

ISD Grade Level: 2nd Grade
ISD Content: ELA
Week: April 6 - April 10



Snakes

Snakes are interesting reptiles. Snakes are covered in scales, but they are not slimy. Their skin is dry and smooth to touch. Snakes are carnivores, meaning they eat meat. But snakes do not chew their food. They swallow it whole! Their jaws open wide to eat their prey.

There are many different kinds of snakes in the world! Some are **venomous**, like rattlesnakes and cobras. They use their venom, or poison, to kill their prey. Many snakes are not poisonous. Pythons and Boas are not poisonous snakes. Instead, they **constrict** their prey. They squeeze it until it cannot breathe. They can eat lizards, birds, and even monkeys!

Buying a New Car

When it is time for a family to buy a new car, there is a lot to think about first. Parents have to **ponder** which car will be best for their family. They have to think about how many seats it will need. They have to think about the size that will work best for them. Parents also have to think about how much money they can spend. After they have decided on these things, they have to **locate** the perfect car. Some people go to a car dealership. Others look online for their car. Some people buy cars from friends or family. Have you ever gone car shopping with your family?

Choice Board

2nd Grade ELA: Vocabulary & Fluency

Choose ONE activity a day by clicking on your choice. Start with the middle tile.

Word Collector

Collect interesting words from your story. Write the page number in your book, and what you think the word means.

Illustrations

Draw a picture to show the meaning of as many vocabulary terms as you can.

In Your Own Words

Write the vocabulary definitions in your own words.

Sentences

Choose 4 vocabulary words. Write each vocabulary word in a complete sentence. Underline the word.

Context Clues!

START HERE

Guess the Word

Choose one vocabulary word. Draw a picture that represents the word. Ask a sibling or parent to guess the word.

Find the missing word

Use clues from the sentence to find the missing word.
ONLINE ONLY

Silly Story Challenge

Create a silly story using your vocab words. Make sure to use complete sentences.

Flash Cards


Using your vocabulary words, create flashcards using index cards with the definition on them.

Personal Narrative Problem and Solution

Think about a time when you had a problem. What caused the problem? How was the problem solved?


Who solved the problem? How did it make you feel?

PROBLEM




WHY WAS IT A PROBLEM?


WHO SOLVED THE PROBLEM?



HOW WAS THE PROBLEM SOLVED?



HOW DID IT MAKE YOU FEEL AFTER THE PROBLEM WAS SOLVED?



The Lion and the Mouse

Directions: Read the fable and write the moral below.



The Lion and the Mouse

by Aesop

A Lion lay asleep in the tall grass, when a tiny gray Mouse came through the grass and accidentally bumped into the Lion's nose. The Lion, angry to be woken from his nap, placed his huge paw on the Mouse to eat her.

"Don't eat me!" begged the Mouse. "Please let me go and some day I will repay you."

The Lion did not think that a little Mouse could ever help a huge Lion, but he laughed at the idea and let the Mouse go.

A few days later, the Lion was caught in the ropes of a hunter's net.

Unable to free himself, he began to roar angrily. The Mouse followed the voice and found the Lion stuck in the net. She grabbed one of the big ropes around him, and chewed it until it broke. The Lion was free!

What do you think is the moral of the story? Why?

Write your own fable!

Choose two characters, one setting, and one moral. Then make a web and plan your writing.

Characters

Dog
Pig
Wolf
Snake

setting

in the forest
in the desert
near a lake

moral

**help a friend in
need**
**treat others with
respect**

Use this web to plan your writing

What is the problem? What is the solution?

Problem: _____

Solution: _____

Now think about what happens in the beginning, middle, and End.

B: _____

M: _____

E: _____

How do your characters learn the moral (lesson) of the story?

I can find the MAIN IDEA (Gist) of a story

What was the biggest problem or event?

