



Compton USD Learning Packet #6

Second Grade

Name _____

2nd Grade Learning Packet

TABLE OF CONTENTS

Week 7

Day	Lesson	Date Completed
1	Phonics: a, aw, au, augh, al, ough/Vowel Team Syllables, Spelling Vocabulary	
	Complete Model & Draw, Share & Show, and On Your Own (pg. 550 & 551)	
	Social Studies: Read "City Communities".	
2	Read "The Art Project" and answer the questions.	
	Complete Lesson 11.9: Show Equal Parts of a Whole	
	Social Studies: Reread "City Communities".	
3	Read "The Recycling Contest" and answer the questions. Read the story twice and fill out the chart.	
	Complete On Your Own and Problem Solving	
	Social Studies: Read "Important People" and answer the questions.	
4	Grammar: Contractions Grammar: Contractions/Possessive Pronouns	
	Complete Lesson 11.10: Describe Equal Parts	
	Social Studies: Do the activity in "Helping the Community"	
5	Determine a Main Idea from Informational text - The Mini Six Topic: Careers with Animals	
	Complete On Your Own and Problem Solving	
	Social Studies: Do the activity in "Community Friends" OR "Kids Can Help"	

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 _____

The letters **a**, **aw**, **au**, **augh**, **al**, and **ough** can stand for the vowel sound you hear in **call**, **dawn**, **sauce**, **caught**, **salt**, and **thought**.

A. Underline the two words in each group that have the same vowel sound as the word in bold print.

1. mall

stay pause lawn

2. chalk

paw rain taught

3. jaw

bought talk late

4. cough

sauce found thaw

In a long word, the letters that make up a vowel team stay together in the same syllable.

B. Draw a line to break each word into syllables. Read each syllable. Then read the word.

5. tool|box

6. crayons

7. faucet

8. raccoon

Name _____

ball	small	paw	jaw	pause
sauce	taught	chalk	walk	sought

A. Word Meaning

Write the spelling word for each definition.

1. little _____
2. showed how _____
3. searched for _____
4. stop _____
5. part of a face _____
6. an animal's foot _____





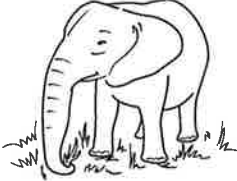



B. Sentences to Complete

Write a spelling word on the line to complete each sentence.

7. Shawn likes chocolate _____ on his ice cream.
8. The teacher uses _____ to write on the board.
9. Lily and Jake _____ to school.
10. Al threw the _____ to Rosa.

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
curious	He is <u>curious</u> about the caterpillar.	
distance	She will climb that mountain in the <u>distance</u> .	
enormous	An elephant is an <u>enormous</u> animal.	
gently	She holds the baby <u>gently</u> .	
proudly	He <u>proudly</u> shows off his rabbit.	
rarely	I <u>rarely</u> have ice cream so it is a real treat.	

Name _____

curious	distance	Earth resources	enormous
gently	proudly	rarely	supply

A. Read each clue below. Circle the vocabulary word that matches the clue.

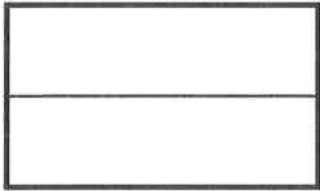
- | | | |
|--|-----------------|----------|
| 1. when something doesn't happen often | gently | rarely |
| 2. things found in nature | Earth resources | distance |
| 3. interested in learning more | curious | enormous |
| 4. in a way that is soft or careful | proudly | gently |
| 5. how far away something is | supply | distance |
| 6. being pleased with what you have done | proudly | rarely |
| 7. very large | enormous | curious |
| 8. an amount ready to use | Earth resources | supply |

B. Write a sentence using the word enormous.

9. _____

Model and Draw

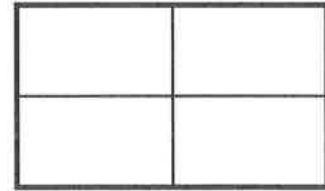
The green rectangle is the whole.
It can be divided into equal parts.



There are 2 halves.
Each part is a half.



There are 3 thirds.
Each part is a third.

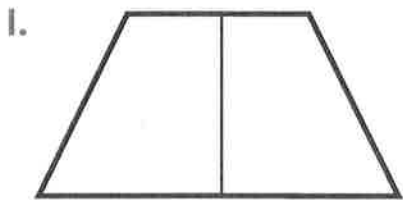


There are 4 fourths.
Each part is a fourth.

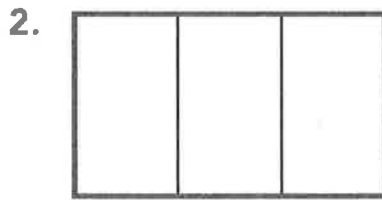
Share and Show



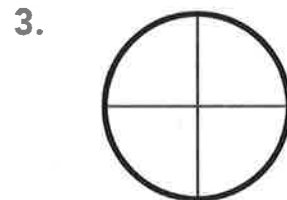
Write how many equal parts there are in the whole.
Write halves, thirds, or fourths to name the equal parts.



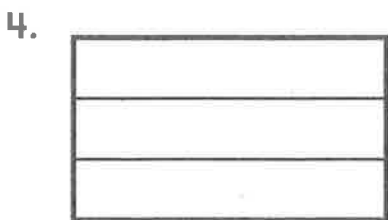
____ equal parts



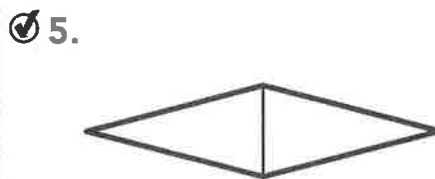
____ equal parts



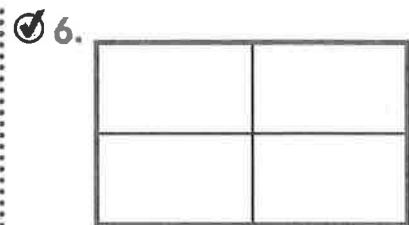
____ equal parts



____ equal parts



____ equal parts



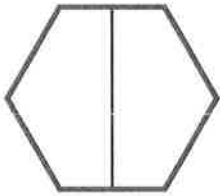
____ equal parts

Name _____

On Your Own

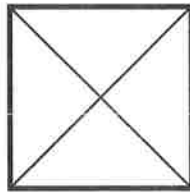
Write how many equal parts there are in the whole.
Write **halves**, **thirds**, or **fourths** to name the equal parts.

7.



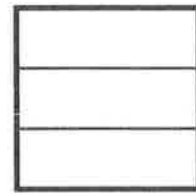
_____ equal parts

8.



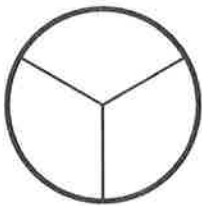
_____ equal parts

9.



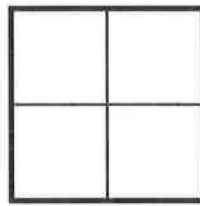
_____ equal parts

10.



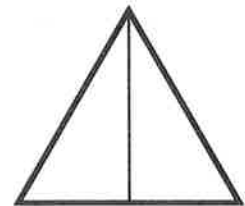
_____ equal parts

11.



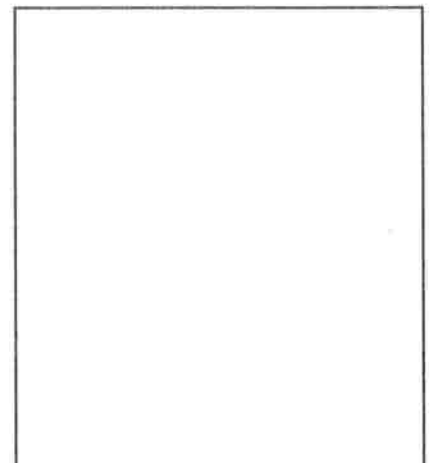
_____ equal parts

12.



_____ equal parts

13. **THINK SMARTER** Draw to show halves.
Explain how you know that the parts are halves.



Narrative
Nonfiction



+

Genre **Narrative Nonfiction**



Essential Question

How can people help out their community?



by Madhula Chopra

+

Where Are They Moving?

The Sanchez family is moving to the city. Neighbors helped pack their car.



The Sanchez family is moving from the country to the city.

The family drives through the countryside. They pass towns. Soon they see tall buildings. They are almost there!



The Sanchez family uses a map their friends gave them.



STOP AND CHECK

How did the neighbors help the Sanchez family move to the city?

Who Helps in Cities?



In cities, many buildings have a doorman who greets people.

Many people live in cities. Some live in apartment buildings. Managers are people in charge. They help the people who live in these buildings.

4



City streets are filled with cars, buses, and taxis.

People in cities walk places. They also take subways, buses, and taxis. There are many ways to travel around the city.

5



Some communities try to welcome all new neighbors.

Mrs. Pavi just moved in. She needs to buy food. She also wants to borrow books from the library. A neighbor shows her where to go.

STOP AND CHECK

How do people in the city get around?



Crossing guards wear bright vests so drivers see them.

Children need to walk to school safely. Crossing guards help them. Subway workers help people. They show them the best routes, or paths.

What's Fun in Cities?



Children in the city play outside on playgrounds.

The Trent family moved to the city last week. Billy Trent makes a new friend. He takes Billy to a playground.

Families can do many things for fun in cities. They can go to a park.



Playing sports is a great way to meet people in a new city.

People can visit museums. They will see many interesting exhibits, or displays.



People in cities can go to museums to learn about dinosaurs.



People at this block party are raising money to keep their block safe.

At block parties, neighbors spend time together. They raise money. That will help their neighborhood.



STOP AND CHECK

What can people do to have fun in cities?

How Do People Give Back?

The Lee family wants to give back to their city.

Mrs. Lee runs races. She raises money to help people.



Some races are many miles long.



