ve done in your home. You can then share your ideas with friends. You can also start an art show in your home or at a local art gallery.

Grades: K-12

My First Solo Exhibit

BPS Arts: Bring Joy
Solving Problems by Adding Tens and Ones

Write an equation. Solve the problem using the strategy of adding tens and ones. Show your work.

1. Kira has 37 pennies. Her mom gave her 48 more pennies. How many pennies does Kira have?

2. Write a story to match this problem.
   
   
   Solve the problem using the strategy of adding tens and ones. Show your work.
Solving Problems by Adding Tens and Ones

Write an equation. Solve the problem using the strategy of adding tens and ones. Show your work.

3  Sally has 36 dolphin stickers. Her mom gives her 45 more. How many dolphin stickers does Sally have?

4  Write a story to match this problem.

\[
\begin{array}{c}
\hline \\
57 \\
+ 38 \\
\hline 
\end{array}
\]

Solve the problem using the strategy of adding tens and ones. Show your work.
Comparison and Addition Problems 3

Write an equation. Solve the problem. Show your work.

Jake and Sally both collect dog stickers.
Jake has 50 dog stickers.
Sally has 38 more dog stickers than Jake.

1. Does Jake have more or fewer stickers than Kira? _______
   How do you know? ________________________________________

2. How many stickers does Sally have?

3. If Jake and Sally combined their stickers, how many would they have in all?
Comparison and Addition Problems 3

Write an equation. Solve the problem. Show your work.

Franco and Kira collected leaves for an art project.
Franco collected 65 leaves. He collected 20 fewer leaves than Kira.

Did Kira collect more or fewer leaves than Franco? _______
How do you know? _______________________________________

How many leaves did Kira collect?

How many leaves did Franco and Kira collect in all?
Going to the Movies

Write an equation. Solve the problem by keeping one number whole and adding the other on in parts. Show your work.

1. On Monday, 38 people went to see the scary movie. 56 people went to see the funny movie. How many people went to the movies on Monday?

2. On Tuesday, 23 people went to see the dinosaur movie. 49 people went to see the shark movie. How many people went to the movies on Tuesday?

NOTE

As students solve two story problems, they write equations, add 2-digit numbers, and find different ways to solve problems.

Strategies for Adding 2-Digit Numbers
Solving Problems by Adding On in Parts

Write an equation. Solve the problem by keeping one number whole and adding the other on in parts. Show your work.

1. Kira counted 49 ladybugs on the tree and 28 ladybugs on the ground. How many ladybugs did Kira count?

2. Write a story to match this problem. 39 + 22

Solve the problem by keeping one number whole and adding the other on in parts.
Solving Problems by Adding On in Parts

Write an equation. Solve the problem by keeping one number whole and adding the other on in parts. Show your work.

Frances counted 27 crayons on the ground and 68 crayons on desks. How many crayons did Franco count?

46 + 38

Write a story to match this problem.

Solve the problem by keeping one number whole and adding the other on in parts.
Comparison and Addition Problems 4

Solve each problem. Show your work. Write an equation.

Jake and Kira both collect horse stickers.
Jake has 56 horse stickers. Kira has 45 more horse stickers than Jake.

1. Does Jake have more or fewer horse stickers than Kira? _______
   How do you know? ________________________________________

2. How many horse stickers does Kira have?

3. If Jake and Kira combined their stickers, how many would they have in all?
Comparison and Addition Problems 4

Solve each problem. Show your work. Write an equation.

Franco and Sally both collect dolphin stickers. Franco has 58 dolphin stickers. He has 30 fewer dolphin stickers than Sally.

4. Does Sally have more or fewer dolphin stickers than Franco? ________
   How do you know? _____________________________________________

5. How many dolphin stickers does Sally have?

6. If Franco and Sally combined their stickers, how many would they have in all?
Counting by 5s and 10s Again!

Fill in the counting strips.

1. 410
   415
   425

2. 123
   133
   153

3. 305
   310
   325

4. 530
   550
   560

NOTE

Students practice counting by 5s and 10s and reason about which numbers could or could not be part of the counting by 5s and 10s sequences.

**Skip Counting by 5s and 10s**
Counting by 5s and 10s Again!

Solve each problem.

5. Kira’s class skip counted by 10s. They started at 483. There are 20 kids in the class. What number did they end on? _______

Make a list of the numbers Kira’s class said.

6. Franco’s class skip counted by 5s starting from 345. They stopped at 500. Which of these numbers did they say? Write yes or no for each number.

<table>
<thead>
<tr>
<th>300</th>
<th>360</th>
<th>435</th>
<th>380</th>
</tr>
</thead>
<tbody>
<tr>
<td>475</td>
<td>325</td>
<td>390</td>
<td>285</td>
</tr>
</tbody>
</table>

7. Could Franco’s class have said the following numbers? Explain why or why not.

| 351 | 385 | 400 | 426 |
Prize Tickets

At the spring fair, Kira wins 200 prize tickets.

1. Which prizes could she get with 100 tickets?

<table>
<thead>
<tr>
<th>Car: 20 tickets</th>
<th>Bear: 20 tickets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hat: 45 tickets</td>
<td>Ball: 20 tickets</td>
</tr>
<tr>
<td>Frog: 10 tickets</td>
<td>Eraser: 5 tickets</td>
</tr>
</tbody>
</table>

Show your work. Write an equation.

NOTE

Students solve real-world problems involving the math content of this unit.

Ways to Make 100
Prize Tickets

Which of these prizes could Kira get with the other 100 tickets?

