



Dear K-2 Grade Parents/Guardians,

While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete on a daily basis.



**Reading** (20 minutes) - Your student can use district online resources including [Lexia](#), [RAZ Kids](#), and [Imagine espanol](#). Help your student read everyday text around your home—cereal boxes, mail, lists, directions, and more. If you have books at home, encourage your student to read and read with them when you can. Reading Packet options are available [here](#).



**Writing** (20 minutes) - Your student can write cards, letters, and lists. They can write a [story](#) or write about something on which they are an expert. If you have online access, students can take a [Virtual Field Trip](#) and write about what they see and learn.



**Math** (30 minutes) - Your student can use [Imagine Math](#) for online learning. There are also many ways to practice math at home: counting, making patterns, and helping with recipes are some examples. Math Packet options are available [here](#).



**Social Studies** (20 minutes) - Your student can learn about social studies online using [BrainPOP Jr.](#) or [BrainPOP espanole](#). Discuss a current events or share stories from your childhood to help students learn about social studies.



**Science** (20 minutes) - Your student can learn about science online using [BrainPOP Jr.](#) or [BrainPOP espanole](#).



**Exercise** (60 minutes a day) - Regular exercise is important to do every day. Movement helps reduce stress and helps students be ready to learn. Link to [GoNoodle](#) for online videos for movement and mindfulness. Find daily fitness ideas on this calendar ([Eng](#), [Span](#)).



**Art/Music** (20 minutes) - Art and music help students exercise creativity and self-expression. [Link to online classes through Maywood Fine Arts Academy.](#)



**Playtime** (20 minutes) - "Playing" helps students learn collaboration, communication and good citizenship.



**Social Emotional Learning** - Visit [Parent Toolkit](#) (English, Spanish) for information on child health, social emotional development, and academic topics. Talk with your student about what they are learning and feeling.



[Access D89 Online Learning Resources at Clever](#)

[Link to List of District Online Resources on Clever](#)

[Link to List of Additional Resources for Reading, Writing, Math, Science, Social Studies, Health](#)



Estimados padres / tutores de grados K-2,

Mientras sus estudiantes estén en casa, le pedimos que continúe colaborando con nosotros para garantizar un aprendizaje continuo. A continuación, hay una lista de actividades que recomendamos que sus estudiantes completen diariamente.



**Lectura** (20 minutos): su estudiante puede usar los recursos en línea del distrito, incluyendo [Lexia](#), [RAZ Kids](#), e [Imagine español](#). Ayude a su estudiante a textos cotidianos en su hogar: cajas de cereales, correo, listas, instrucciones y más. Si tienen libros en casa, anime a su estudiante a leer y leer con ellos cuando pueda. Las opciones del paquete de lectura están disponibles [aquí](#).



**Escritura** (20 minutos) - su estudiante puede escribir tarjetas, cartas y listas. Pueden escribir una [historia](#) escribir sobre algo en lo que son expertos. Si tienen acceso en línea, los estudiantes pueden hacer una [excursión virtual](#) y escribir sobre lo que ven y aprenden.



**Matemáticas** (30 minutos) - su estudiante puede usar Imagine Math para el aprendizaje en línea. También hay muchas maneras de practicar las matemáticas en casa: contar, hacer patrones y ayudar con las recetas son algunos ejemplos. Las opciones del paquete matemático están disponibles [aquí](#).



**Estudios Sociales** (20 minutos) – Estudios sociales (20 minutos): su estudiante puede aprender sobre estudios sociales en línea [utilizando BrainPOP Jr. o BrainPOP español](#). Discuta eventos actuales o comparta historias de su infancia para ayudar a los estudiantes a aprender sobre estudios sociales.



**Ciencia** (20 minutos): su estudiante puede aprender sobre ciencia en línea usando [BrainPOP Jr. o BrainPOP español](#).



**Ejercicio** (60 minutos al día): es importante hacer ejercicio regularmente todos los días. El movimiento ayuda a reducir el estrés y ayuda a los estudiantes a estar listos para aprender. Enlace a [GoNoodle](#) para videos en línea para movimiento y atención plena. Encuentra ideas de ejercicio diario en este calendario ([Eng](#), [Span](#)).



**Arte / Música** (20 minutos): el arte y la música ayudan a los estudiantes a ejercitar la creatividad y la autoexpresión. [Enlace a clases en línea a través de Maywood Fine Arts Academy](#).



**Recreo** (20 minutos) - "Jugar" ayuda a los estudiantes a aprender colaboración, comunicación y buena ciudadanía



**Aprendizaje social y emocional**– Visite [Parent Toolkit](#) (ingles, Español) para obtener información sobre salud infantil, desarrollo social y emocional y temas académicos. Hable con su estudiante sobre lo que está aprendiendo y sintiendo.










[Access D89 Recursos en línea en Clever \(www.clever.com/in/maywood89\)](http://www.clever.com/in/maywood89)

[Enlace a la lista de recursos en línea del distrito Clever](#)








[Enlace a la lista de recursos adicionales para lectura, escritura, matemáticas, ciencias, estudios sociales, salud](#)









<p>Access these programs from Clever at <a href="https://www.clever.com/in/maywood89">https://www.clever.com/in/maywood89</a></p>	
	Lexia Core 5 has literacy activities with tracked progress and customized lessons. K-5; App available
	Raz-Kids has online leveled books from basic to advanced. Students can record themselves and take quizzes. K-5; English and Spanish; App available
	Imagine Español has Spanish literacy activities with tracked progress and customized lessons. K-3; Spanish
	Imagine Math has math activities with tracked progress and customized lessons. K-5
	Wonders/Maravillas includes literature, vocabulary, writing, and grammar activities K-5; English and Spanish; App available (separate sign-in required—email teacher if needed)
	World Book A world of learning at your fingertips. Explore important people, animals, maps, science, and activities. K-8; English and Spanish
	Edgenuity Pathblazer includes Math and Reading activities linked to standards. K-8; Limited School Access


If you need login assistance with login information, contact your teacher through [email](#).






