

2nd Grade Student eLearning Activities Log Day 9

Student Name _____ Grade _____

Teacher _____

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities or complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 9

Language Arts	Math	Social Studies	Science	Specials
Engage in Reading activities with RazKids, Lexia, or Imagine Espanol accessed via Clever. (www.clever.com/in/maywood89)	Engage in Math activities using Imagine Math via Clever <u>or</u> write 4 word problems.	Read "Ruby Bridges on RAZ kids via Clever and then complete the online quiz. Summarize the story of Ruby Bridges in 3 to 5 sentences.	Read the information about the life cycle of a butterfly. Then, cut out the pictures on page 2 and paste them in the correct order in the life cycle.	PE: Exercise along with this video: Batman Workout: Part 2 https://www.youtube.com/watch?v=6QEVmcgkWMA Create an 8 step dance using Dance Party dance cards.
Wonders/Maravillas Activities				Music: Dance and sing along to a favorite song.
Read a story. Describe the setting in one paragraph. Draw a picture of the setting	Complete Math handout – Standards Practice CC.2.MD.2 and return them to school.	Complete the "Ruby Bridges" on RAZ Kids and retell the story to a family member. Summarize the story of Ruby Bridges in 3 to 5 sentences.	Read the information about the life cycle of a butterfly. Then, cut out the pictures on page 2 and paste them in the correct order in the life cycle.	Art: Draw a picture of you playing your favorite game. Use crayons, markers, or pencils.

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico para estudiantes Día 9: Grado 2

Number _____ Grado _____

Maestro/a _____

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electronico para las actividades en línea o completar las actividades en papel. Los estudiantes deben participar en las actividades de eLearning para ser contados como presentes durante los días de eLearning. Envíe el formulario a su maestro de aula el día después del día de eLearning. Las actividades deben tomar alrededor de 5 horas para completarse.

Día 9

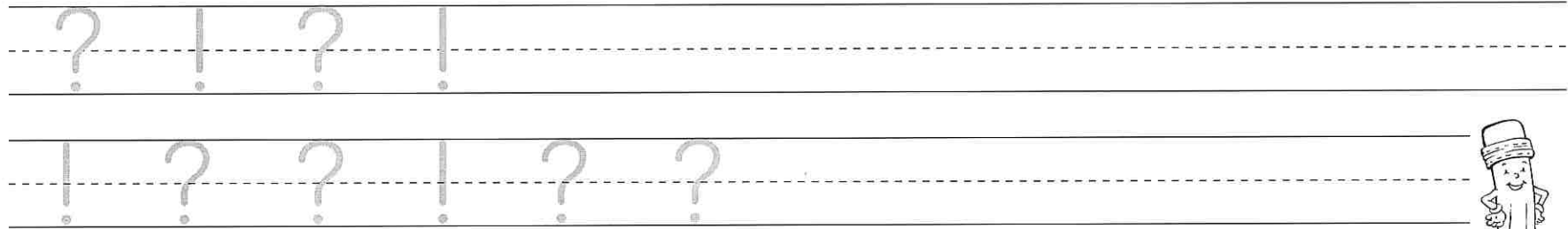
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Firma de Padres _____ Fecha _____

Name _____ Date _____

Punctuation Marks

Trace the punctuation marks and repeat the patterns.



Are the spaces between
letters and words correct?

Write the sentences.

Please, John, fix that now!

Do you want to visit the gym?

Name _____

To figure out a new word, look for a **prefix**, or word part at the beginning of the word.

re- = “again”**reuse** (use again)**un-** = “not”**untrue** (not true)**dis-** = “opposite of”**dislike** (do not like)

Circle the prefix in each underlined word. Then circle the meaning of the word.

1. The others disagree.

agree again

do not agree

2. It is unlike the other sounds.

like again

not like

3. Its brown coat makes it seem to disappear into the woods.

not appear

appear again

4. The deer slips away unseen.

seen again

not seen

5. The class retraces their steps back to the bus.

traces again

does not trace

1. Encierra en un círculo la palabra incorrecta.

Pilar dice: —Me gustan mucho más las canchas de básquet bol.

2. ¿Qué pronombre podría reemplazar a las palabras subrayadas?

Ella y sus amigos juegan mucho allí.

a) ellos b) eso c) él

3. Escribe en el espacio provisto la forma comparativa del adjetivo *ocupada*.

Ella permanece lejos de la cancha _____.

4. Agrega la puntuación que falta.

No quiero tropezar con la gente dice Pilar.

5. Arregla la oración.

ella sempre se siente felis cuando están afuera.

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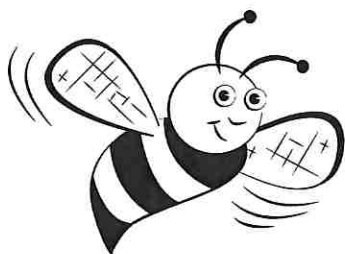
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Nombre _____

Dobla la hoja por la línea de puntos. Escribe las palabras en los espacios en blanco a medida que se leen en voz alta. Cuando termines, abre la hoja y usa la lista que está a la derecha para corregir los errores ortográficos.



Palabras de repaso

Palabras de uso frecuente

- | | |
|-----------|---------------|
| 1. _____ | 1. gafas |
| 2. _____ | 2. agotar |
| 3. _____ | 3. regalo |
| 4. _____ | 4. águila |
| 5. _____ | 5. paguemos |
| 6. _____ | 6. guiso |
| 7. _____ | 7. guinda |
| 8. _____ | 8. aguacate |
| 9. _____ | 9. agudo |
| 10. _____ | 10. amargo |
| 11. _____ | 11. rango |
| 12. _____ | 12. galáctico |
| 13. _____ | 13. jirafa |
| 14. _____ | 14. gemelo |
| 15. _____ | 15. ágil |
| 16. _____ | 16. acabó |
| 17. _____ | 17. cielo |
| 18. _____ | 18. oscuro |

Nombre _____

gafas	agotar	regalo	águila	paguemos
guiso	agudo	amargo	aguacate	guinda

A. Clasifica las palabras.

Mira las palabras de ortografía que hay en la caja. Escribe las palabras en la columna que corresponda.

Palabras con *ga*

1. _____

2. _____

Palabras con *go*

3. _____

4. _____

Palabras con *gu*

5. _____

6. _____

Palabras con *gue, gui*

7. _____

8. _____

9. _____

10. _____

B. Palabras que se escriben con las mismas letras

Escribe la palabra de ortografía que contenga las mismas letras que están en **negrilla**.

11. **galgo** _____

12. **agua** _____

13. **gotera** _____

14. **juguemos** _____

15 ¿En qué se parecen las palabras *paguemos* y *guiso*?

la u no tiene sonido

terminan con vocal

Nombre _____

gafas	agotar	regalo	águila	paguemos
guiso	agudo	amargo	aguacate	guinda

A. Une con líneas.

Dibuja una línea que una cada palabra de ortografía con su significado.

- | | |
|-------------|---|
| 1. gafas | ave rapaz |
| 2. águila | anteojos |
| 3. aguacate | fruto de pulpa mantecosa y semilla grande |

B. Oraciones para completar

Escribe una palabra de ortografía para completar cada oración.

4. Correr tanto puede _____ a cualquiera.
5. Compré un _____ para el cumpleaños de Marta.
6. El _____ de mi abuela es el más rico.
7. _____ la cuota del club.
8. No me gusta el limón porque es _____.
9. Un ángulo _____ mide menos de 90°.
10. Ayer comí una _____ confitada.

Nombre _____

gafas	agotar	regalo	águila	paguemos
guiso	agudo	amargo	aguacate	guinda

Sopa de letras

Resuelve la sopa de letras. Rodea con un círculo las diez palabras escondidas.

r	m	a	o	l	p	a	r	q	u	e	s	i
a	s	g	a	f	a	s	m	e	s	i	t	l
m	r	o	e	l	g	u	i	n	d	a	r	a
a	e	t	r	g	u	i	s	o	m	a	s	g
r	u	a	n	o	e	r	r	e	g	a	l	o
g	o	r	o	s	m	o	n	e	d	i	s	n
o	a	g	u	d	o	s	á	g	u	i	l	a
p	s	e	r	a	s	b	m	o	n	t	e	s
a	g	t	o	n	a	g	u	a	c	a	t	e

Nombre _____

Lee con atención los siguientes conjuntos de palabras. Solo una de las palabras de cada conjunto está bien escrita. Llena el círculo de la letra de la palabra correcta. Antes de empezar, observa el ejemplo A. Luego, haz el ejemplo B. Cuando hayas comprendido lo que debes hacer, continúa con el resto de los ejercicios.

