



Compton USD Learning Packet #4

Second Grade

Name _____

2nd Grade Learning Packet

TABLE OF CONTENTS

Week 5

Day	Lesson	Date Completed
1	Spelling: Diphthongs oy, oi Diphthongs oy, oi/ Consonant le	
	Start the lesson: Bills & Number Bonds. Complete Task #1 and Task #2	
	Social Studies: Read "What Makes a Hero"	
2	Vocabulary Read "Soccer Friends" and answer the questions that follow.	
	Continue with the lesson: Bills & Number Bonds. Complete Task #3	
	Social Studies: Reread "What Makes a Hero" and answer questions 1-8.	
3	Read "The Class Play" and answer the questions. Read the story twice and fill out the chart.	
	Finish the lesson: Bills & Number Bonds. Complete Task #4 and Summary section	
	Social Studies: Reread "What Makes a Hero" and answer questions 9-10.	
4	Genre/Literary Element, Vocabulary Strategy: Idioms Determine a Theme from Literary Text - Topic: Camped in the Backyard	
	Complete Lesson 7.1: Dimes, Nickels, and Pennies	
	Social Studies: Read "American Heroes."	
5	Writing Traits: Sentence Fluency, Write to Sources Determine a Theme from Literary Text - Topic: No Helmet	
	Complete Lesson 7.2: Quarters	
	Social Studies: Reread "American Heroes" and answer questions 1-10	

Recommended Online Usage

<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Name _____

soil	broil	moist	point	toil
oil	toy	joy	coin	noise

A. Word Meaning**Write the spelling word for each definition.**

1. a thing children play with _____
2. dirt that plants grow in _____
3. to work hard _____
4. a little bit wet _____
5. happiness _____
6. a sound _____

B. Sentences to Complete**Write a spelling word on the line to complete each sentence.**

7. Many cars and buses need _____ to run.
8. A cook can bake, boil, and _____ food.
9. I will _____ to my house to show you where it is.
10. A quarter is a larger _____ than a dime.



Name _____

A. Proofread

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines.

Mom and Dad gave me a present. I thought it would be a toi, but it was a small tree. I had to dig a hole in the soyl. I had to toyl for a long time before the hole was deep enough. Then I planted my tree. I watered it to keep the earth moyst. It has been a great joi to watch my tree grow. Do you know which tree is mine? I will poynt to it.



1. _____ 2. _____ 3. _____
 4. _____ 5. _____ 6. _____

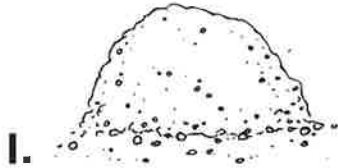
B. Writing

Write about something you worked hard to do or make. Use four spelling words in your paragraph.

Name _____

Two letters blended together can stand for one vowel sound. The letters **oy** and **oi** can stand for the vowel sound in **boy** and **foil**.

A. Name each picture. Write *oy* or *oi* to complete each word.



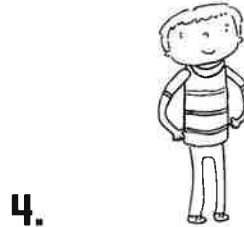
s _____ l



c _____ ns



t _____



b _____

When a word ends in **-le**, the consonant before it plus the letters **le** form the last syllable. This sound in an end syllable can also be spelled **-al** or **-el**.

B. Read each word. Circle the example that shows the word divided into syllables correctly.

5. handle han dle hand le 6. label lab el la bel

7. local loc al lo cal 8. uncle un cle unc le

Name _____

soil	broil	moist	point	toil
oil	toy	joy	coin	noise

A. Word Sort

Look at the spelling words in the box. Write the spelling words that have the *oy* pattern.

1. _____ 2. _____

Write the spelling words that have the *oi* pattern.

3. _____ 4. _____

5. _____ 6. _____

7. _____ 8. _____

9. _____ 10. _____

B. Missing Letter

A letter is missing from each spelling word below. Write the missing letter in the box. Then write the spelling word correctly on the line.

11. bro l _____ 12. to _____



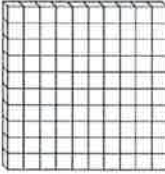
13. m ist _____ 14. po nt _____

15. so l _____

name: _____	date: _____ #: _____
-------------	----------------------

Bills and Number Bonds

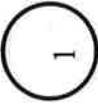


Task 1: Remember Base 10 Blocks

		
Name of Block:	Name of Block:	Name of Block:
How many of the blocks are shown above?	How many of the blocks are shown above?	How many of the blocks are shown above?
How much is that worth?	How much is that worth?	How much is that worth?

- 1) Which is more, 1 or 1? _____
- 2) Which is more, 1 one or 1 ten? _____
- 3) Which is more, 1 one or 1 hundred? _____
- 4) Which is more, 1 ten or 1 hundred? _____



Task 2: Remember Place Value Discs

		
Name of Disc:	Name of Disc:	Name of Disc:
How many are shown above?	How many are shown above?	How many are shown above?
How much is that worth?	How much is that worth?	How much is that worth?

1) Which is more,  or ? How do you know? _____

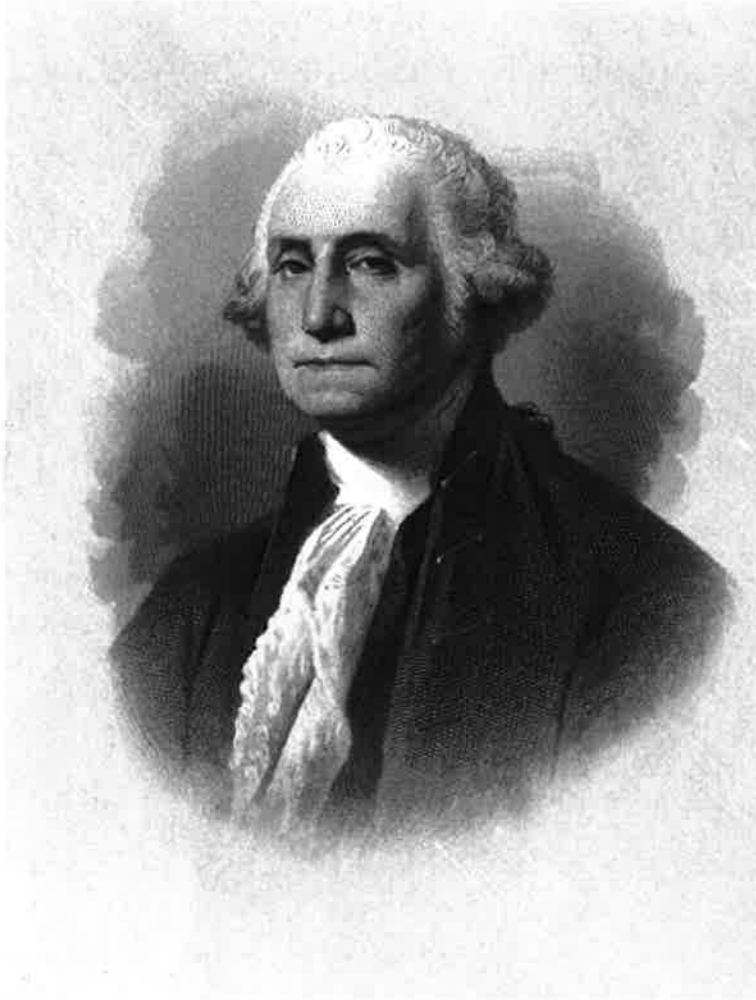
2) Which is more,  or ? How do you know? _____