## Additional Resource Links






<b>Reading</b>	
	<a href="https://classroommagazines.scholastic.com/support/learnathome.html">https://classroommagazines.scholastic.com/support/learnathome.html</a> Choose books, videos, and activities by grade levels
	<a href="https://www.thespanishexperiment.com/stories">https://www.thespanishexperiment.com/stories</a> Children's stories in Spanish
	<a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> Actors and Actresses read books with illustrations
	<a href="https://www.getepic.com/">https://www.getepic.com/</a> 1000's of award winning books. English and Spanish Signup required, free 30 days
	<a href="https://newsela.com/">https://newsela.com/</a> English; <a href="https://newsela.com/rules/spanish">https://newsela.com/rules/spanish</a> Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish
	<a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a> Informational text at different grade levels
	<a href="https://stories.audible.com/start-listen">https://stories.audible.com/start-listen</a> Free audiobooks for PreK-High school students



<b>Online Magazines</b>	
	Time for Kids <a href="http://www.timeforkids.com">http://www.timeforkids.com</a>
	Scholastic News <a href="http://magazines.scholastic.com">http://magazines.scholastic.com</a> English <a href="https://classroommagazines.scholastic.com/spanish.html">https://classroommagazines.scholastic.com/spanish.html</a> Spanish
	Highlights Kids <a href="https://www.highlightskids.com/">https://www.highlightskids.com/</a>
	Sport Illustrated Kids <a href="http://www.sikids.com">http://www.sikids.com</a>
	National Geographic Kids <a href="http://kids.nationalgeographic.com">http://kids.nationalgeographic.com</a>



Writing	
	<a href="http://www.scholastic.com/teachers/story-starters/index.html">http://www.scholastic.com/teachers/story-starters/index.html</a> Story Starter ideas by grade level
	<a href="https://www.storyboardthat.com/">https://www.storyboardthat.com/</a> Digital story telling with backgrounds, characters, and text


Dual Language	
	<a href="https://l2trec.utah.edu/news/utahdliathome/spanish.php">https://l2trec.utah.edu/news/utahdliathome/spanish.php</a> Spanish and Dual language activities and resources

Math	
	<a href="https://www.coolmath4kids.com/">https://www.coolmath4kids.com/</a> K-5 Math games, lessons, brainteasers
	<a href="https://minds-in-bloom.com/math-scavenger-hun/">https://minds-in-bloom.com/math-scavenger-hun/</a> K-5 Math scavenger hunt ideas
	<a href="https://www.khanacademy.org/math">https://www.khanacademy.org/math</a> K-8 Practice early math through grade 8
	<a href="https://www.ixl.com/">https://www.ixl.com/</a> K-8 Practice early math through grade 8
	<a href="https://www.mathgames.com/math-games.html">https://www.mathgames.com/math-games.html</a> K-8 math games by grade and topic

Science and Social Studies	
	BrainPop Jr <a href="https://jr.brainpop.com">https://jr.brainpop.com</a> BrainPOP Español <a href="https://esp.brainpop.com">https://esp.brainpop.com</a> BrainPop <a href="https://www.brainpop.com/">https://www.brainpop.com/</a> BrainPopELL <a href="https://ell.brainpop.com">https://ell.brainpop.com</a> Animated educational videos and activities on many school topics K-8; App available (Username: district89; Password: brainpop2)
	<a href="https://www.eia.gov/kids/">https://www.eia.gov/kids/</a> Information and games about energy
	<a href="https://www.optics4kids.org/illusions">https://www.optics4kids.org/illusions</a> Optical illusions
	<a href="https://blockly.games/">https://blockly.games/</a> Programming games for kids
	<a href="https://www.education.com/activity/social-studies/">https://www.education.com/activity/social-studies/</a> Social Studies activities by grade level

Health	
	<a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a> Movement and mindfulness videos
	<a href="https://aha-nflplay60.discoveryeducation.com/families">https://aha-nflplay60.discoveryeducation.com/families</a> Fun activities, videos, and virtual field trips

Art/Music	
	<a href="http://www.maywoodfinearts.org/?page_id=3043">http://www.maywoodfinearts.org/?page_id=3043</a> Take an online class with Maywood Fine Arts
	<a href="https://colormandala.com/">https://colormandala.com/</a> Color mandelas online

For Parents	
	<a href="http://www.parenttoolkit.com/">http://www.parenttoolkit.com/</a> English; <a href="http://www.parenttoolkit.com/home?lang=es">http://www.parenttoolkit.com/home?lang=es</a> Spanish Age level guides for academic, health, social emotional topics and video parenting guides English and Spanish

## Virtual Field Trips/Tours

Use Google Earth to explore our National Parks.