Ejemplo A:

- Ⓐ abeja
- Ⓑ abega
- Ⓒ aveja
- Ⓓ habeja

Ejemplo B

- Ⓐ horra
- Ⓑ ohra
- Ⓒ hora
- Ⓓ orra

1. Ⓐ gaffas
Ⓑ guafas
Ⓒ gafas
Ⓓ gafaz

5. Ⓐ paguemoz
Ⓑ pagemos
Ⓒ pajuemos
Ⓓ paguemos

9. Ⓐ ajudo
Ⓑ agudo
Ⓒ aguddo
Ⓓ agudö

2. Ⓐ agotar
Ⓑ ajotar
Ⓒ aggotar
Ⓓ agotarr

6. Ⓐ guizo
Ⓑ juiso
Ⓒ giso
Ⓓ guiso

10. Ⓐ amarjo
Ⓑ amargo
Ⓒ ammargo
Ⓓ amagro



3. Ⓐ rregalo
Ⓑ regalo
Ⓒ reaglo
Ⓓ rejalo

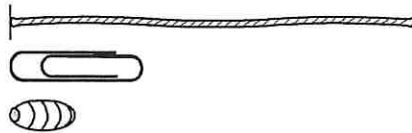
7. Ⓐ avacate
Ⓑ ajuacate
Ⓒ aguacuate
Ⓓ aguacate

4. Ⓐ ágilla
Ⓑ águilla
Ⓒ águila
Ⓓ ájilla





8. Ⓐ jinda
Ⓑ guinda
Ⓒ ginda
Ⓓ guínda

CC.2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.

1. Anna uses  and  to measure the length of the string.



The string is about 3  long.
How many  long is the string?

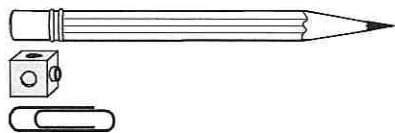
- ☐ about 6 
- ☐ about 3 
- ☐ about 2 
- ☐ about 1 

2. Sara measured the length of a string using small cubes. The string was 10 small cubes long. Then Sara measured the same string using big cubes.

Which could be the length of the string using big cubes?

- ☐ 30 big cubes
- ☐ 15 big cubes
- ☐ 10 big cubes
- ☐ 5 big cubes

3. Carl uses  and  to measure the length of a pencil.



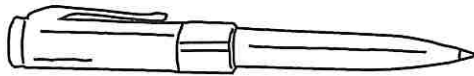
Does he need more cubes or paper clips to measure the pencil?
Write **cubes** or **paper clips**.

4. Colin measures the length of a book using big cubes. The book is 15 big cubes long. Then Colin measures the same book using small cubes.

Which could be the length of the book using small cubes?

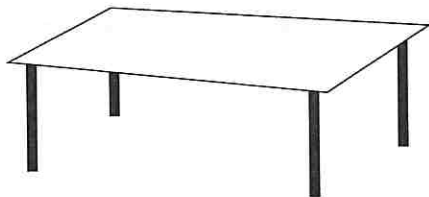
- ☐ 30 small cubes
 - ☐ 10 small cubes
 - ☐ 5 small cubes
 - ☐ 1 small cube
-

5. Which object do you need the most of to measure the length of a pen?



- ☐
 - ☐
 - ☐
 - ☐
-

6. Alex measures the length of a table in meters and then in centimeters.



Which unit does Alex use for each measurement below?
Write **meters** or **centimeters**.

The table is about 2 _____ long.

The table is about 200 _____ long.

Ruby Bridges

A Reading A-Z Level I Leveled Book

Word Count: 292

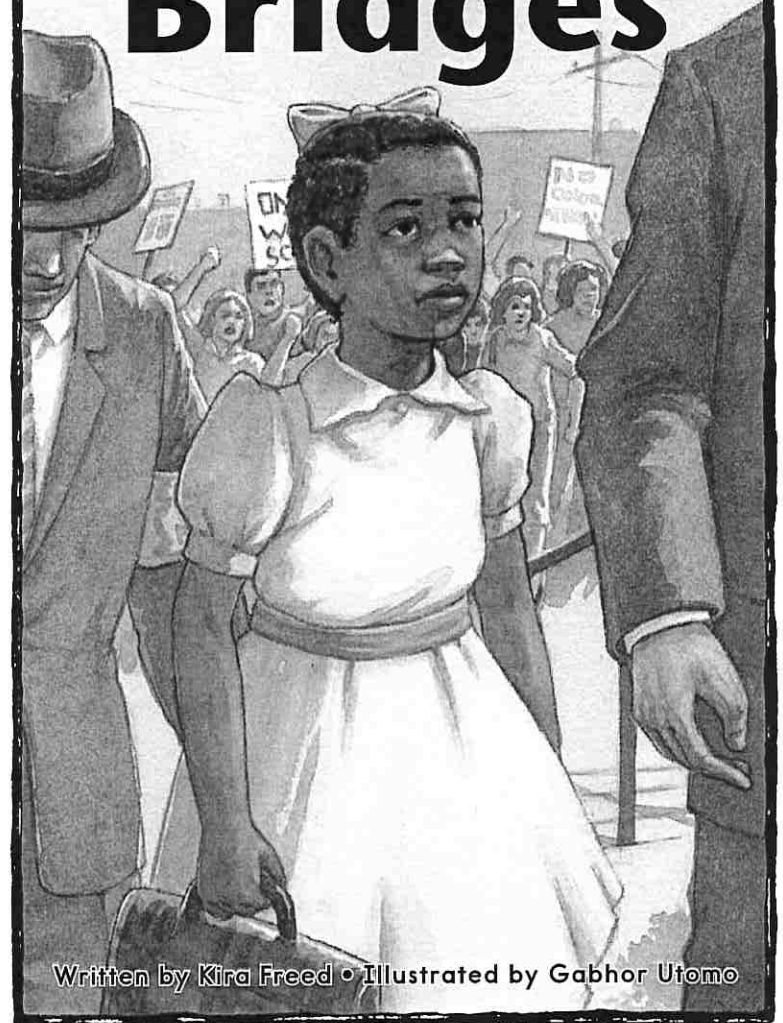


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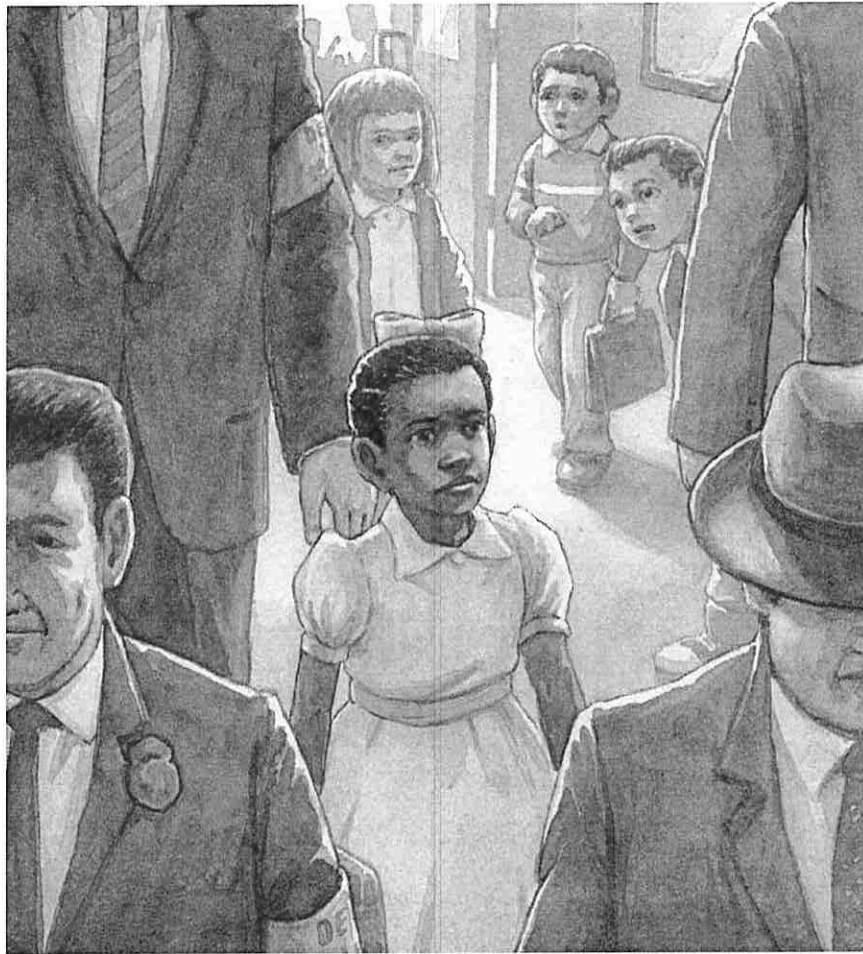
LEVELED BOOK • I

