



Whiteriver Unified School District

Second Grade Packet

Week 1

School:

Teacher:

Name: _____

This is the list for April, there are 15 words, they need to write them down 5 times each, remember parents in Apache Language, the i in Apache language sounds like the long e sound, will every vowel will have the short sound to it. A, E, O, U, will all have the short sound.

The letter L,I, will look like this ł, you have that slur sound with it.

Since we are in Spring. Apache Grandparents, parents, almost everyone in the family are getting ready to plant, corn, squash, sugar cane, help they would get it done in a day, so I decided to have Aprils Apache words on planting. Here we go!

Write 5 times each, just the Apache words only.

Flower- Chil

Leaf- Bit'aá

Roots= Bike'ghad

Grow- Hajeeh

Soil- łeezh

Farm- Ki'yaa

Seed- K'edilzii

Peel- Bintdeh

Black Corn- Nadá' Dithit

Blue Corn- Nadá' Dot'izhi

Yellow Corn- Nadá' Łitsogi

White Corn- Nadá' Łigai

Red Corn- Nadá' Łich'i

Gray Corn- Nadá' Łibahi

Spotted or Stripe Corn- Nadá' Łik'izhi

Fun Music Company Curriculum-at-home

**Grade 2 - Lesson 2
Radetzsky March**

Teacher's Note:

Dear Parents/Caregivers,

This is a CONNECT lesson, where students will watch a video and complete a worksheet and send it back to me at rserrano@wusd.us.

Mrs. Serrano

https://funmusicmembers.com/wp-content/uploads/2020/03/Grade2_Lesson2_RadetzskyMarch_StudentWorksheet.docx

Dear Grade Two parents and students,

Today we will watch a video of an orchestra performing, and answer some questions on a worksheet about it. This should remind you of our Orchestra Lessons we have had already this year.

Step 1: Watch the introduction video:

<https://funmusicmembers.com/at-home/212-1/>

Step 2: Watch the orchestra video:

<https://funmusicmembers.com/at-home/212-2/>

Step 3: Complete the worksheet.

I have attached a word-processor file. Please follow the instructions in this and complete it. If you aren't sure of the answers, you can go to this page and press "show answers" to get the solution for the first section.

<https://funmusicmembers.com/at-home/212-3/>

When you have completed the worksheet, save it and email it back to me. (rserrano@wusd.us)

Name: _____

This is the list for April, there are 5 words, they need to write them down 5 times each, remember parents in Apache Language, the i in Apache language sounds like the long e sound, will every vowel will have the short sound to it. A, E, O, U, will all have the short sound.

The letter L,l, will look like this ł, you have that slur sound with it.

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Roots= Bike'ghad

Grow- Hajeeh

Soil- łeezh

Dear parents:

Due to the Coronavirus Pandemic, Governor Ducey and State Superintendent Hoffman announced that school districts will continue school closures through until the end of the 2019-2020 school year. **to control the spread of the virus. Your child's safety and health as well as the school staff safety is of utmost importance during this time.**

Per guidance from the Arizona Department of Education:

"School closure is **NOT** a complete shutdown of school operations and instructional obligations to students. During school closures, staff are still expected to engage in work-related activities, and **students and families are expected to meet the instructional requirements of their teachers and schools.**

School leaders, teachers, staff and parents must work together to plan for continuity in education and critical services during this time. Specifically, during the closure, educators and community leaders are called on to:

Continue to deliver educational opportunities to the extent possible through remote learning and independent study, which may or may not include online learning or printed materials, among other options

Provide school meals..."

Therefore, WUSD will continue to provide meals and instructional support to children through May 22, 2020.

The packet for the week in 2nd Grade MATH is a review on Adding 100 Using Strategies (Topic 3)

Students will work on 2 activities daily from Monday to Friday (1 in the morning and 1 in the afternoon,).

Each activity is given with an example on how to work / do the problems.

Day 1 Student will work on Adding numbers Using Number Chart.