[Badlands National Park](#)

[Death Valley National Park](#)

[Denali National Park](#)

[Everglades National Park](#)

[Glacier National Park](#)

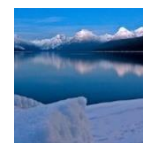
[Grand Canyon National Park](#)

[Great Smoky Mountain National Park](#)

[Redwood National and State Parks](#)

[Rocky Mountain National Park](#)

[Yellowstone National Park](#)



Lesson ideas:

Choose a National Park. Record your observations, then choose to create one of the following:

- Design a travel brochure
- Write a newspaper article to describe the location and encourage travel there
- Create a map that shows the location of the national park

Zoos and Web Cams - Observe various zoo animals through web cams.

[Smithsonian's National Zoo](#)

[San Diego Zoo](#)

[Animal Planet Live](#)

[National Aquarium](#): Black Tip Reef Sharks, Jellies, and Pacific Coral Reef Live

[Seattle Aquarium](#): YouTube virtual field trip and lesson

[Seattle Aquarium Live Cams](#)



Lesson ideas:

Visit and observe an animal of your choice. Complete one of the following:

- Observe the animal for one week. Record these observations and then write a journal about the animal and its habits.
- Create an informative poster about the animal.
- Describe the animal's habitat.

[Planetarium](#) - Explore over 60,000 stars, locate planets, and watch sunrises and solar eclipses. If you enter your location, and you can see all the constellations that are visible in the night sky in your corner of the world.

[NASA Commercial Crew Virtual Tours](#) - YouTube series containing virtual tours of training facilities. Learn how the astronauts train for space travel and life aboard the International Space Station.

[Smithsonian Latino Center](#) - Features live broadcasts of Latina writers and virtual exhibits around latino cultures. Includes a Latino Virtual Museum Bilingual Teacher Training Took Kit that is now available online and via iTunes U.

Tour various locations from around the world.

[The Great Wall of China](#)

[Pompeii](#)

[Ellis Island](#) - this site also includes some additional activities

Lesson ideas:

Write a journal entry from about a journey to this location.

Create a travel brochure.

Take a trip to Walt Disney World and go on a virtual ride of some of Disney's famous attractions.

[Space Mountain](#)

[Splash Mountain](#)

[Test Track](#)

[Expedition Everest](#)

[Rock n Roller Coaster](#)

[Soarin'](#)

[Seven Dwarfs Mine Train](#)

[Rise of the Resistance](#)

[Mickey and Minnie's Runaway Railway](#)

[Slinky Dog Dash](#)

[Millenium Falcon/ Smuggler's Run](#)



## Student eLearning Activities Log Week 5 – April 21 - 24

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:		Reading packet Math packet Raz-Kids Art Imagine Math	Imagine Math Writing Virtual Tour Read a book Jumped Rope/Burpees	Imagine Math Reading packet Math packet Social Studies Music YouTube exercise video	Imagine Math Reading packet Math packet Art project Science experiment Raz-Kids Lexia
Activities/ Assignments					

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_



## Registro de actividades de aprendizaje electrónico semana 5 del 21 de abril al 24 de abril

Nombre \_\_\_\_\_ Grado \_\_\_\_\_

Maestro/a \_\_\_\_\_

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:		Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexia	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexia	Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio	Imagine Math Paquete de lectura Paquete de matemáticas Arte Experimento de Ciencia Raz-Kids Lexia
Actividades/ Tareas					

Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_

Name \_\_\_\_\_

ashamed

boast

dash

holler

plenty

similarities

victory

wisdom

**Read each sentence. Choose a word from the box that has almost the same meaning as the underlined word or words. Write the word on the line.**

1. There are lots of chairs so everyone can sit. \_\_\_\_\_
2. He needs to rush to the store before it closes. \_\_\_\_\_
3. My friend got a win in the spelling bee. \_\_\_\_\_
4. The cook likes to brag about her meatloaf. \_\_\_\_\_
5. The soccer players shout when their team scores a goal.  
\_\_\_\_\_
6. The sisters have many ways they are alike. \_\_\_\_\_
7. The boy felt sorry that he had yelled at his little brother.  
\_\_\_\_\_
8. The teacher's being smart helped the children settle their disagreement. \_\_\_\_\_



Name \_\_\_\_\_

The letters ***eer, ere,*** and ***ear*** can stand for the **same** sound. Listen to the sound as you say the words ***steer, here,*** and ***clear.***

**A. Read each word. Circle the letters that stand for the same vowel sound you hear in *clear* in each word.**

- |         |           |
|---------|-----------|
| 1. fear | 2. appear |
| 3. peer | 4. near   |
| 5. here | 6. cheer  |

An **abbreviation** is a short way to write a word. It begins with a capital letter and ends with a period.

**B. Choose the correct abbreviation from the box for each underlined word. Write it on the line.**

Dr.	St.	Mr.	Ave.
-----	-----	-----	------

7. Mister Lugo

8. Springer Avenue

\_\_\_\_\_ Mr. \_\_\_\_\_

9. Pike Street.

10. Doctor Yang

\_\_\_\_\_

Name \_\_\_\_\_

**Read the passage. Use the visualize strategy to form pictures in your mind about what happens in the play.**

## Coyote Brings Fire

Characters		
Narrator	Coyote	Squirrel
Chipmunk	Frog	Two Fire Beings

**Narrator:** Long ago, people did not have fire. Coyote  
9 wanted to bring it to them.

15 (Coyote speaks to Squirrel, Chipmunk, and Frog.)

22 **Coyote:** The Fire Beings have fire at their camp. I have  
33 a plan to get fire. Will you help?

41 **Squirrel:** Is your plan doable? We'll all help. Just tell us  
52 what to do.

55 **Coyote:** Follow me. Step quietly.