Ruby Bridges



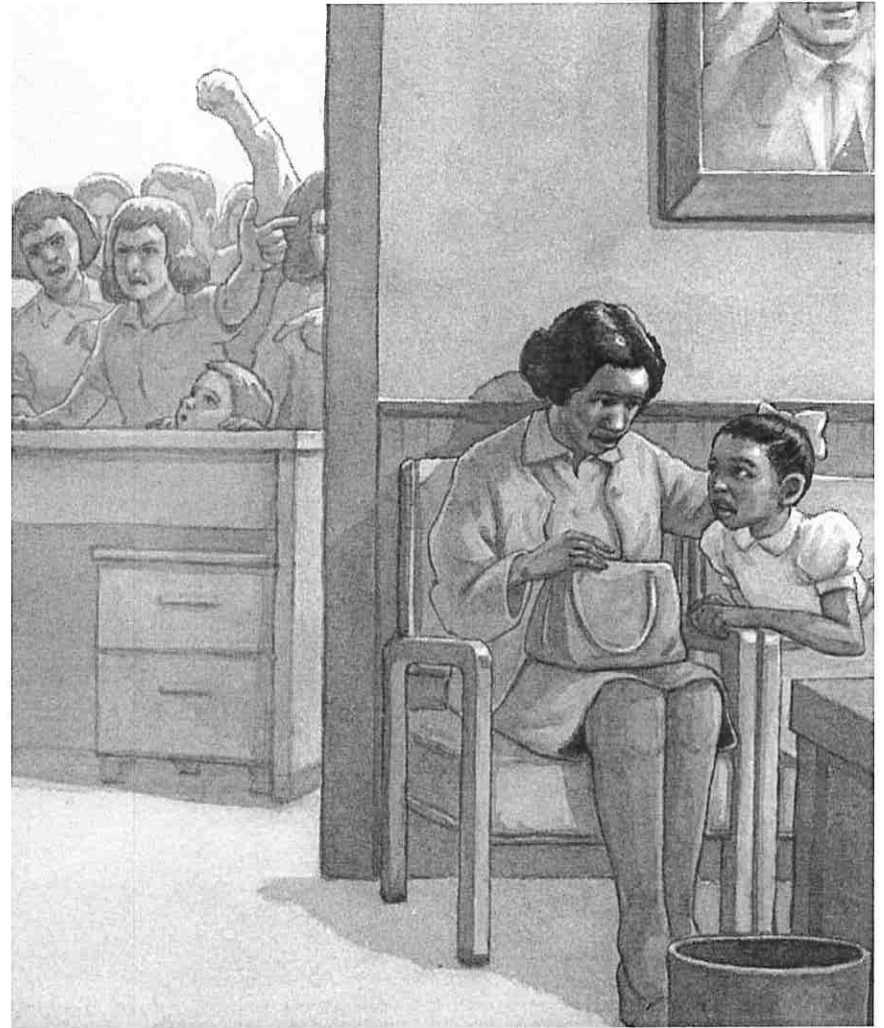
Written by Kira Freed • Illustrated by Gabhor Utomo

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How Was Ruby Brave?

Ruby was chosen to go to a white school for first grade in 1960. She was the only black student in that school.



Many white parents did not want their children to go to school with a black child. They kept their children at home.



People stood outside of the school and yelled at Ruby.

Some angry white people stood outside Ruby's new school. They yelled at Ruby every day when she went to school.



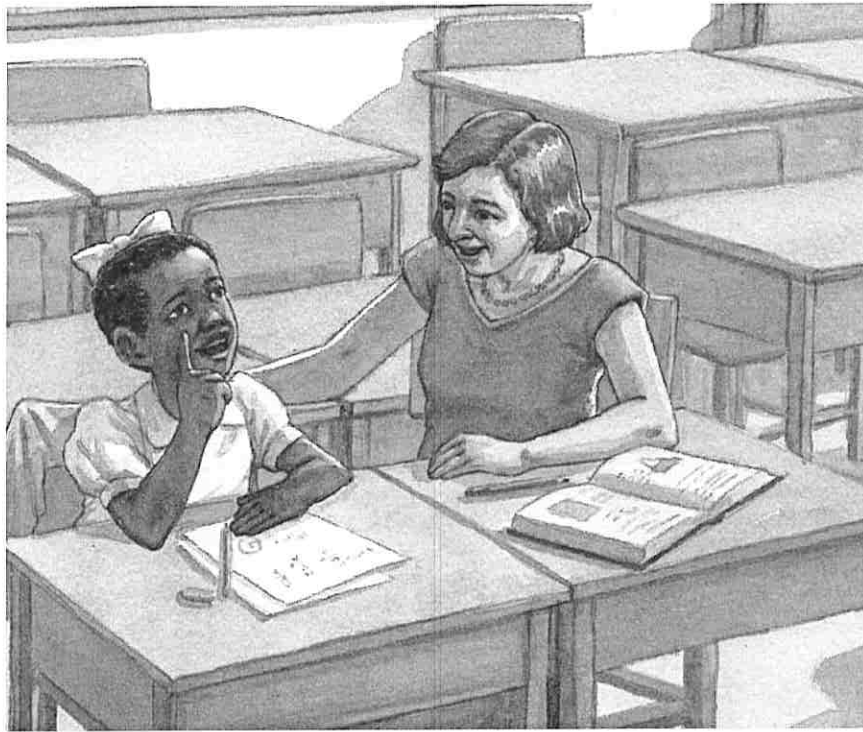
Ruby was led into school by officers.

Ruby kept going to school. Officers kept her safe.

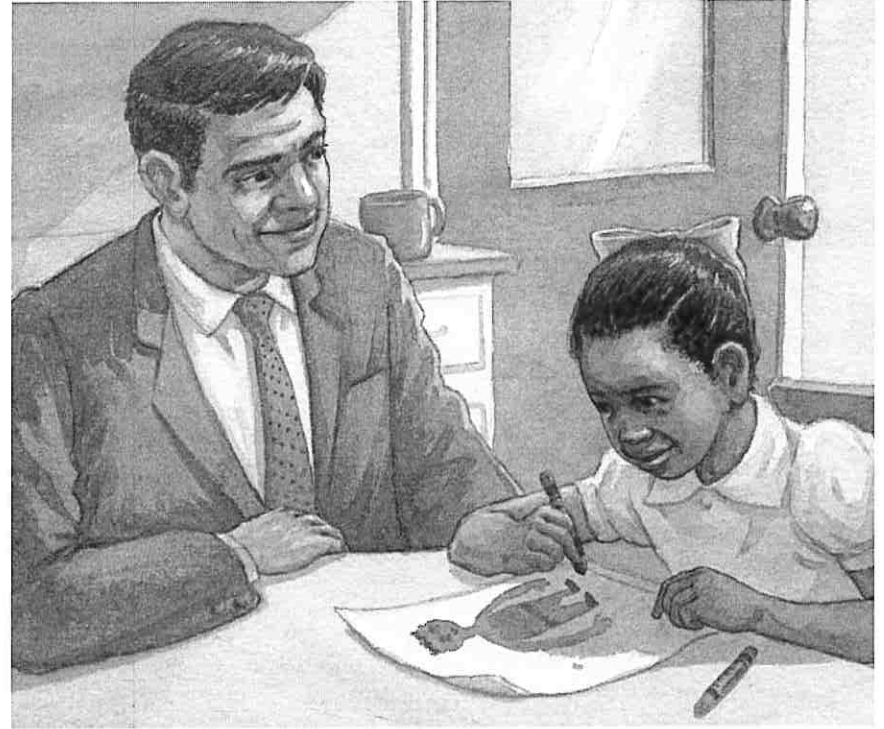


Do You Know?

Other black students in the South went to all-white schools like Ruby. In 1957, nine black teenagers went to a white high school in Little Rock, Arkansas. The president of the United States sent soldiers to protect the students so they could go to school.



Many people helped Ruby while she went to school. Ruby had a nice teacher named Mrs. Henry. Ruby was the only child in Mrs. Henry's classroom. All the other kids had been pulled out of the class by their parents.



A man named Mr. Coles helped Ruby, too. Mr. Coles helped Ruby with the way she felt about going to school. Ruby drew pictures about her feelings. Many neighbors helped Ruby and her family, too.



