



Compton USD Learning Packet #7

Second Grade

Name _____

2nd Grade Learning Packet

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Week 8

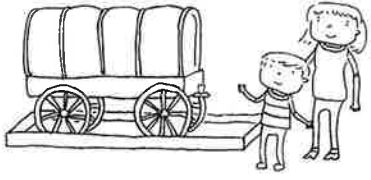

Day	Lesson	Date Completed
1	Vocabulary Short Vowel Digraphs /e/ ea; /u/ ou; /i/ y Alphabetical Order	
	Lesson 11.11: Problem Solving - Equal Shares	
	Science: What do roots, stems, and leaves do?	
2	Comprehension and Fluency Comprehension: Cause and Effect	
	Share & Show, pgs. 563-564	
	Science: How can we describe roots?	
3	Genre/Text Feature; Vocabulary Strategy: Multiple Meaning Words Writing Traits: Voice; Write to Sources	
	Chapter 11 Review/Test, #1-5	
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4	Grammar: Pronoun-Verb Agreement Spelling: Short Vowel Digraphs /e/ ea; /u/ ou; /i/ y	
	Chapter 11 Review/Test, #6-8	
	Science: Parts of a Plant	
5	Making an Inference from Literary Text - The Mini Six Topic: Sea Lions	
	Chapter 11 Review/Test, #9-11	
	Science: Plants and Their Parts	

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
exclaimed	"Wow!" the girl <u>exclaimed</u> when she saw her gift.	
finally	We <u>finally</u> finished the big art project.	
history	They learn about <u>history</u> at the museum.	
public	Everyone can use the <u>public</u> park.	
united	The neighbors <u>united</u> to clean up trash.	
writers	These <u>writers</u> write stories.	

Name _____

exclaimed

finally

form

history

public

rules

united

writers

A. Draw a line from each word to its meaning.

- | | |
|--------------|---------------------------------------|
| 1. finally | a. directions for how to do something |
| 2. united | b. the story of the past |
| 3. public | c. joined together |
| 4. rules | d. shouted with strong feeling |
| 5. writers | e. for all people to use or visit |
| 6. history | f. at last |
| 7. form | g. people who write books |
| 8. exclaimed | h. make or shape something |

B. Write a sentence using the word rules.

9. _____

Name _____

The letters **ea** can stand for the vowel sound you hear in **bread**.
 The letters **ou** can stand for the vowel sound you hear in **touch**.
 The letter **y** can stand for the vowel sound you hear in **myth**.

A. Read each word. Write a word from the box that rhymes. The first one has been done for you.

bread touch double ready gym

1. him _____ gym _____ 2. much _____
3. bubble _____ 4. fed _____
5. steady _____

When two words begin with the same letter, you can look at the second letter to put the words in alphabetical order.

B. Read each pair of words. Circle the word that comes first in alphabetical order. The first one has been done for you.

6. lead (land) 7. pie paw
8. touch trunk 9. mine myth

Name _____

Problem Solving • Equal Shares

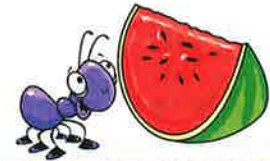
Essential Question How can drawing a diagram help when solving problems about equal shares?



Geometry—2.G.3

MATHEMATICAL PRACTICES
MP.1, MP.4, MP.6

There are two sandwiches that are the same size. Each sandwich is divided into fourths, but the sandwiches are cut differently. How might the two sandwiches be cut?



Unlock the Problem

What do I need to find?

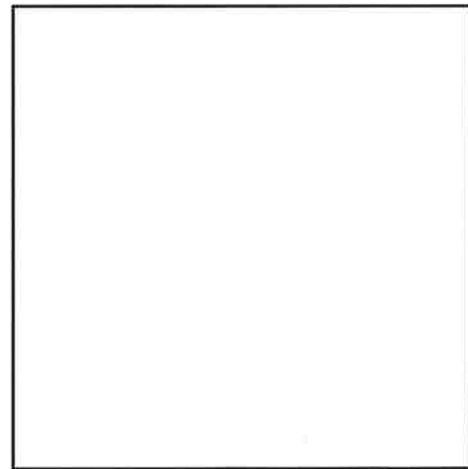
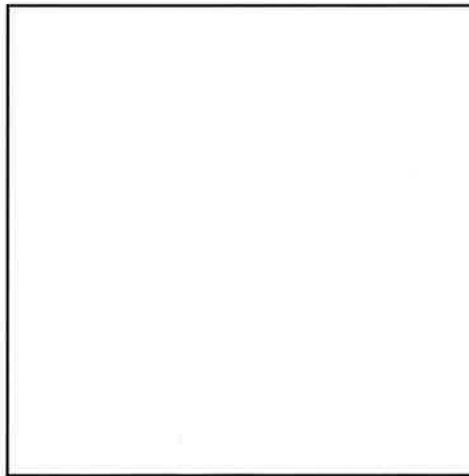
how the sandwiches

could be cut

What information do I need to use?

There are _____ sandwiches.
Each sandwich is divided
into _____.

Show how to solve the problem.



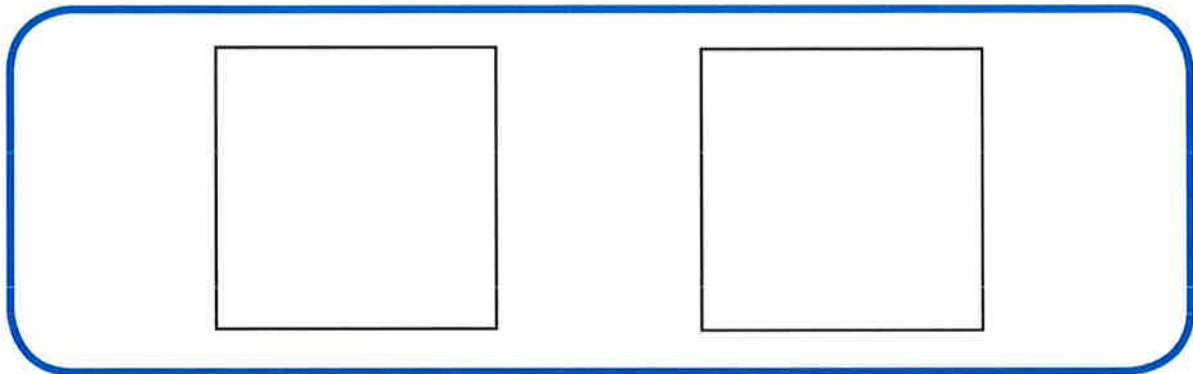
HOME CONNECTION • Your child drew a diagram to represent and solve a problem about dividing a whole in different ways to show equal shares.

Try Another Problem

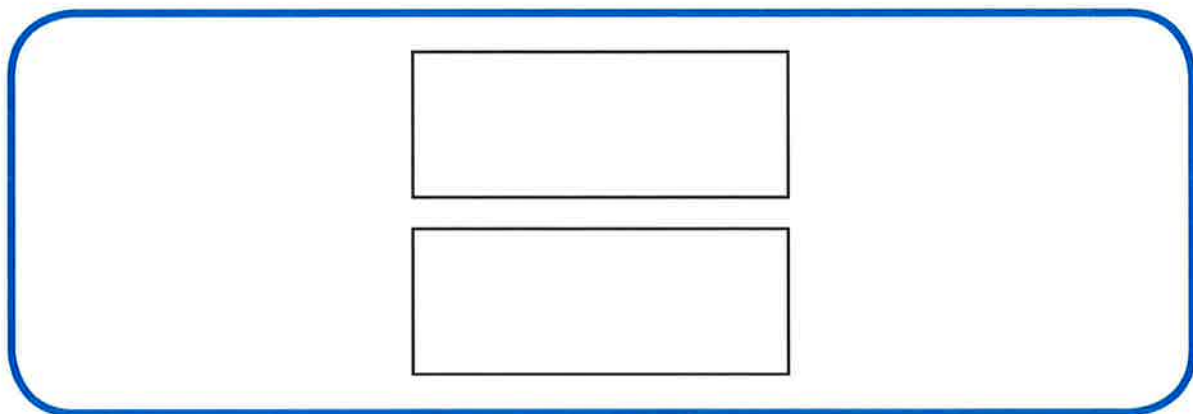
Draw to show your answer.

1. Marquis has two square sheets of paper that are the same size. He wants to cut each sheet into halves. What are two different ways he can cut the sheets of paper?

- What do I need to find?
- What information do I need to use?



2. Shanice has two pieces of cloth that are the same size. She needs to divide each piece into thirds. What are two different ways she can divide the pieces of cloth?



**Math
Talk**

Mathematical Practices

In Problem 2, **explain** how a third of the two pieces of cloth are alike and how they are different.

What do roots, stems, and leaves do?

Plants use their roots, stems, and leaves to get light and water.

Globe Thistle

The stem holds up the plant.

Leaves use light to make food.

Roots hold the plant in the ground. They take in water from the soil.

Read a Diagram

Plants that grow in the rain forest have large leaves. Large leaves help plants take in sunlight.

Desert plants have few leaves. Some desert plants have no leaves. They store water in their thick stems.



banana tree



Joshua tree



Quick Check

1. What do the roots of a plant do?

2. Name a desert plant. _____

Name _____

Read the passage. Use the make predictions strategy to tell what you think you might read about.

Sports Rules

Rules are important in sports. They tell players what
9 they can do. They tell players what they cannot do. All
20 players in a game must play by the same rules.

30 **Basketball Rules**

32 Basketball is played with a ball on a basketball court.
42 Players try to throw the ball through a basket, or hoop.
53 That scores points.

56 There are rules about moving the ball. Players must
65 dribble, or bounce, the ball. They may also pass, or
75 throw, the ball to another player. They may not hold the
86 ball and run with it.

Name _____

Sport	Number of Players	Moving the Ball	Scoring
baseball	9	throw and hit	cross home plate for one run
basketball	5	dribble and pass	shoot basket for two points

91 **Baseball Rules**

93 Baseball rules are different from basketball rules.

100 The pitcher throws the ball to the batter. The batter
 110 gets three chances to hit the ball. Sometimes the batter
 120 misses. This is called a strike. The batter is out after
 131 three strikes. Then it is another batter's turn.

139 When the batter hits the ball, he or she runs around
 150 four bases. The last base is home plate. The batter tries
 161 to run across home plate. That scores a run. The other
 172 team tries to tag the batter with the ball. Then the
 183 batter is out. The batter cannot score.

190 Sports would be confusing without rules. No one
 198 would know how to play a game. Rules make every
 208 player a good sport!

Name _____

A. Reread the passage and answer the questions.

1. A cause is what make something happen. What is the cause of scoring points in basketball?

2. An effect is what happens. What is the effect of a batter getting three strikes in baseball?

3. What would be the effect of sports without rules?

B. Work with a partner. Read the passage aloud. Pay attention to pronunciation. Stop after one minute. Fill out the chart.