3) If two items, like the place value discs, are the same size, does that mean they have the same value?
 _____ Explain? _____



What Makes Someone A Hero

by Susan LaBella



Heroes are people who do something brave, unusual, or important. Heroes are men and women who take risks. They make a positive difference in the world.

Some heroes lived long ago. George Washington was the first president of the United States. Some heroes did great things recently. Sally Ride was an astronaut and an educator, and the first American woman to go into space.

Some of the greatest heroes did not just do remarkable things that made

them famous. In their everyday lives, they behaved in ways that made people admire their character. Character is a group of qualities that make up who a person is. Heroes are often people with great character.

Many people with great character are honest. Honest people tell the truth, even when it is hard to do.




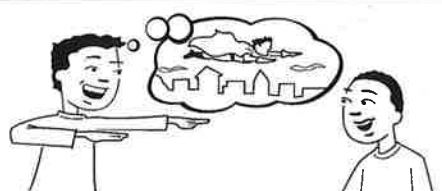


Someone with great character may also be compassionate. A compassionate person cares about others and works to help them.

A person with great character may also be responsible. Responsible people do things they promised to do. Other people can depend on them.

Heroes can combine great actions with great character. Now think: Do you have a hero?

Name _____

Use the word chart to study this week's vocabulary words. Work with a partner to take turns reading each word and sentence. Then write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
amused	The funny pictures in the book <u>amused</u> the boy.	
describe	I <u>describe</u> a book to my class.	
entertained	We were <u>entertained</u> at the puppet show.	
imagination	I use my <u>imagination</u> to tell stories.	
patient	We had to be <u>patient</u> waiting in line.	
peaceful	I like to rest in a <u>peaceful</u> place.	

Name _____

amused	cooperate	describe	entertained
imagination	interact	patient	peaceful

Circle the meaning of each word in bold print.

- If two people **interact**, they _____.
affect each other ignore each other
- Something that **amused** you made you _____.
cry laugh
- To use your **imagination**, you use _____.
your arms your mind
- If you are **patient**, you _____.
wait for something want something right away
- When you **describe** something, you _____.
tell about it read about it
- When you **cooperate**, you _____.
work alone work with someone
- A place that is **peaceful** is _____.
calm and quiet busy and active
- If something **entertained** you, you thought it was _____.
interesting boring

Unit 5 Week 2

SOURCE TITLE: Soccer Friends

LEXILE: 380

CCSS Shared Read Genre • Fiction

SOCCER FRIENDS

Essential Question
How do people get along?
Read about a girl who has a problem on the soccer field.

348

1. Standard: RL2.1

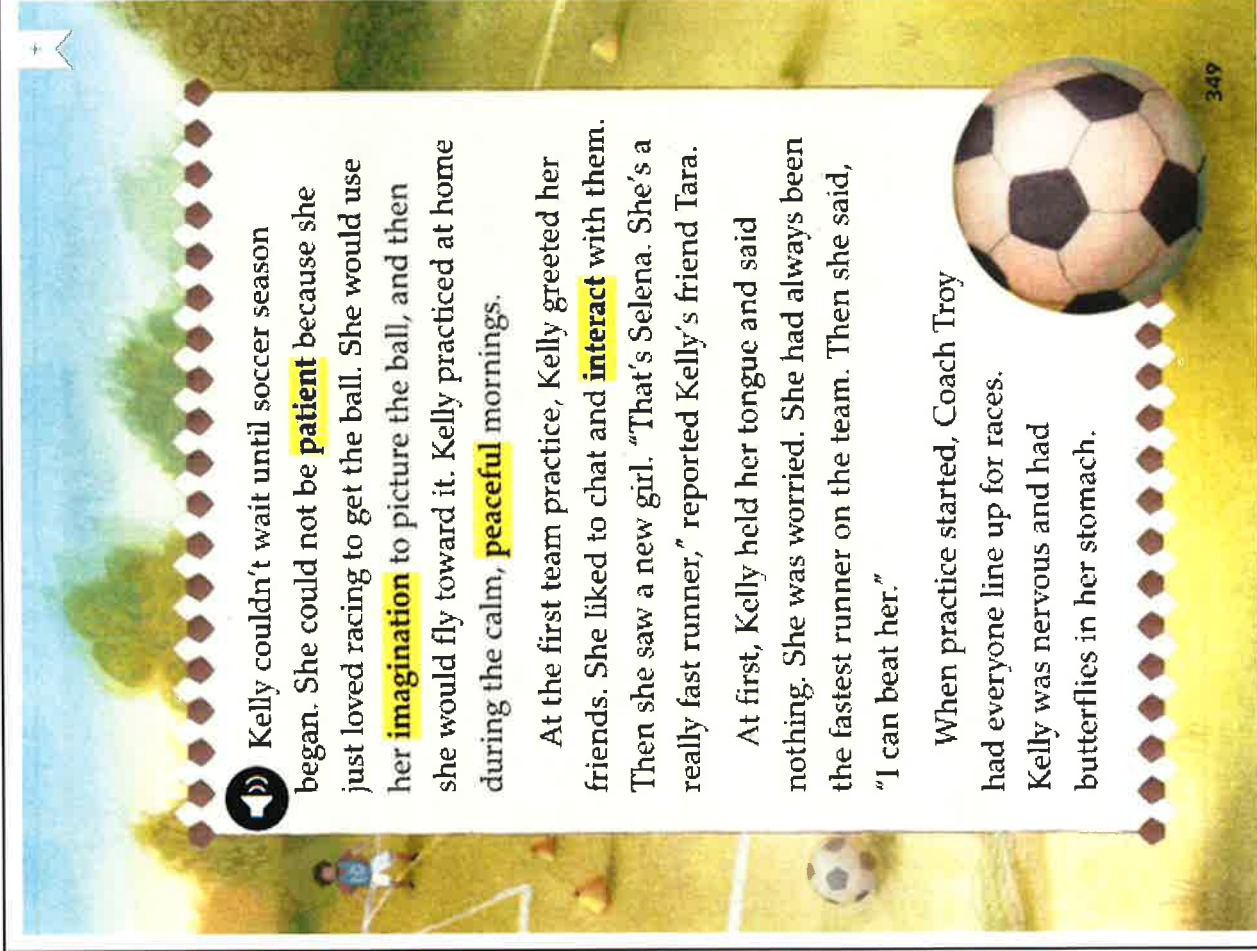
Which sentence **best** describes the main idea of the passage?