Do You Know?

This photo shows Ruby Bridges with President Barack Obama in 2011. They are standing in front of a painting called "The Problem We All Live With." It shows Ruby being taken to school by officers.

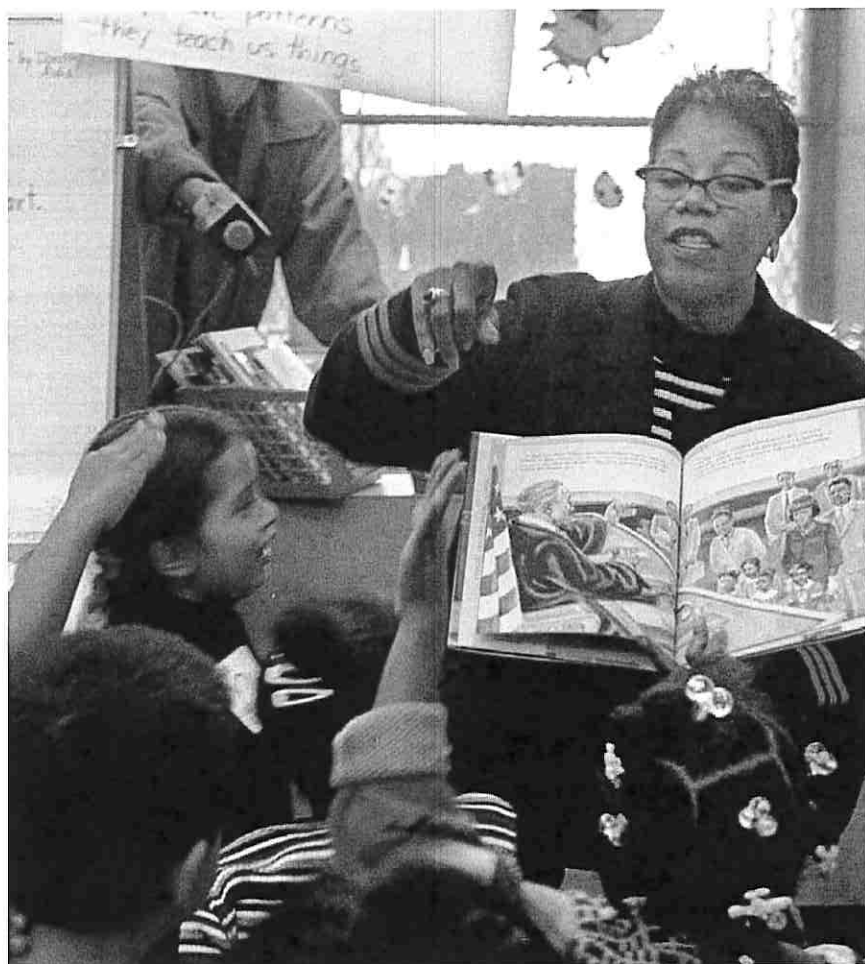
How Did Ruby Make a Difference?

Ruby was a **brave** girl who didn't let anything stop her from going to school.

She showed people that children can help change a country.



The next year, other black students went to school with Ruby. Today, many different children go to school together.



Ruby read a book about her life to students in New York City in 2000.

Ruby still works to bring children together. She still works to make the world fair for everyone.

Glossary

- brave** (*adj.*) having courage when facing something scary, hard, or painful (p. 13)
- difference** (*n.*) an important change (p. 4)
- fair** (*adj.*) just, right, or proper (p. 5)
- laws** (*n.*) rules made by a government (p. 5)
- separate** (*adj.*) set or kept apart (p. 5)
- South** (*n.*) the southeastern part of the United States (p. 4)

Ruby Bridges

Un libro de lectura de Reading A-Z, Nivel I

Número de palabras: 365



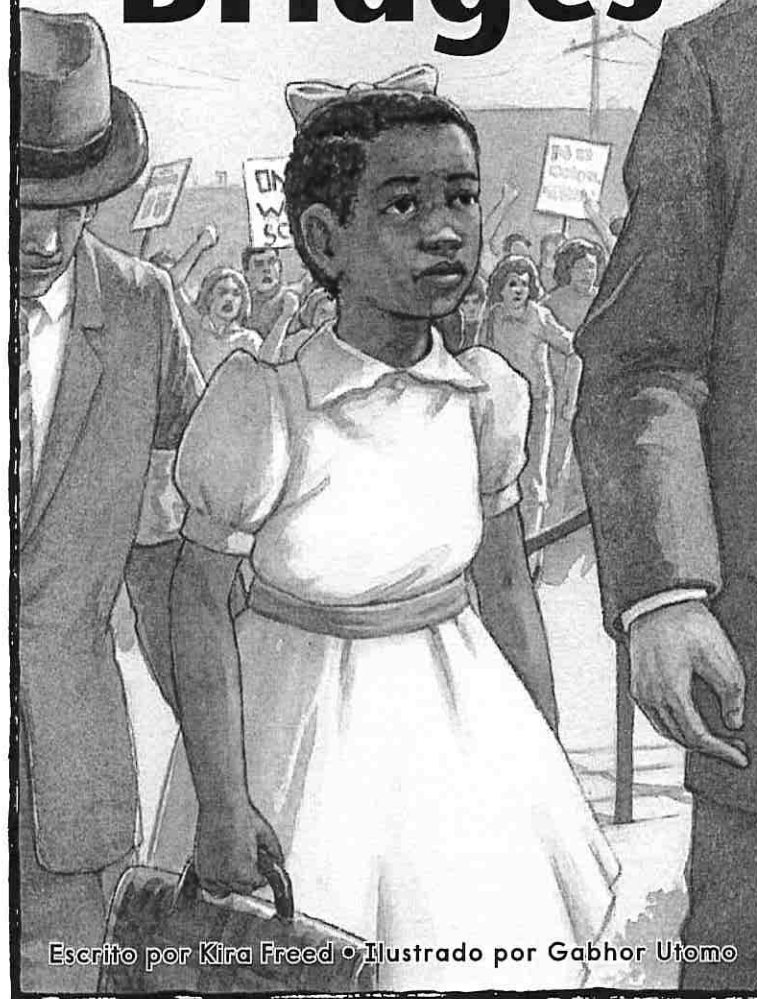
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Libro original en inglés de nivel I

Libro de nivel • I

Ruby Bridges



Escrito por Kira Freed • Ilustrado por Gabhor Utomo

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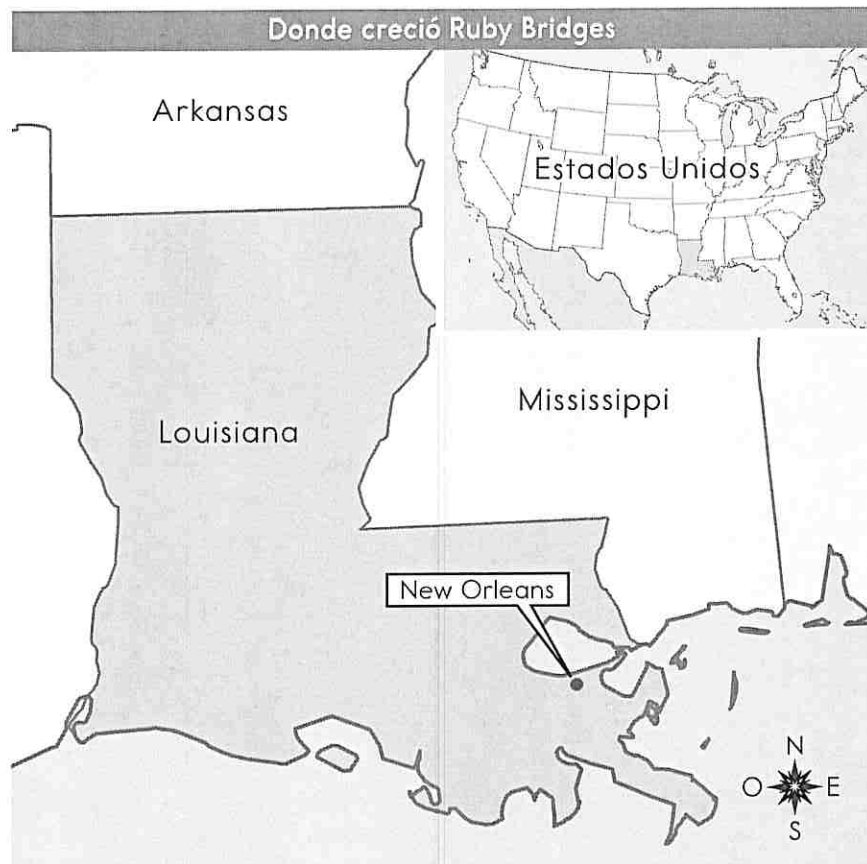
Página de título::

Agentes protegen a Ruby Bridges en la Escuela Primaria William Frantz en New Orleans, Louisiana

Ruby Bridges
Libro de lectura Nivel I
Ruby Bridges
Libro original en inglés, Nivel I
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Escrito por Kira Freed
Ilustrado por Gabhor Utomo
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Ruby creció en New Orleans, Louisiana.