Main Problem

Feeling

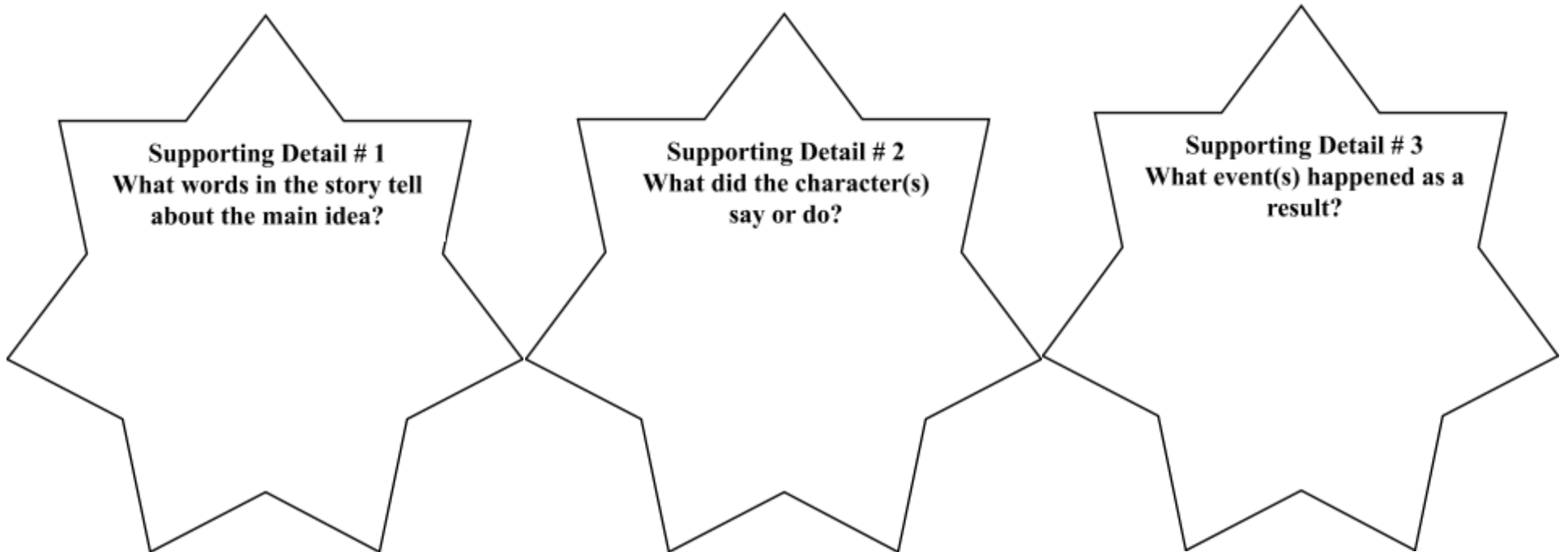
Plan to Solve

Main Idea

Supporting Detail # 1
What words in the story tell about the main idea?

Supporting Detail # 2
What did the character(s) say or do?

Supporting Detail # 3
What event(s) happened as a result?



Name: _____

Date: _____

Learning About the Ocean

Directions:

Underline or highlight the main idea in the text. Look back at the text to complete the sentences at the bottom of the page.

The ocean is important to all living things. More than 70 percent of Earth's surface is covered by oceans. If you saw Earth from outer space, it would look similar to a blue marble. That's a lot of water! The ocean is the Earth's largest habitat.



There is only one world ocean and five ocean basins. The water in the world ocean flows between the ocean basins, just like air moves around on land.

About one million types of animals live in the ocean. Different animals live in different parts of the ocean depending on what they need to stay alive.

It's important that humans take care of the ocean so it stays healthy for years to come. One way to help the ocean is to pick up trash on the beach.

The ocean is important to all living things. Over half of the Earth's surface is covered by the ocean. Scientists have only explored 5 percent of the ocean. There is still so much left to explore!

The topic of the text is _____.


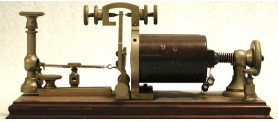

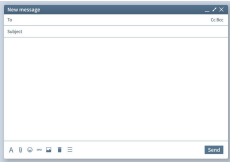
The main idea of the text is _____.

<u>Key Detail #1</u>	<u>Key Detail #2</u>	<u>Key Detail #3</u>

ISD Grade Level: 2nd Grade
ISD Content: Social Studies
Week: April 6 - April 10















Types of Communication

Communicate	Describe	Advantages +	Disadvantages -
<p>Word of mouth</p>  <p>(In person)</p>	<p>People have shared ideas this way for thousands of years.</p> <p>Sometimes people memorized long stories that became books.</p>		
<p>Telegraph</p> 			
<p>Letters</p> 			
<p>Emails</p> 			

Name: _____

What Communities Do You Belong To?

Directions: Look at the boxes below. Put an X on all the communities you belong to.

<p>club</p> 	<p>hospital</p> 	<p>grocery store</p> 	<p>soccer team</p> 
<p>park</p> 	<p>school</p> 	<p>family</p> 	<p>brush</p> 
<p>Shoes</p> 	<p>skating rink</p> 	<p>classroom</p> 	<p>Missouri</p> 

Types of Communication

Standard: 2.EG.5.E.a Describe different types of communication

Part 1: Match each type of communication to its purpose.