- A Friends should always tell the truth.
- B Friends should always run fast.
- C Friends should be on the same team.
- D Friends should always work together.

2. Standard: RL 2.1

Which sentence from the passage **best** supports the main idea?

- (A) "She is a fast runner".
- (B) "I can beat her."
- (C) "I think we can work together and cooperate."
- (D) "It stinks to get beaten."



 Kelly couldn't wait until soccer season began. She could not be **patient** because she just loved racing to get the ball. She would use her **imagination** to picture the ball, and then she would fly toward it. Kelly practiced at home during the calm, **peaceful** mornings.

At the first team practice, Kelly greeted her friends. She liked to chat and **interact** with them. Then she saw a new girl. "That's Selena. She's a really fast runner," reported Kelly's friend Tara.

At first, Kelly held her tongue and said nothing. She was worried. She had always been the fastest runner on the team. Then she said, "I can beat her."

When practice started, Coach Troy had everyone line up for races. Kelly was nervous and had butterflies in her stomach.



3. Standard: L2.4

What did Kelly mean by the word **cooperate**?

- A Teams should win the race.
- B Teams should have fun.
- C Teams should work together.
- D Teams should practice.



"On your mark, get set, GO!" the coach shouted. Kelly ran as fast as she could but she noticed Selena getting ahead of her. Kelly tried her best but couldn't match Selena.

Later, Kelly watched as Selena **entertained** some girls by bouncing the ball on her head. The girls laughed, but Kelly was not **amused**.

That night, Mom could tell Kelly was upset. "Can you **describe** what's wrong?" she asked.

"A new girl named Selena beat me at the races. It stinks to get beaten!" said Kelly.

"I know that's disappointing for you," Mom said. "But it also sounds like good news for your team." Kelly thought about her Mom's words. She cared about the team, but she liked being the fastest.



4. Standard: RL2.9

What did Kelly's mom say about her disappointment?

- A** just win
- B** look for a new team
- C** play more
- D** it is good news for the team

At the next practice, the team played a game. Kelly and Selena were on the same team and Selena was goalie. She quickly blocked a goal.

Then Kelly got the ball and thumped it hard toward the net. She scored the winning goal!

After practice, Selena said to Kelly, "You were really great today."

"Thanks, so were you. I think our team can be great if we cooperate and work together," said Kelly.

"I think you're right about that," said Selena.

"I'd love to keep playing," Kelly said. "Want to come over to my house and practice?"



Make Connections

How does Kelly learn to get along with Selena on the soccer field? **ESSENTIAL QUESTION**

Compare Kelly's problem to a time you have had to work to get along with others. **TEXT TO SELF**

5. Standard: L 2.4

Read the sentence from the story.

The girls laughed, but Kelly was not **amused**.

The word **amused** most likely means _____.

- (A) happy
- (B) sick
- (C) injured
- (D) friendly

6. Standard: W 2.1

Do you think Kelly and Selena can be good teammates? Why or why not? Use text evidence to support your answer.

Handwriting practice lines consisting of 10 sets of three horizontal lines (top solid, middle dashed, bottom solid).

Task 3: Counting with Bills and Their Value

In the same way that a place value disc can represent a different amount of blocks, in money, a bill can have a different number and picture on it and represent a different amount of money.

Count along with your teacher, placing down bills on your chart each time you can exchange for a new one. Then, answer the questions below.

1. What do you think the symbol "\$" means?

2. Why do we have a symbol to use for the word dollar?

3. Does the way we can exchange bills in money match how you exchange numbers with base 10 blocks (the base 10 number system)? ____ Explain: _____



Understanding Bills

<p>100 Dollar Bill \$100</p> 	<p>20 Dollar Bill \$20</p> 	<p>10 Dollar Bill \$10</p> 	<p>5 Dollar Bill \$5</p> 	<p>1 Dollar Bill \$1</p> 					
--	--	---	--	--	--	--	--	--	--



Name: _____ Date: _____

1. What kind of difference do heroes make in the world?

- A. a small difference
- B. a negative difference
- C. a positive difference

2. This article lists two heroes. One of them is George Washington. Who is the other?

- A. Dolly Madison
- B. Sally Ride
- C. Martha Washington

3. Read this paragraph from the article.

"Heroes are people who do something brave, unusual, or important. Heroes are men and women who take risks. They make a positive difference in the world."

What can be concluded from this paragraph about doing something brave?

- A. Women are more likely to do something brave than men are.
- B. Doing something brave is the same thing as doing something unusual.
- C. Doing something brave makes a difference in the world.

4. Based on the information in this article, what is a quality that people admire in others?

- A. honesty
- B. beauty
- C. shyness

5. What is the main idea of this article?

- A. Heroes are people who make a positive difference in the world through their actions.
- B. Sally Ride was an astronaut, an educator, and the first American woman to go into space.
- C. Honesty, compassion, and responsibility are some of the qualities that can make up a person's character.

6. Read these paragraphs from the article.

Many people with great character are honest. Honest people tell the truth, even when it is hard to do.

Someone with great character may also be compassionate. A compassionate person cares about others and works to help them.

Which word does the author use to show readers how the second paragraph connects to the first paragraph?

- A. also
- B. be
- C. great

7. Read these sentences from the text.

"Heroes are men and women who take risks. They make a positive difference in the world."