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

Name _____

Share and Show



Draw to show your answer.

3. Brandon has two pieces of toast that are the same size. What are two different ways he can divide the pieces of toast into halves?

4. Mr. Rivera has two small cakes that are the same size. What are two different ways he can cut the cakes into fourths?

5. **THINK SMARTER** Erin has two ribbons that are the same size. What are two different ways she can divide the ribbons into thirds?

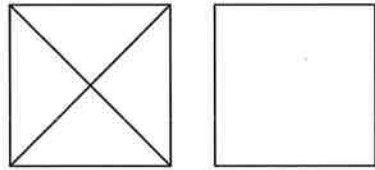


Problem Solving • Applications



Solve. Write or draw to explain.

6. **MATHEMATICAL PRACTICE** **Use Diagrams** David needs to divide two pieces of paper into the same number of equal shares. Look at how the first paper is divided. Show how to divide the second paper a different way.



7. **GO DEEPER** Mrs. Lee cut two sandwiches into halves. How many equal shares does she have?

_____ equal shares

8. **THINK SMARTER** Emma wants to cut a piece of paper into fourths. Fill in the bubble next to all the ways she could cut the paper.



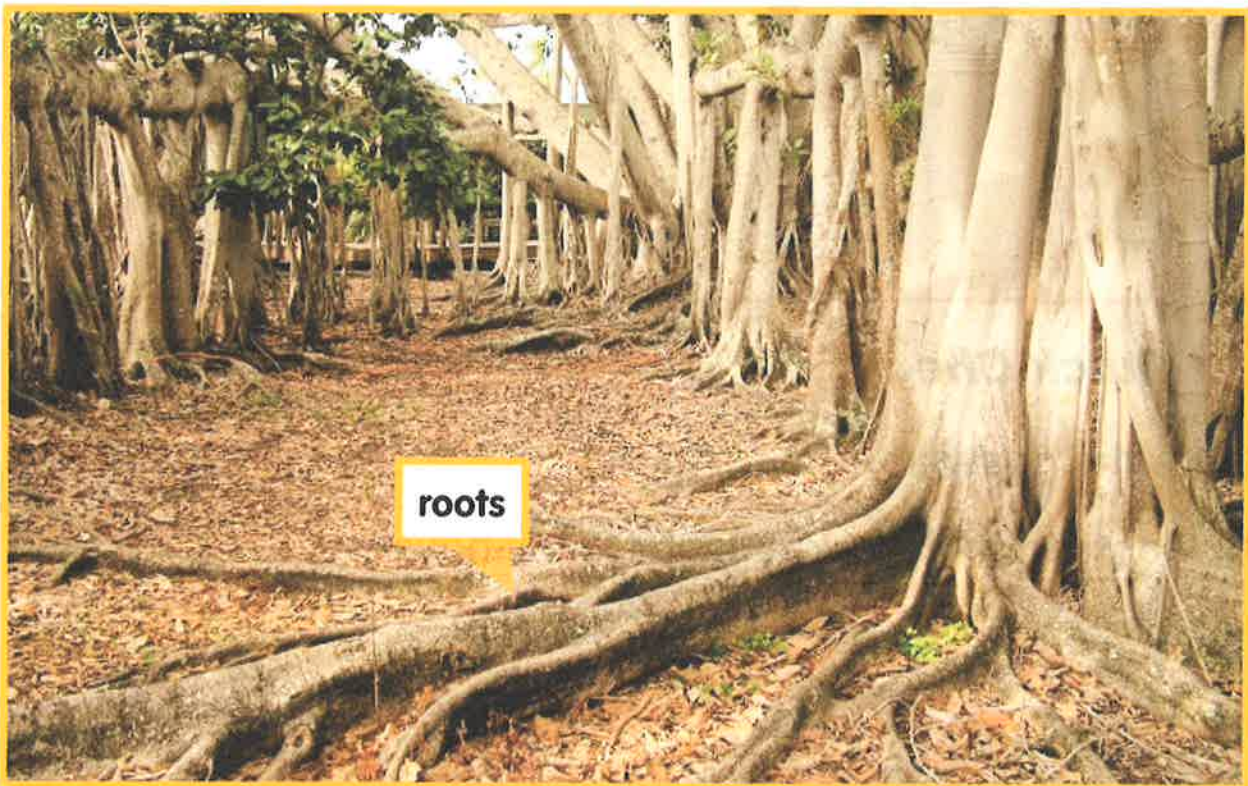
TAKE HOME ACTIVITY • Ask your child to draw two rectangles and show two different ways to divide them into fourths.

FOR MORE PRACTICE:
Standards Practice Book

How can we describe roots?

Some roots are long and thin. Others are short and thick. Plants that live in dry places may have long roots. They grow down to find water in the ground.

Plants that live in wet places may have roots above the ground. That way, the plant does not get too much water.



- ▲ The banyan tree lives in a wet place. Its roots grow above the ground.

Roots also help animals. Bears, raccoons, and porcupines are some of the animals that eat roots.

We eat roots, too. Radishes, carrots, and beets are some of the roots we eat.



carrots



beets

 **Quick Check**

Circle the answers.

3. Plants that live in dry places may have _____ roots.

short

long

thick

4. We eat roots, such as carrots and _____.

apples

roses





beets

Name _____

Safety Rules

You can stay safe and have fun. Wear a helmet when you ride a bike. Wear a helmet and pads when you skateboard. Wear a seatbelt when you ride in the car.

Staying Safe

Activity	Safety Equipment
bike ride	
skateboarding	
boat ride	
car ride	

Answer the questions about the text.

1. Expository text gives facts about a topic. What is one thing that helps you know this is expository text?

2. Look at the chart. What information does it help you learn?

3. What safety equipment in the chart is used for a boat ride?

Name _____

Multiple-meaning words have more than one meaning. Use other words in the sentence to figure out which meaning is being used.

Read each sentence. Read the two meanings of the word in bold print. Circle the meaning that makes sense in the sentence.

1. All players in a game must **play** by the same rules.
a story that is acted out to take part in a sports game
2. Basketball is played with a ball on a basketball **court**.
an area used for playing a sport
the place where a judge works
3. Players must **dribble**, or bounce, the ball.
to move a ball by bouncing to spill drops of liquid
4. The **pitcher** throws the ball to the batter.
a container for water a player who throws a baseball
5. Then it is another batter's **turn**.
a chance to do something to spin around

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how to make the writing more informal.

Draft Model

We have a great school because everyone follows the rules! Here are some of the rules. Walk in the halls, don't run. Respect the teachers and other students. Enjoy learning every day.

1. Where could you use contractions?
2. Where could you add exclamations?
3. Which sentences could you change to make the writing sound more like natural speaking?

B. Now revise the draft by using a more informal voice, one that sounds like natural speaking.

Name _____

Dean used text evidence to answer the prompt: *What do the symbols of our country tell about what is important to us? Use a formal voice.*

The symbols of our country tell us about what is important to us. The Liberty Bell, the Statue of Liberty, and the Constitution stand for freedom. Freedom is very important to Americans. In the selection "Setting the Rules" on page 483, the text says that the Constitution "gives rights, or privileges, to all the people." It also explains the Constitution gives Americans the right to express their ideas. On page 483, I read that Americans are even free to change their Constitution.

On page 485 of "American Symbols," I read the Statue of Liberty is a "symbol of freedom and hope." In "Setting the Rules" it says rules are added to the Constitution to help make a better life for people. The freedom to believe and to live the way you want is important to Americans. In "Visiting the Past" I read that the Liberty Bell rang for freedom when the Declaration of Independence was read for the first time. The Liberty Bell is in Philadelphia for people to visit. The symbols of America remind us about what our country stands for.

Reread the paragraphs. Follow the directions below.

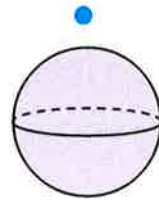
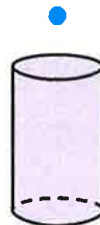
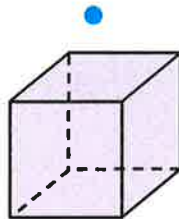
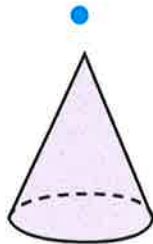
- 1. Circle** a word that Dean used to show formal voice.
- 2. Draw** a box around a detail Dean included from "American Symbols."
- 3. Underline** Dean's concluding sentence.
- 4. Write** an example of pronoun-verb agreement on the line.

Name _____



Chapter 11 Review/Test

1. Match the shapes.



2. Do the sentences describe a cube?

Choose Yes or No.

A cube has 4 faces.

Yes

No

A cube has 8 vertices.

Yes

No

A cube has 14 edges.

Yes

No

Each face of a cube is a square.

Yes

No

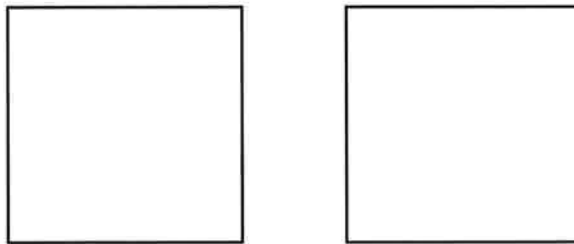
Rewrite each sentence with a mistake to make it a true sentence.

3. Draw lines to show thirds.

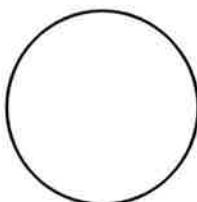




Explain how you know that the parts are thirds.

4. Will and Ana have gardens that are the same size. They divide their gardens into fourths. What are two different ways they can divide the gardens? Draw to show your answer.



5. Draw to show halves, thirds, and fourths. Color a half, a third, and a fourth.

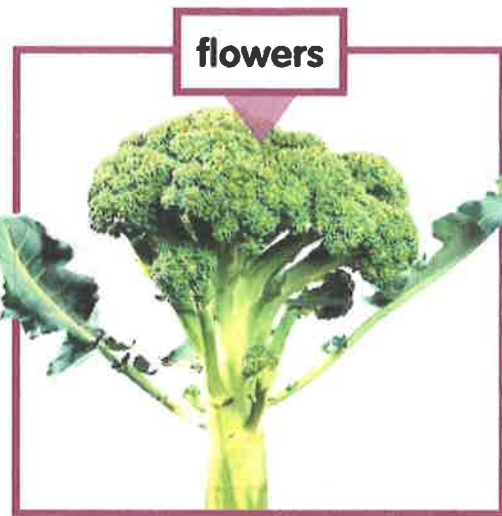
		
halves	thirds	fourths

What do flowers, fruit, and seeds do?