- | | |
|-----------------|-------------------------------------------------------------------------|
| _____ email | a. Allows you to orally communicate with someone anywhere in the world |
| _____ text | b. Communicating with someone by sending a message through computers |
| _____ letter | c. Way to communicate with someone through writing, sent it in the mail |
| _____ in person | d. Typing a message on your phone to send to someone |
| _____ phone | e. Talking with someone who is in the same room |

Part 2: Use the words to complete each sentence:

email	text	letter	in-person	phone
-------	------	--------	-----------	-------

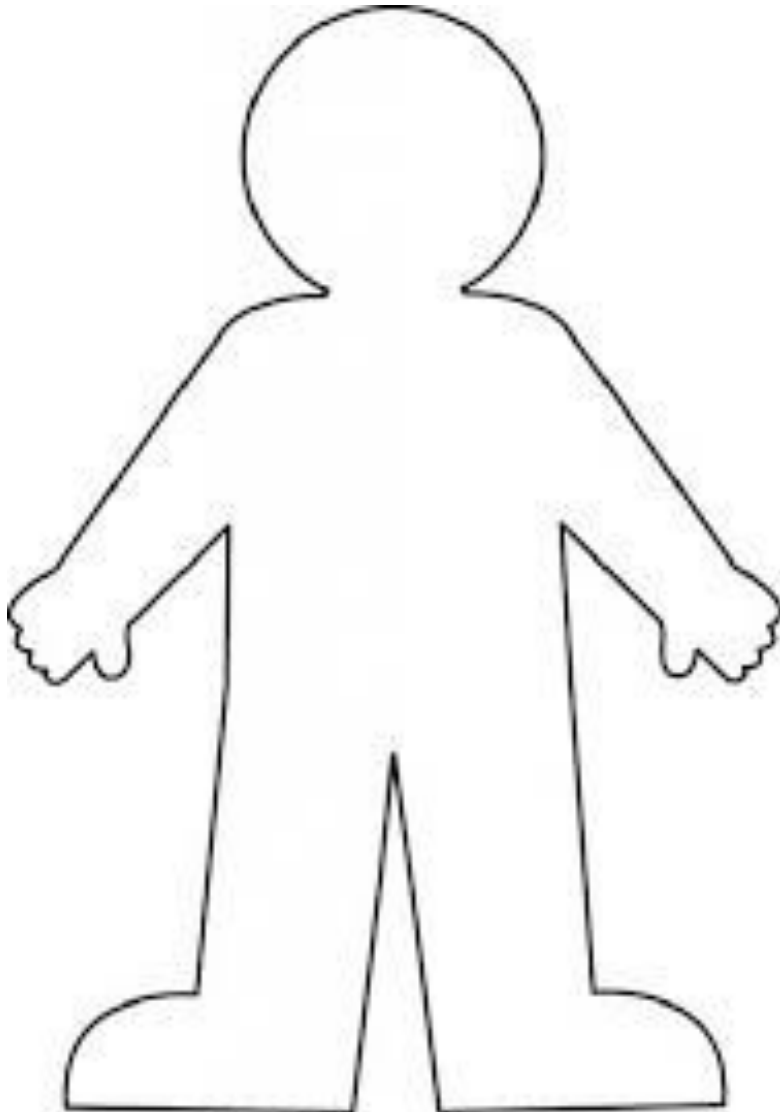
1. I called my grandma on the _____.
2. I wrote a _____ to my friend who moved away and put it in the mailbox.
3. My mom sent her boss an _____ on the computer.
4. I sent my friend a quick _____ to see what she was wearing to school.
5. My mom and dad are in the same room and talking to each other _____.

Name: _____

Date: _____

Community Leaders

Leader: _____



How does this leader contribute to the community?

What character trait does this leader need?
Why?

Types of Transportation

Part 1: Match each type of transportation to its purpose.

- | | |
|-----------------|---------------------------------------------------------------------|
| _____ trains | a. has two wheels and helps people get places on land |
| _____ boat | b. can carry goods from place to place, travels on railroad tracks. |
| _____ bicycle | c. travels above the water |
| _____ submarine | d. goes deep under water, scientists use this to explore |

Standard: 2.EG.5.E.a Describe different types of transportation

Part 2: Use the words to complete each sentence:

Train	boat	bicycle	submarine
-------	------	---------	-----------

1. The scientist traveled in a _____ to explore the deep ocean.
2. The handlebars on my _____ help me steer.
3. The _____ travels on railroad tracks.
4. When we go fishing, we take a _____.

Create a Rule

Make a new rule or change a rule you already have. Come up with 2 reasons why your rule should change. Show your parent or teacher and see if you can get the rule to change!