Whom does the word "they" refer to here?

- A. heroes
- B. women
- C. men

8. According to the article, what do responsible people do?

Name _____

Read the passage. Use the summarize strategy to tell the important events in your own words.

The Class Play

Mr. Webb's class planned to put on a play. They would
11 act out "Henny Penny."

15 Mr. Webb said, "There are six actors in this play. We'll
26 need painters for the sets. We'll need helpers with the
36 lights and music. There will be a job for everyone."

46 The next day, the class read the play together. Luz
56 said, "I'll play the part of Henny Penny. That's the most
67 important part."

69 Jade said, "No, I want to play that part."

78 Stacy said, "I think I would be the best Henny Penny."

89 Mr. Webb spoke up before the talk could get out of
100 hand. "We will have a try-out and I will be the judge."

Name _____



112 Mr. Webb told the children who wanted to act to
122 practice the lines. Then Mr. Webb would decide who was
132 best for each part.

136 The class thought this was fair. They knew they could
146 put on a great play if they all pulled together.

156 Luz made up her mind. She wanted to play Henny
166 Penny. She practiced her lines over and over. She knew
176 the lines by heart.

180 It was the day of the try-out. Three children read the
191 part of Henny Penny. Other children read the rest of the
202 parts. Mr. Webb clapped for each child. Then he said,
212 "Luz, you will play Henny Penny. Here are the other
222 parts and jobs."

225 The class worked hard. The play was a big hit!

Name _____

A. Reread the passage and answer the questions.

1. To figure out a character's point of view, look for clues. How does Luz feel about the part of Henny Penny? Look for clues in the third paragraph on page 213.

2. How does Stacy feel about the part of Henny Penny? Look for clues in the fifth paragraph on page 213.

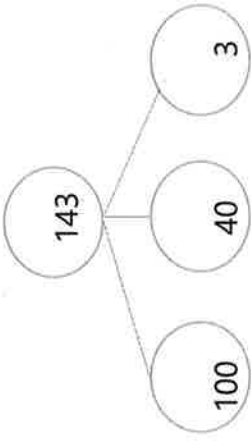
3. How does Mr. Webb feel about who should play Henny Penny? Look for clues in the last paragraph on page 213.

B. Work with a partner. Read the passage aloud. Pay attention to how you use your voice to show feelings. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Task 4: Number Bonds

Just as in place value, we decomposed (broke apart) numbers, we can do the same to help understand what makes up each bill.

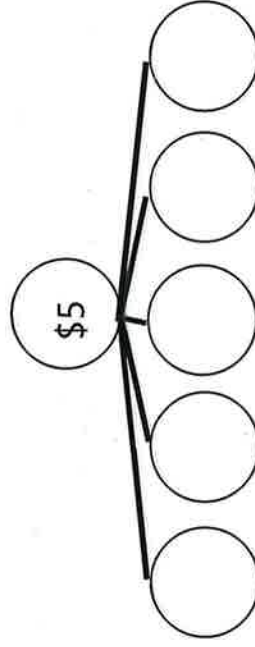


Equation: $100 + 40 + 3 = 143$

Directions:

1. Using only the bills shown in the table above, show how you can break apart each bill into smaller bills.
2. Write an addition equation to match.

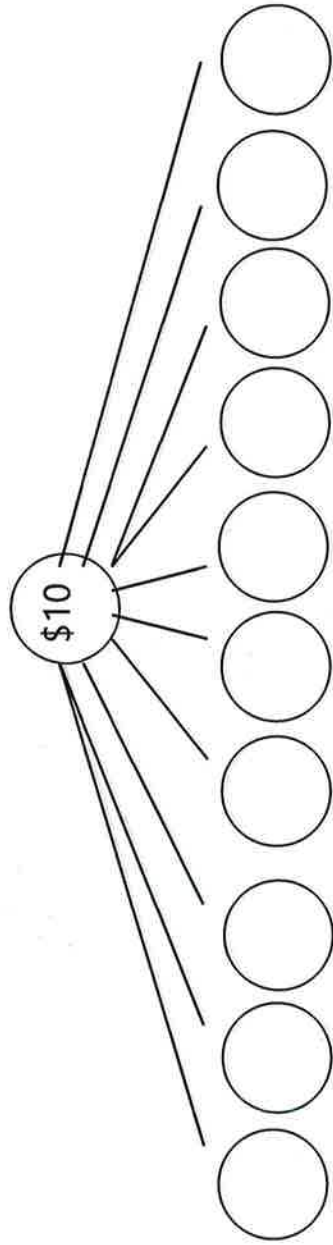
1) 5



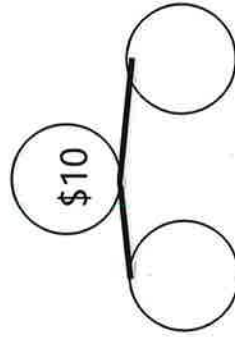
Equation:



2) \$10



Equation:



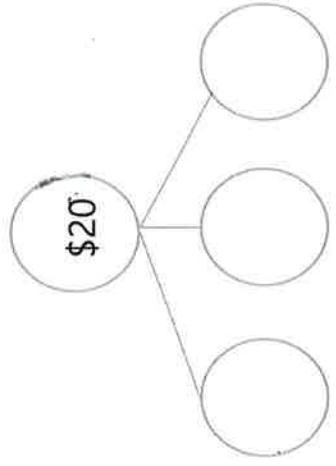
Equation:



Equation:



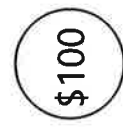
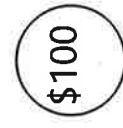
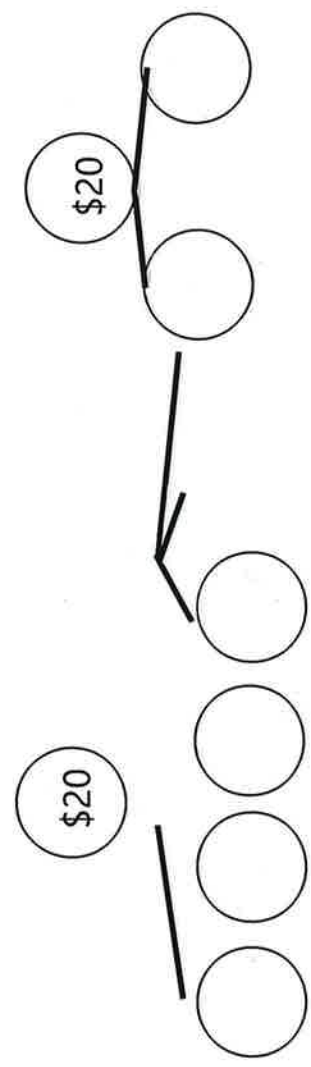
3) \$20