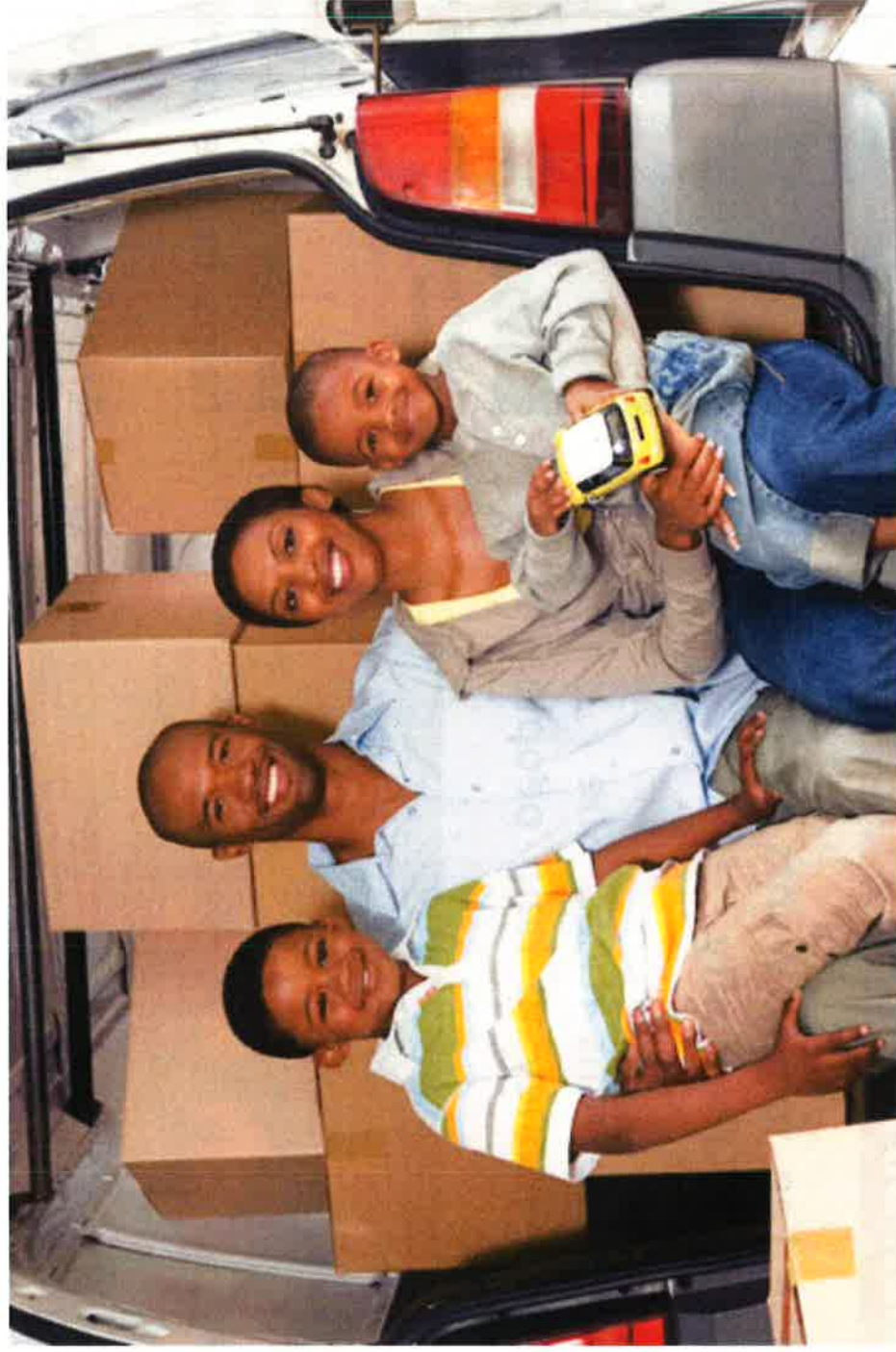
Community gardens may grow flowers or food to eat.

Mr. Lee offers free help. He helps in the park's gardens.

The Lee kids have a great idea! They will help out in the library.

Let's meet the Smith family.
They just moved to the city
today.

Who might help this family?
What things might people do
to help them?



Neighbors can
help the Smith
family carry
boxes to their
new apartment.

Unit 5 Week 4

SOURCE TITLE: The Art Project LEXILE: 400

**1. Standard:** RL.2.2

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

- (A) The art project was fun.
- (B) The art project was Pablo's idea.
- (C) The art project was colorful.
- (D) The art project was made from recycled items.

2. Standard: RL 2.7

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

- A "Look! The city is having an art contest," said Grace.
- B "Let's use the paper in the recycling bin," Pablo said.
- C "Maybe we can raise some money. We could have a bake sale," suggested Hal.
- D "I don't think there's time," Mrs. Simon said.

"Look! The community center is having an art contest," said Grace. She was holding a flyer.

Mrs. Simon read the flyer aloud. Everyone agreed they would like to enter the art contest. Mrs. Simon said, "Our classroom **supply** of art materials is low because it's the end of the year. I'll check with Mrs. Rice to see what she has."

Mrs. Rice, the art teacher, didn't have any art materials. "I won't be getting a supply until next year," she said. The whole class was disappointed. "How can we enter the art contest without art materials?" asked Grace.

"Maybe we can raise some money. We could have a bake sale," suggested Hal.

"I don't think there's time," Mrs. Simon said.

"Let's use the paper in the recycling bin," Pablo said. Pablo **did** not often raise his hand. He **rarely** spoke up, so everyone was surprised when he offered an idea.



Hal said, "I'm **curious** about your idea. I want to learn why you would use old paper."

"So we can save **Earth's resources**," replied Pablo. "When we use recycled paper, we use natural materials and save trees."

"We can also use this old string and these wire hangers," added Grace.

Now the class had to decide what to do with the materials. Pablo had another idea. "We can fold the paper into cranes. Then we can attach the cranes to a frame to make a mobile."

Mrs. Simon taught the children how to fold the paper into cranes. Then everyone helped attach the cranes to the mobile.



3. Standard: L2.4

What does the author mean by the word **enormous**?

- A empty
- B huge
- C small
- D full


4. Standard: RL2.9

Read this sentence.

The class won the prize for the most **creative** use of materials.

Which details from the text support this sentence? Pick **two** answers.

- A "So we can save Earth's resources," replied Pablo.
- B "Let's use the paper in the recycling bin," Pablo said.
- C "We can also use this old string and these wire hangers," added Grace.
- D Hal said, "I'm curious about your idea."

 On the day of the art contest, the paper crane mobile hung in the **enormous** community center room. The huge space was crowded with art projects. From far off, the class spotted their project.

The crane mobile swayed **gently** as people walked past. From a **distance**, the paper cranes appeared to be softly flying.

The judges checked each art project. They looked closely at the crane mobile.

The paper crane mobile won the prize for the most creative use of materials. As the class **proudly** accepted their prize, they could not stop grinning. Grace exclaimed, "We made our art project, and we saved the Earth at the same time!"



Make Connections

What do the children do at school to help protect the Earth? **ESSENTIAL QUESTION**

Tell about a way you can help protect Earth's resources at school. **TEXT TO SELF**



5. Standard: L 2.4

Read the sentence from the story.

He **rarely** spoke up, so everyone was surprised when he offered an idea.

The word **rarely** most likely means

_____.

- A always
- B never
- C hardly ever
- D only when the class was quiet

6. Standard: W 2.1

Do you think it was a good idea to take Pablo's advice about the art project? Why or why not?
Use text evidence to support your answer.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines for writing an answer.

Name _____

Show Equal Parts of a Whole

Essential Question How do you know if a shape shows halves, thirds, or fourths?



Geometry—2.G.3

MATHEMATICAL PRACTICES
MP.5, MP.6

Listen and Draw

Circle the shapes that show equal parts.



Mathematical Practices

Does the triangle show halves? **Explain.**



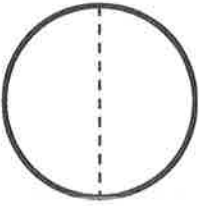
HOME CONNECTION • Your child completed this sorting activity with shapes to review the concept of equal parts.

© Houghton Mifflin Harcourt Publishing Company

Model and Draw

You can draw to show equal parts of a whole.

halves
2 equal parts,



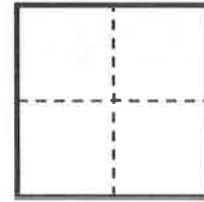
There are 2 halves
in a whole.

thirds
3 equal parts



There are 3 thirds
in a whole.

fourths
4 equal parts



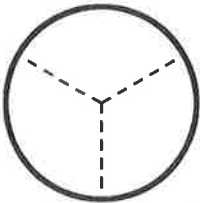
There are 4 fourths
in a whole.

Share and Show



Draw to show equal parts.

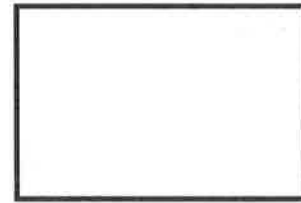
1. thirds



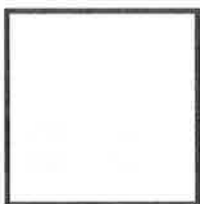
2. halves



3. fourths



4. halves



5. fourths



6. thirds



Name: _____

Write about the text you read. First, answer the questions using text evidence. Then use your answers as you write a paragraph about the text.

City Communities

How do people help out their community?

<p>When you move to a city, who can help you get to know your neighborhood?</p>	<p>Text evidence, page _____</p>
<p>How can you give back to your city community?</p>	<p>Text evidence, page _____</p>

Name _____

Read the passage. Use the make predictions strategy to tell what you think might happen next.

The Recycling Contest

Ms. Hines was the principal at Grover School. She
9 saw students throwing away many sheets of paper. She
18 called a meeting to talk about recycling.

25 Ms. Hines said, "Recycling is important. Let's help
33 save the Earth. We can all make a difference."

42 The students cheered. Ms. Hines watched the students
50 over the next few days. They were not recycling so Ms.
61 Hines thought of another plan.

66 She told the students, "Our school will have a contest.
76 The class that recycles the most paper will win a prize.
87 The contest starts tomorrow and you have one week."

96 Eric was in second grade. He claimed, "Our class
105 can win."

107 His teacher was Mrs. Park. She said, "Let's try
116 our best."

Name _____



118 Ms. Hines gave each class a recycling bin. She made a
129 big wall chart. Each time a class filled a bin with paper,
141 they showed Ms. Hines. She kept track of the paper on
152 her chart.

154 Eric reminded all his classmates to recycle. He might
163 see someone throwing away paper. Then Eric would say,
172 "Put that paper in the bin." He never forgot to recycle.

183 Ms. Hines had a meeting at the end of the week. She
195 held up the chart. Eric's class had won!

203 Ms. Hines said, "This is your prize. You have ten extra
214 minutes outside at recess for one week. Enjoy the Earth
224 you are helping to save!"

Name _____

A. Reread the passage and answer the questions.

1. The problem is described at the beginning of the story. What is the problem at Grover School?

2. The problem is described at the beginning of the story. What is the problem at Grover School? Circle the answer.

The students are throwing
away too much paper.