Tabla de contenido

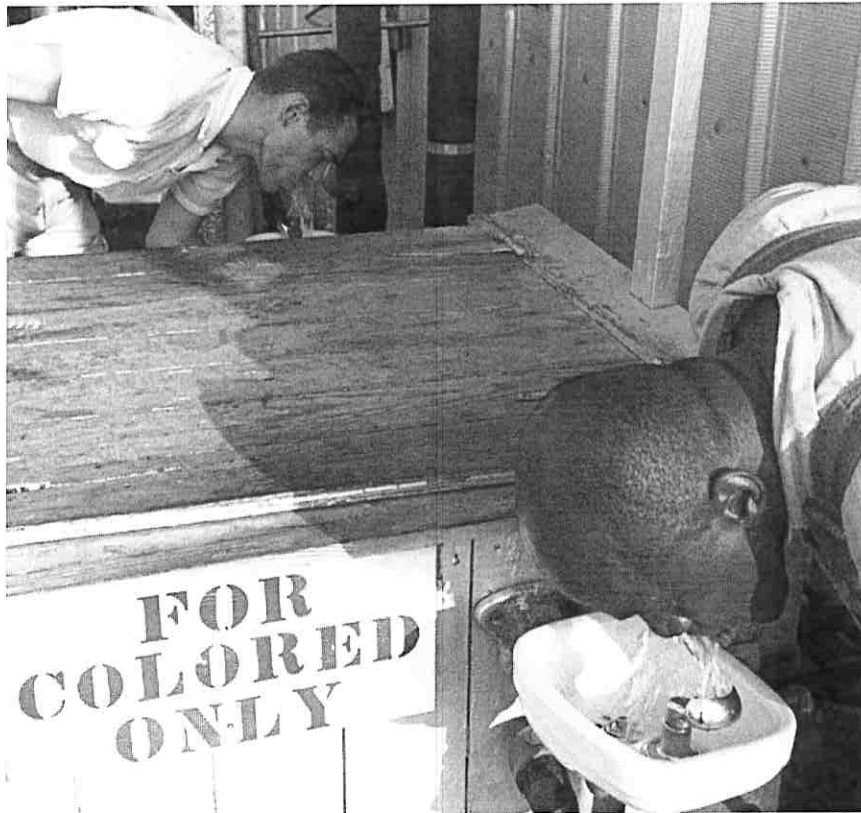
¿Quién era Ruby Bridges?.....	4
¿Cómo era el Sur?	5
¿Por qué fue valiente Ruby?.....	7
¿De qué manera Ruby marcó una diferencia?.....	13



Ruby Bridges fotografiada a los seis años en New Orleans, Louisiana.

¿Quién era Ruby Bridges?

Ruby Bridges era una niña pequeña que marcó una gran **diferencia**.
 Ruby nació en 1954.
 Ella y su familia vivían en el **Sur**.

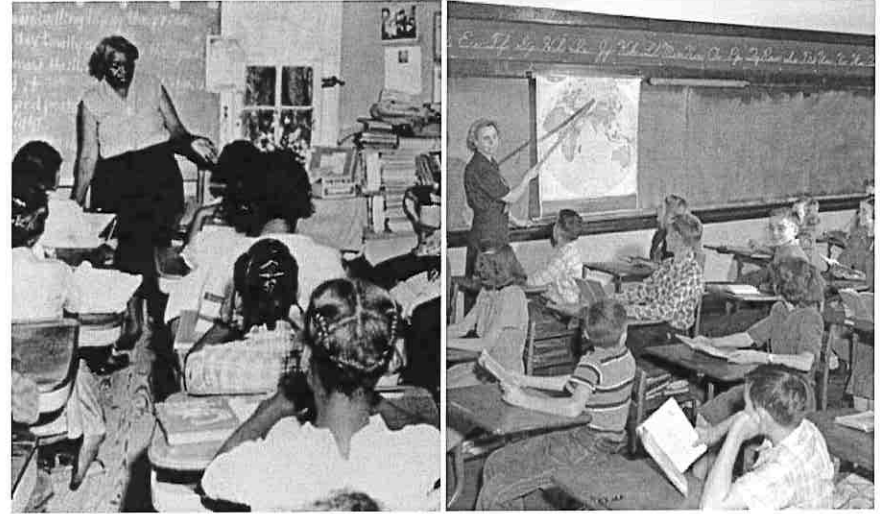


Las personas de color no podían usar los mismos bebederos que los blancos en el Sur.

¿Cómo era el Sur?

Cuando Ruby era pequeña, algunas **leyes** del Sur no eran **justas** para la gente de color.

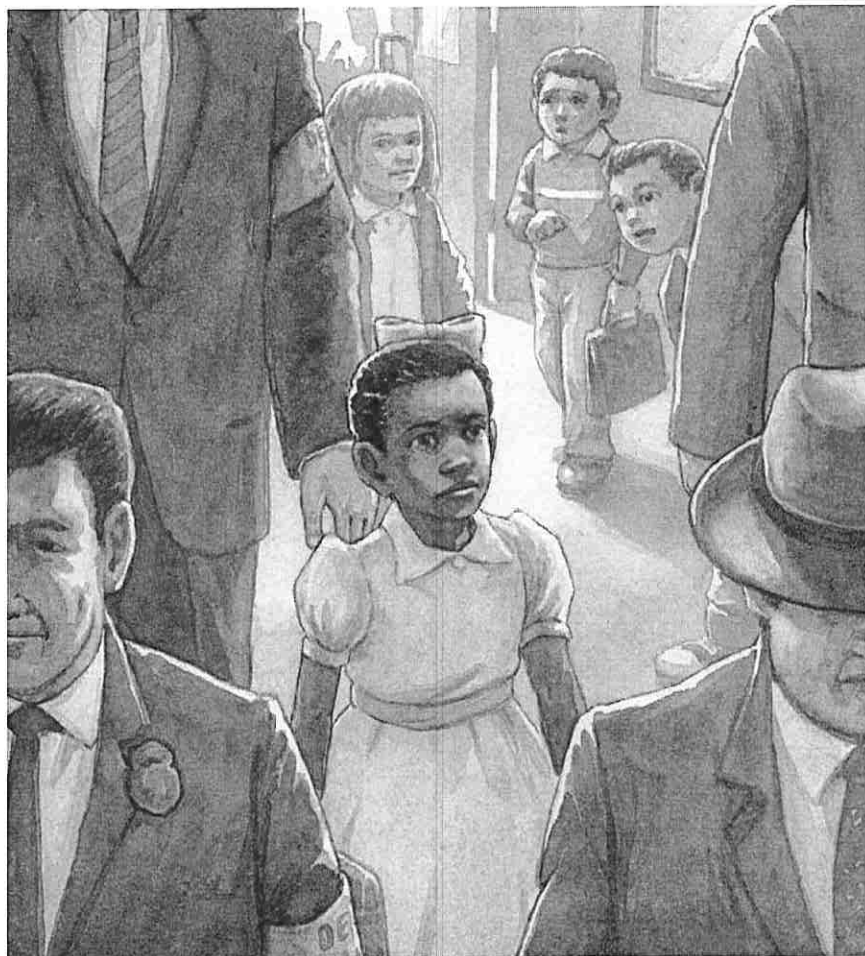
Estas leyes mantenían a las personas de color y a las personas blancas **separadas**.



Los niños de color y los niños blancos iban a escuelas diferentes en el Sur.