Equation:

Equation:

Equation:



4) \$100



Summary Table of Bills

Name of Bill	Worth ___ ones	Worth ___ fives	Worth ___ tens	Worth ___ twenties	Worth ___ hundreds
\$1					
\$5					
\$10					
\$20					
\$100					

5) Would you rather have one \$10 or one \$100? _____ Why? _____

6) Would you rather have ten \$1 bills or one \$10 bill? _____ Why? _____

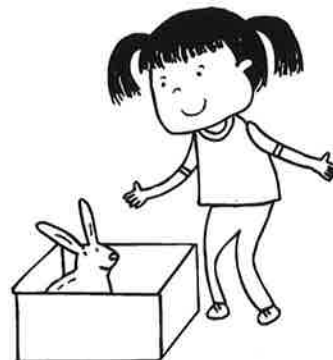


9. What can heroes combine great actions with?

10. What is more important to being a hero: great actions or great character? Support your answer with evidence from the article.

Sharing the Class Pet

Marta's class has a pet rabbit. Each child wants to take the rabbit home on Friday. Mrs. Jones writes the children's names on papers. She mixes them up. She picks a name. That child will take the rabbit home.



Answer the questions about the text.

1. Fiction has made-up characters and events. It has a beginning, middle, and end. It often has a problem and a solution. What is one thing that helps you know this text is fiction?

2. A problem is something that is difficult or hard to figure out. What is the problem in this story?

3. A solution is a way to fix a problem. What is the solution in this story?

Name _____

An **idiom** is a word or a phrase that has a different meaning than the real meaning of the words.

Our plans for camping **fell through**. (did not work out)

Look at the idiom in bold print. Circle the meaning of each idiom.

1. He did not want the talk to **get out of hand**.

inside the classroom

out of control

2. They needed to **pull together**. Then they could put on a great play.

waited in line

worked as a team

3. Luz **made up her mind** to play Henny Penny.

understood

decided

4. She practiced her lines. She **knew the lines by heart**.

memorized the lines

forgot the lines

5. The play **was a big hit!**

was a success

was very long



Assignment

Determine a Theme from Literary Text- The Mini Six

Topic: Camped in the backyard- The Mini Six

Your Assignment:

Read the story below. What is the lesson or moral of the passage?

Write one sentence to answer this question.

The Big Night Out

By Kiki E.

A couple of weeks ago I had an unexpected day off from work. I didn't want to do the usual which is rent a movie, so I made a plan. Boy were my kids going to be surprised! After heading out to Ralph's for some supplies, I invited our cousin, Vin, over to get in on the action. Once Vin arrived, I ordered pizza from the local Pizza Hut.

When our bellies were full of tasty pizza, my kids and I camped out in my backyard! Not being one to "rough it," I was a little nervous about my adventure. It took me a while, but I set up my tent all by myself and the kids even set up their tent too! As the daylight faded into darkness, I toasted marshmallows on the crackling fire to turn them into S'mores. They're called S'mores because once you have one, you always want SOME MORE! At the end of the evening, I snuggled in my tent like a bear in its cave, hoping for a long hibernation. That's when I saw the shadow of a wild beast passing by my tent. It had pointy ears and a long tail- oh no! Luckily it was just my cat. Unfortunately, my

^

hibernation was not what I had hoped for because I was too worried about what might be lurking outside my tent.

Early the next morning the sun woke me up like an alarm clock, so I snuck inside for a much needed cup of coffee. Not wanting to wake my sleeping children, I silently closed the door to my house and began to cook breakfast. Homemade waffles are a favorite around here! I am going to go camping in the real wilderness next time, and hopefully I won't see any mysterious shadows!

Stem Starters:

You may want to consider starting your sentence using one of these stems. You do not have to do so, but they are here to help you if you need them.

The lesson of the story is...

After reading the story, I learned that...

The moral of the story is...

Your Response:

Name _____

Dimes, Nickels, and Pennies



COMMON CORE STANDARD—2.MD.8
Work with time and money.

Count on to find the total value.



total value



total value



total value



total value

Problem Solving Real World

Solve. Write or draw to explain.

5. Aaron has 5 dimes and 2 nickels.
How much money does Aaron have?

Lesson Check (2.MD.8)

1. What is the total value of this group of coins?



Spiral Review (2.OA.2, 2.OA.4, 2.NBT.1, 2.NBT.2)

2. Hayden is building toy cars.
Each car needs 4 wheels. How
many wheels will Hayden use to
build 3 toy cars?

_____ wheels

3. What is the value of the
underlined digit?

429

4. Lillian is counting by fives. What
numbers did she say next?

40, _____, _____, _____, _____

5. Sophie has 12 grapes in
her lunch bag. She shared
7 grapes with her sister. How
many grapes does she have?

$12 - 7 =$ _____

American Heroes

Celebrate Black History Month

February is Black History Month. During this time, we remember important African Americans. Read about four people who made history.

Jackie Robinson (1919-1972)



AP Images

In 1947, Jackie Robinson changed history. He became the first African American to play major league baseball. He played for the Brooklyn Dodgers. Until then, African Americans were not allowed to play in the major leagues.

Rosa Parks (1913-2005)



William Philpoot/Reuters

Rosa Parks spent her life fighting for equal rights. Those rights make sure all people are treated fairly. In 1955, Parks was arrested in Alabama for not giving up her bus seat to a white person. Her brave act helped change unfair laws.

George Washington Carver (1864-1943)



Getty Images

George Washington Carver was an inventor. He was born on a farm in Missouri. He found more than 300 new uses for peanuts. Those uses include making soap, glue, and paint. Carver also taught people better ways to farm.

Marian Anderson (1897-1993)



Bettman/Corbis

Marian Anderson was a famous singer. In 1955, she became the first African American to sing a leading role at the Metropolitan Opera. That is an opera house in New York City. She was also the first African American to sing at the White House.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about using sentences of different lengths.

Draft Model

Jake had to do a project. It was for science. He and his friends worked together. It made the work go faster. They built a toy rocket ship. Soon they were done.

1. Which sentences could you make longer?
2. Which sentences could you combine?
3. How can you make the sentences flow from one to the next?