60 (The animals creep up to the Fire Beings' camp. Coyote  
70 grabs a stick of fire. He runs.)

77 **Chipmunk:** Look out, Coyote! The Fire Beings are  
85 chasing you. Run quickly!

89 **Frog:** The Fire Beings touched Coyote's tail! Now the fur  
99 at the tip is white.

Name \_\_\_\_\_



- 104 **Squirrel:** Coyote, toss the fire to me. I'll catch it.  
 114 (Coyote tosses the fire to Squirrel.)  
 120 **Coyote:** Squirrel, you caught the fire with your tail.  
 129 The fire made your tail curl up over your back.  
 139 **Chipmunk:** Squirrel, toss the fire here to me.  
 147 (Squirrel tosses the fire to Chipmunk.)  
 153 **Coyote:** Watch out, Chipmunk, a Fire Being is right  
 162 behind you.  
 164 **Frog:** The Fire Being scratched Chipmunk's back.  
 171 Look at the three stripes on his back. Throw the fire  
 182 to me, Chipmunk!  
 185 (Chipmunk tosses the fire to Frog. Frog is caught by a Fire  
 197 Being, but gets away. The fire being still holds Frog's tail.)  
 208 **Squirrel:** Frog, you have lost your tail!  
 215 **Coyote:** Here comes another Fire Being. Frog, toss the  
 224 fire gently. Toss it onto Wood.  
 230 **Narrator:** Now Wood had fire. Coyote showed the  
 238 people a useful skill. He rubbed two sticks together.  
 247 That made fire. Now the people had fire.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. Coyote couldn't get fire by himself. What did he do?

\_\_\_\_\_

2. What did the animals do that made Coyote's plan work?

\_\_\_\_\_

\_\_\_\_\_

3. The theme is the main message of a text. What is the theme of this story?

\_\_\_\_\_

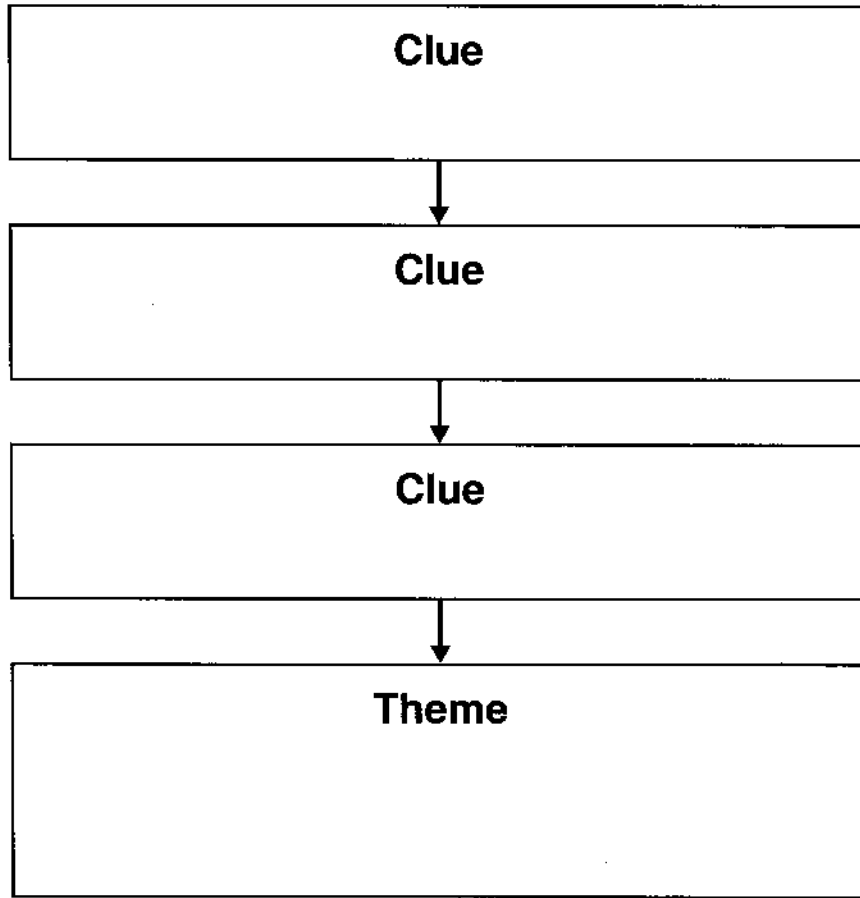
\_\_\_\_\_

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

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

Name \_\_\_\_\_

**Read the selection. Complete the Theme chart.**



Name \_\_\_\_\_

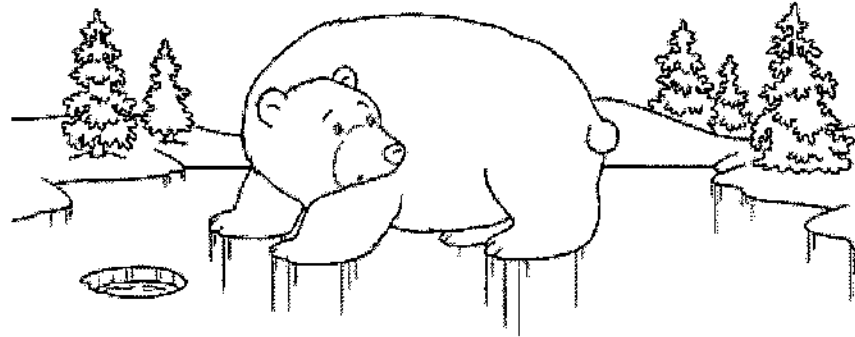
## Bear's Stumpy Tail

**Fox:** Bear, look at this hole in the ice. Drop your tail in. You can catch fish.

(Bear sits. He puts his tail in the ice.)