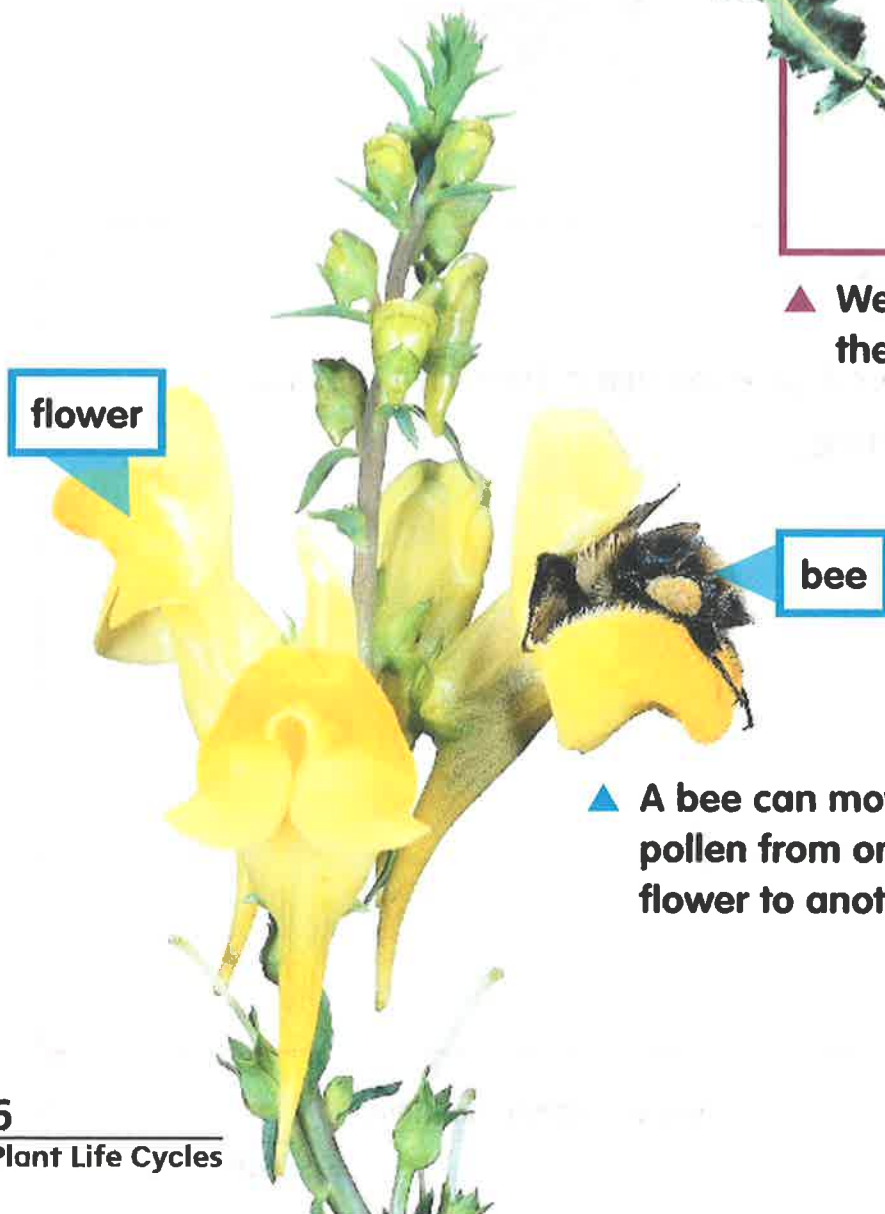
Many plants have flowers.

Flowers are the parts of plants that make seeds.

Inside a flower is a sticky powder called **pollen**. Pollen helps flowers make seeds.

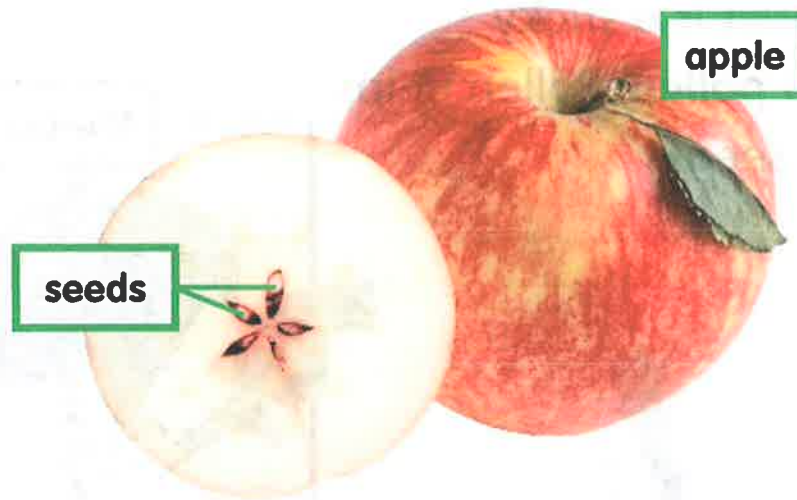


▲ We eat the flowers of the broccoli plant.



▲ A bee can move pollen from one flower to another.

Plants that have flowers make fruit.
Most of the time, seeds grow inside a fruit.
The **fruit** keeps the seeds safe and helps
them grow. The **seeds** can grow into new
plants. We eat the fruits of many plants,
such as apples.



 **Quick Check**

5. Draw a picture of one of your favorite fruits.
Label your picture.

Name _____

- A pronoun is a word that replaces a noun or nouns.
- A present-tense verb tells about an action that is happening right now.
- A present-tense action verb must **agree** with the subject pronoun of the sentence.
- Add **s** to most action verbs in the present tense with the pronouns **he**, **she**, and **it**.

He makes rules.She votes for
the law.It explains the
rules.

Underline the verbs that agree with the subject pronouns. Write the sentences on the line.

1. She (like, likes) to think about history.

2. He (thinks, think) that history can teach us important lessons.

3. It (show, shows) us what people long ago thought was important.

4. He (learn, learns) about the Constitution.

Name _____

- A present-tense verb must **agree** with the subject pronoun of the sentence.
- Do **not** add **s** to most verbs in the present tense with the pronouns **I**, **we**, **you**, and **they**.

We visit the Statue of Liberty.

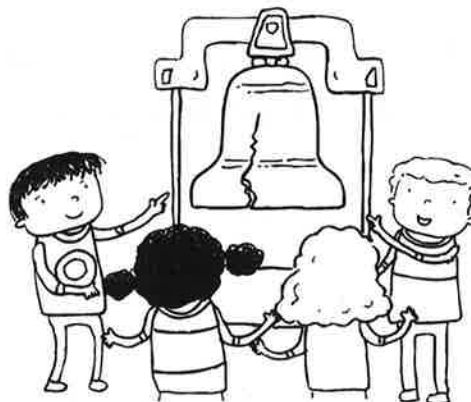
I see a copy of the Constitution.

You talk about its importance.

They ask questions about the past.

Circle the verb in () that agrees with the subject pronoun in each sentence.

1. We (like, likes) to visit historic places.
2. I (plan, plans) to visit the Liberty Bell.
3. They (wants, want) to see it, too.
4. We (know, knows) all about the bell.
5. You (plans, plan) to share part of the story, don't you?
6. I (reads, read) lots of books about history.
7. You (show, shows) us what our country was like long ago.
8. I (thinks, think) the bell is a special gift from the past.



Name _____

dead	ahead	lead	thread	bread
breath	touch	trouble	gym	myth

A. Word Meaning

Write the spelling word for each definition.

1. an old story _____
2. a kind of metal _____
3. not living _____
4. in front of _____
5. problems, difficulties _____
6. a fine string used for sewing _____

B. Sentences to Complete

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

7. Dad baked a loaf of _____.
8. We played soccer in _____ class.
9. Jim felt out of _____ after he swam across the pool.
10. Never _____ wild animals.



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Name _____

A. Proofread

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

I used to have trouble catching my breth when I ran. I would tuch my face and it felt hot! So I started to eat better foods, such as healthy breade and fresh fruit. Then I started to walk and jog. I went to the gim, too. Now it is no truble for me to run a long way. When I run a race, I'm ahed of the other runners.

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

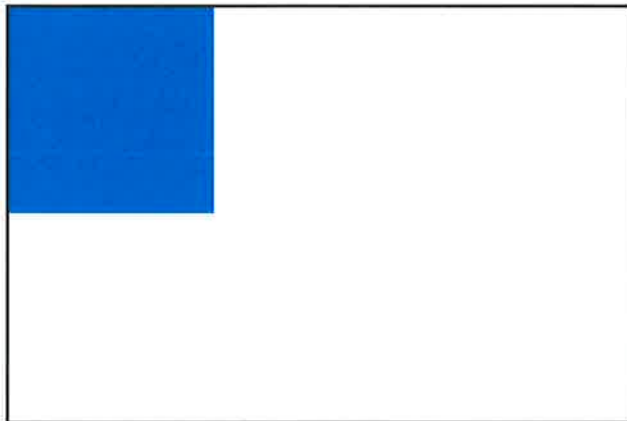
B. Writing

Write about a time you worked to get better at something. Use four spelling words in your paragraph.

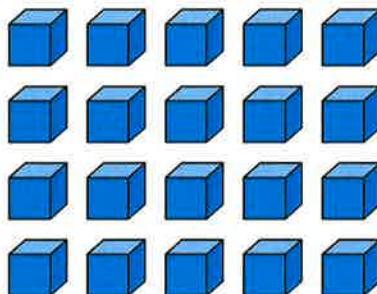
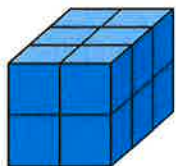


Name _____

6. Max wants to cover the rectangle with blue tiles. Explain how you would estimate the number of blue tiles he would need to cover the rectangle.



7. Jenna built this rectangular prism. Circle the number of unit cubes Jenna used.



8. Rachel makes a pentagon and a quadrilateral with toothpicks. She uses one toothpick for each side of a shape. How many toothpicks does Rachel need?

_____ toothpicks

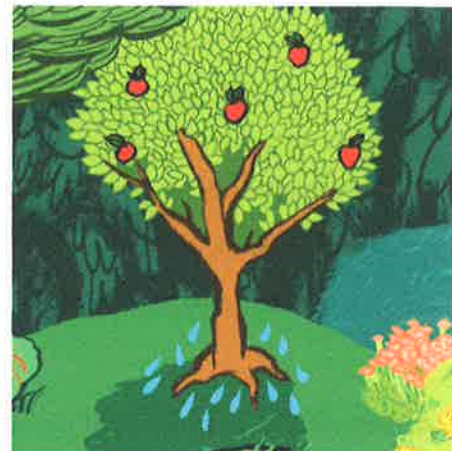
Name _____

Date _____

Parts of a Plant

Use the text to answer each question below.