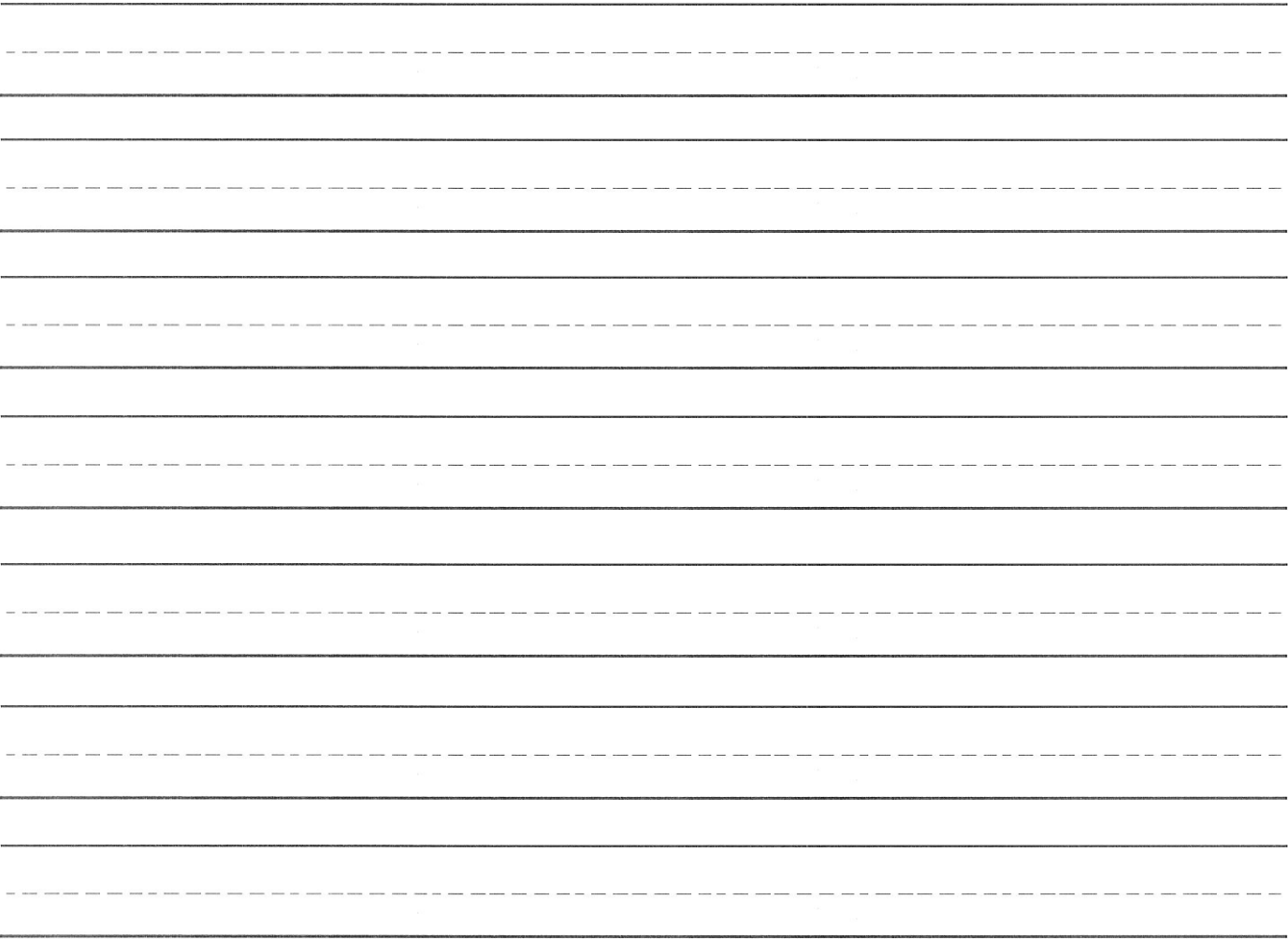


My New Rule:

Reason #1



Reason #2



Responsibility Day

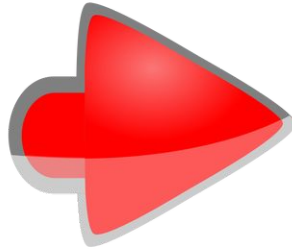
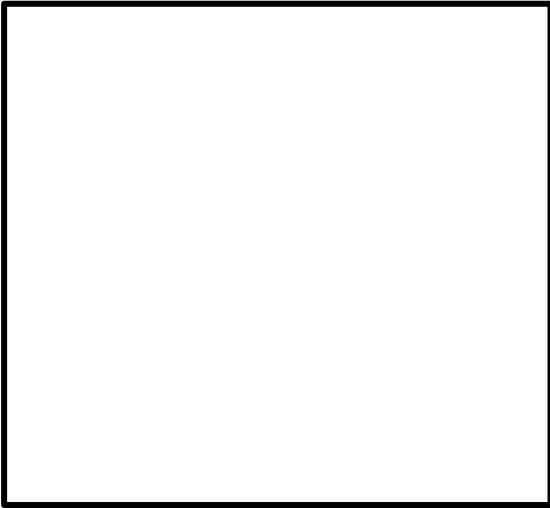
Make a list of things you can do to be a responsible citizen. Check off the items you are able to complete.