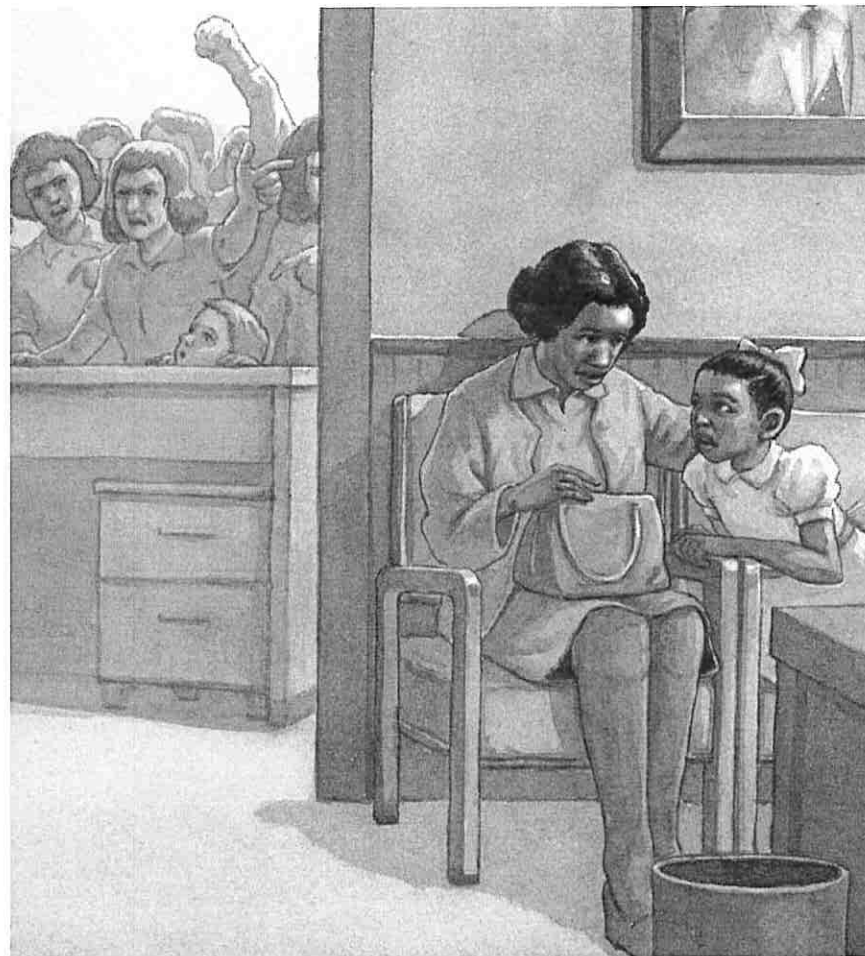
Una ley de los Estados Unidos decía que todos los niños debían ir a las mismas escuelas.

Las leyes estatales del Sur todavía mantenían a los niños de color y a los niños blancos separados. Los niños de color y los niños blancos tenían que ir a escuelas diferentes. Muchas personas trabajaban para hacer que las escuelas del Sur cumplieran la ley de los Estados Unidos.



¿Por qué fue valiente Ruby?

Ruby fue elegida para ir al primer grado de una escuela para blancos en 1960. Ella era la única estudiante de color en esa escuela.



Muchos padres blancos no querían que sus hijos fueran a la escuela con una niña de color. Hicieron que sus niños se quedaran en su casa.



Personas paradas afuera de la escuela le gritaban a Ruby.

Algunas personas blancas enojadas se paraban afuera de la nueva escuela de Ruby.

Le gritaban a Ruby todos los días cuando iba a la escuela.



Agentes conducían a Ruby hasta la escuela.

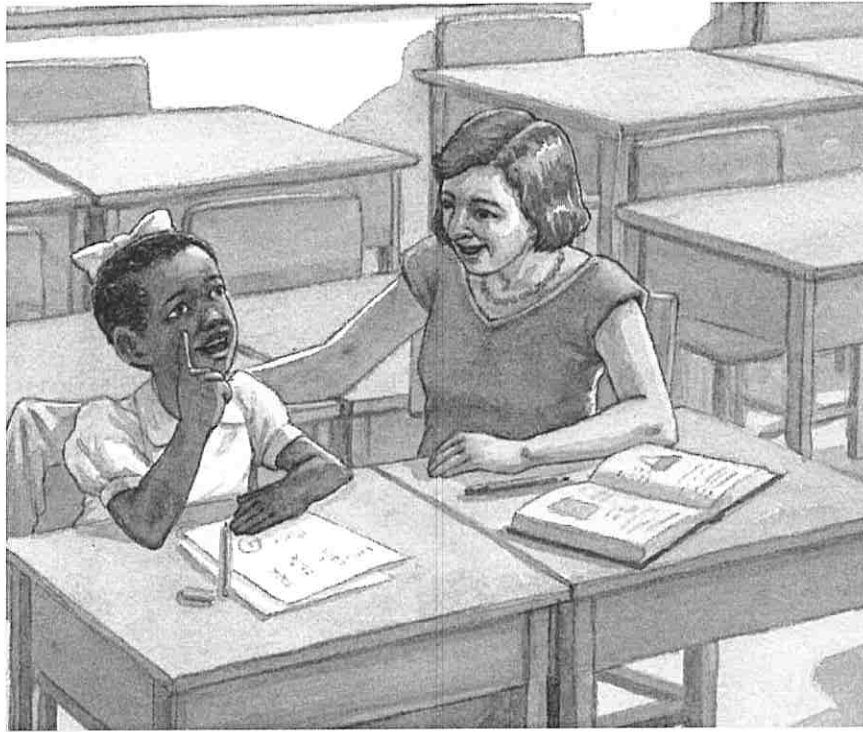
Ruby continuó yendo a la escuela.

Agentes cuidaban su seguridad.

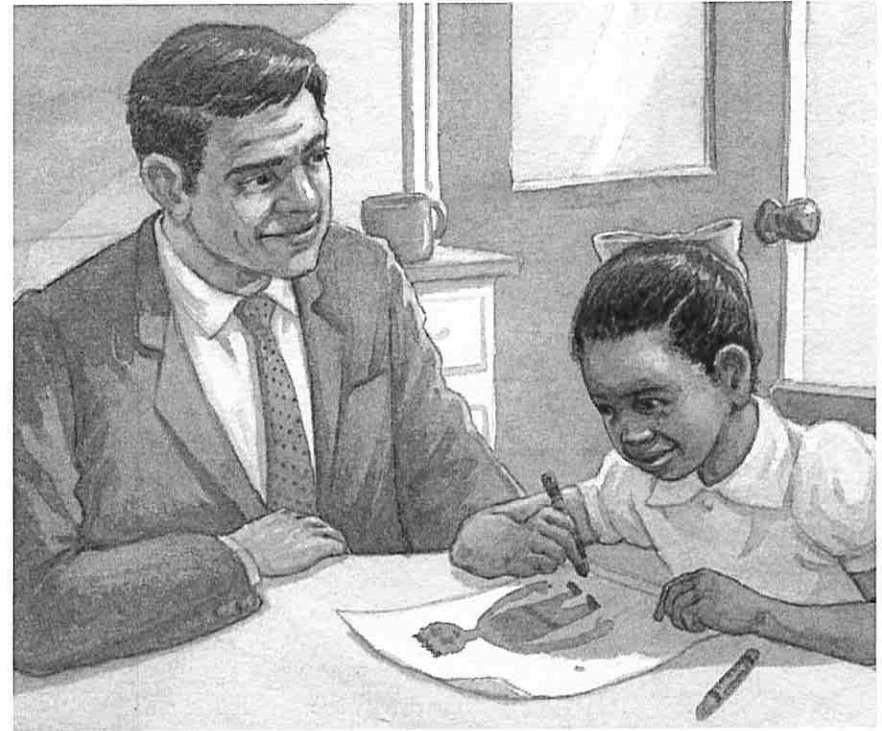


¿Sabías que?

Otros estudiantes de color en el Sur iban a escuelas sólo para blancos como Ruby. En 1957, nueve adolescentes de color fueron a una escuela secundaria para blancos en Little Rock, Arkansas. El presidente de los Estados Unidos envió soldados para proteger a los estudiantes para que pudieran ir a la escuela.



Muchas personas ayudaban a Ruby mientras iba a la escuela. Ruby tenía una maestra agradable llamada Srta. Henry. Ruby era la única estudiante en la clase de la Srta. Henry. Todos los demás niños habían sido sacados de la clase por sus padres.



Un hombre llamado Sr. Coles también ayudó a Ruby. El Sr. Coles ayudó a Ruby en lo que ella sentía al ir a la escuela. Ruby hacía dibujos sobre lo que sentía. Muchos vecinos ayudaron a Ruby y a su familia también.



¿Sabías que?

Esta fotografía muestra a Ruby Bridges con el Presidente Barack Obama en 2011. Están parados frente a una pintura llamada "El problema con el que todos vivimos". Muestra a Ruby yendo a la escuela acompañada por agentes.