1. Roots are often hidden underground. They have tiny hairs that stick out and help take in water and minerals from the soil. When the plant doesn't need all the nutrients right away, roots store the food for the future. Roots also help a plant stay in place by anchoring it in the soil so that it doesn't blow away.



How do roots help a plant?

- | | |
|---|---|
| A. Roots are where sunlight is turned into energy. | B. Roots make a plant smell nice to insects. |
| C. Roots help a plant take in water and store food. | D. Roots help a plant move from place to place. |
2. Stems do a lot of things. They help support the plant and move water and nutrients from the roots up to other parts of the plant. Stems can be herbaceous or woody. Herbaceous stems are bendable like those of a daisy. Woody stems are hard like the trunk of a tree.



A lily stem

Which of these is a plant's stem most like?

- | | |
|--|--|
| A. a boat that brings people from one country to another | B. an advertisement that tries to convince people to buy something |
| C. an elevator that carries goods from the bottom of a building to the top | D. a blanket that protects a baby from the cold |

5. The flower is what makes the seeds. A flowers' parts work together to make new seeds. Flowers contain pollen and tiny eggs called ovules. The transfer of pollen from one part of a flower to another, say by a bee, is called pollination.

Once a flower has been pollinated, it develops into a fruit. Fruit can be fleshy, like an apple, or hard, like a nut. Fruit provides a covering for the seed. It protects the seed or makes it easier for animals to spread.



A lily flower

What is the main reason plants grow fruit?

- A. to provide delicious food for humans and other animals
- B. to stop animals from spreading seeds
- C. to encourage bees to pollinate
- D. to keep seeds safe and make them easier to spread



Assignment

Making an Inference from Literary Text- The Mini Six

Topic: Sea Lions- The Mini Six

Your Assignment:

Read the story below. What inference can be made about the narrator's feelings toward the city trying to make the sea lions leave the harbor? Which sentence in the story best supports your answer? Be sure to answer both questions in the box below.

Missing Old Friends

Every summer I go to visit my grandparents. They live about 15 minutes from a harbor where there are lots of boats. People store their boats there when they are not using them. A harbor is a protected area. The harbor by my Pop and Mop's house is connected to the ocean.

One of Pop and Mop's favorite things to do is to hang out with me! That is what they always tell me, but I would think that they say this to all of their grandkids! Anyway, they take me down to the harbor so that I can see my "friends". Apparently when I was very little I decided that the sea lions were my "best friends". I gave them names (even though it is almost impossible for the average person to tell them apart). I talked to them (even though they couldn't hear me). I waved goodbye when I was leaving (one always looked like he was waving back)!

I'm a lot older now. It's been about 5 years now since I first met Flip, Flop, and Star. (I know...I named them when I was three!) When we arrived at the harbor this year, I waited like always for my friends to swim by. It usually only takes about 3 minutes before I see one of them. I waited at least 15 minutes before I said anything to Pop and Mop, but I could see that they had already said something to each other. As I turned to ask them what was going on, I could see Pop walking toward the man who works at the marina. His name is Benny, and we've known him forever, too.

As it turns out, Benny said that the city has decided to use windsocks to keep the sea lions out of the harbor because some people believe that they were causing trouble for the boat owners. The sea lions don't come in the harbor anymore like they used to do. They are forced out by the windsocks because they are afraid of them. The windsocks can't do anything to Flip, Flop, Star, and the others, but they don't know that. So, they don't come around.

I was hoping Benny was totally wrong. I was hoping that my friends would come by anyway. They know me. They know I won't hurt them. Unfortunately, they did not come around. We waited another hour hoping to see one of them. With every passing moment, I knew that I would not see my friends again. I hope they are okay out on the other side of the harbor wall. But, the harbor doesn't just protect the boats. It protects all the animals that live there, too. Unfortunately, that no longer includes Flip, Flop, and Star.

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.

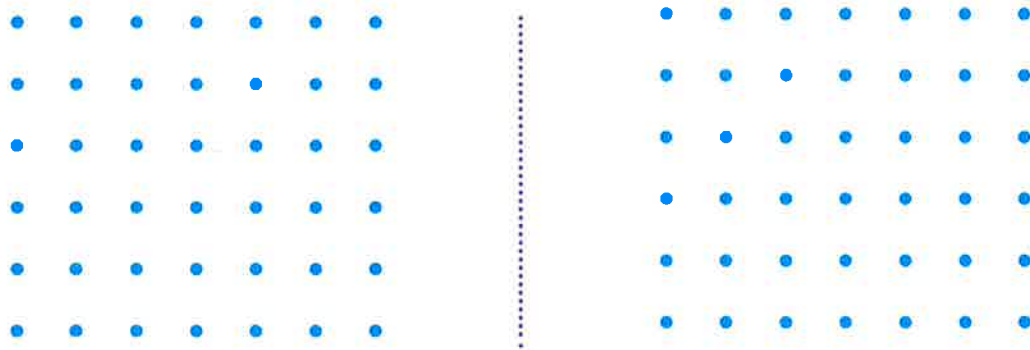
I infer that the author thinks...The sentence in the story that best shows this is...

The author thinks that...The best sentence to support this is...

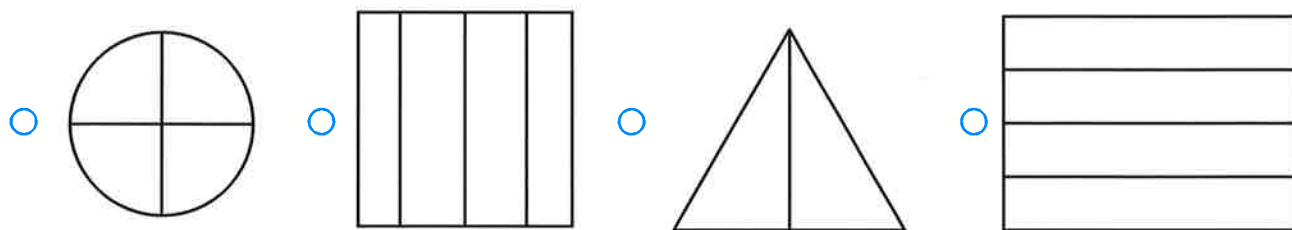
I can tell that the author thinks...I sentence that best supports this is...

Your Response:

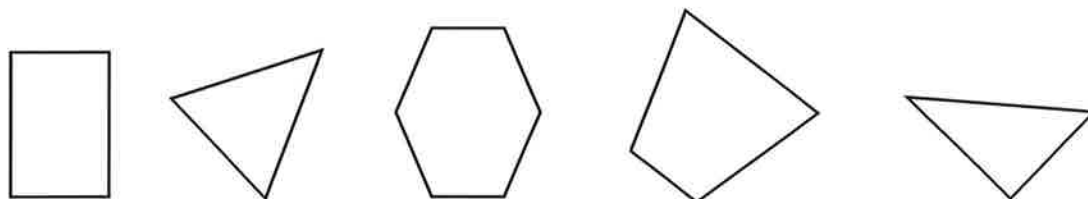
9. Kevin drew 2 two-dimensional shapes that had 9 angles in all. Draw the shapes Kevin could have drawn.



10. Fill in the bubble next to the shapes that show fourths.



11. Draw each shape where it belongs in the chart.



Shapes with 3 or Fewer Angles	Shapes with More than 3 Angles

Plants and Their Parts

Match each word with its meaning.

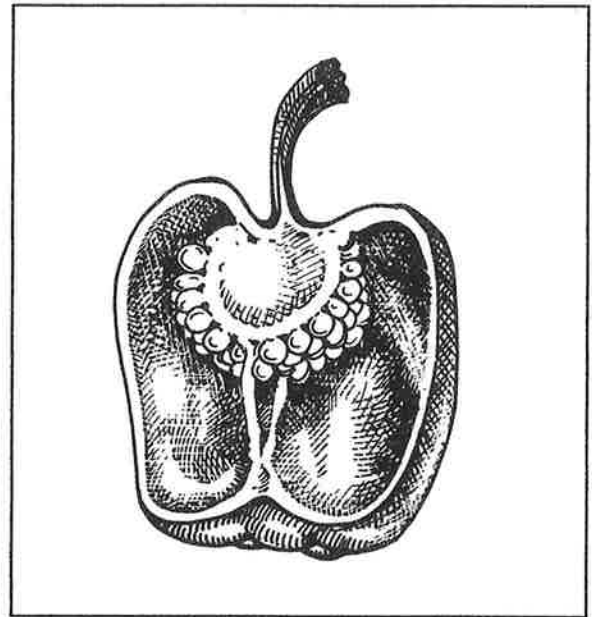
- | | |
|-----------------|-------------------------------|
| 1. stem _____ | A. can grow into new plants |
| 2. roots _____ | B. use light to make food |
| 3. leaves _____ | C. take in water and minerals |
| 4. flower _____ | D. holds up a plant |
| 5. fruit _____ | E. makes seeds |
| 6. seeds _____ | F. keeps seeds safe |

Label the drawings below with one of these words.

Fruit

Flower

Seeds



Plants and Their Parts

Fill in the blanks. Use the words in the box.

ground

roots

leaves

flowers

seeds

environments

fruit


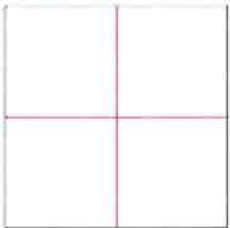
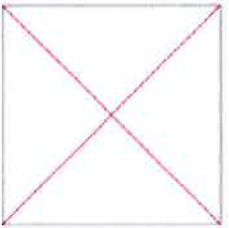
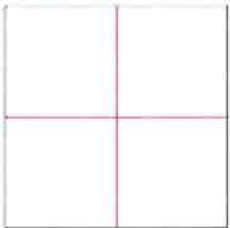
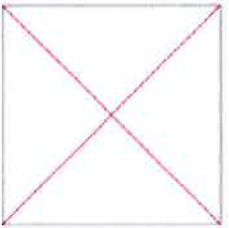
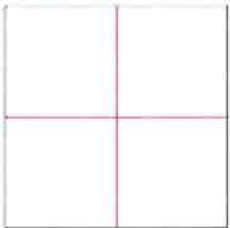
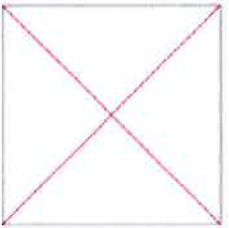
Plants live in many different _____ ,
but most plants have the same parts. The
_____ take in water and minerals
for the plant. In a dry place, they grow deep in the
_____ to find water. The
_____ use light and air to make food
for the plant.

Many plants have flowers. We eat the
_____ of a broccoli plant. Flowers make
_____ that grow into new plants. Usually,
the seed grows inside a _____ , which
keeps the seed safe while it grows.