Complete the chart below with advantages and disadvantages.

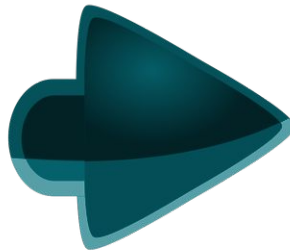
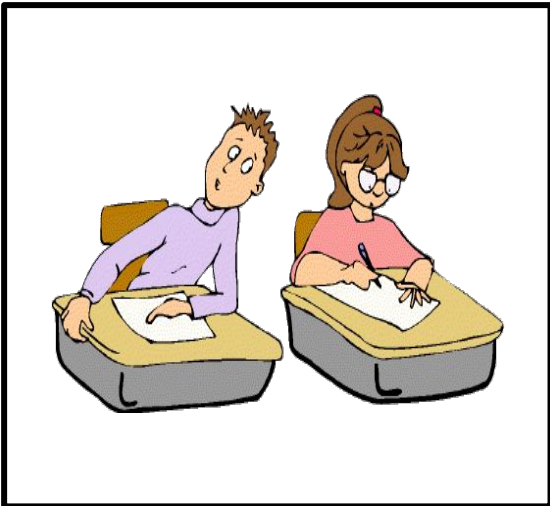
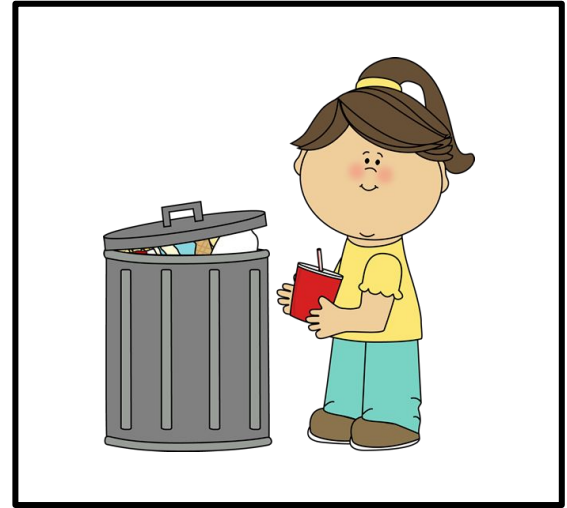
Mode of transportation	Advantages	Disadvantages
Walking		
Animals and Wagons		
Driving		

In the space below, create your own map that shows landforms as barriers.

Finish the pictures. If it is on the left, it is before the rule. If it is on the right, it is after the rule.



Rule:
Throw trash
away in the
trash can



Rule:
Do your own
work. No
cheating.



Rule:
No running in
the hallways



ISD Grade Level: 2nd Grade
ISD Content: Math
Week: April 6 - April 10

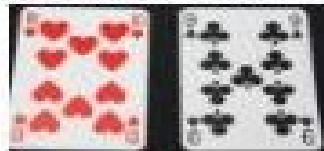


Addition/Subtraction

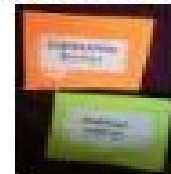
Roll & Add/Subtract.
Roll 2 dice. Write and solve addition and subtraction number sentences.



Turn over 2 playing cards. Add and subtract the pictures. (Take out the face cards.)



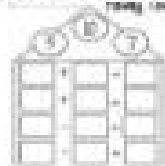
Write and illustrate a book with different addition & subtraction stories.



Play My Pile, Your Pile using addition or subtraction flash cards. (You keep it if you get it right. Your partner keeps it if you get it wrong.)

3	3	9	9
+3	+4	- 4	- 6
3	3	9	9
+5	+6	- 5	- 7

Make a fact family neighborhood. Choose 3 numbers that go together. Write 2 addition and 2 subtraction sentences to match the numbers.



Fill a cookie sheet with salt. Pick a card. Write addition and subtraction sentences using that number with your finger.



Write a song about doubles.



Use a Spinner. Spin 3 times and add the numbers together.



Play Take-Away. Hand out beans. Take some away. How many do you have left?



Word Problem of the Day

Miles has 22 yellow shirts and 15 green shirts. How many shirts does Miles have in all?

Name: _____

Exit Ticket

Show the time from the analog clock on the digital clock.



Show the time from the digital clock on the analog clock.



Word Problem of the Day

Gail had 10 marbles. Joy gave her 60 more. How many marbles does Gail have now?

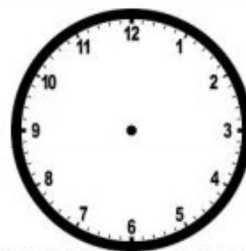
Name: _____

Exit Ticket

Show the time from the analog clock on the digital clock.



Show the time from the digital clock on the analog clock.