Day 2 Student will be doing Adding numbers using an Open Number Line

Day 3 Student will be working Break A Part Numbers to Add

Day 4 Student will work Adding Numbers Using Compensation

Day 5 Student will be doing Addition Practice Activity

Please keep your family safe and in good health. We miss our students dearly. Please give them a big hug from all of us! Thank you so much for your time and understanding.

Name: _____

Objective: Student will be able to Add Tens and Ones on a Hundred Chart

You can add on a hundred chart. Find $54 + 18$.

Start at 54. You need to add the tens from 18. Move down 1 row to show 1 ten.

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

Now add the ones.

You are already at 64. Now move ahead 8 to show 8 ones. You need to go to the next row to add them all. So, $54 + 18 = 72$.

51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

★ Guided Practice Add using the hundred chart. Draw arrows on the chart if needed.

11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

1. $17 + 32 = 49$

2. $28 + 21 =$ _____

3. _____ = $19 + 20$

4. $18 + 8 =$ _____

★ Independent Practice Add using the hundred chart.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

5. $33 + 9 =$ _____

6. _____ = $12 + 73$

7. $38 + 21 =$ _____

8. $56 + 42 =$ _____

9. $47 + 28 =$ _____

10. $39 + 17 =$ _____

11. _____ = $61 + 19$

Name: _____

VOCABULARY

Move down each **row** on a hundred chart to add **tens**. Move to the right, across the **columns**, to add **ones**.

1. Find $42 + 23$. Start at 42.

Move down 2 rows. Move right 3 spaces.

At which number did you stop? _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2. Find $27 + 34$. Use the hundred chart on the next page.

First find 27. Circle it. Break apart 34.

34 has 3 tens and 4 ones.

Start at 27. Add 3 tens. Move DOWN 3 rows. That takes you to .

Now you need to add 4 ones. Move RIGHT 4 spaces to add ones.

If you come to the end of a row, go DOWN to the next row.

Where did you stop? So, $27 + 34 =$ _____

On the Back!

3. Pick any number between 44 and 49.

Add to it any number between 47 and 51.

Use the hundred chart to find the sum.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100


Name: _____

Objective: Student will be able to Add Tens on an Open Number Line

Find $36 + 30$.

You can add tens on an **open number line**.

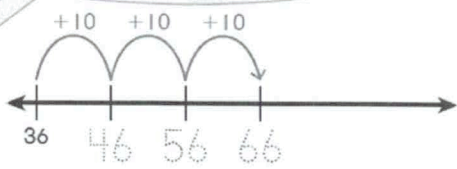
First, place 36 on the number line.



36

You need to add the tens in 30.

30 is 3 tens. So, count on by 10 three times. Show each 10 on the number line.

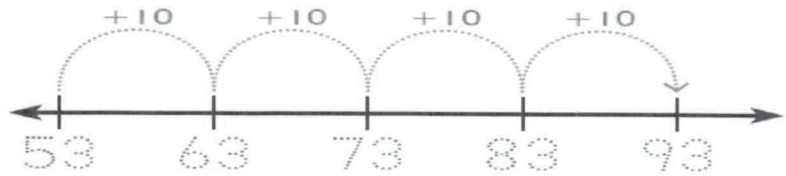


36 46 56 66

You land on 66. So, $36 + 30 = 66$.

★ Guided Practice Use an open number line to find each sum.

1. $53 + 40 =$ _____



2. $35 + 20 =$ _____



★ Independent Practice Use an open number line to find each sum.

3. $30 + 10 =$ _____



4. $55 + 30 =$ _____



5. $23 + 20 =$ _____



6. $46 + 40 =$ _____



Name: _____

1. You can add **tens** to 2-digit numberson an **open number line**.Find $54 + 30$.

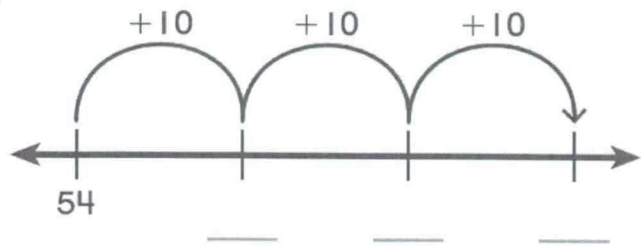
Start at 54 and add 30.