**Bear:** My tail is cold. I will get up now.

(Bear gets up. His tail snaps off. His tail is stumpy!)



**Answer the questions about the text.**

1. A drama is a play with characters and a lesson to be learned. What is one thing that helps you know this text is a drama?

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2. The words a character speaks in a play are called dialogue. What is Bear's dialogue?

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3. Bear learns a lesson. What does he learn about Fox?

---

Name \_\_\_\_\_

A **root word** is a word to which other word parts are added. Use the ending or suffix to figure out the meaning of the whole word.

**slowly** = in a way that is slow

**listened** = heard sounds in the past

**A. Read each sentence. Look at the underlined word. Write the root word and the ending.**

1. The Fire Beings touched Coyote's tail!

\_\_\_\_\_

2. Coyote showed the people a useful skill.

\_\_\_\_\_

**B. Read each sentence. Choose the correct meaning for each underlined word. Write the meaning.**

3. Is your plan doable?

without doing something

able to do something

\_\_\_\_\_

4. The Fire Beings are chasing you.

running after now

ran after in the past

\_\_\_\_\_



Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you add details about the characters' experiences and thoughts.**

**Draft Model**

Sun and Moon were friends. They were nice to each other.  
Every day they had fun and did things together.

1. What might Sun and Moon think about being friends?
2. How might Sun and Moon be nice to each other?
3. What kind of fun might they have together? What are some things they might do?

**B. Now revise the draft by adding details that tell about what Sun and Moon are like.**

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Name \_\_\_\_\_

**Lily used text evidence to answer the prompt: *If you were one of the birds from "How the Finch Got its Colors," which design do you think you would choose if you won the race?***

If I were one of the birds from "How the Finch Got Its Colors," I would choose a colorful design with dots and circles. In the folktale about the Finch, the birds quickly began fighting over the colors. The hummingbird wanted the very best colors for herself. She chose bright, beautiful colors of "purple, green, and black." Those colors would look fantastic when I am flying through the blue sky and the white clouds. Those are the colors I would choose.

In "How the Beetle Got Her Colors," Agouti describes "shiny designs" on Arrow Frog's skin. The designs are very unique. They would make my feathers look very special. No one would confuse me with anyone other animal. So, bright colorful feathers with a shiny design on them would be my prize for winning the race.

**Reread the passage. Follow the directions below.**

- 1. Circle** a detail from the story that tells about hummingbird's character.
  - 2. Draw a box** around a detail from the story that supports Lily's opinion.
  - 3. Underline** the conclusion that sums up Lily's response.
  - 4. Write** one of the irregular verbs that Lily uses on the line.
- \_\_\_\_\_

Name Answer Key

ashamed

boast

dash

holler

plenty

similarities

victory

wisdom

**Read each sentence. Choose a word from the box that has almost the same meaning as the underlined word or words. Write the word on the line.**

1. There are lots of chairs so everyone can sit. plenty

2. He needs to rush to the store before it closes. dash

3. My friend got a win in the spelling bee. victory

4. The cook likes to brag about her meatloaf. boast

5. The soccer players shout when their team scores a goal.

holler

6. The sisters have many ways they are alike. similarities

7. The boy felt sorry that he had yelled at his little brother.

ashamed

8. The teacher's being smart helped the children settle their

disagreement. wisdom

Name Answer Key

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**A. Read each word. Circle the letters that stand for the same vowel sound you hear in *clear* in each word.**

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An **abbreviation** is a short way to write a word. It begins with a capital letter and ends with a period.

**B. Choose the correct abbreviation from the box for each underlined word. Write it on the line.**

Dr.                      St.                      Mr.                      Ave.

- |   |  |
|---|--|
| <p>7. <u>Mister</u> Lugo</p> <p style="text-align: center;">_____ Mr. _____</p> | <p>8. Springer <u>Avenue</u></p> <p style="text-align: center;">_____ Ave. _____</p> |
| <p>9. Pike <u>Street</u></p> <p style="text-align: center;">_____ St. _____</p> | <p>10. <u>Doctor</u> Yang</p> <p style="text-align: center;">_____ Dr. _____</p>     |

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Name \_\_\_\_\_

Answer Key

Read the passage. Use the visualize strategy to form pictures in your mind about what happens in the play.

## Coyote Brings Fire

### Characters

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Name \_\_\_\_\_

Answer key



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- 215 **Coyote:** Here comes another Fire Being. Frog, toss the
- 224 fire gently. Toss it onto Wood.
- 230 **Narrator:** Now Wood had fire. Coyote showed the
- 238 people a useful skill. He rubbed two sticks together.
- 247 That made fire. Now the people had fire.

Name

Answer Key**A. Reread the passage and answer the questions.**

1. Coyote couldn't get fire by himself. What did he do?

Coyote asked the other animals to help.

2. What did the animals do that made Coyote's plan work?

The animals each helped out to get fire.