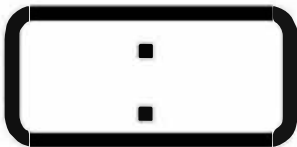
Word Problem of the Day

There are 69 dolphins and 27 whales near the shore. How many animals are near the shore?

Name: _____

Exit Ticket

Show the time from the analog clock on the digital clock.



Show the time from the digital clock on the analog clock.



Word Problem of the Day

There are 37 cucumber plants in the garden. There are 44 pumpkin plants in the garden. How many plants are there altogether?

DIRECTIONS: WRITE THE TIME IN DIGITAL FORM UNDERNEATH EACH CLOCK

1.



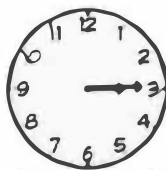
2.



3.



4.



5.



6.



7.



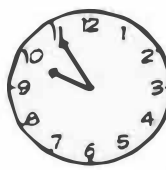
8.



9.



10.



11.






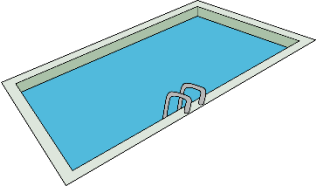
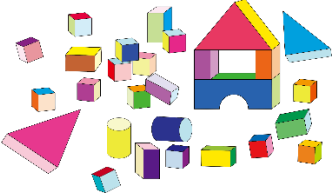

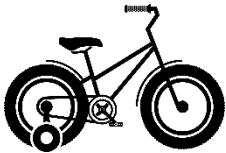
12.



A.M. or P.M.?

Grade 2 Time Worksheet

Does this happen in the a.m. or p.m.? Please circle.

<p>Eating Breakfast</p> 	<p>Taking a shower before going to sleep at night</p> 	<p>Watching baseball game on Friday evening</p> 
<p>A. M. / P. M.</p>	<p>A. M. / P. M.</p>	<p>A. M. / P. M.</p>
<p>Watching TV after school</p> 	<p>Swimming lesson every Sunday morning</p> 	<p>Playing toys after dinner</p> 
<p>A. M. / P. M.</p>	<p>A. M. / P. M.</p>	<p>A. M. / P. M.</p>
<p>Taking school bus to school</p> 	<p>Riding bike after lunch</p> 	<p>Sunrise</p> 
<p>A. M. / P. M.</p>	<p>A. M. / P. M.</p>	<p>A. M. / P. M.</p>

Word Problem of the Day

There were 73 goldfish in the lake. 27 more goldfish joined them. How many goldfish are in the lake now?

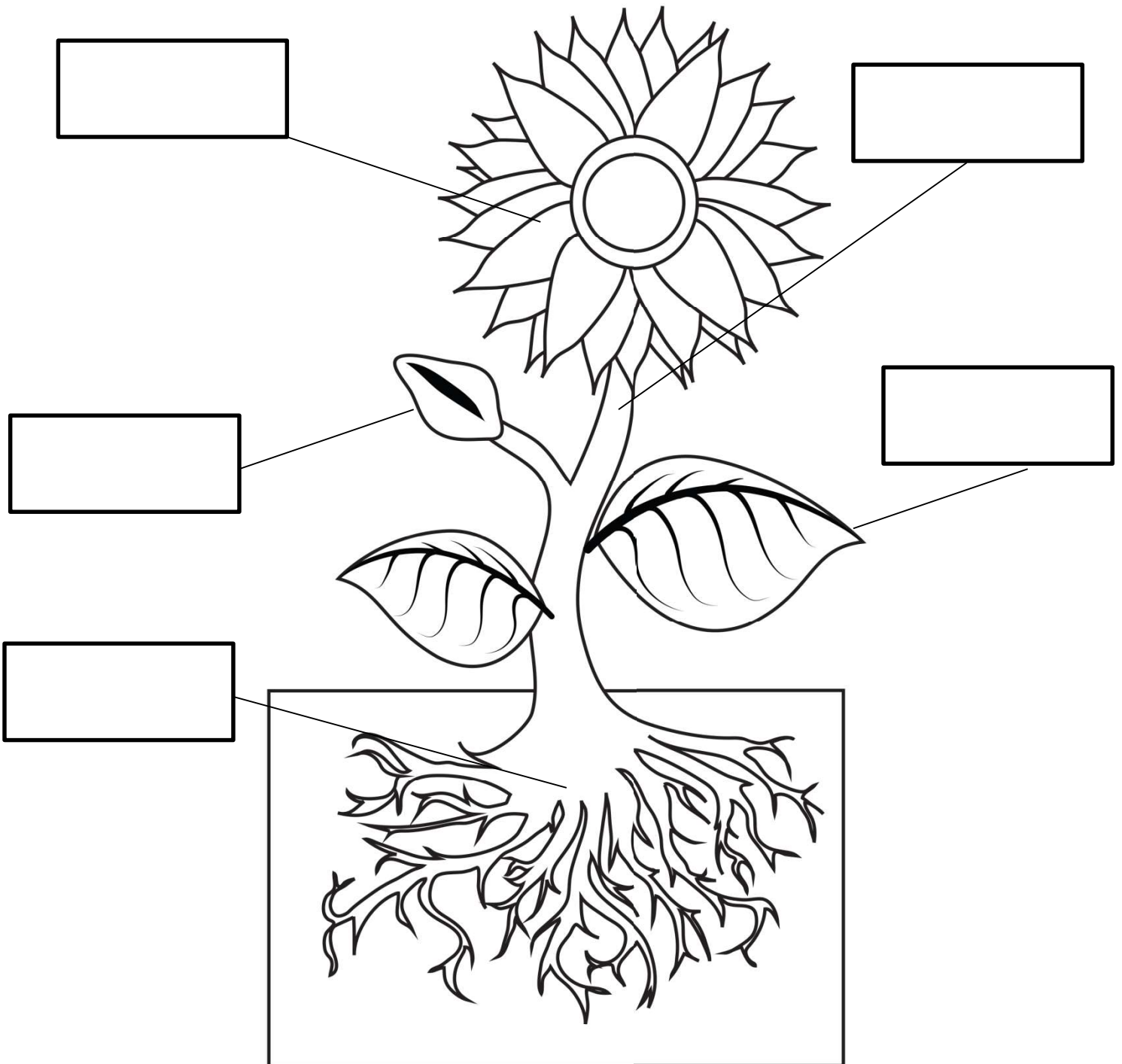
ISD Grade Level: 2nd Grade
ISD Content: Science Week:
April 6 - April 10