2nd Grade Learning Packet

Answer Key

Week 8

Day	Lesson																				
1	<p>Vocabulary 1st Page: Answers will vary. 2nd Page:</p> <table><tr><td>1. f</td><td>2. c</td><td>3. e</td><td>4. a</td><td>5. g</td></tr><tr><td>6. b</td><td>7. h</td><td>8. d</td><td>9. Possible Response: There are rules for playing games.</td><td></td></tr></table> <p>Short Vowel Digraphs /e/ ea; /u/ ou; /i/ y Alphabetical Order</p> <table><tr><td>1. gym</td><td>2. touch</td><td>3. double</td><td>4. bread</td><td>5. ready</td></tr><tr><td>6. land</td><td>7. paw</td><td>8. touch</td><td>9. mine</td><td></td></tr></table>	1. f	2. c	3. e	4. a	5. g	6. b	7. h	8. d	9. Possible Response: There are rules for playing games.		1. gym	2. touch	3. double	4. bread	5. ready	6. land	7. paw	8. touch	9. mine	
1. f	2. c	3. e	4. a	5. g																	
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6. land	7. paw	8. touch	9. mine																		
	<p>Name _____</p> <p>Problem Solving • Equal Shares Essential Question: How can drawing a diagram help when solving problems about equal shares?</p> <p>There are two sandwiches that are the same size. Each sandwich is divided into fourths, but the sandwiches are cut differently. How might the two sandwiches be cut?</p>  <p>PROBLEM SOLVING Lesson 11.11</p> <p>Learning Objective: MATHEMATICAL PRACTICES MP.1, MP.4, MP.6</p> <p>Unlock the Problem</p> <p>What do I need to find? <u>how the sandwiches could be cut</u></p> <p>What information do I need to use? There are <u>2</u> sandwiches. Each sandwich is divided into <u>fourths</u>.</p> <p>Show how to solve the problem. Possible answers are given.</p> <table><tr><td></td><td></td></tr></table> <p>HOME CONNECTION • Your child drew a diagram to represent and solve a problem about dividing a whole in different ways to show equal shares.</p> <p>Chapter 11 five hundred sixty-one 561</p>																				
																					

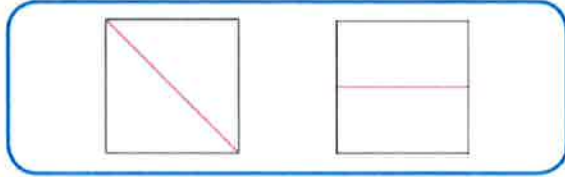
Try Another Problem

Check children's work.
Possible answers
are given.

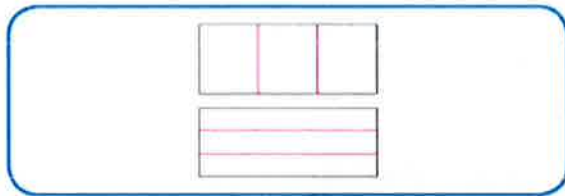
Draw to show your answer.

- What do I need to find?
- What information do I need to use?

1. Marquis has two square sheets of paper that are the same size. He wants to cut each sheet into halves. What are two different ways he can cut the sheets of paper?



2. Shanice has two pieces of cloth that are the same size. She needs to divide each piece into thirds. What are two different ways she can divide the pieces of cloth?



Math Talk: Possible answer: A third of each piece of cloth is one of three equal parts. These two thirds (parts) are different shapes.

Math Talk

Mathematical Practices

In Problem 2, **explain** how a third of the two pieces of cloth are alike and how they are different.

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562 five hundred sixty two

Science: What do roots, stems, and leaves do?

1. Roots hold the plant in the ground. OR Roots take in water from the soil.
2. Joshua Tree

**Day
2**

Comprehension: Cause and Effect

1. throwing the ball through the basket
2. The batter is out.
3. Players would be confused about how to play a game.

Name _____

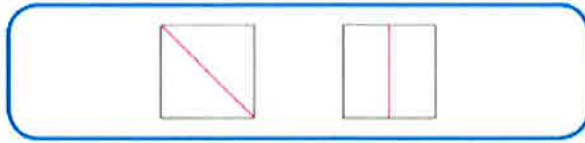
Share and Show



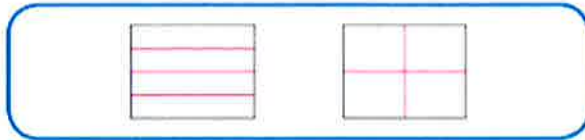
Draw to show your answer.

Check children's work.
Possible answers are given.

3. Brandon has two pieces of toast that are the same size. What are two different ways he can divide the pieces of toast into halves?



4. Mr. Rivera has two small trays of pasta that are the same size. What are two different ways he can cut the pasta into fourths?



5. **THINK SAMPLE** Erin has two ribbons that are the same size. What are two different ways she can divide the ribbons into thirds?

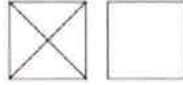


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Solve. Write or draw to explain.

4. **USE DIAGRAMS** **Use Diagrams** David needs to divide two pieces of paper into the same number of equal shares. Look at how the first paper is divided. Show how to divide the second paper a different way. *Check children's work.*



7. **READ** Mrs. Lee cut two sandwiches into halves. How many equal shares does she have?

4 equal shares

8. **USE DIAGRAMS** Emma wants to cut a piece of paper into fourths. Fill in the bubble next to all the ways she could cut the paper.



TAKE HOME ACTIVITY Ask your child to draw two rectangles and show two different ways to divide them into fourths.

FOR MORE PRACTICE
Standards Practice Book

564 five hundred sixty-four

Science: How can we describe roots?

3. long 4. beets

**Day
3**

Genre/Text Feature

1. It gives facts about safety rules.
2. It tells about the safety equipment to use for different activities.
3. a life jacket

Vocabulary Strategy: Multiple Meaning Words

- Circle:
1. to take part in a sports game
 2. an area used for playing a sport
 3. to move a ball by bouncing
 4. a player who throws a baseball
 5. a chance to do something

Writing Traits: Voice - Answers will vary.

Write to Sources

The symbols of our country tell us about what is important to us. The Liberty Bell, the Statue of Liberty, and the Constitution stand for freedom. Freedom is very important to Americans. In the **selection** "Setting the Rules" on page 483, the text says that the Constitution "gives rights, or privileges, to all the people." It also explains the Constitution gives Americans the right to express their ideas. On page 483, I read that Americans are even free to change their Constitution.

On page 485 of "American Symbols," I read the Statue of Liberty is a "symbol of freedom and hope." In "Setting the Rules" it says rules are added to the Constitution to help make a better life for people. The freedom to believe and to live the way you want is important to Americans. In "Visiting the Past" I read that the Liberty Bell rang for freedom when the Declaration of Independence was read for the first time. The Liberty Bell is in Philadelphia for people to visit. The symbols of America remind us about what our country stands for.

4. Answers will vary. (Example: I read.)

Chapter II Review/Test

1. Match the shapes.

2. Do the sentences describe a cube? Choose Yes or No.

A cube has 4 faces.	<input type="radio"/> Yes	<input type="radio"/> No
A cube has 8 vertices.	<input type="radio"/> Yes	<input type="radio"/> No
A cube has 11 edges.	<input type="radio"/> Yes	<input type="radio"/> No
Each face of a cube is a square.	<input type="radio"/> Yes	<input type="radio"/> No

Rewrite each sentence with a mistake to make it a true sentence.
Possible sentences: A cube has 3 faces. A cube has 12 edges.

3. Draw lines to show thirds.

Explain how you know that the parts are thirds.
Possible answer: I drew lines to show 3 equal parts.
Each part is a third.

4. Will and Ana have gardens that are the same size. They divide their gardens into fourths. What are two different ways they can divide the gardens? Draw to show your answer. Possible answers are shown.

5. Draw to show halves, thirds, and fourths. Color a half, a third, and a fourth. Check student's work.

Science: What do flowers, fruits, and seeds do? - Answers will vary.

Day 4

Grammar: Pronoun-Verb Agreement

1. likes ; She likes to think about history.
2. thinks; He thinks that history can teach us important lessons.
3. It shows us what people long ago thought was important.
4. He learns about the Constitution.


Grammar: Pronoun-Verb Agreement

- | | | | |
|---------|---------|---------|----------|
| 1. like | 2. plan | 3. want | 4. know |
| 5. plan | 6. read | 7. show | 8. think |

Spelling: Short Vowel Digraphs /e/ ea; /u/ ou; /i/ y


1. dead 2. ahead 3. lead 4. thread 5. bread 6. breath
 7. touch 8. trouble 9. gym 10. myth

6 Max wants to cover the rectangle with blue tiles. Explain how you would estimate the number of blue tiles he would need to cover the rectangle.




Possible explanation: I estimate that there would be 2 rows of 3 tiles, so Max would need 6 tiles in all.

7 Jenna built this rectangular prism. Circle the number of unit cubes Jenna used.



8 Rachel makes a pentagon and a quadrilateral with toothpicks. She uses one toothpick for each side of a shape. How many toothpicks does Rachel need?



Chapter 11 Year 4 (Level 3) and 5 (Level 4) 567


Science: Parts of a Plant

1. c 2. c 3. d 4. c 5. a

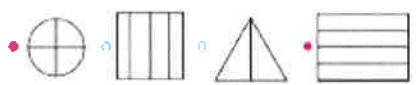
Day 5

Making an Inference from Literary Text - The Mini Six Topic: Sea Lions
 Answers will vary.

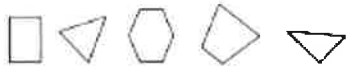
9 Kevin drew 2 two-dimensional shapes that had 9 angles in all. Draw the shapes Kevin could have drawn. *Check children's drawings.*



10 Fill in the bubble next to the shapes that show fourths.



11 Draw each shape where it belongs in the chart.



Shapes with 3 or Fewer Angles	Shapes with More than 3 Angles

568 The Hundred Days Book

Science: Plants and Their Parts

1. d 2. c 3. b 4. e 5. f 6. a
 environments, roots, ground, leaves, flowers, seeds, fruit



Compton USD Learning Packet # 7

ELD

Grade 2

Name: _____

2nd Grade-ELD Learning Packet

TABLE OF CONTENTS

Week 8

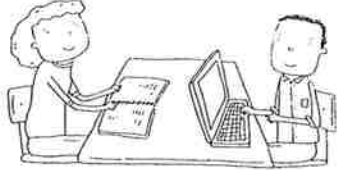
Day	Lesson	Date Completed
1	Vocabulary: Follow this steps: a. Say the word aloud b. Read the sentence aloud c. Say aloud if you agree or disagree with the sentence provided giving at least one reason d. Use the pictures to help yourself building the sentence e. Write down your sentence	
	Vocabulary: Homophones: Read the information in the box. Read carefully the directions. Complete items 1-5.	
2	Comprehension and Fluency: Read the passage “Sports Rules”. Complete: a. Next page activities--Sections A (questions 1-4) and B. b. Complete the Cause and Effect chart on next page	
	Genre/Literary element: Read the text . Answer questions 1-3.	
3	Short Vowel Digraphs /e/ ea; /u/ ou; /i/ y/Alphabetical Order. Read the information in the box. Then, complete sections A (questions 1-4) and B (questions 5-8).	
	Writing Traits: Voice. Read the Draft Model. Use the questions to help revise your draft. Then, revise the draft by adding a more informal voice, one that sounds natural speaking.	
	Write to Sources: Read the prompt. Then, follow the directions below to mark the text.	
4	Differentiated Texts: Read the fiction text “A Visit to Washington, D.C.”. 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 “Government RULES”. 1. Complete the activities on page 15. 2. Read the passage “Pool Rules”, pages 16-19 3. 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
exclaimed	"Wow!" the girl <u>exclaimed</u> when she saw her gift.	
finally	We <u>finally</u> finished the big art project.	
history	They learn about <u>history</u> at the museum.	
public	Everyone can use the <u>public</u> park.	
united	The neighbors <u>united</u> to clean up trash.	
writers	These <u>writers</u> write stories.	