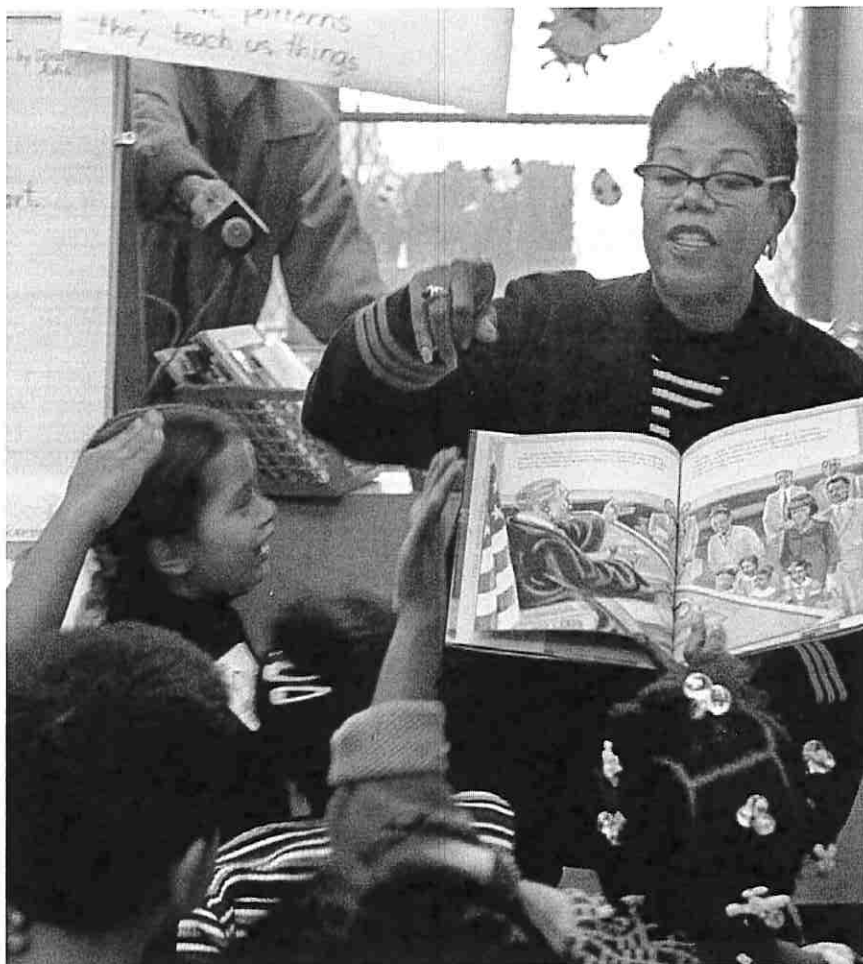
¿De qué manera Ruby marcó una diferencia?

Ruby fue una niña **valiente** que no permitió que nada le impidiera ir a la escuela.

Ella le demostró a la gente que los niños pueden ayudar a cambiar un país.



Al año siguiente, otros estudiantes de color fueron a la escuela con Ruby. En la actualidad, muchos niños diferentes van a la escuela juntos.



Ruby les lee un libro sobre su vida a estudiantes de New York City en 2000.

Ruby aún trabaja por la unión
de los niños.

Todavía trabaja para hacer que
el mundo sea justo para todos.

Glosario

diferencia (sust.)	un cambio importante (pág. 4)
justas (adj.)	adecuadas, rectas o correctas (pág. 5)
leyes (sust.)	reglas hechas por un gobierno (pág. 5)
separadas (adj.)	que han sido o se mantienen distanciadas (pág. 5)
Sur (sust.)	territorio situado en la parte sur de los Estados Unidos (pág. 4)
valiente (adj.)	que tiene coraje cuando enfrenta algo tenebroso, difícil o doloroso (pág. 13)

Ruby Bridges



Written by Kira Freed
Illustrated by Gabhor Utomo

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Title Page: Officers protect Ruby Bridges at William Frantz Elementary School in New Orleans, Louisiana

Ruby Bridges
Level I Leveled Book
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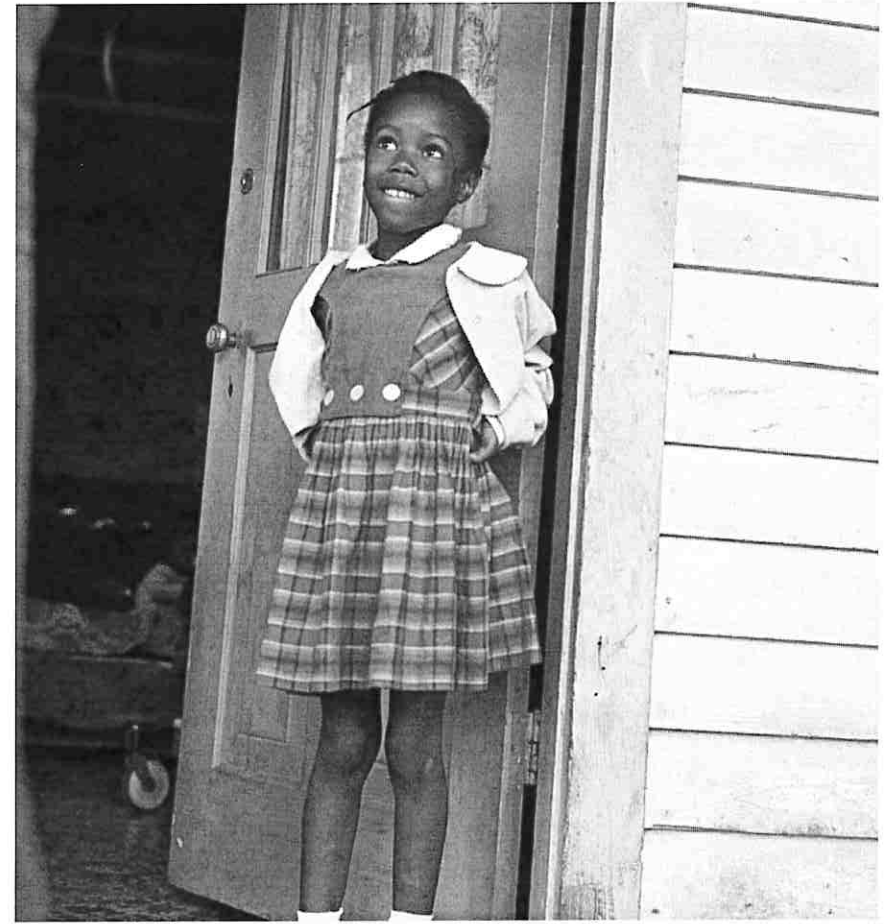
Correlation

LEVEL I

Fountas & Pinnell	I
Reading Recovery	15-16
DRA	16



Ruby grew up in New Orleans, Louisiana.



Ruby Bridges photographed at age six in New Orleans, Louisiana.

Table of Contents

Who Was Ruby Bridges?	4
What Was the South Like?	5
How Was Ruby Brave?	7
How Did Ruby Make a Difference? ..	13

Who Was Ruby Bridges?

Ruby Bridges was a little girl who made a big **difference**.

Ruby was born in 1954.

She and her family lived in the **South**.

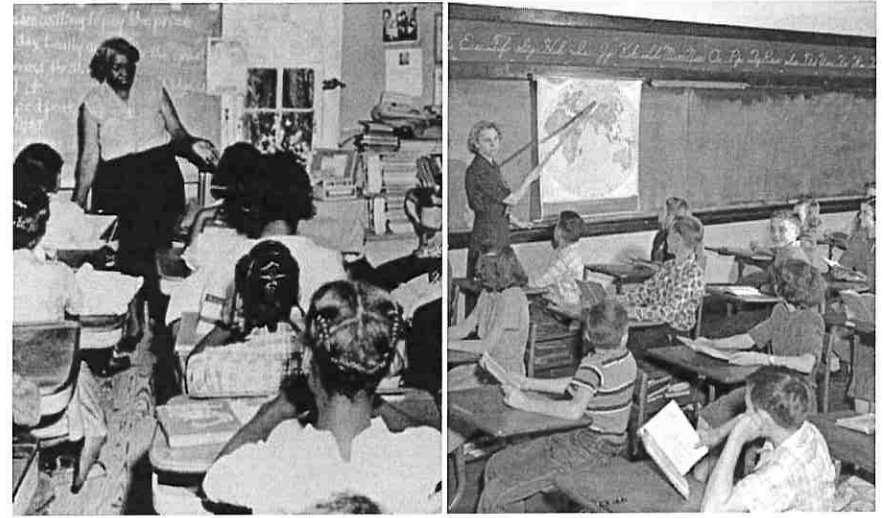


Black people could not use the same drinking fountains as white people in the South.