Label the Plant

Directions: Use words from the bank to label the parts of the plant.
Color the diagram when you are finished!

Name: _____



Word Bank: roots, stem, leaves, flower, bud

	Day 1	Day 2	Day 3	Day 4	Day 5
Water					
No Water					

Communicate Information

1. Did any of the seeds change? How?

2. Why do you think the seeds changed?

Grass Heads

I can identify cause and effect by working with one variable at a time.

Date: _____ Name _____

Grass Head Name: _____

Draw how you set your grass head
(face down, face up, straight up).



Draw your prediction of how your
grass will grow.



Wait until the grass grows.

Draw what happened to your grass
head.



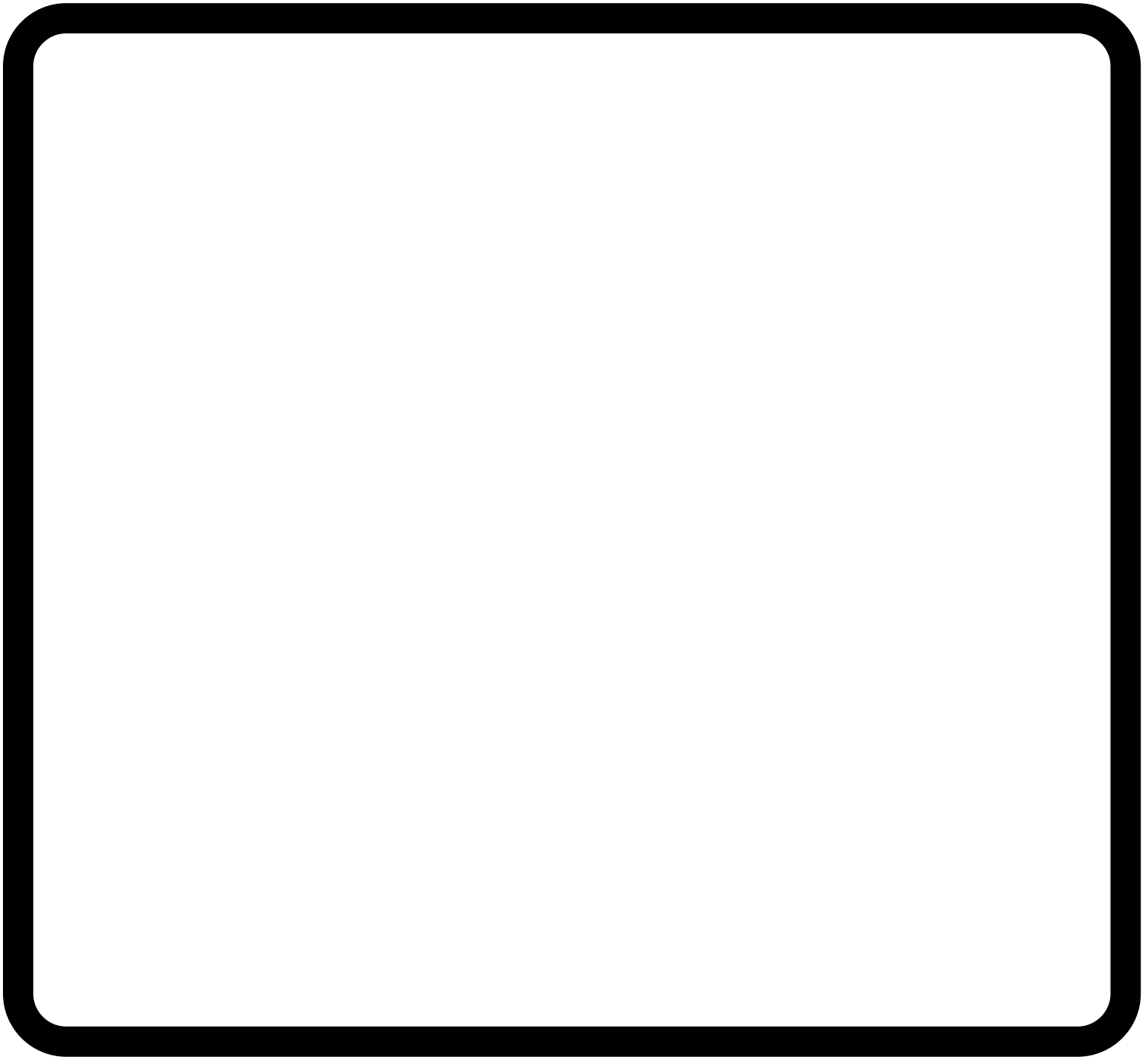
What caused the grass to grow like
that?