The students are always
late for school.

3. What is the solution to the problem?

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

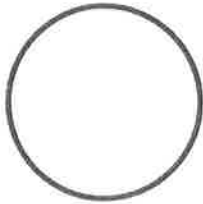
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

On Your Own

Draw to show equal parts.

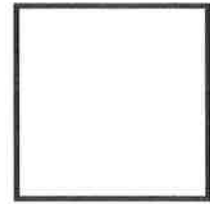
7. halves



8. fourths



9. thirds



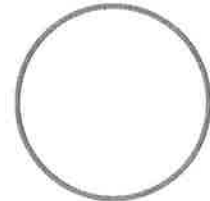
10. thirds



11. halves



12. fourths



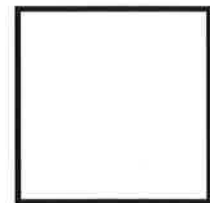
13. halves



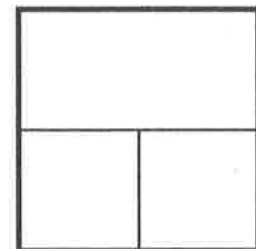
14. thirds



15. fourths



16. Does this shape show thirds?
Explain.

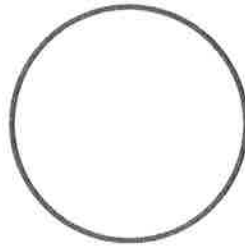


Problem Solving • Applications



WRITE ▶ Math

17. Colton and three friends want to share a pizza equally. Draw to show how the pizza should be divided.

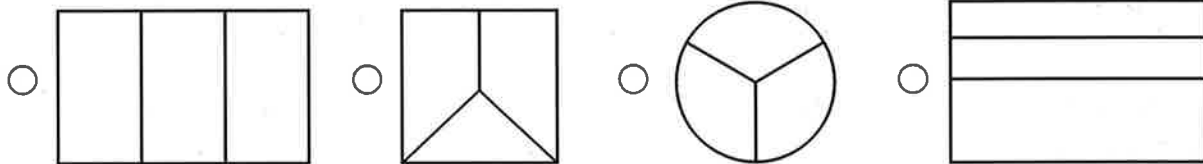


18. **GO DEEPER** There are two square pizzas. Each pizza is cut into fourths. How many pieces of pizza are there?



_____ pieces

19. **THINK SMARTER** Fill in the bubble next to the shapes that show thirds. Explain your answer.





TAKE HOME ACTIVITY • Have your child describe how to show equal parts of a shape.

FOR MORE PRACTICE:
Standards Practice Book

Important People

by Michael Stahl



The janitor is the person who helps keep the school clean. Every morning students come from all over and walk into the school building. A building can get dirty, especially when a lot of people go into it. The janitor sweeps and mops the floors so that the dirt brought in gets cleaned up.

The teacher is the person who runs the classroom. The teacher helps you learn about different topics and gives you assignments. If you don't understand something, you can ask the teacher for help.

The principal is the person who is in charge of the whole school. The principal is the leader of the school. The principal is in charge of all the teachers at the school. The principal is the person whom parents call when they want to talk to someone about the school. The principal

usually sets high expectations for the students and makes sure that learning is happening in the school.

American schools are in a city or town. The city or town has a leader, too. The leader is usually called the mayor. The mayor is in charge of running the government of the city or town. The mayor works with the people in the city or town and the other people in the government to fix the problems of the city or town. The mayor has a lot of responsibility.

An American city or town is located within a state. Just like a city or town has a leader, a state has a leader, too. The leader of a state is called the governor. An American state is a part of the United States. There are 50 states, and each one has a governor. The person who is the leader of the United States of America is called the president. There have been over forty presidents throughout the course of America's history. The first president of the United States of America was George Washington. Who is the current president?

Name: _____ Date: _____

1. Who are some of the people described in the passage?

- A. lawyers, doctors, and bankers
- B. singers, actors, and dancers
- C. janitors, teachers, and principals

2. What does the passage list?

- A. This passage lists some of the different jobs people have.
- B. This passage lists the mayors of America's five largest cities.
- C. This passage lists all the Presidents of the United States.

3. A janitor helps keep a school clean. A teacher helps students learn at school. A principal is in charge of all the teachers at a school.

What can be concluded from this information?

- A. Principals often work with janitors but do not often work with teachers.
- B. Many janitors want to become teachers, and many teachers want to become principals.
- C. People can work in the same place and do different things.

4. Which job mentioned in the article is not a job that involves leadership?

- A. janitor
- B. principal
- C. mayor

5. What is this passage mainly about?

- A. the responsibilities of janitors and governors
- B. different people and their jobs
- C. how a janitor keeps a school clean

6. Read the following sentences: "The city or town has a leader, too. The **leader** is usually called the mayor. The mayor is in charge of running the government of the city of town."

What does the word "**leader**" mean above?

- A. someone who helps children learn
- B. someone who has power over other people
- C. someone who does not get along with other people

7. Choose the answer that best completes the sentence below.

The principal makes sure learning is happening in the school, _____, the principal is in charge of the teachers.

- A. but
- B. before
- C. so

8. What is the leader of a city or town called?

9. What are some of a mayor's responsibilities?

10. The title of this passage is "Important People." Are the people described in it important? Explain why or why not, using evidence from the passage.

Name _____

- A **contraction** is a short form of two words.
- An **apostrophe (')** shows where one or more letters have been left out.
- Some contractions are formed by joining a pronoun with a verb.

I am I'm she is she's he is he's it is it's

A. Read each sentence. Form a contraction using the words in ().

1. (I am) thinking about Earth. _____
2. (She is) worried about resources. _____
3. (He is) a member of the Earth Savers Club. _____
4. (It is) a club that helps people recycle. _____

B. Replace the underlined contraction with a pronoun and a verb.

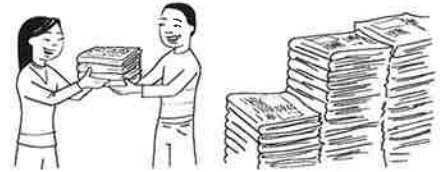
5. He's an artist. _____
6. It's made from plastic bags. _____
7. She's helping in his shop. _____
8. I'm looking for some cardboard. _____

Name _____

- A **contraction** is a short form of two words.
- An **apostrophe (')** shows where letters have been left out.

we are we're you are you're they are they're

Write the contraction for the underlined words. Rewrite each sentence with the contraction.



1. You are a good worker. _____

2. They are trying to collect old papers. _____

3. We are going to help them. _____

4. I think that you are very helpful. _____

5. He says we are almost done. _____

6. We will be done when they are all collected. _____

Name _____

- Remember that an apostrophe takes the place of the letter or letters that are left out of a contraction.
- Possessive pronouns such as **their**, **your**, and **its** do not have an apostrophe.
- Possessive pronouns tell who or what has or owns something.
- Do not confuse possessive pronouns with contractions. Some sound the same, but they are spelled differently and have different meanings.

Possessive Pronoun

their

your

its

Contraction

they're (they are)

you're (you are)

it's (it is)

Read each sentence. Circle the correct word. Then write it on the line.

1. (They're, Their) making posters. _____
2. (They're, Their) posters will be put on the walls. _____
3. (You're, Your) helping with the posters. _____
4. (You're, Your) poster is about saving water. _____
5. (It's, Its) a very colorful poster. _____
6. What is (it's, its) message? _____



Name _____

- Remember that an **apostrophe** takes the place of the letter or letters left out of a contraction.
- **Possessive pronouns** do not have an apostrophe.

Draw a line below each mistake in the paragraph. Then rewrite the paragraph correctly on the lines.

Were learning about taking care of Earth. Mrs. Murphy knows a lot about Earth. Shes an expert! She says that its important to save resources. This planet is you're home. People should want they're home to be lovely for years to come!

Name _____

Describe Equal Parts

Essential Question How do you find a half of, a third of, or a fourth of a whole?



Geometry—2.G.3

MATHEMATICAL PRACTICES
MP.4, MP.6

Listen and Draw

Find shapes that show fourths and color them green.
Find shapes that show halves and color them red.



Mathematical Practices

Describe how the thirds in the unshaded shapes compare to each other.

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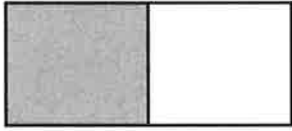
HOME CONNECTION • Your child identified the number of equal parts in shapes to review describing equal parts of a whole.

Model and Draw

These are some ways to show and describe an equal part of a whole.

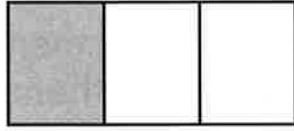
1 of 4 equal parts is called a **quarter of** that shape.

2 equal parts



A **half of** the shape is green.

3 equal parts



A **third of** the shape is green.

4 equal parts



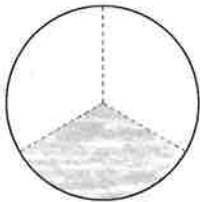
A **fourth of** the shape is green.

Share and Show



Draw to show thirds.
Color a third of the shape.

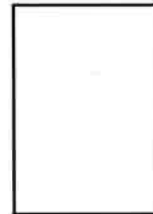
1.



2.



3.

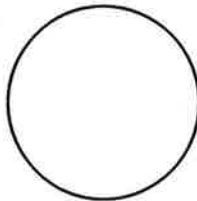


Draw to show fourths.
Color a fourth of the shape.

4.



5.



6.





Helping the Community

Firefighter

- Work with a partner. Talk about jobs where people help the community.
- List two jobs. Write what people do in the job. Write how they help the community. Draw pictures to tell about the people and their jobs.



Firefighter

15
Minutes

You need

- > paper
- > pencil, crayons, or markers

- Talk with your partner about which job you would like to do.



Assignment

Determine a Main Idea from Informational Text- The Mini Six

Topic: Careers with animals- The Mini Six

Your Assignment:

Read the passage. Then answer the question.

A Career That is Right for You

By Cal Smith

Do you have a passion for animals? Do you wonder what you are going to do when you grow up? It may be possible for you to earn a salary (make money) by working with animals. There are many careers, or jobs, that involve working with and helping animals.

If you have a pet, you may be familiar with the first job, a veterinarian. Veterinarians are animal doctors. Many people use the term “vet” instead of the longer word. Vets go to a special school to learn how to take care of animals. Some vets are small animal doctors. This means that they take care of dogs, cats, birds, etc. Other vets are large animal doctors. These vets help with elephants, giraffes, etc. All vets help keep animals healthy. They give them vaccinations, which is the formal word for shots, and sometimes they perform surgery. To become a vet, it takes a lot of time in school and a lot of specialized training.