30 is _____ tens.

$$30 = 10 + \underline{\quad} + \underline{\quad}$$

Count on by 10 three times.

Show each 10 on the number line.

So, $54 + 30 = \underline{\quad}$.**2.** Find $35 + 40$. Use the open number line below.40 is **4** tens.

$$40 = \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad}$$

Start at . Count on by 10 times.

Label +10 above each jump you draw.

**On the Back!**For Study Island Activities go to: <https://app.studyisland.com/cfw/login/>

Name: _____

Objective: Student will be able to Break Apart Numbers to Add

$27 + 35 = ?$

You can use place value to **break apart** numbers into tens and ones.

27
 \swarrow

20

 \downarrow

7

+

35
 \swarrow

30

 \downarrow

5

= ?

I can then use mental math to find the sum.

Add the tens.
 $20 + 30 = 50$

Add the ones.
 $7 + 5 = 12$

Then add the sums.
 $50 + 12 = 62$

So, $27 + 35 = 62$.

Think: $50 + 12$
 \wedge
 $10\ 2$
 $50 + 10 + 2 = 62$

★ **Guided Practice** ★ Break apart numbers to find each sum. Use blocks to help, if needed.

1. $17 + 42 = 59$

17
 \swarrow

10

 \downarrow

7

+

42
 \swarrow

40

 \downarrow

2

=

59
 \hline
 50
 $+ 9$
 \hline
 59

2. _____ = $53 + 23$

53
 \swarrow

 \downarrow

+

23
 \swarrow

 \downarrow

★ **Independent Practice** ★ Break apart numbers to find each sum. Use blocks to help, if needed.

3. $23 + 26 =$ _____

23
 \swarrow

 \downarrow

+

26
 \swarrow

 \downarrow

4. $9 + 42 =$ _____

9
 \swarrow

 \downarrow

+

42
 \swarrow

 \downarrow

5. _____ = $51 + 16$

51
 \swarrow

 \downarrow

+

16
 \swarrow

 \downarrow

6. $56 + 15 =$ _____

7. _____ = $76 + 11$

8. $33 + 49 =$ _____

Name: _____

Break Apart Numbers to Add

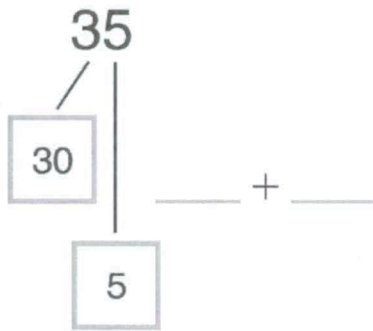
1. You can break apart numbers to add.

To find $35 + 23$, first **break apart** each **addend**.

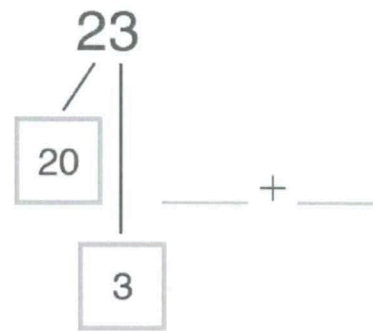
Break apart 35 into

Break apart 23 into

and

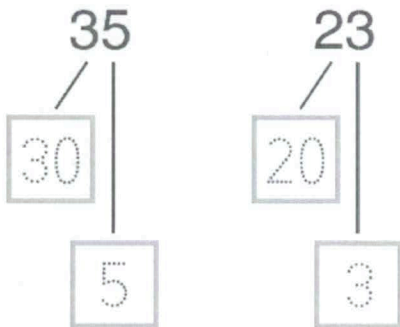


and



tens
ones.
tens
ones.

2. Use
add 35



Add the tens.

$$30 + 20 = \underline{\quad}$$

Then add the ones.

$$5 + 3 = \underline{\quad}$$

break apart to
+ 23.

Add the sums.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

So, $35 + 23 = \underline{\quad}$.