Name _____

Multiple-meaning words have more than one meaning. Use other words in the sentence to figure out which meaning is being used.

Read each sentence. Work with a partner to figure out the meaning of the word in bold print. Circle the meaning of the word.

1. All players must **play** by the same rules.

to take part in a sports game a story that is acted out

2. Players score points by throwing the ball through a **basket**.

a container with handles a hoop with a net

3. The **pitcher** throws the ball to the batter.

a container for holding water a player who throws a baseball

4. The batter tries to hit the ball with a **bat**.

a stick used to hit a ball a small flying animal

5. Then it is another batter's **turn**.

to spin around a chance to do something

Name _____

Read the passage. Use the make predictions strategy to tell what you think you might read about.

Sports Rules

9 Rules are important in sports. They tell players what
20 they can and cannot do. All players must play by the
same rules.

22 Basketball Rules

24 Basketball is played with a ball. It is played on a
35 basketball court. Players score points by throwing the
43 ball through a basket.

47 There are rules for moving the ball. Players must
56 dribble the ball. That means they bounce the ball. They
66 may also pass the ball to a teammate. That means they
77 throw the ball. They may not hold the ball and run
88 with it.



Name _____

Sport	Number of Players	Moving the Ball	Scoring
baseball	9	throw and hit	cross home plate for one run
basketball	5	dribble and pass	shoot basket for points

90 **Baseball Rules**

92 Baseball has different rules than basketball. The
 99 pitcher throws the ball to the batter. The batter tries to
 110 hit the ball with a bat. The batter gets three chances to
 122 hit the ball. Sometimes the batter misses. This is called
 132 a strike. The batter is out after three strikes. Then it is
 144 another batter's turn.

147 A batter who hits the ball runs around four bases.
 157 The last base is home plate. The batter scores a run by
 169 crossing home plate. The other team tries to tag the
 179 batter with the ball. If they do, the batter is out. The
 191 batter cannot score.

194 Sports would be confusing without rules. No one
 202 would know how to play. Rules make every player a
 212 good sport!

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. Why is the girl wearing a uniform?

She is going to school. She is playing on a team.

2. A cause is what makes something happen. What is the cause of scoring points in basketball?

passing the ball to a teammate

throwing the ball through the basket

3. An effect is what happens. What is the effect of a batter getting three strikes in baseball?

The batter is out. The batter runs to home plate.

4. What would be the effect of sports without rules?

Players would win every game.

Players would be confused.

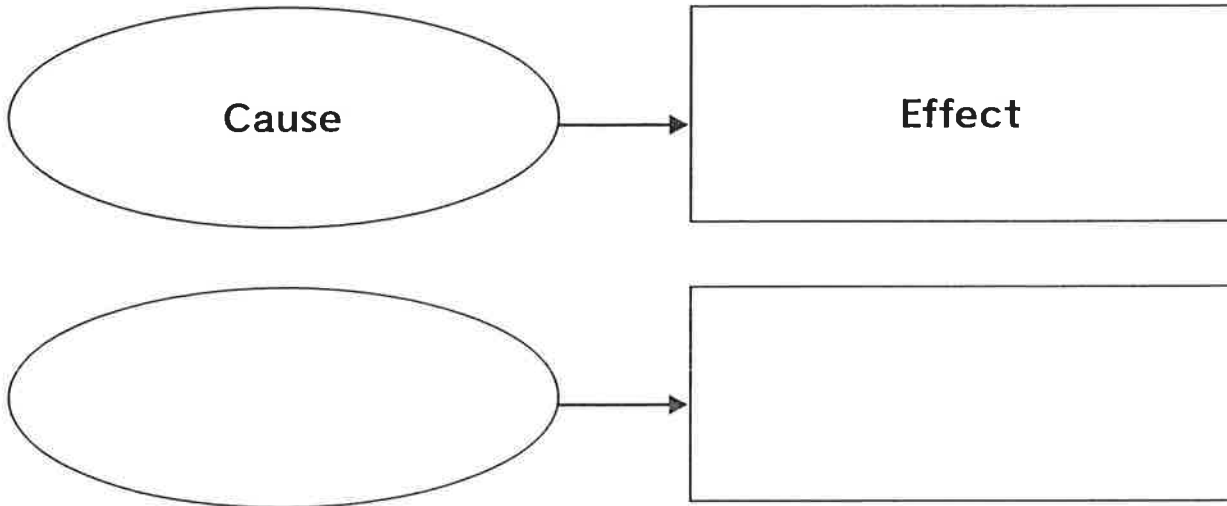
B. Work with a partner. Read the passage aloud. Pay attention to pronunciation. Stop after one minute. Fill out the chart.

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

Reread the passage and read the questions. Pair children of different language abilities to answer the questions. Have them share answers with the group.

Name _____





Read the selection. Complete the Cause and Effect chart.



Name _____

Safety Rules

Wear a helmet when you ride a bike. Wear a helmet and pads when you skateboard. Wear a seat belt when you ride in a car.

Activity	Safety Equipment
bike ride	
skateboarding	
boat ride	
car ride	

Answer the questions about the text.

1. Expository text gives facts about a topic. Circle the sentence that helps you know this is expository text.

It tells a story about skateboarding.

It gives facts about safety rules.

2. Look at the chart. What does it show? Write the answer.

3. Write the activity for which you should wear a life jacket.

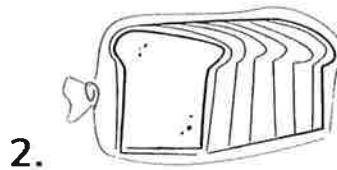
Name _____

The letters **ea** can stand for the vowel sound you hear in **bread**.
 The letters **ou** can stand for the vowel sound you hear in **touch**.
 The letter **y** can stand for the vowel sound you hear in **myth**.

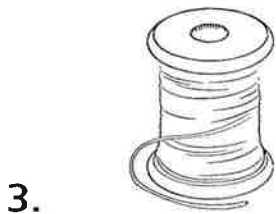
A. Circle the word that tells about each picture.



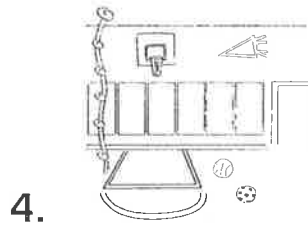
yawn young



bring bread



thread three



gnat gym

When two words begin with the same letter, you can look at the second letter to put the words in alphabetical order.

B. Read each pair of words. Circle the word that comes first in alphabetical order.

5. away ahead

6. patch purse

7. couple carton

8. bread bike

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how to make the writing more informal.

Draft Model

We have a great school because everyone follows the rules! Here are some of the rules. Walk in the halls. Do not run. Respect teachers and students. Enjoy learning every day.

1. Where could you use contractions?
2. Where could you add exclamations?
3. Which sentences could you change to make the writing sound more like natural speaking?

B. Now revise the draft by using a more informal voice, one that sounds like natural speaking.

Name _____

Dean used text evidence to answer the prompt: *What do the symbols of our country tell about what is important to us? Use a formal voice.*

The symbols of our country tell us about what is important to us. The Liberty Bell, the Statue of Liberty, and the Constitution stand for freedom. Freedom is very important to Americans. In the selection “Setting the Rules” on page 483, the text says that the Constitution “gives rights, or privileges, to all the people.” It also explains the Constitution gives Americans the right to express their ideas. On page 483, I read that Americans are even free to change their Constitution.

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Reread the paragraphs. Follow the directions below.

1. **Circle** a word that Dean used to show formal voice.
2. **Draw** a box around a detail Dean included from “American Symbols.”
3. **Underline** Dean’s concluding sentence.
4. **Write** an example of pronoun-verb agreement on the line.



Essential Question

Why are rules important?

Use Graphic Organizer 13 to take notes while you read.

A Visit to Washington, D.C.

Expository Text

Maria Gomez and her family wanted to see the United States capital. So they took a trip to Washington, D.C.

First, they **explored** the Capitol building. This is where the Congress works. Congress is one of the three branches, or parts, of our central government.

People in the Congress are **elected** from all fifty states. They work together to pass laws. Laws are rules people must follow. They make sure people get along and are safe. Laws also give people rights, such as the right to vote.

Next, Maria wanted to learn about the President. So she and her family visited the White House. This is where the President lives and works. The

President makes sure everyone follows the laws.

Finally, Maria and her family visited the Supreme Court building. This is where judges work. Judges decide what laws mean. They also make sure the laws are fair.

“I enjoyed visiting the capital today!” Maria exclaimed.



Congress makes laws in the Capitol building.

Read the text. Use Graphic Organizer 13 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 what Maria learned at the Capitol building.

People are _____ to Congress.

They work together to make our country's _____.

2. Tell what Maria learned about the White House and the President.

The White House is where the _____ lives and works.

The President makes sure everyone follows the _____.

Laws are _____ that keep people _____.

3. Explain what Maria learned about the Supreme Court.

_____ work in the Supreme Court.

They make sure the laws are _____.

Write Work with a partner. Discuss your notes about "A Visit to Washington, D.C." Then write your answer to the Essential Question.

Why are rules important?

Explain why laws are important to people in the United States.

Laws are rules that make sure people _____.

Laws give people _____, such as _____

_____.

Expository
Text

Government RULES

by Anton Wilson

Mc
Graw
Hill
Education

PAIRED
READ

Pool Rules

STRATEGIES & SKILLS

Comprehension

Strategy: Make, Confirm,

Revise Predictions

Skill: Cause and Effect

Phonics

Short vowel digraphs

/e/ ea; /u/ ou; /i/, y

Vocabulary

exclaimed, finally, form,

history, public, rules,

united, writers

ELL Vocabulary

raw, symbols

Content Standards

Social Studies

Civics/Government

Word count: 719**

Photography Credit: Cover Brendan Hoffman/Stringer/Getty Images News/Getty Images

**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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F



Essential Question

Why are rules important?