Another way to make a living and help animals is to become an animal shelter manager. An animal shelter manager is in charge of a place where animals are taken when they need a temporary place to live. Sometimes animals get lost, and the person who finds the animal will take it to the shelter until the real family comes to pick it up. Other times

animals don't really have a home, so the shelter takes care of them until a family can come to adopt the animal. Adopt means that the people take the animal home and make it a part of the family! Animal shelter managers do a lot of different things during the day. They make schedules for the workers, they order supplies such as food, they go to meetings, etc. They usually work for a county or a city. To become an animal shelter manager, a person needs to go to college to get a business degree or maybe a degree in animal science.

One job that allows people to work with animals without too much training is a pet sitter. Pet sitters are usually people who have lots of actual "hands-on" experience working with animals and want to make some money by helping out with animals around the town! You don't have to be an adult to be a pet sitter; you just have to be responsible! Pet sitters can be any age. The pet sitter can work full-time (that means all day like a regular job), or the pet sitter can work part-time (that means a part of the day or from time to time). They are in charge of caring for an animal while the owner is away. You may have heard the term babysitter. That is a person who takes care of children while the parents are away! A pet sitter is a person who does that for pets! Pet sitters give animals food and water, take them for walks, change their litter boxes, etc. To become a pet sitter, a person needs to love animals and be willing to do what it takes to make sure that they are happy and safe.

Even if you are not that interested in animals, there are ways to make a living doing anything you love. All you need to do is match your passion (things you like) with your skills to get the job that is right for you!

Read the sentences:

Even if you are not that interested in animals, there are ways to make a living doing anything you love. All you need to do is match your passion (things you like) with your skills to get the job that is right for you!

What is the author’s main idea in these two sentences? Write one sentence that explains the main idea.

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 author’s main idea is...

In this section, the main idea is...

Your Response:



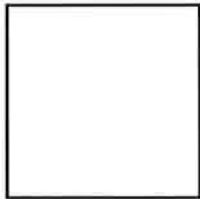
Name _____

On Your Own



Draw to show halves.
Color a half of the shape.

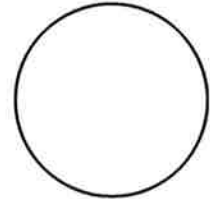
7.



8.



9.



Draw to show thirds.
Color a third of the shape.

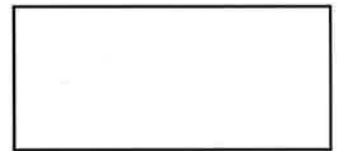
10.



11.

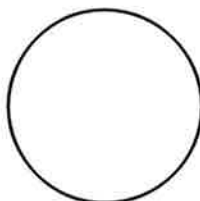


12.



Draw to show fourths.
Color a fourth of the shape.

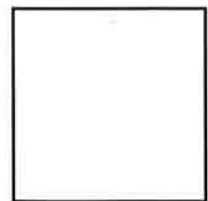
13.



14.



15.



Problem Solving • Applications 

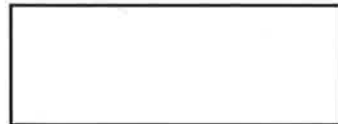
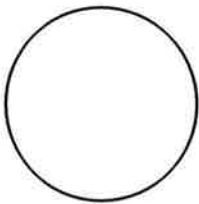
WRITE  **Math**



16. **THINK SMARTER** Two posters are the same size. A third of one poster is red, and a fourth of the other poster is blue.

Is the red part or the blue part larger?
Draw and write to explain.

17. **THINK SMARTER** Draw to show halves, thirds, and fourths. Color a half, a third, or a fourth of the shape.



TAKE HOME ACTIVITY • Draw a square. Have your child draw to show thirds and color a third of the square.

FOR MORE PRACTICE:
Standards Practice Book

SOCIAL STUDIES

Community Friends



I want to help animals.


- Think about workers who help the community.
- Choose one job that you would like to do.
- Draw a picture of you doing the job. Write a sentence about how you would help.

15
Minutes

You need

- > paper
- > pencil, crayons, or markers

Kids Can Help

- Discuss how young people like you can help in their community 
- Create a poster that shows young people helping their community.
- Write descriptions for the pictures in your poster.



Save Energy!
Turn off lights
when you leave
a room.

20
Minutes

You need

- > paper
- > pencil, crayons, or markers

2nd Grade Learning Packet

Answer Key

Week 7

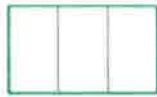
Day	Lesson												
1	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="padding: 5px;">Phonics: a, aw, au, augh, al, ough/Vowel Team Syllables</td> </tr> <tr> <td style="width: 50%; padding: 5px;"> A. 1. pause, lawn 2. paw, taught 3. bought, talk 4. sauce, thaw </td> <td style="width: 50%; padding: 5px;"> B. 5. tool/box 6. cray/ons 7. fau/cet 8. rac/coon </td> </tr> <tr> <td colspan="2" style="padding: 5px;">Spelling: Words with a, aw, au, augh, al, ough</td> </tr> <tr> <td style="width: 50%; padding: 5px;"> A. 1. small 2. taught 3. sought 4. pause 5. jaw 6. paw </td> <td style="width: 50%; padding: 5px;"> B. 7. sauce 8. chalk 9. walk 10. ball </td> </tr> <tr> <td colspan="2" style="padding: 5px;">Vocabulary</td> </tr> <tr> <td style="width: 50%; padding: 5px;">1st Page: Sentences will vary.</td> <td style="width: 50%; padding: 5px;"> 2nd Page 1. rarely 2. Earth resources 3. curious 4. gently 5. distance 6. proudly 7. enormous 8. supply 9. Possible Response: The pile of snow is enormous. </td> </tr> </table>	Phonics: a, aw, au, augh, al, ough/Vowel Team Syllables		A. 1. pause, lawn 2. paw, taught 3. bought, talk 4. sauce, thaw	B. 5. tool/box 6. cray/ons 7. fau/cet 8. rac/coon	Spelling: Words with a, aw, au, augh, al, ough		A. 1. small 2. taught 3. sought 4. pause 5. jaw 6. paw	B. 7. sauce 8. chalk 9. walk 10. ball	Vocabulary		1st Page: Sentences will vary.	2nd Page 1. rarely 2. Earth resources 3. curious 4. gently 5. distance 6. proudly 7. enormous 8. supply 9. Possible Response: The pile of snow is enormous.
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Vocabulary													
1st Page: Sentences will vary.	2nd Page 1. rarely 2. Earth resources 3. curious 4. gently 5. distance 6. proudly 7. enormous 8. supply 9. Possible Response: The pile of snow is enormous.												

Model and Draw

The green rectangle is the whole.
It can be divided into equal parts.



There are 2 halves.
Each part is a half.



There are 3 thirds.
Each part is a third.

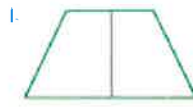


There are 4 fourths.
Each part is a fourth.

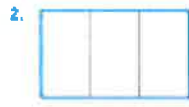
Share and Show



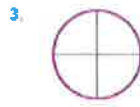
Write how many equal parts there are in the whole.
Write halves, thirds, or fourths to name the equal parts.



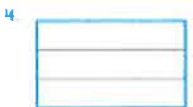
2 equal parts
halves



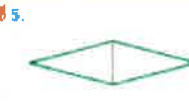
3 equal parts
thirds



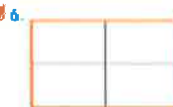
4 equal parts
fourths



3 equal parts
thirds



2 equal parts
halves





4 equal parts
fourths


Name _____


On Your Own


Write how many equal parts there are in the whole.
Write halves, thirds, or fourths to name the equal parts.

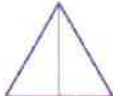
7. 
2 equal parts
halves

8. 
4 equal parts
fourths

9. 
3 equal parts
thirds

10. 
3 equal parts
thirds

11. 
4 equal parts
fourths

12. 
2 equal parts
halves

13. **THINK SMARTER** Draw to show halves.
Explain how you know that the parts are halves.
Possible answer: I drew a mark to
show 2 equal parts. So, each part is
a half.



Check children's work.

**Day
2**

Read "The Art Project" and answer the questions.

1. D
2. B
3. B
4. B, C
5. C
6. Answers will vary.

Name _____

Lesson 11.9

Show Equal Parts of a Whole

Essential Question How do you know if a shape shows halves, thirds, or fourths?

Grade 2—2.G.3
MATHEMATICAL PRACTICES
MP.5, MP.6

Listen and Draw

Circle the shapes that show equal parts.

Math Talk: No; Possible explanation: The two parts in the triangle are not equal in size, so the triangle does not show halves.

Math Talk Mathematical Practices
Does the triangle show halves? **Explain.**

HOME CONNECTION • Your child completed this sorting activity with shapes to review the concept of equal parts.

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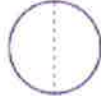
Chapter 11

Five hundred fifty-three 553

Model and Draw

You can draw to show equal parts of a whole.

halves
2 equal parts



There are 2 halves in a whole.

thirds
3 equal parts



There are 3 thirds in a whole.

fourths
4 equal parts



There are 4 fourths in a whole.

Share and Show



Draw to show equal parts. **Check children's drawings.**

1. thirds



2. halves



3. fourths



4. halves



5. fourths



6. thirds



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**Day
3**

“The Recycling Contest”

1. The students at Grover School are throwing away many sheets of paper.
2. She talks about recycling and has a contest.
3. The contest works to help the students learn to recycle.

Name _____

On Your Own

Draw to show equal parts. *Check children's drawings.*

7. halves



8. fourths



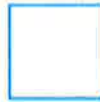
9. thirds



10. thirds



11. halves



12. fourths



13. halves



14. thirds



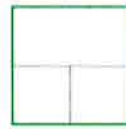
15. fourths



16. Does this shape show thirds?

Explain.

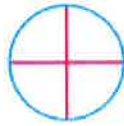
No. Possible explanation: The shape has parts that are not equal in size. The 3 parts must be equal in size to show thirds.



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Problem Solving • Applications  WRITE • Math

17. Colton and three friends want to share a pizza equally. Draw to show how the pizza should be divided.



18. **Try It!** There are two square pizzas. Each pizza is cut into fourths. How many pieces of pizza are there?

8 pieces

19. **Challenge** Fill in the bubble next to the shapes that show thirds. Explain your answer.