4 5 3 2

Name: _____

Objective: Student will be able to Add Numbers Using Compensation

<p>Find $38 + 23$.</p> <div style="border: 1px solid gray; border-radius: 50%; padding: 5px; width: fit-content; margin: 10px auto;"> <p>You can use compensation to make numbers that are easier to add.</p> </div> 	<p>38 is close to 40. It's easier to add 40 than 38.</p> <p>So, take 2 from 23 and give it to 38 to make 40.</p> $\begin{array}{r} 38 \quad + \quad 23 \\ + 2 \quad \quad - 2 \\ \hline 40 \quad + \quad 21 = ? \end{array}$	<p>Add mentally.</p> $40 + 21 = ?$ $40 + 21$ <div style="display: flex; justify-content: center; gap: 20px; margin: 5px 0;"> <div style="border: 1px solid gray; padding: 5px;">20</div> <div style="border: 1px solid gray; padding: 5px;">1</div> </div> $40 + 20 + 1 = 60 + 1 = 61$ <p>So, $40 + 21 = 61$.</p>	<div style="border: 1px solid gray; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;"> <p>If you give an amount to one addend, you must take away the same amount from the other addend, so the sum stays the same.</p> </div> $40 + 21 = 38 + 23$ <p>So, $38 + 23 = 61$.</p> 
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☆ **Guided Practice** ☆ Use compensation to make numbers that are easier to add. Then solve. Show your work.

1. $17 + 9 = \underline{\quad}$

$$\begin{array}{r} 17 \quad + \quad 9 \\ + 3 \quad - 3 \\ \hline 20 \quad + \quad 6 = 26 \end{array}$$

2. $23 + 12 = \underline{\quad}$

$$\begin{array}{r} \bigcirc \quad \quad \bigcirc \\ \hline \quad \quad + \quad \quad = \quad \quad \end{array}$$

3. $25 + 47 = \underline{\quad}$

$$\begin{array}{r} \bigcirc \quad \quad \bigcirc \\ \hline \quad \quad + \quad \quad = \quad \quad \end{array}$$

☆ **Independent Practice** ☆ Use compensation to make numbers that are easier to add. Then solve. Show your work.

4. $33 + 19 = \underline{\quad}$

$$\begin{array}{r} \bigcirc \quad \quad \bigcirc \\ \hline \quad \quad + \quad \quad = \quad \quad \end{array}$$

5. $28 + 8 = \underline{\quad}$

$$\begin{array}{r} \bigcirc \quad \quad \bigcirc \\ \hline \quad \quad + \quad \quad = \quad \quad \end{array}$$

6. $27 + 36 = \underline{\quad}$

$$\begin{array}{r} \bigcirc \quad \quad \bigcirc \\ \hline \quad \quad + \quad \quad = \quad \quad \end{array}$$

Name: _____

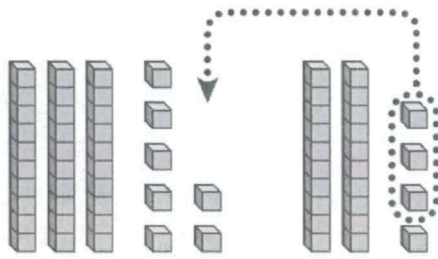
Add Numbers Using Compensation

You can use **compensation** to add **mentally**.

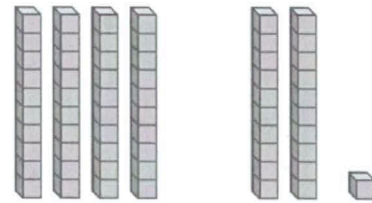
Find $37 + 24$.

Change the addends to numbers that are easier to add.

Take 3 from 24 and
give it to 37 to make 40.



Now you have $40 + 21$.
These numbers are easier
to add.



$$40 + 21 = \underline{61}, \text{ so } 37 + 24 = \underline{61}.$$

Change 37 to 40.

2. Use compensation. Circle the addends that are easier to add mentally. Use cubes if needed. Write the sum.

$$58 + 36 =$$

$$57 + 37$$

$$59 + 35$$

$$60 + 34$$

3. $45 + 39 =$

$$44 + 40$$

$$46 + 38$$

$$47 + 37$$

On the Back!