Government RULES

by Anton Wilson

Chapter 1

Rules Protect Us 2

Chapter 2

Food Rules 5

Chapter 3

Animal Rules 10

Chapter 4

Idea Rules 12

Respond to Reading 15

**PAIRED
READ**

Pool Rules 16

Glossary/Index 19

Focus on Social Studies 20

Chapter 1

Rules Protect Us

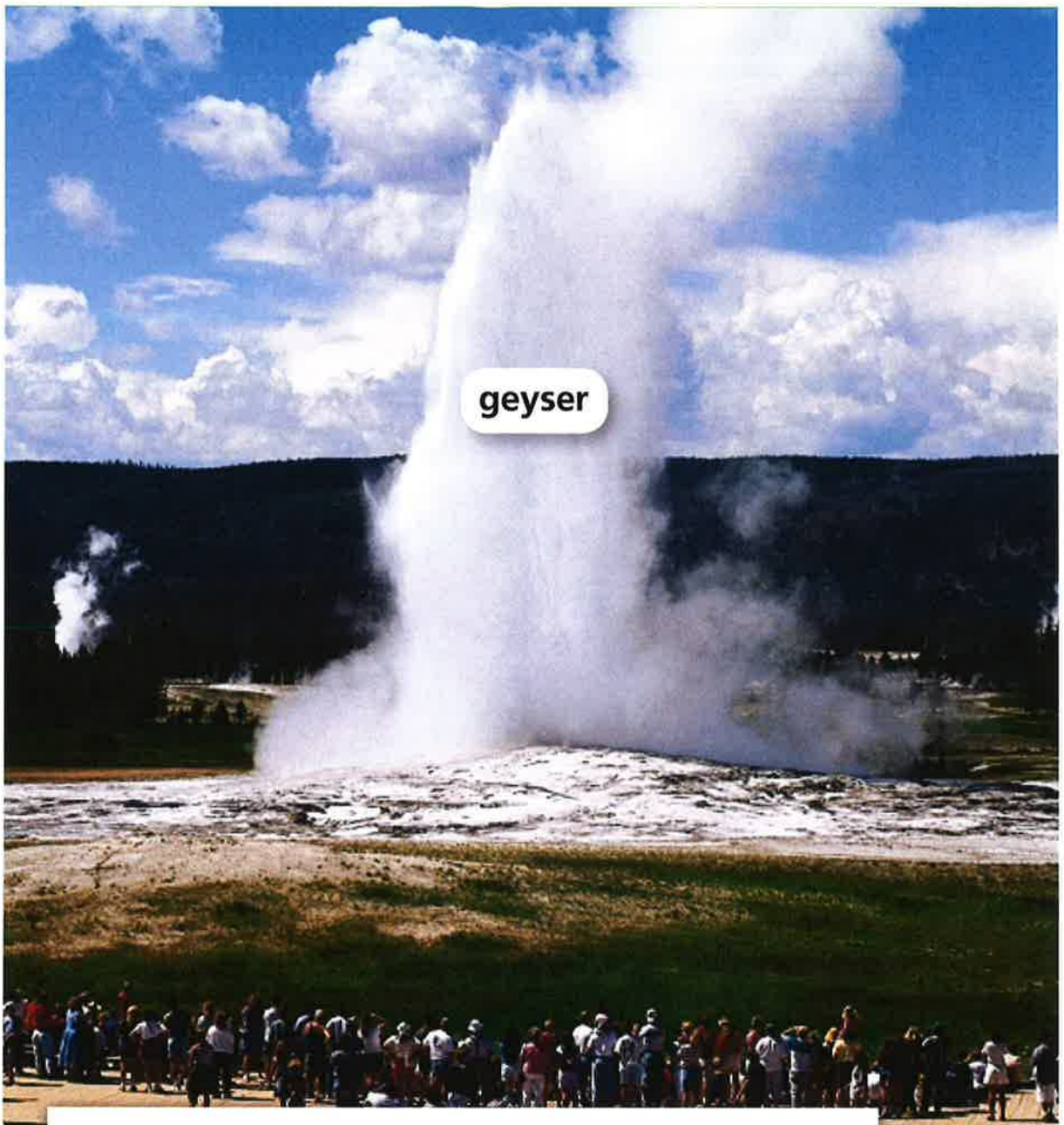


The government works to keep the public safe.

Rules are important. They help keep us safe. Rules also help us get along.

Parents make rules for a family. Teachers make rules for the class. Our government makes rules, too. Some rules keep foods safe to eat. Other rules protect people's ideas. Some government rules protect nature.

In Other Words understand each other. En español: *llevarse bien con los demás.*



People who visit Yellowstone National Park can see the geyser "Old Faithful."

National Parks

National parks are public places. In 1872, Yellowstone became the first national park. Mountains, rivers, lakes, and forests form this park.



This park is in Tennessee and North Carolina.

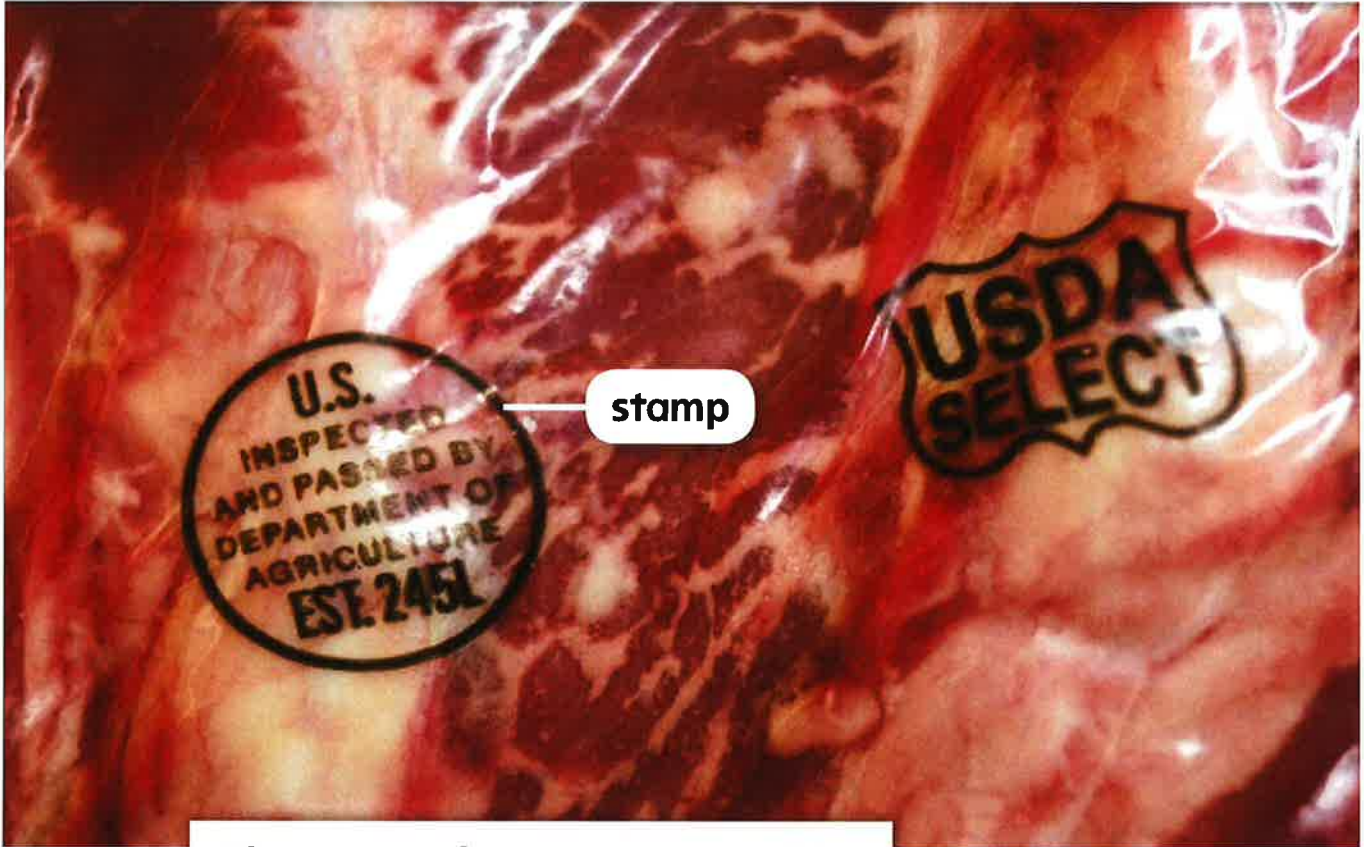
Now the United States has more than 400 national parks. Some are beautiful. Other national parks are important to our country's history. The government has rules to protect these parks. People should follow the rules. Then we can enjoy the parks for a long time.

STOP AND CHECK

What have you learned about national parks so far?

Chapter 2

Food Rules



The stamp lets you know this meat is safe to eat.

Rules help keep your food safe. The government checks foods such as beef and pork. Chicken and eggs are checked, too. The foods must have no diseases. The government puts a **stamp** on food that is safe.



cafeteria

It is important to eat a good breakfast and lunch to help you learn at school.

School Lunches

The government makes rules about food in public schools. The government gives money and food to schools that follow the rules. This makes it possible for schools to give free lunches to children.

Food Safety

You can eat some foods raw. A raw apple is good. So is a raw carrot. But eating raw meat or raw eggs can make people very sick. Following rules for cooking meat and eggs can save lives!

Most packages of meat and chicken tell how to cook the food.



How to Store Eggs Safely

Type of egg	Can be refrigerated for	Can be frozen for
raw egg	3–5 weeks (in shell)	1 year (out of shell)
hard-boiled egg	1 week	do not freeze
store-bought eggnog	3–5 days	6 months

Did you ever wonder how long to keep eggs? The chart above will tell you. This information came from the government. The government explains how to store, or keep, foods. People can also learn the safe way to cook meat and chicken.

Medicines

The government makes rules about medicines. They review tests from drug companies. The tests make sure a medicine is safe. If it is safe, the government may **approve** it. Finally, the medicine can be sold in drugstores.

STOP AND CHECK

Why does the government make rules for foods and medicines?

A pharmacist can explain the rules for taking medicines.