B. Now revise the draft by writing sentences of different lengths.

Name _____

Rachel used text evidence to answer the prompt: *In your opinion, what are the benefits of cooperating with others?*

I think that there are many benefits of cooperating with others, but there are two that I think are very important. Cooperating with others makes people happier. It also makes communities safer.

At the beginning of *Once Upon a Baby Brother*, Lizzie couldn't wait to go to school each morning so that she could get away from her brother, Marvin. At the end, she learned how to cooperate with him. She used him as a character in her comic book. She read the story to Marvin and she even hugged him. In the illustrations, I can see she looks much happier.

In "Bully-Free Zone," students in Seattle worked together to stop bullying. They learned how to be good friends to each other. After this, students didn't pick on each other very much. The students cooperated and the schools in Seattle were safer for everybody. I think cooperating with others is always a good idea!

Reread the passage. Follow the directions below.

1. **Circle** Rachel's topic sentence.
2. **Draw a box** around two linking words.
3. **Underline** one short sentence and one long sentence.
4. **Write** a sentence with the pronoun / on the line.



Assignment

Determine a Theme from Literary Text

Topic: No Helmet

Your Assignment:

Read the story below. What is the theme of the text? Explain using key details from the text to support your answer.

The Shiny Red Helmet

By Kiki E.

A few months ago Fred got a skateboard for his 9th birthday. It was shiny red with white stripes. It came with a matching helmet. Fred was excited to ride his new board because lots of his brothers' friends like to ride, and Fred liked to spend time with the big kids. So, Fred tried on his new helmet, and he felt ridiculous! It seemed like the helmet was too big, but his mom insisted, "No helmet, no wheels." So, Fred snapped the helmet into place and headed out the door. He didn't feel "cool", but he had a plan. As soon as Fred was out of sight, he yanked off the helmet and left it on the curb to pick up later before he rolled back into his mom's view. Fred was breaking a rule, and he knew it.

The wind whipped through Fred's curly hair, and he felt free. After all, what could really happen? A skateboard is only a few inches off the ground. Well, Fred had no idea what could really happen, so off he flew down the road. A disaster was just waiting for him, and he didn't know it. It seemed to happen all at once. Fred could tell he was losing control, but he didn't know how to stop the board from rolling so quickly. He tried

putting a foot on the ground, but all that did was burn a little of the rubber off the edge of Fred's shoe. So, Fred did what most out-of-control riders would do, and he jumped off. Things were in slow motion for Fred at this point. When the motion stopped, he thought something hurt, so he put his hand on top of his head. It didn't feel like it usually did in the morning when he combed his hair. There was an extra bump on top like an egg in a nest. Oh boy. Fred knew he had a problem. As he walked home, Fred tried to make up a story that would make sense to his mother, but nothing made any sense through his dizziness. Fred knew he had to tell his mother what had happened. Fred knew he was in trouble. "You are grounded," was all he could hear. And, more importantly, Fred knew that there was a trip to Doc Alley in his immediate future. The doctor confirmed what Fred already knew. He had a seriously big goose egg on the top of his head because he broke the most important rule of the road. No helmet, no wheels...

After a week-long wait, Fred was allowed back on his skateboard. That had given Fred plenty of waking hours, 112 long ones to be exact, to think about how he had gotten himself into this situation in the first place. Fred was happy to see that as the week went on, the goose egg disappeared because that didn't look "cool" at all. As the goose egg faded, something became clear to Fred. Number one, moms generally know what they are talking about. All those years of living give them what some call "life experience", and Fred's mom deserved an apology. Number two, looking "cool" is overrated when it comes to safety- that's for sure! So, as Fred readied himself for the open road, he clicked on his helmet and made a promise to his mother. No helmet, no wheels...no matter what!

Stem Starters:

You may want to consider starting your response using one of these stems. You do not have to do so, but they are here to help you if you need them.

The theme of the story is...

After reading the story, I learned that...

Your Response:

Name _____

Quarters



COMMON CORE STANDARD—2.MD.8
Work with time and money.

Count on to find the total value.

1.



total value

2.



total value

3.



total value

Problem Solving



Read the clue. Choose the name of a coin from the box to answer the question.

- nickel dime
- quarter penny

4. I have the same value as a group of 2 dimes and 1 nickel. What coin am I?

Lesson Check (2.MD.8)

1. What is the total value of this group of coins?



Spiral Review (2.OA.1, 2.OA.3, 2.NBT.3, 2.NBT.4)

2. Circle the odd number.

8 14 17 22

3. Kai scored 4 points and Gail scored 7 points. How many points did they score altogether?

$4 + 7 =$ _____ points

4. There were 382 chairs in the music hall. Write a number greater than 382.

5. Write the number 61 using words.

Name: _____ Date: _____

1. When is Black History Month?

- A. February
- B. December
- C. August

2. The cause of Rosa Parks' arrest was she refused to give up her bus seat. What was an effect?

- A. Her brave act helped change unfair laws.
- B. She found many new uses for peanuts.
- C. She became the first African American in major league baseball.

3. George Washington Carver was an intelligent inventor. What evidence from the passage supports this conclusion?

- A. He taught people better ways to farm.
- B. He found over 300 new uses for peanuts.
- C. He was born on a farm in Missouri.

4. How did Jackie Robinson probably feel about being the first African American to play major league baseball?

- A. sad
- B. proud
- C. angry

5. What is this passage mostly about?

- A. Black History Month
- B. important African Americans
- C. Jackie Robinson

6. Read the following sentences: "February is Black History Month. During this time, we remember important African Americans. Read about four people who made history."

Why does the author begin the passage like this?

- A. to tell the reader that these African Americans are important
- B. to tell the reader that these African Americans are unimportant
- C. to confuse the reader with extra facts about Black History Month

7. Choose the answer that best completes the sentence below

No African American had played major league baseball before him, _____ Jackie Robinson made history when he joined the Brooklyn Dodgers.