Name: _____

2nd Grade
Add & Spell The Hidden Word



Add these numbers to find the letters that spell out the hidden word. You may need to carry.

Example

O $\begin{array}{r} 32 \\ + 67 \\ \hline 99 \end{array}$

A $\begin{array}{r} 20 \\ + 99 \\ \hline \end{array}$

E $\begin{array}{r} 27 \\ + 91 \\ \hline \end{array}$

C $\begin{array}{r} 93 \\ + 15 \\ \hline \end{array}$

T $\begin{array}{r} 44 \\ + 31 \\ \hline \end{array}$

D $\begin{array}{r} 93 \\ + 12 \\ \hline \end{array}$

L $\begin{array}{r} 92 \\ + 92 \\ \hline \end{array}$

W $\begin{array}{r} 79 \\ + 69 \\ \hline \end{array}$

R $\begin{array}{r} 23 \\ + 44 \\ \hline \end{array}$

F $\begin{array}{r} 10 \\ + 96 \\ \hline \end{array}$

M $\begin{array}{r} 80 \\ + 75 \\ \hline \end{array}$

B $\begin{array}{r} 71 \\ + 80 \\ \hline \end{array}$



106 184 99 148 118 67 151 118 105

○ ○ **O** ○ ○ ○ ○ ○ ○

Name: _____

Pineapple Math

Add the numbers.

$$\begin{array}{r} 25 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ + 26 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ + 46 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 54 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ + 16 \\ \hline \end{array}$$

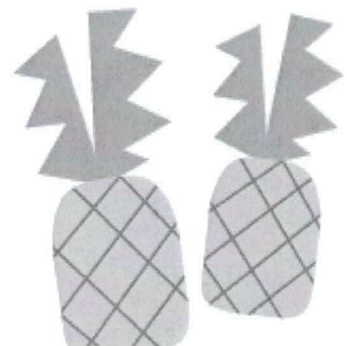
$$\begin{array}{r} 25 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ + 31 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ + 52 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ + 21 \\ \hline \end{array}$$



Name: _____

Math Mosaic

18
+ 18

32
+ 30

13
+ 11

16
+ 20

40
+ 31

25
+ 22

31
+ 31

41
+ 21

35
+ 12

20
+ 51

11
+ 13

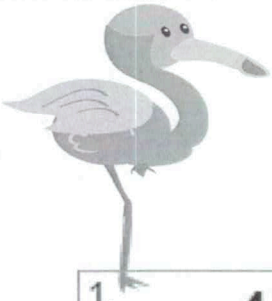
32
+ 4

24
+ 12

44
+ 18

Add . Use the key to color in the spaces.

Name: _____



Flamingo: Practice Subtraction

Subtract these numbers. You may need to borrow.

Then answer the question below.

1. $\begin{array}{r} 47 \\ - 34 \\ \hline \end{array}$	2. $\begin{array}{r} 84 \\ - 52 \\ \hline \end{array}$	3. $\begin{array}{r} 93 \\ - 24 \\ \hline \end{array}$	4. $\begin{array}{r} 84 \\ - 68 \\ \hline \end{array}$
5. $\begin{array}{r} 28 \\ - 10 \\ \hline \end{array}$	6. $\begin{array}{r} 73 \\ - 37 \\ \hline \end{array}$	7. $\begin{array}{r} 84 \\ - 29 \\ \hline \end{array}$	8. $\begin{array}{r} 67 \\ - 25 \\ \hline \end{array}$
9. $\begin{array}{r} 72 \\ - 33 \\ \hline \end{array}$	10. $\begin{array}{r} 88 \\ - 83 \\ \hline \end{array}$	11. $\begin{array}{r} 36 \\ - 28 \\ \hline \end{array}$	12. $\begin{array}{r} 81 \\ - 67 \\ \hline \end{array}$

Flamingos form the largest flocks of birds in the world.
Today 55 gathered in the zoo.
How many more are needed to reach 99?