The shapes with three parts that are equal in size are divided into thirds.



TAKE HOME ACTIVITY • Have your child describe how to show equal parts of a shape.

FOR MORE PRACTICE
Standard: Place a Book

Social Studies: "Important People"

1. C
2. A
3. C
4. A
5. B
6. B
7. C
8. Mayor
9. The mayor works with people in the city and the other people in the government.
10. Answers will vary.

Day

4

Grammar: Contractions

Page 1

1. I'm
2. She's
3. He's
4. It's
5. He is
6. It is
7. She is
8. I am

Page 2

1. You're. You're a good worker.
2. They're. They're trying to collect old papers.
3. We're. We're going to help them.
4. you're. I think you're very helpful.
5. we're. He says we're almost.
6. they're. We will be done when they're all collected.

Grammar: Contractions/Possessive Pronouns

Page 1

1. They're
2. Their
3. You're
4. Your
5. It's
6. its

Page 2

We're learning about taking care of the Earth. Mrs. Murphy knows a lot about the Earth. She's an expert. She says that it's important to save resources. This planet is your home. People should want their home to be lovely for years to come!

Name _____

Describe Equal Parts

Essential Question How do you find a half of, a third of, or a fourth of a whole?

 **Geometry—1.G.1**
MATHEMATICAL PRACTICES
 MP.4, MP.6

Listen and Draw

Find shapes that show fourths and color them green.
 Find shapes that show halves and color them red.

Math Talk: Check children's understanding of the fact that in different shapes the size and the shape of the parts can be different.

Math Talk Mathematical Practices
Describe how the thirds in the unshaded shapes compare to each other.



HOME CONNECTION • Your child identified the number of equal parts in shapes to review describing equal parts of a whole.

Model and Draw

These are some ways to show and describe an equal part of a whole.

1 of 4 equal parts is called a **quarter** of that shape.

2 equal parts



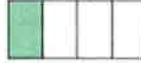
A **half** of the shape is green.

3 equal parts



A **third** of the shape is green.

4 equal parts



A **fourth** of the shape is green.

Show and Show



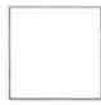
Draw to show thirds.

Color a third of the shape. *Check children's work.*

1.



2.



3.



Draw to show fourths.

Color a fourth of the shape. *Check children's work.*

4.



5.



6.



Social Studies: Do the activity in "Helping the Community"

**Day
5**

Determine a Main Idea from Informational text - The Mini Six
Topic: Careers with Animals
Answers will vary.

Name _____

On Your Own



Draw to show halves.
Color a half of the shape.

Check children's work.

7.



8.



9.



Draw to show thirds.

Color a third of the shape. Check children's work.

10.



11.



12.



Draw to show fourths.

Color a fourth of the shape. Check children's work.

13.



14.



15.



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Problem Solving • Applications



WRITE Math



16. **Problem Solving** Two posters are the same size. A third of one poster is red, and a fourth of the other poster is blue.

Is the red part or the blue part larger? Draw and write to explain.

Check children's work.

the red part: Possible explanation: The poster divided into thirds has 3 equal parts. The poster divided into fourths has 4 equal parts. A third of a poster is larger than a fourth of a poster that is the same size.

17. **Problem Solving** Draw to show halves, thirds, and fourths. Color a half, a third, or a fourth of the shape.

Check children's work.



TAKE HOME ACTIVITY = Draw a square. Have your child draw to show thirds and color a third of the square.

FOR MORE PRACTICE: Standards Practice Book

Social Studies: Do the activity in "Community Friends" OR "Kids Can Help"



Compton USD

Learning Packet # 6

ELD

Grade 2

Name: _____

2nd Grade-ELD Learning Packet

TABLE OF CONTENTS

Week 7



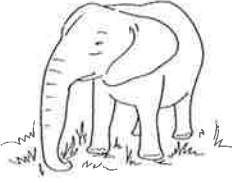



Day	Lesson	Date Completed
1	Vocabulary: Follow this steps: <ol style="list-style-type: none"> Say the word aloud Read the sentence aloud Say aloud if you agree or disagree with the sentence provided giving at least one reason Use the pictures to help yourself building the sentence Write down your sentence 	
	Vocabulary: Homophones: Read the information in the box. Read carefully the directions. Complete items 1-5.	
2	Comprehension and Fluency: Read the passage “ The Recycling Contest ”. Complete: <ol style="list-style-type: none"> Next page activities--Sections A (questions 1-4) and B. Complete the Problem and Solution chart on next page 	
	Genre/Literary element: Read the text . Answer questions 1-4.	
3	a, aw, au, augh/Vowel Team Syllables. Read the information in the box. Then, complete sections A (questions 1-5) and B (questions 6-9).	
	Writing Traits: Word Choice. Read the Draft Model. Use the questions to help revise your draft. Then, revise the draft by adding words that connect ideas..	
	Write to Sources: Read the prompt. Then, follow the directions below to mark the text.	
4	Differentiated Texts: Read the fiction text “Shopping Bags”. Respond to the text by reading and completing the starters and sentence frames to start your ideas. then, answer the question in the box in writing.	
5	Leveled Reader: Read the book “Our Beautiful Tree”. <ol style="list-style-type: none"> Complete the activities on page 15. Read the passage about “Dirt”, pages 17-19 Complete activities on pages 20-21 	

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
curious	He is <u>curious</u> about the caterpillar.	
distance	She will climb that mountain in the <u>distance</u> .	
enormous	An elephant is an <u>enormous</u> animal.	
gently	She holds the baby <u>gently</u> .	
proudly	He <u>proudly</u> shows off his rabbit.	
rarely	I <u>rarely</u> have ice cream so it is a real treat.	

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Review vocabulary. Use gestures to demonstrate meaning. Ask children to identify cognates. Have partners write sentences, or draw pictures, to illustrate the meaning of the newly acquired vocabulary.

Name _____

Homophones are words that sound the same but have different spellings and meanings. **No** and **know** are homophones.

Read each sentence with a partner. Circle the meaning of the homophone in bold print.

1. They were **not** recycling!

in no way

where two things are tied together

2. You have **one** week.

finished in first place

the number before two

3. So Ms. Hines **made** another plan.

helper

created

4. One **week** went by.

seven days

not strong

5. He **would** tell his classmates, "Put that paper in the bin."

be able to

from a tree

Name _____

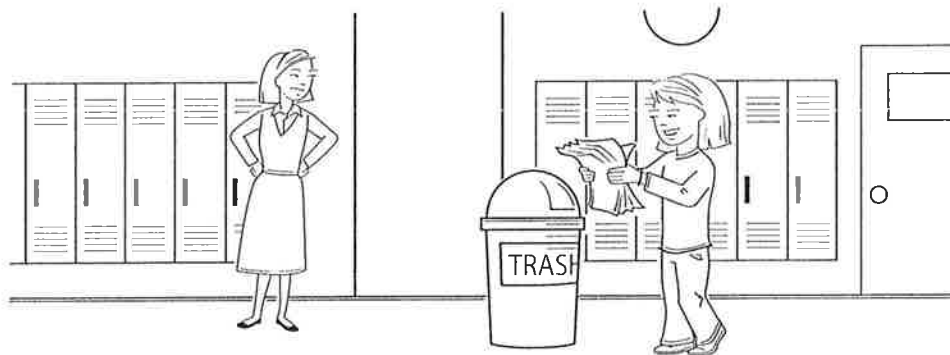
Read the passage. Use the make predictions strategy to tell what you think might happen next.

The Recycling Contest

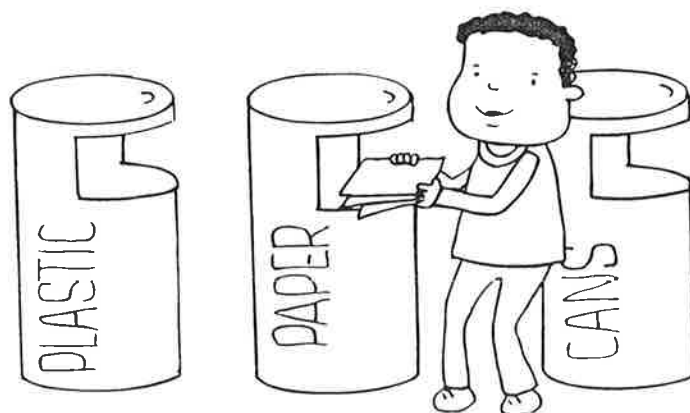
10 Ms. Hines was the principal at Grover School. She saw
lots of paper being thrown away. She had a meeting.
20 She talked about recycling.

24 Ms. Hines said, "Let's help save the Earth. We can all
35 make a difference."

38 Ms. Hines continued to watch the students. They were
47 not recycling! So Ms. Hines made another plan.



Name _____



55 She said, "Our school will have a contest. The class
65 that recycles the most paper will win a prize. The contest
76 begins tomorrow. You have one week."

82 Eric said, "Our class can win." He was in
91 second grade.

93 Mrs. Park, his teacher, said, "Let's try our best."

102 Ms. Hines gave each class a recycling bin. She made
112 a big wall chart. She kept track of the paper that
123 was recycled.

125 Eric was good at recycling. He would tell his
134 classmates, "Put that paper in the bin." He never forgot
144 to recycle.

146 One week went by. Ms. Hines had another meeting.
155 Eric's class had won the contest!

161 Ms. Hines said, "You get an extra ten minutes at
171 recess for one week. Enjoy the Earth you are helping
181 to save!"

Name _____

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

1. Point to the first picture. How does Ms. Hines feel about what the girl is doing?

She doesn't care about it. She is unhappy about it.

2. The problem is described at the beginning of the story. What is the problem at Grover School?

The students are throwing away too much paper. The students are always late for school.

3. What is the solution to the problem?

The students bring paper from home. The contest helps the students recycle.