3. The theme is the main message of a text. What is the theme of this story?

Possible response: Working together gets things done.**B. Work with a partner. Read the passage aloud. Pay attention to how you use your voice to show feelings. Stop after one minute. Fill out the chart.**

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



Name

Answer Key

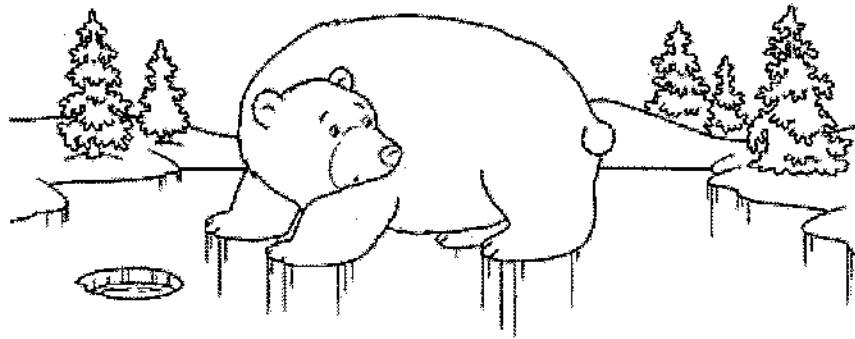
## Bear's Stumpy Tail

**Fox:** Bear, look at this hole in the ice. Drop your tail in. You can catch fish.

(Bear sits. He puts his tail in the ice.)

**Bear:** My tail is cold. I will get up now.

(Bear gets up. His tail snaps off. His tail is stumpy!)



**Answer the questions about the text.**

1. A drama is a play with characters and a lesson to be learned. What is one thing that helps you know this text is a drama?

Possible response: It is a play with parts for Fox and Bear.

2. The words a character speaks in a play are called dialogue. What is Bear's dialogue?

My tail is cold. I will get up now.

3. Bear learns a lesson. What does he learn about Fox?

He learns that he should not trust Fox.

Name \_\_\_\_\_

*Answer key*

A **root word** is a word to which other word parts are added. Use the ending or suffix to figure out the meaning of the whole word.

**slowly** = in a way that is slow

**listened** = heard sounds in the past

**A. Read each sentence. Look at the underlined word. Write the root word and the ending.**

1. The Fire Beings touched Coyote's tail!

touch

ed

2. Coyote showed the people a useful skill.

use

ful

**B. Read each sentence. Choose the correct meaning for each underlined word. Write the meaning.**

3. Is your plan doable?

without doing something

able to do something

able to do something

4. The Fire Beings are chasing you.

running after now

ran after in the past

running after now

Name

Answer Key

Lily used text evidence to answer the prompt: *If you were one of the birds from "How the Finch Got its Colors," which design do you think you would choose if you won the race?*

If I were one of the birds from "How the Finch Got Its Colors," I would choose a colorful design with dots and circles. In the folktale about the Finch, the birds quickly began fighting over the colors.

The hummingbird wanted the very best colors for herself. She chose bright, beautiful colors of "purple, green, and black." Those colors would look fantastic when I am flying through the blue sky and the white clouds. Those are the colors I would choose.

In "How the Beetle Got Her Colors," Agouti describes "shiny designs" on Arrow Frog's skin. The designs are very unique. They would make my feathers look very special. No one would confuse me with anyone other animal. So, bright colorful feathers with a shiny design on them would be my prize for winning the race.

Reread the passage. Follow the directions below.

1. Circle a detail from the story that tells about hummingbird's character.
2. Draw a box around a detail from the story that supports Lily's opinion.
3. Underline the conclusion that sums up Lily's response.
4. Write one of the irregular verbs that Lily uses on the line.  
began, chose

# HOW TO USE THIS BOOK

*180 Days of Math for Second Grade* offers teachers and parents a full page of daily mathematics practice activities for each day of the school year.

## Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of mathematical concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each mathematics lesson, or as homework.

Every second-grade practice page provides 8 questions, each tied to a specific mathematical concept. Students are given the opportunity for regular practice in each mathematical concept, allowing them to build confidence through these quick standards-based activities.

Question	Mathematics Concept	NCTM Standard
1	Number Sense	Understands numbers, ways of representing numbers, relationships among numbers, and number systems
2	Addition	Understands meanings of operations and how they relate to one another; Computes fluently and makes reasonable estimates
3	Subtraction	
4	Algebraic Thinking	Understands patterns, relations, and functions; Represents and analyzes mathematical situations and structures using algebraic symbols
5	Geometry	Analyzes characteristics and properties of two-dimensional and three-dimensional geometric shapes and develops mathematical arguments about geometric relationships
6	Measurement	Understands measurable attributes of objects and the units, systems, and processes of measurement; Applies appropriate techniques, tools, and formulas to determine measurements
7	Data Analysis	Formulates questions that can be addressed with data and collects, organizes, and displays relevant data to answer them; Selects and uses appropriate statistical methods to analyze data
8	Word Problem/Logic Problem or Mathematical Reasoning	Builds new mathematical knowledge through problem solving; Solves problems that arise in mathematics and in other contexts

*Standards are listed with the permission of the National Council of Teachers of Mathematics (NCTM). NCTM does not endorse the content or validity of these alignments.*

NAME: \_\_\_\_\_

**DIRECTIONS** Solve each problem.

SCORE

1. 😊 😐

**1.**  $57 = \boxed{\phantom{00}} \text{ Tens } \boxed{\phantom{00}} \text{ Ones}$

**6.** Write the month that comes after August.

\_\_\_\_\_

2. 😊 😐

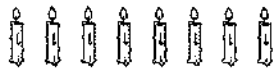

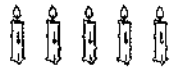

3. 😊 😐

**2.** 
$$\begin{array}{r} 48 \\ + 41 \\ \hline \end{array}$$


**7.** Ages

4. 😊 😐

**3.**  $36 - 24 = \underline{\hspace{2cm}}$

<b>Matthew</b>	
<b>Breanna</b>	
<b>Imogen</b>	
<b>Rory</b>	

5. 😊 😐

 **Key**  
= 1 year

6. 😊 😐

**4.**  $\boxed{\phantom{00}} - 8 = 3$

How old is Breanna?