Name: _____ School: _____

Note to Parents and Caregivers:

This week's ELA Learning packet consist of daily reading materials and activities about each TEXT (fiction and non-fiction). Students who are independent readers may read and complete the activities by themselves. If not, you may read the passages together and guide your child in completing each task. Make sure you have pencils, paper and coloring materials handy. Instructions for completing the tasks are printed below. Student friendly objectives and goals are written for each day. Make sure to READ the goals to them each day before starting the work so that your child can set a goal or purpose for doing the activity.

DAY 1-

Step 1: Read the kid friendly goal to your child. (Located at the top of the learning packet for each day.)

Step 2: Have your child read the passage about Elephants. Read it together if your child can't read it independently.

Step 3: Read the directions for each block of activity. Answer the activities that follow. Refer to the passage to answer the questions. You may ask your child to underline or highlight information in the text to answer a specific question.

Step 4: Do the activities.

- A) List facts about elephants.
- B) Visualize and draw the elephant.
- C) Identify synonyms of the word large.
- D) Write a personal response about the passage.

Step 5: If you are asked to write a personal response, you may want to have a conversation with your child first about what his /her thoughts about the topic and how he/she plans to answer it.

Step 6: Reread the passage aloud for fluency practice.

DAY 2-

Step 1: Read the kid friendly goal to your child. (Located at the top of the learning packet for each day.)

Step 2: Have your child read the story about Tyler going to the dentist. Read it together if your child can't read it independently.

Step 3: Read the directions for each block of activity. Answer the activities that follow. Refer to the passage to answer the questions. You may ask your child to underline or highlight information in the text to answer a specific question.

Step 4: Do the activities.

- A) Identify the main character in the story and his problem.
- B) Identify Cause and Effect relationship.
- C) Identify and draw what happens in the beginning, middle and ending of the story.
- D) Write a personal response about the passage.

Step 5: If you are asked to write a personal response, you may want to have a conversation with your child first about what his /her thoughts about the topic and how he/she plans to answer it.

Step 6: Reread the passage aloud for fluency practice.

Name: _____ School: _____

DAY 3-

Step 1: Read the kid friendly goal to your child. (Located at the top of the learning packet for each day.)

Step 2: Have your child read the story about Avery and how she learned a lesson. Read it together if your child can't read it independently.

Step 3: Read the directions for each block of activity. Answer the activities that follow. Refer to the passage to answer the questions. You may ask your child to underline or highlight information in the text to answer a specific question.

Step 4: Do the activities.

- A) Identify the main character in the story and her problem.
- B) Make an inference based on what you know and what you have read.
- C) Sequence or order events in the story.
- D) Identify synonyms or words that may mean the same or similar.
- E) Write the lesson learned by Avery.

Step 5: If you are asked to write a personal response, you may want to have a conversation with your child first about what his /her thoughts about the topic and how he/she plans to answer it.

Step 6: Reread the passage aloud for fluency practice.

DAY 4-

Step 1: Read the kid friendly goal to your child. (Located at the top of the learning packet for each day.)

Step 2: Have your child read the passage about Spiders. Read it together if your child can't read it independently.

Step 3: Read the directions for each block of activity. Answer the activities that follow. Refer to the passage to answer the questions. You may ask your child to underline or highlight information in the text to answer a specific question.

Step 4: Do the activities.

- A) Compare and Contrast. How are spiders and insects alike and different.
- B) Label the body parts of a spider. Complete the diagram.
- C) Identify facts about spiders.
- D) Write a personal response about the passage.

Step 5: If you are asked to write a personal response, you may want to have a conversation with your child first about what his /her thoughts about the topic and how he/she plans to answer it.

Step 6: Reread the passage aloud for fluency practice.

DAY 5-

FUN DAY!!!!

Step 1: Look at the ELA Bingo Choice Board. Select the Row you want to work on.

Step 2: Find the hidden pictures from the scene. You may color the page afterwards.

Name: _____

School: _____

DAY 1 Monday April 13,2020

Student Friendly Objective: Today I will learn to read an informational text and identify facts about Elephants.