4. Point to the second picture. Where does Eric put the paper?

in the recycling bin in his desk

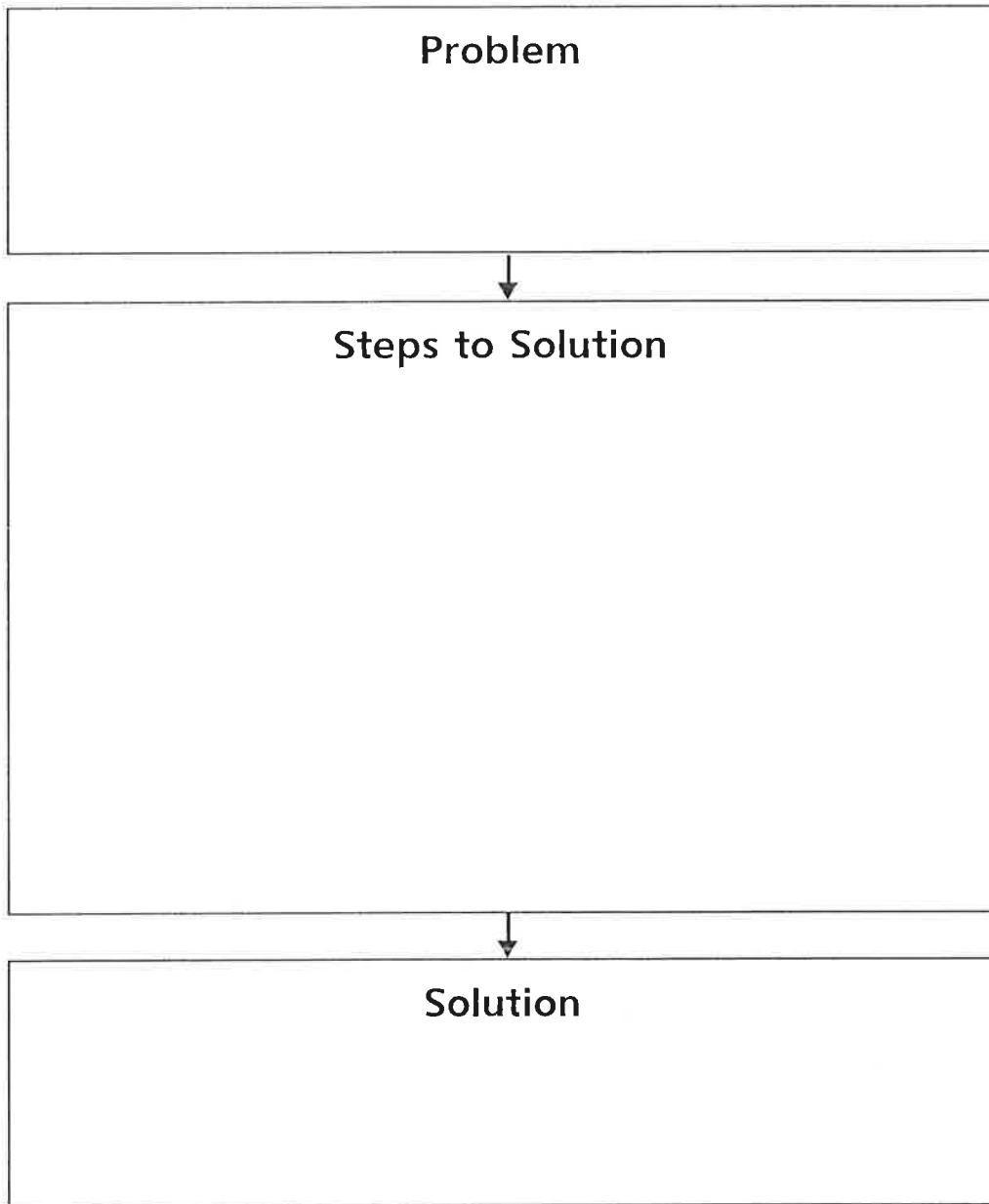
B. Work with a partner. Read the passage aloud. Pay attention to how you raise and lower your voice. Stop after one minute. Fill out the chart.

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

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Name _____

Read the selection. Complete the Problem and Solution chart.



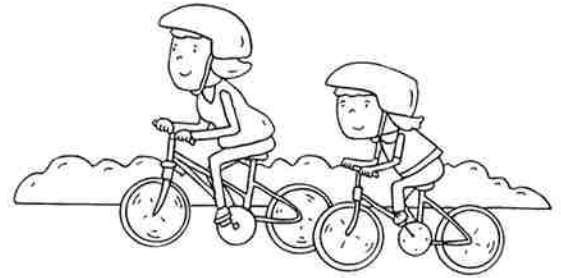
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Name _____

Let's Ride!

Mom said, "Let's drive to the park."

Joan said, "We can hurt the Earth if we drive. Let's ride our bikes instead."



Mom liked the idea. It was a way to protect the Earth.

Answer the questions about the text.

1. Fiction has made-up characters and events. It may have a problem and a solution and dialogue. What is one thing that helps you know this text is fiction? Circle the answer.

It gives facts about riding bikes.

It tells a made-up story about going to the park.

2. Dialogue is the words that characters say. Write Mom's dialogue.

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

Driving in a car can hurt the Earth.

The park is too far away to ride bikes there.

4. A solution fixes a problem. What is the solution? Circle the answer.

Mom and Joan ride bikes to the park.

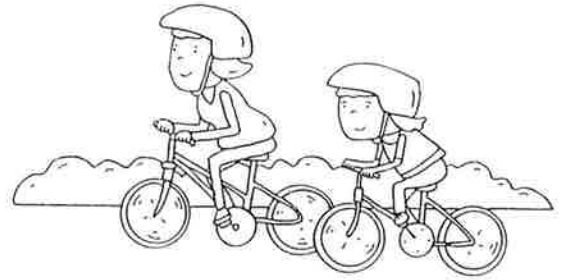
Mom and Joan don't go to the park.

Name _____

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Mom and Joan ride bikes to the park.

Mom and Joan don't go to the park.

Name _____

The letters *a*, *aw*, *au*, *augh*, *al*, and *ough* can stand for the vowel sound you hear in *call*, *dawn*, *sauce*, *caught*, *salt*, and *thought*.

A. Read the words in each row. Circle the word with the vowel sound you hear in *tall*. Write the word on the line.

1. sauce sail sleep _____

2. badge ball best _____

3. watch walk weight _____

4. tape treat taught _____

5. paw prey peek _____

In a long word, the letters that make up a vowel team stay together in the same syllable.

B. Put the two syllables together. Write the word and read it.

6. en + joy = _____

7. weath + er = _____

8. be + cause = _____

9. tooth + paste = _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you add linking words to connect ideas.

Draft Model

My family and I went to the park for a picnic. We sat in one area. We were not happy. People had left a lot of trash there. We moved to another area. We were happy there. People had cleaned up their trash.

1. Why does the family move from the first area?
2. Why is the family happy with the second area?
3. What are some words you can use to show how ideas are connected?

B. Now revise the draft by adding words that connect ideas and help readers understand why things happen.

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Name _____

Hannah used text evidence to answer the prompt: *Add a scene to The Woodcutter's Gift where the community needs to decide whether to fix the town's community center or to build a new one.*

"This community center is falling apart," said the house painter.
"We need a new one."

"Yes," agreed the gardener. "Let's tear it down and build a new, beautiful center for our community."

"Wait!" said Marta, a little girl who was playing with her friends on the zoo in the town center near where the men were talking.

"Don't you remember what Tomás told us about the mesquite tree? He reminded us that the beauty of the tree wasn't on the outside, but it was on the inside."

"Yeah," said her friend Julio. "We need to reuse the things we have so we can protect our resources for the future."

"She's right," said the painter. "We should work together to fix up the building."

All at once, they said, "Let's get started

Reread the scene. Follow the directions below.

1. **Circle** a detail from *The Woodcutter's Gift* that tells you where the scene takes place.
 2. **Draw a box** around a linking word.
 3. **Underline** the text evidence that tells why reusing things is a good idea.
 4. **Write** a contraction Hannah used on the line.
-



Essential Question

How can we protect the Earth?

Use Graphic Organizer 26 to take notes while you read.

Shopping Bags

Fiction

Mrs. Simon said to the class, “People make too much trash. It’s a problem because we need to save Earth’s resources.”

Grace said, “My family uses cloth bags. We reuse them, and that helps save resources.”

“My mom makes cloth bags,” Hal said. “Maybe she can make some for our class. We can paint them and sell them. Then we can use the money for our classroom!”

The next week, Mrs. Simon passed out the cloth bags. She passed out paints, paintbrushes, and other art **materials**.

Pablo said, “I’m going to paint a picture of Earth. It will show how Earth looks from a distance.”

“I’m going to **attach** ribbons to mine,” Grace said. “I’ll arrange them in the shape of a heart.”

“I am writing ‘Reuse!’ on mine,” Hal said. “We can sell these shopping bags. Then we can make money for our school. We’ll help save our planet at the same time!”



Respond to the Text

Name _____

Read the text. Use Graphic Organizer 26 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. Explain why using too many bags is a problem.

People make too much _____.

We need to save _____.

2. Tell how the children help solve the problem.


First, the children _____.

Then they plan to _____.

People can _____ the cloth bags.

3. Explain how the children will also help the school.

They can use the money _____.

 **Write** Work with a partner. Discuss your notes about "Shopping Bags." Then write your answer to the Essential Question.

How can we protect the Earth?

Explain what the children do to help protect the Earth.