What Was the South Like?

When Ruby was young, some **laws** in the South were not **fair** to black people.

These laws kept black people and white people **separate**.



Black children and white children went to different schools in the South.

A United States law said that all children had to go to the same schools.

State laws in the South still kept black and white children separate.

Black children and white children had to go to different schools.

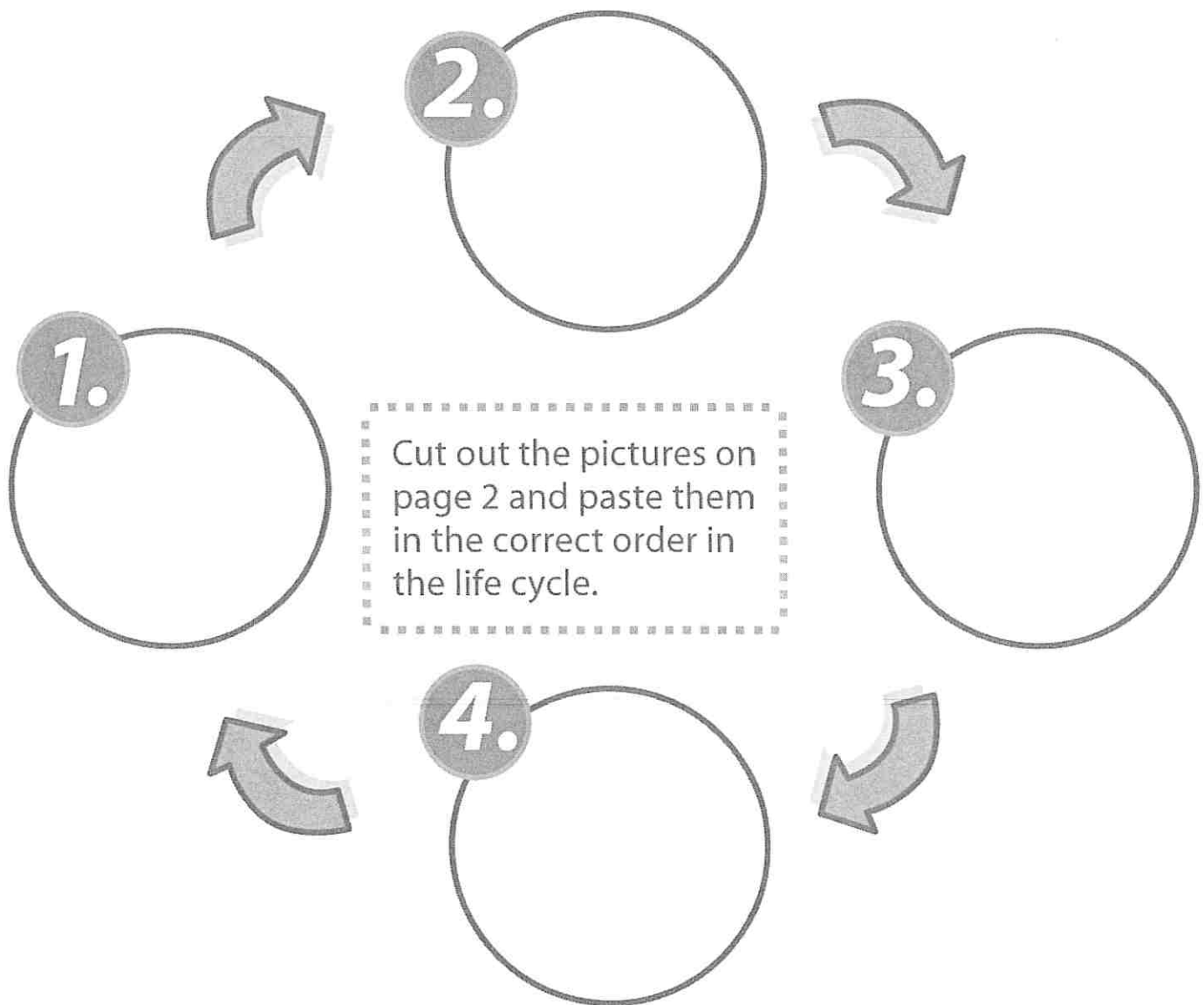
Many people worked to make Southern schools follow the United States law.

Life Cycle of a Butterfly



Insects are *invertebrates*. This means that their skeletons are on the outside of the body, instead of inside. It is called an *exoskeleton*. An insect's body is divided into three sections: the head, the thorax and the abdomen. They have two antennae and six legs and they hatch from eggs. Some insects go through three stages of a life cycle, and some go through four stages.

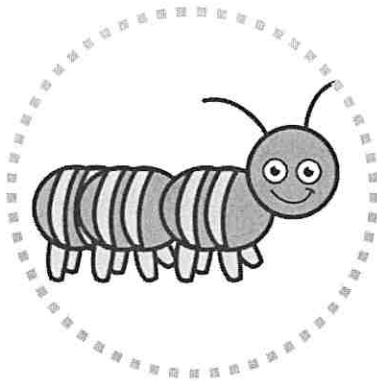
The butterfly goes through four stages of a life cycle.



Life Cycle of a Butterfly



Butterflies start life as tiny **eggs** laid on top of leaves. The butterfly lays them on leaves they like to eat. When the egg hatches, out comes the **larva, or caterpillar**. They eat and eat. As they grow, they shed their skin or **exoskeleton**. When the caterpillar has grown to its full size, it cocoons as a **chrysalis**. This is called the pupa stage. When the caterpillar is done forming inside the pupa, a **butterfly** will emerge. At first its wings are folded, but within hours they pump blood into them and are ready to fly.



THE DANCE PARTY

ACTIVITY GOALS

- I will demonstrate cooperation and positive communication while creating a group dance.

ACTIVITY SET-UP & PROCEDURE

Equipment:

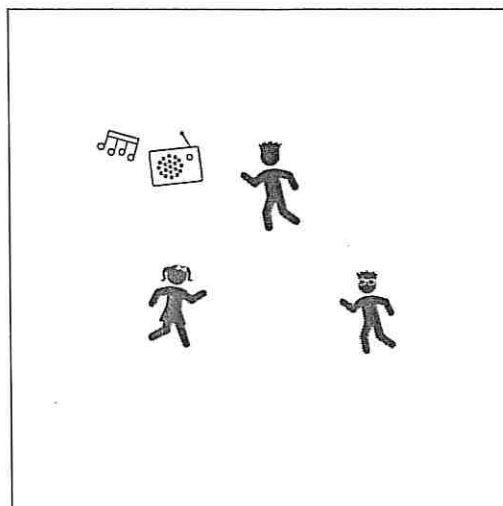
- Dance Cards
- Upbeat, fun music and music player

Set-Up:

- Create a safe space large enough to dance with friends.
- Get your music ready!

TEACHING TIPS

- Stay Inside Boundaries
- Blindfolds are Optional
- Think Safety First



Activity Procedures:

- It's time for a dance party!!! You're going to make this party ROCK by creating your very own dance.
- You'll create a dance for 8 counts (beats) using the Dance Card to give you movement ideas.
- Now it's time to practice! Start the music and let everyone perform their dance moves at the same time!
- Then, let's put our moves together. First, your friend will perform her/his dance for 8 counts. Next, you'll take a turn and perform yours. Continue through all of your friends' moves.
- Next, teach each other your dance moves, put them in a sequence and then complete the entire dance all together! Keep the music pumping and dance!

Tips:

- Practice counting 8 beats by clapping and counting to aloud to the music. Next, jump up and down while counting aloud to the music. Finally, jump up and down for 8 counts, clap for 8 counts, and then repeat until everyone understands how to count 8 beats of music.

EATING
HEALTHY
101

- Healthy Lifestyle:** Remember to eat at least 5 portions of fruit and veggies every day! It's easier than it sounds. Why not slice some banana over your breakfast cereal or reach for a piece of fresh fruit for your mid-morning snack?! Keep in mind, unsweetened 100% fruit juice, vegetable juice, and smoothies can only count as 1 of your 5 servings each day. For example, if you have 2 glasses of fruit juice and a glass of vegetable juice, that still only counts as 1 serving of fruit and veggies. Limit the amount of juice you drink; eat fresh fruits and drink water instead.

DANCE PARTY CARDS

Robot Dance	Basketball Dance
Football End Zone Dance	Superhero Dance
Grasshopper Dance	Soccer Dance
Tiptoe Dance	Super Cardio Dance