Elephants are the largest land living animals in the world. There are two different types of elephants, African and Asian. Both the female and the male African elephants have tusks, but only the male Asian elephants have tusks. Their tusks are like long teeth that they can use for digging to find food or water. Elephants have long trunks. They use their trunks to lift food and suck up water into their mouths. Elephants can also use their trunks like a snorkel when they are swimming. They also use their trunks to suck up water to spray on themselves when it is hot outside. Elephants eat a lot. They can eat 300 pounds of food in one day! Would you want to be an elephant?

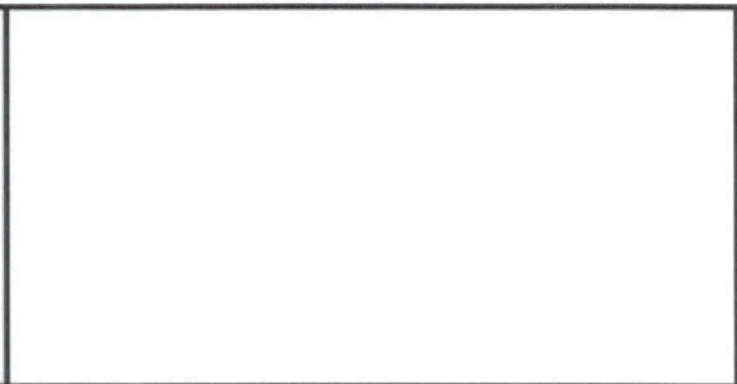


List three things you know about elephants.

1. _____
2. _____
3. _____

Let's Visualize!

Close your eyes and imagine what it looks like when an elephant is swimming. Then draw a picture.



Name: _____ School: _____

DAY 1 Monday April 13,2020

Fill in the blanks.

Elephants can use their trunks like a _____ when they are swimming.


Elephants can eat 300 _____ of food in one day.

Elephants are the _____ land living animals in the world.

<p>Vocabulary</p> <p>Focus</p> <p>Circle the words in the box that mean about the same as large.</p>	<p>huge</p> <p>enormous</p> <p>tiny</p> <p>massive</p> <p>gigantic</p> <p>petite</p> <p>mammoth</p> <p>hilarious</p>
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Text-to-Self Connection

Would you want to be an elephant? Why or why not?



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Name: _____

School: _____

DAY 2 Tuesday April 14,2020

Student Friendly Objective: Today I will learn to read a narrative about Tyler going to the dentist.

I will identify events that happened in the beginning, middle and end of the story.



Tyler was going to the dentist. He was a little anxious because he worried that he might have a cavity. His mom always made him brush his teeth in the morning and at night, but he wasn't sure if he was doing a good enough job. The dentist told him to sit up in the chair. He leaned him back and had Tyler open his mouth as wide as he could. As the dentist looked around and poked at his teeth, Tyler became even more nervous. Next, the dentist wanted to take some x-rays of his teeth. After they were over, the dentist told Tyler that his teeth looked great. Tyler was so relieved. The dentist gave Tyler a new toothbrush, toothpaste, and dental floss and told him to come back in six months.

1. Who was the main character? _____

2. What was the problem in the story? _____

<p>Cause and Effect</p> <p>Write the <u>cause</u> to match the <u>effect</u> from the story.</p>	<p><u>Effect:</u> Tyler was very anxious.</p> <p><u>Cause:</u> _____</p> <p>_____</p> <p>_____</p>
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Name: _____ School: _____

DAY 2 Tuesday April 14,2020

Draw a picture to show what happens in the beginning, middle, and end of the story.		
Beginning	Middle	End

<h3>Vocabulary Focus</h3> <p>Use context clues to determine the meaning of the words in the next box.</p>	Anxious _____ _____
	Relieved _____ _____

<h3>Text-to-Self Connection</h3> <p>Think about a time when you were anxious. Write about it.</p> <hr/> <hr/> <hr/> <hr/>



Name: _____

School: _____

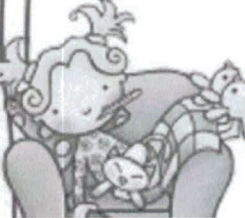
DAY 3 Wednesday April 15,2020

Student Friendly Objective: Today I will learn to read a story about Avery and how she learned an important lesson.

I can identify the main character and her problem in the story.