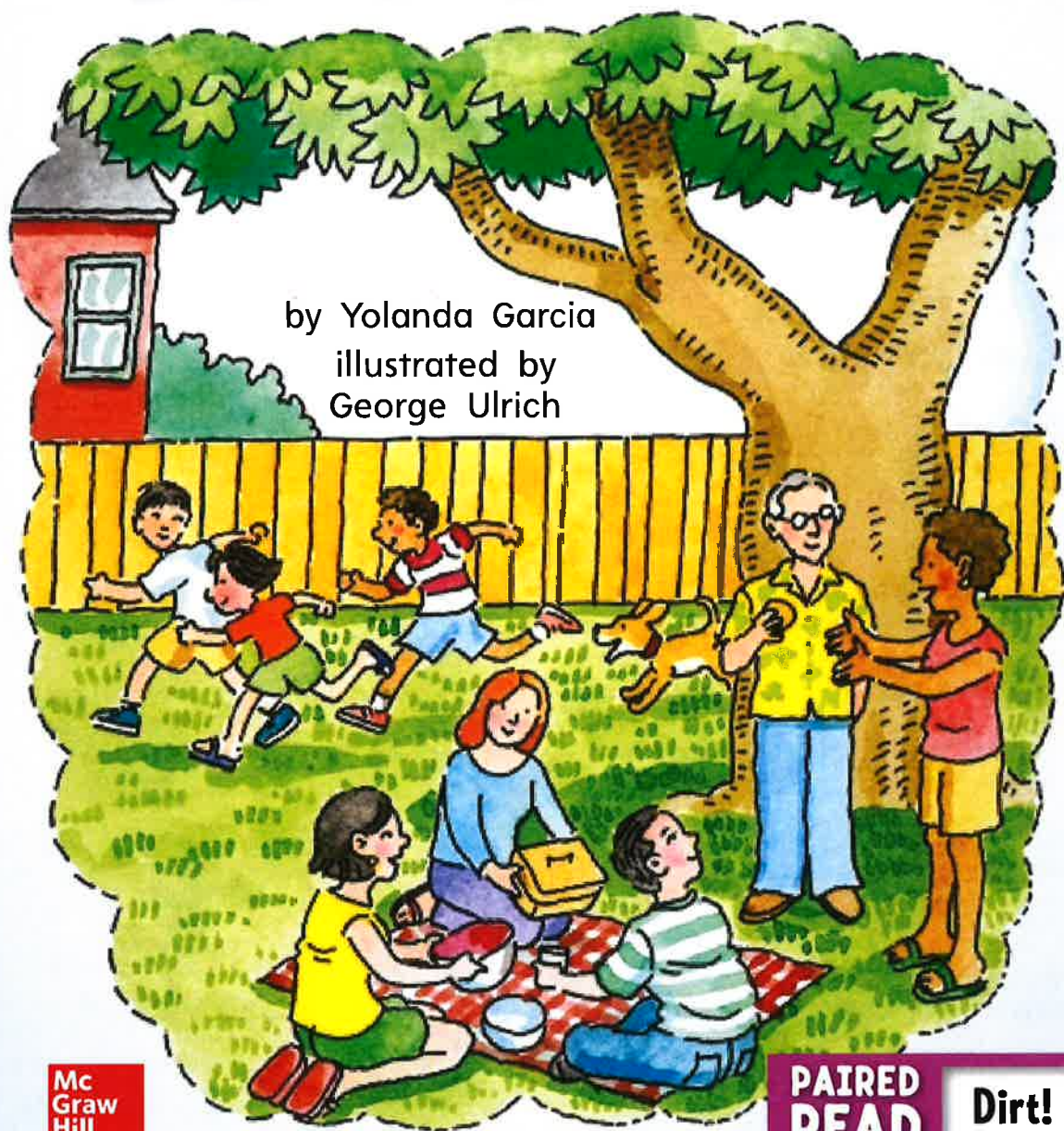
The children _____ . This helps the

Earth because it helps _____ .

Fiction

Our Beautiful Tree

by Yolanda Garcia
illustrated by
George Ulrich



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Education

PAIRED
READ

Dirt!

STRATEGIES & SKILLS

Comprehension

Strategy: Make, Confirm,
Revise Predictions
Skill: Problem and Solution

Phonics

Variant vowel spellings
with digraphs: /ô/ *aw, au,*
augh, al, ough

Vocabulary

curious, distance, Earth
resources, enormous, gently,
proudly, rarely, supply

ELL Vocabulary

memories, stubborn

Content Standards

Science

Earth and Space Science

Word count: 739**

**The total word count is based on words in the running text and headings only. Numerals and words in captions, labels, diagrams, charts, and sidebars are not included.

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D

Genre Fiction



Essential Question

How can we protect Earth?



Our Beautiful **Tree**

by Yolanda Garcia
illustrated by George Ulrich

Chapter 1

Bad News 2

Chapter 2

Wonderful Memories 7

Chapter 3

Save Our Tree 12

Respond to Reading 16

PAIRED READ Dirt! 17

STEM Focus on Science 20

Chapter 1 *Bad News*

"Our treehouse is almost done!"
said Jen.

"We just need to finish the ladder!"
said Alex.

Jen and Alex were working hard on
their treehouse. They couldn't wait to
finish it.

"Let's finish tomorrow. I have to do my
homework," Alex said.





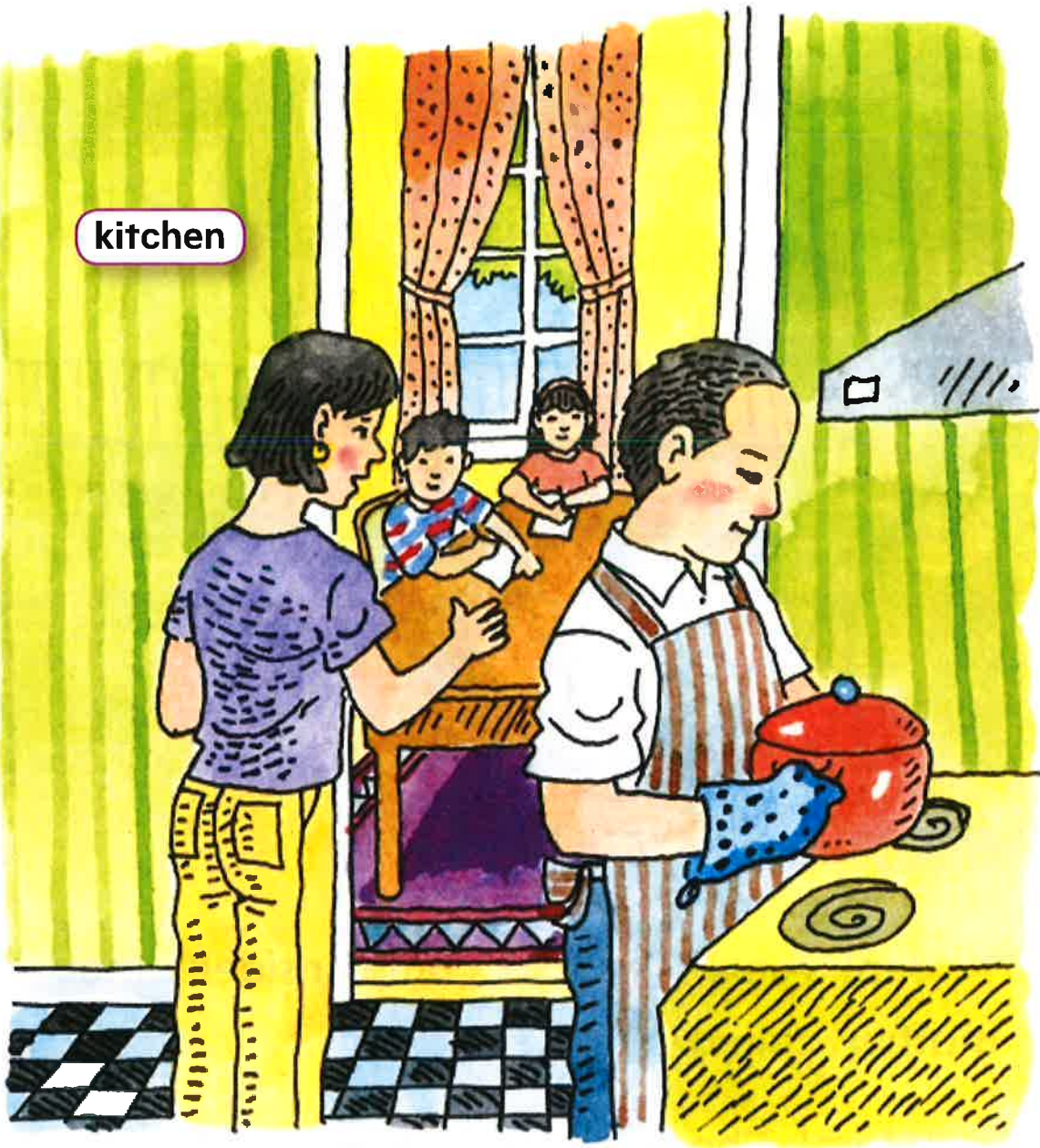
"Jen! Alex! Time to come inside!" their mother called.

"Mom! Check out our treehouse!" Jen said.

"It looks wonderful, kids! But it's getting dark, and you need to finish your homework before dinner!" Mom said.

In Other Words look at. En español: *mira*.

kitchen



Jen and Alex sat at the dining room table to do their homework. Everybody was busy.

Then Mom said, "Please set the table. It's time for dinner."

At dinner, they talked about their day. Jen said she had done well on her math test. Alex said he had a good soccer practice.

Then Dad said, "We have something to tell you."

Alex and Jen were very curious. What was their father going to say?

**Language
Detective**

Their is a possessive pronoun. Find another possessive pronoun on page 3.





"Our neighbor, Mr. Morris, wants us to cut down our tree," Dad said gently. "The leaves fall into his yard, and he has to rake them. The distance between the tree and his yard is too small."

Jen and Alex just looked at their father. They could not believe what he was saying.

STOP AND CHECK

Why does Mr. Morris want the family to cut down the tree?

Chapter 2 *Wonderful Memories*

Everybody was quiet. "No!" said Jen. "We can't cut down the tree! We have our treehouse now!"

"The tree is old and beautiful. It's helping to keep the air clean. It provides shade. Trees are important Earth resources, Dad," said Alex.



The whole family had special memories of the tree. They shared their memories.

"I remember when Daddy put up the swing," said Jen. "I rarely played anywhere else that summer!"

"I can't even guess how many times I pushed you in that swing," said Dad.



Every autumn, Jen and Alex liked to jump into enormous piles of leaves.

“Alex, you loved to rake them into a pile and jump right in!” said Mom.

“The leaves always have such beautiful colors,” said Alex.