<table>
<thead>
<tr>
<th>Prize</th>
<th>Tickets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yo-yo</td>
<td>25</td>
</tr>
<tr>
<td>Pinwheel</td>
<td>15</td>
</tr>
<tr>
<td>Kite</td>
<td>10</td>
</tr>
<tr>
<td>Jacks</td>
<td>20</td>
</tr>
<tr>
<td>Pencil</td>
<td>5</td>
</tr>
<tr>
<td>Ring</td>
<td>30</td>
</tr>
</tbody>
</table>

Show your work. Write an equation.
Today's Number: 200

Today's Number is 200.

1. Write expressions using only two counting by 10 numbers.

   Example:
   
   \[100 + 100\]
   
   \[10 + 190\]

2. Write the number word for 200.
Enough for the Grade?: Bean Bags

Write an equation. Solve the problem. Show your work.

The Pine Hill School has two Grade 2 classrooms.
Room 2A has 19 students.
Room 2B has 7 more students than Room 2A.

1. How many students are in Room 2B?

2. How many students are in Grade 2 at the Pine Hill School?
Enough for the Grade?: Bean Bags

Write an equation. Solve the problem.
Show your work.

The gym teacher at the Pine Street School has a basket of bean bags.
He has 38 green bean bags and 18 yellow bean bags.

3 Are there enough bean bags for the grade?

4 Are there any extra bean bags?
If yes, how many?
If no, how many more are needed?
Enough for the Grade?: Cupcakes

Write an equation. Solve the problem. Show your work.

The Smith School has two Grade 2 classrooms. There are 26 students in Ms. Pope’s class. Mr. Baker’s class has 3 more students than Ms. Pope’s.

1. How many students are in Mr. Baker’s class?

2. How many students are in Grade 2 at the Smith School?
Enough for the Grade?: Cupcakes

Write an equation. Solve the problem. Show your work.

There are some extra cupcakes left over from the Smith School Bake Sale. There are 42 chocolate cupcakes and 18 vanilla cupcakes.

3. Are there enough cupcakes for the grade?

4. Are there any cupcakes left over? If yes, how many? If no, how many more are needed?
Stickers in 4 Groups

James bought the following amounts of stickers at Sticker Station.
Find the total amount of stickers James bought.

1. Write an equation and show how you figured this out.

2. How many stickers did James buy in all? ________________

NOTE

Students combine four numbers to determine the total amount of stickers.

Sticker Station: Tens and Ones
How Many Pockets?

Write the number of pockets in each group. Use the information to find the total number of pockets. Show your work.

Group 1: ______  Group 2: ______

Group 3: ______  Group 4: ______
Enough for the Grade?: Pencils

Write an equation. Solve the problem. Show your work.

The Green Ridge School has three Grade 2 classrooms. Ms. Murray’s class has 22 students. Mr. Cole’s class has 24 students. Mrs. Diaz’s class has 23 students.

How many students are in Grade 2 at the Green Ridge School?
Enough for the Grade?: Pencils

Write an equation. Solve the problem. Show your work.

The principal at Green Ridge School has 2 boxes of pencils. She has 34 pencils in one box. The other box has 10 more pencils.

2. How many pencils does the principal have?

3. Are there enough pencils for the grade? _______

4. Are there any extra pencils? If yes, how many? If no, how many are needed?
Enough for the Grade?: Ice Pops

Write an equation. Solve the problem. Show your work.

The Conant School has two Grade 2 classrooms. 
Mrs. Chan’s class has 32 students. 
Mr. Smith’s class has 7 fewer students than Mrs. Chan’s class.

1. How many students are in Mr. Smith’s class?

2. How many students are in Grade 2 at the Conant School?
Enough for the Grade?: Ice Pops

Write an equation. Solve the problem. Show your work.

The Grade 2 classes at Conant School are having an ice pop party. There are 27 grape ice pops, 16 lime ice pops, and 12 cherry ice pops.

3. Are there enough ice pops for the grade?

4. Are there any ice pops leftover? If yes, how many? If no, how many more are needed?
Plus 9 or Minus 9 Bingo Problems

Sally and Jake are playing Plus 9 or Minus 9 Bingo. Below are some of their turns.

1. Sally turned over a 16. What numbers can she cover? 
   Choose one and cover it on the board.

2. Jake turned over an 11. What numbers can he cover? 
   Choose one and cover it on the board.

3. Sally turned over a 14. What numbers can she cover? 
   Choose one and cover it on the board.

4. Jake turned over a 19. What numbers can he cover? 
   Choose one and cover it on the board.

5. What cards would Sally and Jake need to turn over to get 4 in a row?

NOTE
Students solve problems related to the game Plus 9 or Minus 9 Bingo.
Today’s Number: Guess the Number

4  5  8

1. Write all of the possible numbers you can make with the three numbers above.

2. Today’s Number is less than 600.
   Which numbers could it be? __________________________

3. Today’s Number also has more 1s than 10s.
   Which numbers could it be? __________________________

4. Today’s Number solves this equation: 52 + _______ = 600.
   What is Today’s Number? _______

5. Write at least 5 equations for Today’s Number, including one that shows Today’s Number as the sum of 100s, 10s, and 1s.

   ____________________________________________

   ____________________________________________

   ____________________________________________

   ____________________________________________

   ____________________________________________

6. Write the number word for Today’s Number.

NOTE

Students use clues to figure out Today’s Number.

**MVI** Representing Place Value: Hundreds, Tens, and Ones