The grass grew _____

because _____

Plantzilla

Design your own Plantzilla. What kind of roots, stem, leaves, and flowers are you going to give it? Label each part when you are finished!



Plantzilla's Name _____

Inquiry Boards

I can develop and conduct a plan to present possible growing conditions to change.

Factor affecting DV

Factor affecting DV

Factor affecting DV

What we Measure (DV)

Factor affecting DV

Factor affecting DV

Factor affecting DV

How does the

Independent Variable

affect the

Dependent Variable

?

Constants

If the _____ (IV) is _____ (increased or decreased), then the _____ (DV) will _____ (increase or decrease).

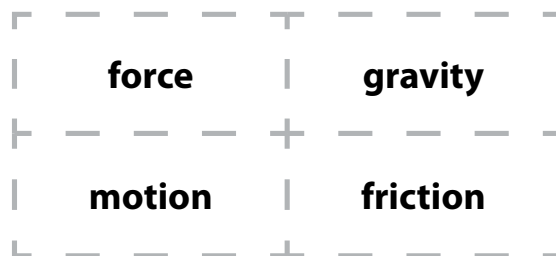
Name: _____

Move It!

Let's learn some new words about motion!

1. A push or a pull is called a _____.
2. If you throw something in the air, it will fall back down. It is pulled down by a force called _____.
3. Two surfaces rubbing together creates a force called _____.
4. A force is a push or pull that starts an object moving or changes its _____.

Directions: Cut out the cards and place them in the sentences above. Then, listen as your teacher reads the book *Move It!*



Fast and slow motion



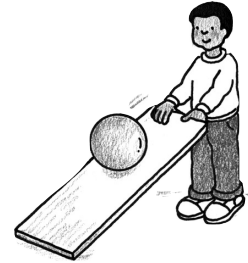
Observations

Pushes and pulls are forces that can make things move faster or slower. Pushes and pulls can also make things stop moving.

Science activity

Answer the questions about making things move faster or slower.

How can Jason make the ball roll slower?



.....



How can Amy make the ball move faster?

.....

How can Luke make the bike go slower?



.....



How can Anna make the ball move faster?

.....

Science exploration

Design and conduct an experiment to see how you can make a marble move quickly and slowly through a cardboard tube.



FRICTION SCAVENGER HUNT

Search your house and around your yard for different materials that can cause more or less friction. Fill out the chart below with your findings.

Material	Texture of Material Rough, smooth, etc.	Would this cause high or low friction?

Name _____ Date _____

Position and Motion Lab Sheet

1. Hypothesis: Which ball will travel the greatest distance?
Why?

2. Group Role: Each student should do each job once.
 - a. **Ramp Operator:** Student places a ball on the ramp and waits for the Recorder to say, "Release."
 - b. **Ruler:** Student measures the distance of each ball.
 - c. **Recorder:** Student records the time and distance the ball travels on the lab sheet.

Record Observations Below

Tennis Ball	Distance =
Time =	
Golf Ball	Distance =
Time =	
Ping Pong Ball	Distance =
Time =	
Marble	Distance =
Time =	

1. Which ball traveled the farthest?

2. Why did the ball travel the farthest?