\_\_\_\_\_

7. 😊 😐

**5.** Does an octagon have 8 vertices?  
Circle:    yes    no

**8.** Write the number that is 3 more hundreds, 5 more tens, and 6 more ones than the number 342.

\_\_\_\_\_

8. 😊 😐

\_\_\_\_/8  
Total

NAME: \_\_\_\_\_

**DIRECTIONS** Solve each problem.

**1.** Order the numbers from largest to smallest.

672 827 439 281

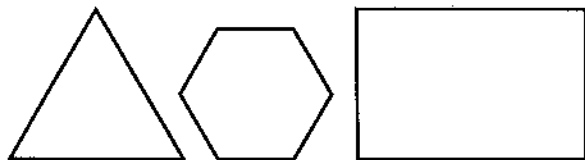
\_\_\_\_\_

**2.**  $25 + 73 =$  \_\_\_\_\_

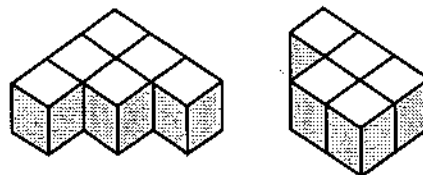
**3.** 
$$\begin{array}{r} 57 \\ - 8 \\ \hline \end{array}$$

**4.**  $6 + \square = 8$

**5.** Color the shape with 3 sides.



**6.** Circle the solid that takes up less space.



**7.** Fish Caught

Children	Ginny	1	1	1	1	1	1	1
	Karen	1	1	1	1	1	1	1
	David	1	1	1	1	1	1	1
		0	1	2	3	4	5	6

Who caught more fish than David?

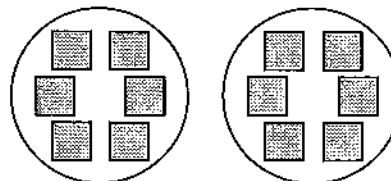
\_\_\_\_\_

**8.** Circle the number sentence that matches the picture.

$2 + 6 = 8$

$8 - 6 = 2$

$6 + 6 = 12$



**SCORE**

1. ☺ ☹

2. ☺ ☹

3. ☺ ☹

4. ☺ ☹

5. ☺ ☹

6. ☺ ☹

7. ☺ ☹

8. ☺ ☹

\_\_\_ / 8

Total

NAME: \_\_\_\_\_

**DIRECTIONS** Solve each problem.

SCORE

1. 😊 😐

**1.** Circle  $\frac{1}{2}$ .



2. 😊 😐

**2.** 43 plus 55 equals

\_\_\_\_\_.

3. 😊 😐

**3.**  $\begin{array}{r} 44 \\ - 23 \\ \hline \end{array}$

4. 😊 😐

**4.**  $\square + 0 = 15 - 0$

5. 😊 😐

**5.** Can the object stack?

6. 😊 😐

\_\_\_\_\_



8. 😊 😐

**6.** Circle the object that is shorter than 1 meter in height.



\_\_\_\_ / 8

Total

**7.** Toy Train Sales Last Week

Mon.	
Tues.	
Wed.	
Thurs.	
Fri.	
Sat.	
Sun.	

Key  
 = 1 train

The store owner would like to sell 15 trains every week. Did he meet his goal for last week?

\_\_\_\_\_

**8.** Kristy has a sticker collection with 23 glitter stickers, 56 puffy stickers, and 14 scratch-n-sniff stickers. If she gets 16 more glitter stickers, how many glitter stickers will she have in all?

\_\_\_\_\_



NAME: \_\_\_\_\_

**DIRECTIONS** Solve each problem.

1. Write the number word for 17.

\_\_\_\_\_

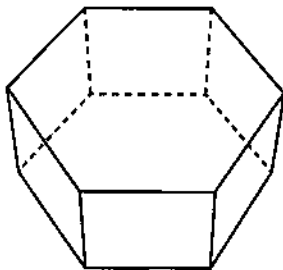
$$\begin{array}{r} 2. \quad 75 \\ + 12 \\ \hline \end{array}$$

3. 62 minus 31 equals

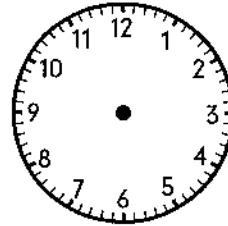
\_\_\_\_\_

$$4. \quad 81 + \square = 46 + 81$$

5. Draw the top view of the solid.



6. Show 1:00.



7. Count the tally marks.



\_\_\_\_\_

8. Name two solids that cannot be stacked.

\_\_\_\_\_

\_\_\_\_\_

**SCORE**

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

5. 😊 😐

6. 😊 😐

7. 😊 😐

8. 😊 😐

\_\_\_\_ / 8

Total

# ANSWER KEY *(cont.)*

## Day 145

- 14
- 12
- 17
- A circle should be drawn.
- cylinder (left image)
- The clock should read 10:30.