- A. so
- B. because
- C. but

8. Marian Anderson was the first African American to sing where?

9. What do we do during Black History Month?

10. How did Rosa Parks make history?



Compton USD

Learning Packet # 4

ELD

Grade 2

Name: _____

2nd Grade-ELD Learning Packet

TABLE OF CONTENTS





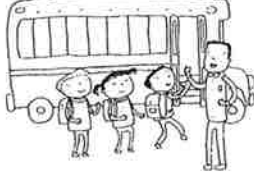

Week 5

Day	Lesson	Date Completed
1	Vocabulary: Follow this steps: a. Say the word aloud b. Read the sentence aloud c. Find a cognate to the word and say it aloud d. Use the cognate to make a sentence and say it aloud *Use the pictures to help yourselves to find the cognates and to build the sentences.	
	Comprehension and Fluency: Read the literary passage: "The Lost Kitten" . Answer sections A (questions 1-4) & B completing the table..	
2	Vocabulary: Suffixes. Read the directions in the box. Complete items 1-5.	
	Comprehension: Point of View: Read "The Lost Kitten" again. Complete the Point of View chart.	
3	Diphthongs ou, ow/Irregular Plurals. Read the information in the box. Then, complete sections A (questions 1-3) and B (questions 4-7).	
	Genre/Text Feature: Read the passage "Reading Volunteers" . Answer questions 1-3.	
4	Differentiated Texts: Read the literary passage. Respond to the text by reading and completing the starters and sentence frames.	
5	Writing Traits: Ideas. Read the Draft Model. Use the questions to help your draft. Then, rewrite the draft adding descriptive details that help readers.	
	Write to Sources: Read the paragraph. Then, follow the directions below to mark the text.	

Recommended Online Usage	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Name _____

Use the word chart to study this week's vocabulary words. Work with a partner to take turns reading each word and sentence. Then write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
champion	The <u>champion</u> won the race and got a prize.	
determined	I <u>determined</u> it would rain when I saw dark clouds.	
issues	The doctor talks about health <u>issues</u> .	
promises	We keep our <u>promises</u> to help with the chores.	
volunteered	Dad <u>volunteered</u> to help with our field trip.	
votes	Our teacher counted <u>votes</u> for class leader.	

Name _____

Read the passage. Use the summarize strategy to tell the important events in your own words.

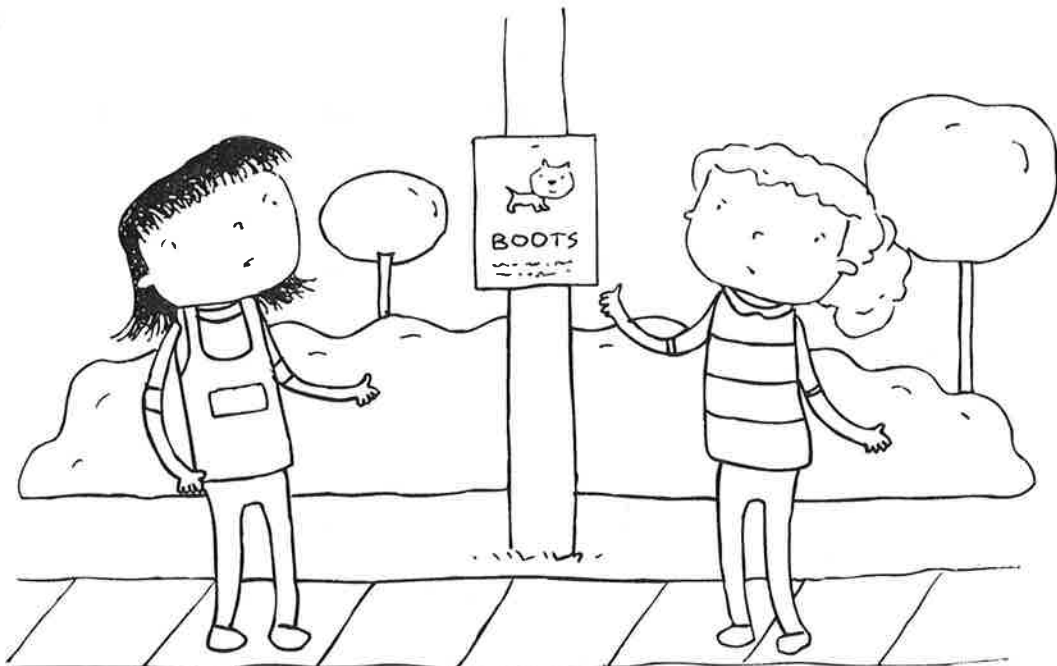
The Lost Kitten

My friend Cora and I saw a sign on our street.

11 The sign had a photo of a kitten and the words, *LOST*
23 *KITTEN. Please call Sally at 555-0505 if you find my*
33 *kitten, Boots.*

35 Cora said sadly, "Sally is our neighbor, Pam. Her new
45 kitten is missing. I wish we could do something."

54 I said, "It's not hopeless. We can ask our neighbors for
65 help. We can all look for Boots."



Name _____



72 We went to see Sally. She said, "I was careless. I left
84 the back door open. Boots ran out and now he is gone."

96 I said, "Don't worry. We have a plan to help. Come
107 with us."

109 We went to Mrs. Lowe's house. She listened to our
119 plan. Then she said, "It's very thoughtful of you to
129 help Sally. I'll help search for Boots too." She joined our
140 group. The other neighbors joined too.

146 Cora and I started looking. We called loudly, "Boots!"
155 Then we heard a soft mewing sound. Boots was hiding
165 under a bush. I held out my hand and softly called
176 Boots's name. He came right to me and I picked up the
188 tiny kitten.

190 Sally was thankful that we found Boots. She said,
199 "The neighborhood search plan worked. Thank you,
206 everyone!"

Name _____

A. Reread the passage and work with a partner to answer the questions. Read the answers you choose.

1. Point to the first picture. How do the girls find out about the missing kitten? Circle the answer.

They see a sign.

They hear it on TV.

2. To figure out a character's point of view, look for clues. How does Cora feel about the missing kitten? Circle the answer.

Cora feels excited and glad.

Cora feels sad and upset.

3. How does the narrator feel? Circle the answer.

She has hope that they can find the kitten.

She doesn't want to look for the kitten.

4. How does Sally feel when her kitten is found? Circle the answer.

Sally feels happy and thankful.

Sally feels tired and bored.

B. Work with a partner. Read the passage aloud. Pay attention to how you raise and lower your voice. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Copyright © McGraw-Hill Education

Name _____

To figure out a new word, look for a **suffix**, or word part, added to the end of the word.

-ly = "in a way that is"

loudly (in a way that is loud)

-ful = "full of"

thankful (full of thanks)

-less = "without"

harmless (without harm)

Read each sentence with a partner. Circle the suffix in the underlined word. Then write the word and read it.