Chapter 3

Animal Rules

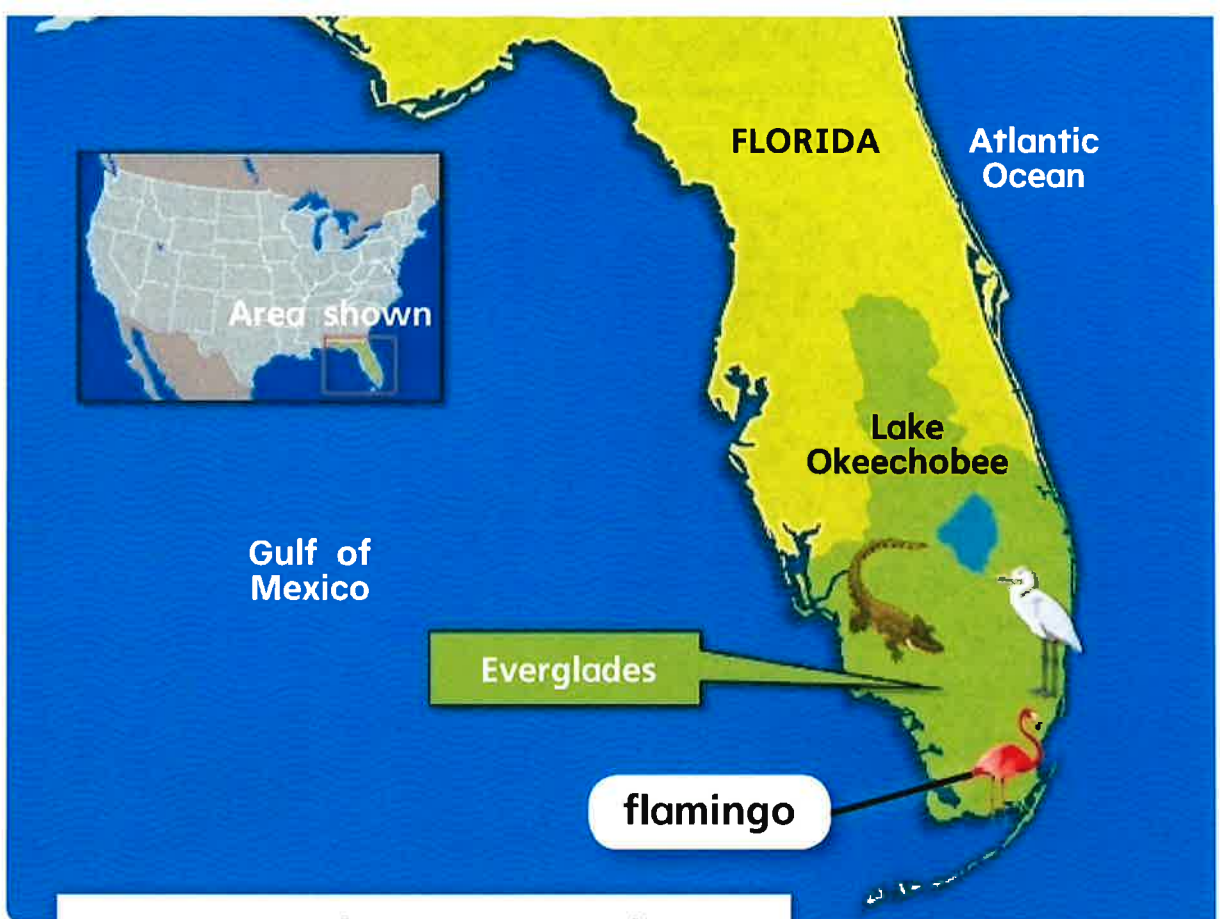


There are rules for fishing at some lakes.

The government protects animals and plants. There are rules about hunting and fishing. The rules explain when and where people can hunt and fish. Most people need to get **permission** for these activities. They must obey the rules. People who break the rules must pay a fine.

Language Detective

Must is a helping verb in this sentence. Find another helping verb in a sentence on page 9.



Many animals and plants live in the Florida Everglades.

Some government rules protect animals and their habitat. For example, people need permission to use a boat or camp in parts of Florida. They can't build houses near wetlands. The map above shows the Everglades where animals are protected.

STOP AND CHECK

Why does the government have rules to protect nature?

Chapter 4

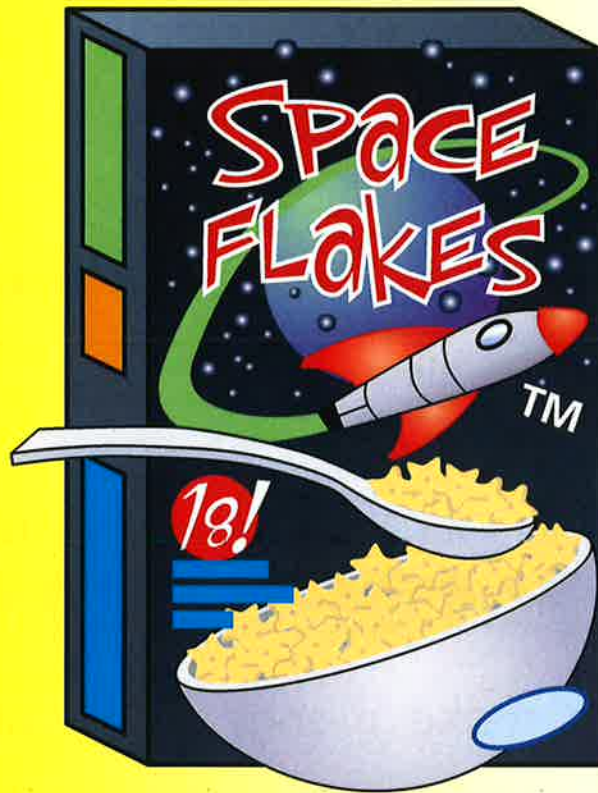
Idea Rules



Rules protect the ideas in books.

Do you like to read books? Some rules help writers. When an author first exclaimed, "I have an idea!" he or she probably did not think about copyright. **Copyright** rules protect writers. For example, it is against the law to copy and sell a book without the writer's permission.

In Other Words illegal. En español: *ilegal*.



cereal

The TM on the box means "trademark." Nobody can use the cereal name without permission.

Rules protect new products or inventions. Some inventions are worth a lot of money. Inventors can get a patent. A patent is a paper that says the inventor owns this invention.

Language Detective

Rules protect shows a plural subject-verb agreement. Find another plural subject-verb agreement on page 2.



bicycles

Many items in your home have patents.

People can make money from their inventions. Patents protect inventors. Other people cannot make, use, or sell the invention without permission.

Government rules help improve our lives. Rules keep us safe and healthy. They protect our rights. You can help make the world a better place if you follow rules.

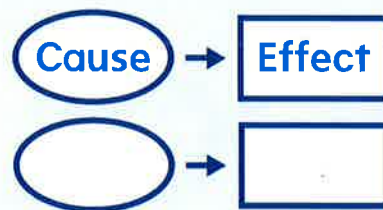
STOP AND CHECK

How do copyright rules protect writers?

Respond to Reading

Summarize

Use details to help you summarize *Government Rules*.



Text Evidence

1. How do you know *Government Rules* is expository text? **Genre**
2. What caused the government to create rules about food? **Cause and Effect**
3. Use what you know of multiple-meaning words to figure out the meaning of *fine* on page 10.
Multiple-Meaning Words
4. Why is it important to have rules that protect national parks? **Write About Reading**

Genre Expository Text

Compare Texts

Read about why rules at the pool are important.

POOL RULES

Do you like to go swimming? Pools are fun places to swim. Some pools are outside. They are great places to visit on a hot summer day. Some pools are inside. They are open all year. Most pools have the same rules.

The rules are written on signs that everyone can see. Many signs have symbols. Symbols are easy to understand.

Many cities have public pools.

Enigma/Alamy Stock Photo





Diving

Many pools are not deep enough for diving. Diving in **shallow** water is unsafe. The “No Diving” rule helps keep people from getting hurt.



Running

It is not safe to run near the pool. The floor is wet and slippery. People can fall and break a bone. That is why the “No Running” sign is important.

Eating and Drinking



Food and drinks are not allowed in the pool. They can make the water dirty. People can eat or drink in a place away from the water.

Broken glass is unsafe. It can hurt bare feet. This is why glass is not allowed near the pool.

You can have fun when you're at the pool. Just follow the pool rules to stay safe!



Make Connections

What is one important rule you follow?

Essential Question

How are the rules in *Pool Rules* like the rules in *Government Rules*? **Text to Text**

Glossary

approve to decide that something is acceptable or good (*page 9*)

copyright legal ownership of something that you have written that you can make money from (*page 12*)

permission agreement that something can happen (*page 10*)

shallow not deep (*page 17*)

stamp ink pressed onto a surface with an official mark or seal (*page 5*)

Index

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Focus on Social Studies

Purpose To find out why classroom rules are important

What to Do

Step 1 Work with a partner. List three classroom rules.

Step 2 Write the rules in the first column of a chart like this one.

Rule	How It Helps
raise your hand	listen to speaker

Step 3 In the second column, write how the rules help the classroom.

Thinkmark

Text Structure

How does the author organize information in *Government Rules* and *Pool Rules*?

Vocabulary

What new words did you learn in the text? What helped you understand their meanings?

Conclusions

What is the most important thing you learned in *Government Rules*?

Author's Purpose

What was the author's purpose for writing *Government Rules*?

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2nd Grade-ELD Learning Packet

ANSWER KEY

Week 8

Day	Lesson
1	Vocabulary: Open responses
	Vocabulary Strategy: Multiple-Meaning Words <ol style="list-style-type: none">1. to take part in a sports game2. a hoop with a net3. a player who throws a baseball4. stick use to hit a ball5. ba chance to do something
2	Comprehension and Fluency: Read the passage "Sport Rules". <ol style="list-style-type: none">A. <ol style="list-style-type: none">1. She is playing on a team.2. throwing the ball to the basquet.3. The butter runs to home plate.4. Players would be confusedB. Open response. Cause and Effect Chart: Open response.
	Genre/Text Feature: <ol style="list-style-type: none">1. It gives facts about safety rules.2. The equipment needed for each activity.3. Boat ride.
3	Short Vowel Disgraphs /e/ ea; /u/ ou; /i/ y/ Alphabetical Order <ol style="list-style-type: none">1. young2. bread3. tread4. gym5. ahead6. carton7. patch8. bike
	Writing Traits: Word Choice. <ol style="list-style-type: none">1. We have-We've/ do not-don't2. Here are some of the rules!/Walk in the halls!/Do not run!Respect teachers and students!/ Enjoy learning everyday!3. Open response <p>B. Open response</p>
	Write to Sources <ul style="list-style-type: none">● Open response

4	Differentiated Texts: Read the text "A Visit to Washington, D.C." <ol style="list-style-type: none">1. elected/ A safe place to live2. president/laws/rules/people must follow Write: Open response
5	Leveled Reader: Read the book "Our Beautiful Tree" . Page 16-Summarize: Open response Text Evidence: <ol style="list-style-type: none">1. Exposes real facts.2. To guarantee that they are safe for consumption..3. Open response4. Open response Read the Expository Text: "Pool Rules" <ol style="list-style-type: none">1. Focus on Science--Open response5. Thinkmark: Open response