20

Avery had a very important math test tomorrow and she forgot to study all week. Her stomach started to ache because she knew she wasn't going to do well on the test. On Friday morning, she tried to come up with an excuse to not go to school so she wouldn't fail the test. She told her mom that she wasn't feeling very well. Avery's mom told her to go sit on the couch and she would check her temperature. She came in with the thermometer and put it in Avery's mouth. When her mom came back, she told Avery that her temperature was completely normal and she would have to go to school. Avery kept begging her mom, but she would not give in. Avery finally ended up going to school. She didn't do well on her test, but she definitely learned her lesson.



1. Who is the main character? _____

2. What is the problem in the story? _____

<p>Let's Infer!</p> <p>You make an inference by using what you already know along with what you read in the text to answer questions.</p>	<p>Do you think Avery will study for her next math test? Why do you think that?</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Name: _____

School: _____

DAY 3 Wednesday April 15,2020

Write a 1,2,3, and 4 in the front of each sentence to show the sequence of the story.

_____ Avery's mom took her temperature and it was normal.

_____ Avery pretended like she was sick.


_____ Avery went to school and took her math test.

_____ Avery had a math test on Friday and she didn't study for it.

Vocabulary Focus Draw a line to match the words that mean about the same thing.	excuse	hurt
	ache	normal
	regular	reason
	important	imperative

Author's Purpose

What lesson was the author trying to teach in this story?



Name: _____

School: _____

DAY 4 Thursday April 16,2020

Student Friendly Objective: Today I will learn to read an informational passage about Spiders.

I can compare spiders with other insects.



Spiders are not insects. They are arachnids. Spiders have eight legs and insects only have six. Spiders only have two main body parts, the abdomen and the thorax, whereas insects have three, the abdomen, the head, and the thorax.

Spiders do not have antennae while insects do. There are many types of spiders. All spiders can make silk, but only some spin webs to catch their food. Most spiders are harmless, but there are some types that can be poisonous to humans, such as the black widow. The largest spiders are tarantulas. Some tarantulas eat birds, mice, and lizards. Are you scared of spiders?

Compare & Contrast	Same	Different
Write things that are the same and things that are different between spiders and insects.		

Let's Label!

Use the words below to fill in the labels on the spider.

thorax abdomen

legs spinnerets

Name: _____

School: _____

DAY 4 Thursday April 16,2020

Circle the facts.

Most spiders are harmless, but some are poisonous to humans.

Spiders are insects.

Spiders have six legs.

All spiders make silk, but only some spin webs.

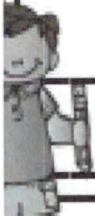
The largest spiders are tarantulas.

Vocabulary
Focus

What does harmless mean?

Text to Self Connection

Would you like to be a spider? Why or why not?



Name: _____

School: _____

DAY 5 Friday April 17,2020

Student Friendly Objective: Today I will learn to complete a BINGO choice board.

I can persevere and find the hidden pictures from a scene.

ELA Bingo Choice Board

Color Each box once it is completed. Fill in a row to complete your choice board.



<p>Pick 6 nouns. Draw a matching picture for each.</p>	<p>Draw and name each member of your family.</p>	<p>Think and Write an adjective for each letter of the word CORONA .</p>	<p>List words that rhyme with lake.</p>
<p>List words that begins with the consonant blend sl-</p>	<p>List 5 verbs or action words. Use each one in a sentence.</p>	<p>List 5 compound words. Name the two words that make each compound word.</p>	<p>Give your opinion. Should people wear a mask to go to the grocery store?</p>
<p>Think and Write an adjective for each letter of the word VIRUS.</p>	<p>Complete the story starter, "The best thing I like about school is _____".</p>	<p>Name words that has the -oa sound like soap.</p>	<p>Write the abbreviation for each month of the year. January- Jan.</p>



Name: _____

School: _____

DAY 5 Friday April 17, 2020

Home on the Range

Can you find these hidden pictures?

- sack
- carrot
- crescent moon
- hammer
- sock
- paintbrush
- coffee pot
- slice of pie
- screw
- teeds
- pencil
- teacup
- mitten
- teddy bear