1. Cora said sadly, "Sally is our neighbor, Pam."

2. I said, "It's not hopeless."

3. Sally said, "I was careless."

4. It's very thoughtful of you to help Sally.

5. We called loudly, "Boots!"

Name _____

Read the selection. Complete the Point of View chart.

Character	Clue	Point of View

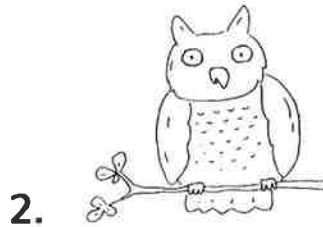
Name _____

Two letters blended together can stand for one vowel sound. The letters *ou* and *ow* can stand for the vowel sound in *south* and *down*.

A. Circle the word that names each picture.



mouse mop



ox owl



cone cloud

Some nouns have special plural forms. They change their spelling to name more than one.

B. Read each word in the first column. Draw a line from each word to its plural form in the second column. Read the word in the second column.

4. mouse

children

5. deer

men

6. child

deer

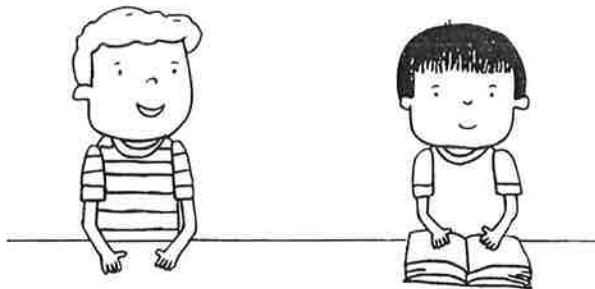
7. man

mice

Name _____

Reading Volunteers

My name is Derek. I'm in the second grade. All the children in my class know how to read. We visit Ms. Snow's first-grade class every Friday. I sit with Jack and help him practice reading. It feels good to help others.



Answer the questions about the text.

1. Realistic fiction has made-up characters and events that could be real. It can be written in the first person. Circle the sentence that helps you know this text is realistic fiction.

It tells facts about how to read.

It tells a made-up story about two boys reading together.

2. The character who is telling the story is _____. Circle the pair of words that show the story is written in the first person.

my, I

all, every

we, him

3. Derek helps Jack practice reading. How do you think Derek feels about that?

Derek enjoys helping Jack.

Derek doesn't want to help Jack.



Essential Question

What do good citizens do?

Use Graphic Organizer 46 to take notes while you read.

Picnic in the Park

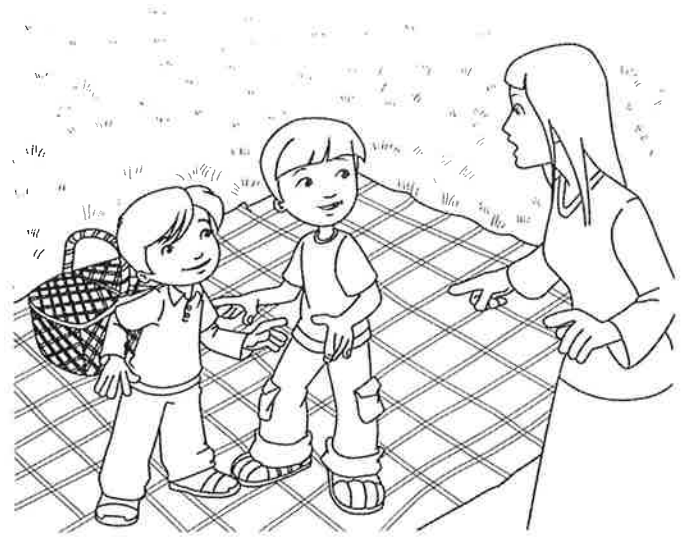
Realistic Fiction

Paul and I climbed to the top of the fort. We watched Mom spread a blanket on the ground. She called out, “Wyatt, Paul! It’s time for lunch!”

We climbed off the **equipment** and ran over to the blanket. Suddenly, Mom jumped up. “The blanket is wet!” she cried.

It had rained that morning. The ground was still wet. “Let’s go home to eat,” Mom said.

Mom knew I was **upset**. She said, “I have an idea. We can give our old picnic table to the park. Then everyone can sit at the table to eat. We have a responsibility to make our park nice.”



Mom and Dad fixed the old table, and took it to the park. Paul and I volunteered to paint the table red.

Paul and I played on the fort and waited for the paint to dry. Then we sat at the park’s new picnic table and enjoyed a delicious lunch.

Respond to the Text

Name _____

Read the text. Use Graphic Organizer 46 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Tell what happens at the park.

Mom wants to _____ because the blanket _____.

2. Explain why Wyatt feels upset on the way home.

Wyatt is unhappy because _____.

3. Tell how Wyatt and his family help the park.

Wyatt and his family _____.

 **Write** Work with a partner. Discuss your notes about "Picnic in the Park." Then write your answer to the Essential Question.

What do good citizens do?

What do the characters in the story do to be good citizens?

Mom and Dad give _____

Wyatt and Paul help _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you add descriptive details.

Draft Model

Our class helped at the park. We planted a lot of things. I used a shovel to dig holes for trees. Other kids helped, too. The park looked great at the end of the day.

1. What kind of class is helping in the park?
2. What does the park look like?
3. What details might describe the kinds of things the class planted? What details might tell how the park looks at the end of the day?

B. Now revise the draft by adding descriptive details that help readers learn more about the characters, setting, and events.

Name _____

Jordan used text evidence to answer the prompt: *In your opinion, are Grace and Matthew responsible members of their communities?*

I think Grace and Matthew are both responsible members of their communities. Grace listens to the issues that are important to other students. She makes promises to make her school a better place, like making bullying and littering against the rules. She even keeps some of her promises before she is elected. Grace organized a beautification committee, volunteered in the school cafeteria, and joined the safety squad. She does a lot of hard work for her community without being asked.

Matthew also helps other kids. He feels lucky that he is able to go to Camp Smiles. He thinks other kids with disabilities should have the same opportunity. Like Grace, he is involved in his community. He asks for help to raise money for kids who can't afford to go to Camp Smiles. He helps make other kids smile! This is why Grace and Matthew are both responsible members of their communities. They are good citizens.

Reread the passage. Follow the directions below.

- 1. Circle the topic sentence.**
 - 2. Draw a box** around a detail that tells how Matthew is a responsible member of his community.
 - 3. Underline the conclusion.**
 - 4. Write a plural pronoun** Jordan used on the line.
-