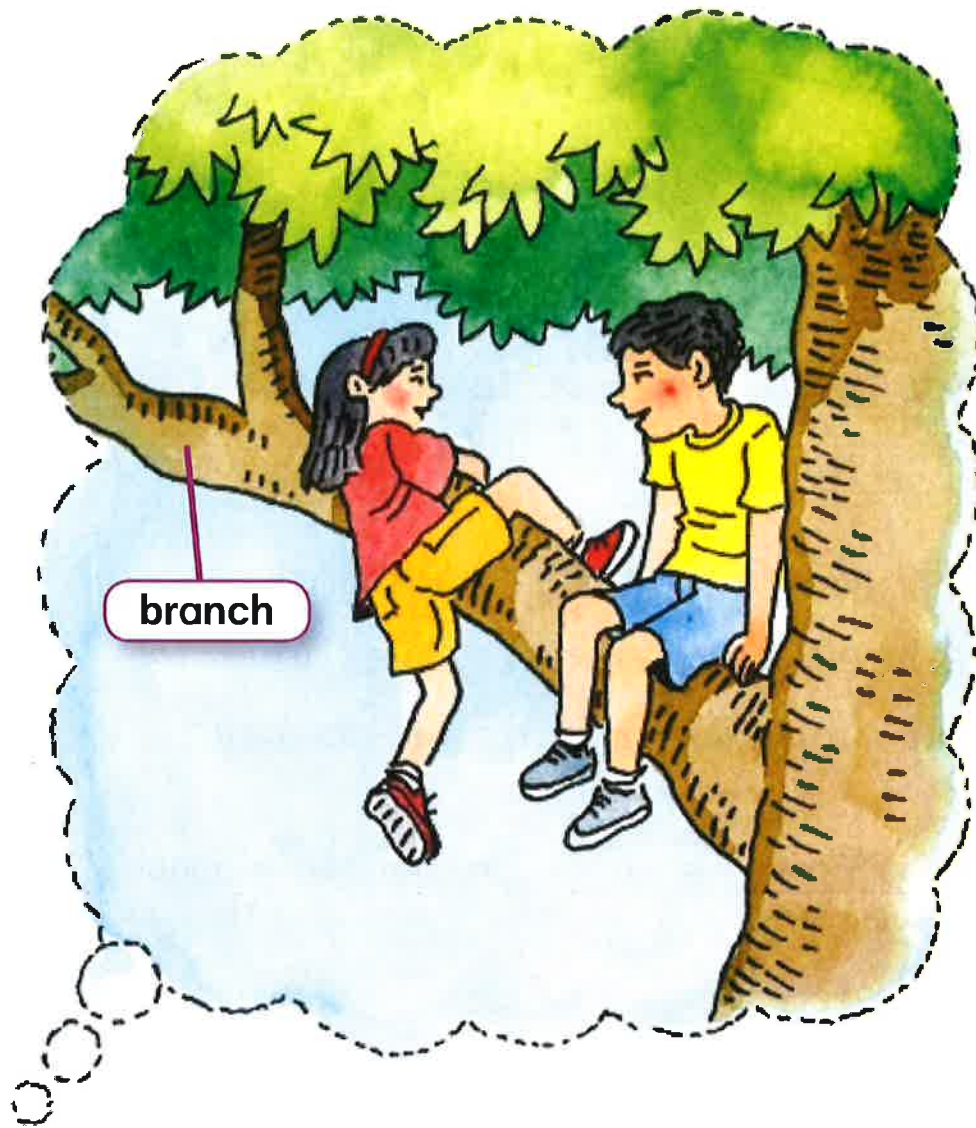




"I remember when we had a picnic for the neighborhood," said Dad. "It was very hot. We couldn't find a cool place to sit. Finally everybody put blankets under the tree branches. It was nice and shady."

Language Detective

Couldn't is a contraction. Find another contraction on page 7.



"This tree has given us so many happy memories," said Mom. "I don't want to cut it down."

"I agree," Alex said.

"We must save our tree!" said Jen.

STOP AND CHECK

What was Jen's special memory of the tree?

Chapter 3 *Save Our Tree*

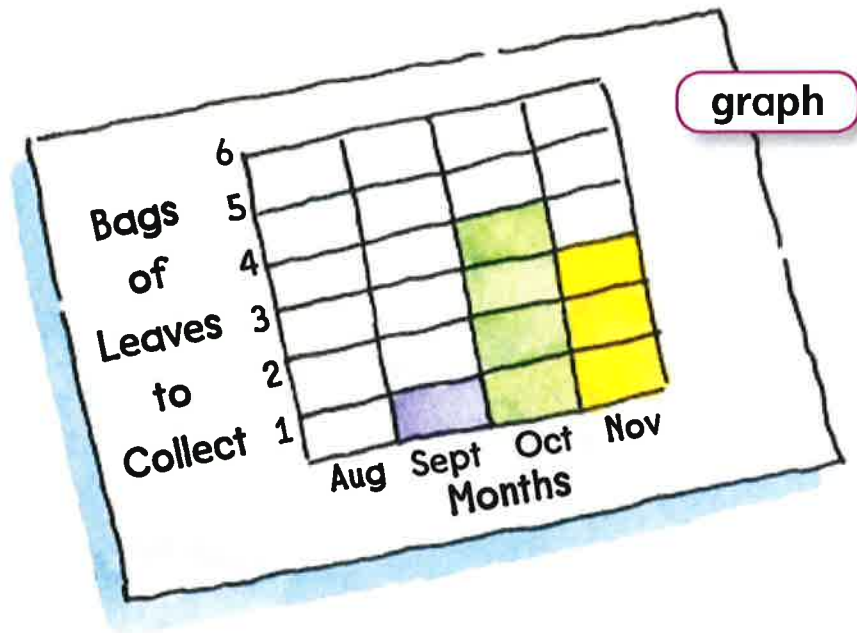
The family sat at the dining room table and discussed the situation.

"Maybe if we talk to Mr. Morris, we can figure this out," said Dad.

"Mr. Morris can be stubborn sometimes," said Mom. "We have to decide what we are going to say."

In Other Words solve the problem. En español: *resolverlo.*





Jen thought they should tell Mr. Morris that trees help keep the air clean.

Then Alex had another idea. "If Mr. Morris is worried about leaves falling in his yard, I can make a graph," he said. "The graph will show when leaves fall. Maybe we can help him rake the leaves!"

Everyone thought giving Mr. Morris a graph was a good idea.



The next day, the whole family went to see Mr. Morris. "Mr. Morris, trees are important," Dad said. "They keep the air clean. They give shade on hot days. And this tree is very special to our family. What if we help rake the leaves? Would you think about keeping the tree?"

Alex showed Mr. Morris his graph. Mr. Morris listened carefully. Then he said, "If the tree is that important to you, and you will help me rake, the tree can stay."

The tree was saved! Everyone came to celebrate. Even Mr. Morris came!

"We saved our beautiful tree!" said Alex proudly.

"I'm so happy!" said Jen.

It was a wonderful day.



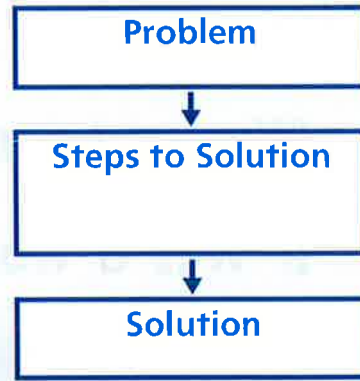
STOP AND CHECK

What did Dad say about the tree?

Respond to Reading

Summarize

Use important details to help you summarize *Our Beautiful Tree*.



Text Evidence

1. How do you know *Our Beautiful Tree* is fiction? **Genre**
2. What problem do the characters solve? **Problem and Solution**
3. Use context clues to figure out the meaning of *our* on page 6. **Homophones**
4. Write about how the family helped to solve Mr. Morris's problem with the tree. **Write About Reading**

Genre Expository Text

Compare Texts

Read about the soil in which plants and trees grow.





DIRT!

Soil is more than just dirt. It is one of Earth's most important resources. It has a supply of things people and animals need. Soil is made of little pieces of rock, leaves, and parts of trees. Many insects, like ants, live in the soil. Earthworms do, too.

(bkgd) Craig Knowles/Dorling Kindersley/Getty Images, (inset) Mark Steinmetz



Too much rain, heat, or wind is bad for soil. One way to protect soil is by planting. Plants and grass keep the soil from washing away or getting too hot. Some farmers plant trees near their fields.

Type of Soil	Qualities of Soil
 SANDY	gritty, lets water drain out
 CLAY	smooth, hard for things to grow in
 SILTY	full of nutrients, good for planting
 LOAMY	combination of all soil types

There are many types of soil.

Many foods that you eat come from the soil. Carrots and potatoes grow under the soil. Other vegetables grow on plants in the soil. Fruits do, too. Melons grow on vines that rest on the soil. Dirt is important to everybody!



tomato

Tomatoes need soil to grow, too.



Make Connections

How can we use soil to protect Earth?

Essential Question

Look at both selections. Tell why it is important to protect trees and soil.

Text to Text

Focus on Science

Purpose To find out ways to help the environment

What to Do

Step 1

Talk with a partner about ways you can help the environment. Think of ways to save energy.

Step 2

Make a list of the things you can do.

Step 3

Read over your list. Then use it to make a poster of your favorite ideas.

Conclusion Share your poster with your family. Ask your family to try your ideas.

Fiction

Thinkmark

Plot

What was the family's problem in *Our Beautiful Tree*? How did they solve it?

Author's Purpose

Why do you think the author wrote this book?

Conclusions

Why is soil important?

Why is it important to protect Earth?

What did you learn about protecting Earth resources?

Preserving Our Earth

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2nd Grade-ELD Learning Packet

ANSWER KEY

Week 7

Day	Lesson
1	Vocabulary: Model: <ul style="list-style-type: none">• My sister was curious about the COVID-19.• That town can be seen in the distance• My Dad and I climbed an enormous mountain.• My Mom talks to me gently.• I am proud of my dog.• I rarely drink soda.
	Vocabulary: Homophones: <ol style="list-style-type: none">1. in no way2. the number before two3. created4. seven days5. be able to
2	Comprehension and Fluency: Read the passage "The Recycling Contest". <ol style="list-style-type: none">1. She is unhappy about it.2. The students are throwing away too much paper3. The contest helps the students recycle.4. in the recycling bin <ol style="list-style-type: none">Open response. Problem and Solution Chart: Open response.
	Genre/Literary element: <ol style="list-style-type: none">1. It tells a made-up story about going to the park.2. "Let's drive to the park."3. Driving in a car can hurt the Earth.4. Mom and Joan ride bikes to the park.
3	a, aw, au, augh/Vowel Team Syllables. <ol style="list-style-type: none">1. sauce2. ball3. walk4. taught5. paw6. enjoy7. weather8. because9. toothpaste
	Writing Traits: Word Choice. Model: My family and I went to the park for a picnic. First, we sat in one area. we were not happy. People had left a lot of trash there. Therefore, we moved to another area. There, we were happy there because people had cleaned up their trash.

	<p>Write to Sources</p> <ol style="list-style-type: none"> 1. This community center is falling apart. 2. and, so 3. We need to reuse the things we have so we can protect our resources for the future. 4. Don't
<p>4</p>	<p>Differentiated Texts:</p> <ol style="list-style-type: none"> 1. People make too much trash. We need to save Earth's resources. 2. bags, sell, reuse 3. for school supplies <p>Write: The children paint bags. This helps Earth because it saves resources.</p>
<p>5</p>	<p>Leveled Reader: Read the book "Our Beautiful Tree".</p> <p>Page 16-Summarize: Open response</p> <p>Text Evidence:</p> <ol style="list-style-type: none"> 1. The events are not real. 2. They save the tree. 3. The tree belongs to the family. 4. Helping the neighbor by raking the leaves in the fall. <p>Read the Expository Text: Dirt</p> <ol style="list-style-type: none"> 1. Focus on Science--Open response 5. Thinkmark: Open response