Favorite Game

	Jan	Ben	Teri
Jump rope	X	X	X
Kickball		X	X

- 4

## Day 146

- 5 tens; 7 ones
- 89
- 12
- 11
- yes
- September
- 5
- 698

## Day 147

- 827, 672, 439, 281
- 98
- 49
- 2
- The triangle should be colored.
- the 5-cube solid (right image)
- Karen
- $6 + 6 = 12$

## Day 148

- 4 balloons should be circled.
- 98
- 21
- 15
- yes
- the drum
- yes
- 39

## Day 149

- seventeen
- 87
- 31
- 46
- A hexagon should be drawn.
- The clock should read 1:00.
- 20
- sphere and cone

## Day 150

- 16th
- 87
- 11
- The following squares should be colored: 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 48
- 2 hexagons (top left and bottom center)
- The ball should be circled.
- 8
- 48

## Day 151

- 444
- 13
- 24
- 49
- Any 1 surface should be colored.
- 31
- yes
- 66


## Day 152

- 50
- 99
- 24
- 6
- The triangle should be circled.
- ruler
- 2
- 65


## Day 153

- $\frac{1}{2}$
- 89
- 11
- 7
- true
- 4
- rose
- $33 + 56 = 89$   
 $56 + 33 = 89$   
 $89 - 33 = 56$   
 $89 - 56 = 33$

## Day 154

- 3 groups of 2 circles should be circled.
- 59
- 22
- 37
- curtain or window
- The boys' room sign (left image)
- 
- 46

## Day 155

- 28
- 11
- 50
- X, Y
- 
 The triangular base should be colored.
- 10
- 42
- 6:30 A.M.

## Day 156

- $90 + 5$
- 99
- 24
- 7
- 3
- Saturday
- 40
- 620

# Voting and the Law

by Susan LaBella



Phil Roder (CC BY 2.0)

When people vote, they make a choice. For example, people voting for the U.S. Congress pick the men and women who pass laws that govern the country.

People who run for office are called candidates. During the weeks before an election is held, candidates describe what they plan to do if they are elected. The candidates make speeches about their ideas. They have discussions with other candidates. They may promise to work on changing laws they do not like or passing new ones.

Voters listen to these promises. Then they decide which candidates they think are the best. On Election Day, voters go to a public building, such as a school or a firehouse. They vote by filling out a paper form or, in some places, by using a computer.

Long ago, only a small number of people in the United States could vote. Some men were allowed to vote, but women, black people, poor people, and young people could not. Over the years, laws were changed. Now many more people can vote. All voters must be U.S. citizens and at least eighteen years old. They all must have registered, or signed up, to vote.

At the end of every Election Day, votes are counted. The winning candidates are announced. Soon, the winners will get their chance to do the things they promised to do.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What do people do when they vote?

- A. They make a choice.
- B. They run for office.
- C. They have discussions with candidates.

2. What does this article describe?

- A. what people who are too young to vote do on Election Day
- B. the reasons that poor people were once not allowed to vote in the United States
- C. what candidates do before an election

3. Read this paragraph from the article.

"At the end of every Election Day, votes are counted. The winning candidates are announced. Soon, the winners will get their chance to do the things they promised to do."

What can be concluded from this paragraph about the winning candidates?

- A. The winning candidates are the candidates who made the most promises to voters.
- B. The winning candidates are the candidates who get the most votes.
- C. The winning candidates do not do the things they promised to do.

4. Based on the information in the article, what effect might a candidate's promises have on voters?

- A. If voters listen to the promises that a candidate makes, they will probably be disappointed after Election Day.
- B. If voters like the promises that a candidate makes, they will vote for him or her.
- C. If voters do not like the promises that a candidate makes, they will not vote on Election Day.

5. What is the main idea of this article?

- A. Once women, black people, and poor people were not allowed to vote in the United States.
- B. Voting takes place by filling out a form or using a computer in a public building.
- C. People vote to choose the men and women who pass laws that govern the United States.

6. Read this paragraph from the article

"When people vote, they make a choice. For example, people voting for the U.S. Congress pick the men and women who pass laws that govern the country."

Why might the author provide an example in the second sentence of the article?

- A. to help readers decide which candidate to vote for
- B. to show readers that voting can mean two different things
- C. to help explain what the first sentence means

7. Choose the answer that best completes this sentence.

Once only a small number of people in the United States could vote, \_\_\_\_\_ now more people can vote.

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

8. What are people who run for office called?

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---

9. What do people voting for the U.S. Congress pick?

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10. Is it important for people in the United States to vote? Support your answer with evidence from the article.

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- B. They run for office.
- C. They have discussions with candidates.

2. What does this article describe?

- A. what people who are too young to vote do on Election Day
- B. the reasons that poor people were once not allowed to vote in the United States
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People who run for office are called candidates.

9. What do people voting for the U.S. Congress pick?

People voting for the U.S. Congress pick the men and women who pass laws that govern the country.

# A Dangerous Landslide

by Susan LaBella



One night in March 2014, mud broke loose from a tall hillside near the town of Oso, Washington. The giant mass of wet soil moved downhill quickly. It eventually covered thirty nearby houses with mud and dirt. Many people were hurt.

*Landslide* is the word many people use to describe this kind of emergency. This landslide happened when very heavy rains soaked the ground near Oso.

At the beginning of any muddy landslide, wet ground breaks loose. As the mud moves, it may rip bushes, boulders, trees, and other things out of the ground.

Landslides can cause serious damage. A big landslide could bury homes and badly injure people in its path. Landslides can also dump huge amounts of wet dirt onto roads and highways. This added enormous weight could wreck cars and might even cause the road to collapse.

If a landslide happens near an area that includes buildings, it could break water lines, gas lines, or electrical lines. That kind of damage could also start fires.

Scientists are trying to figure out how to help people be safe in areas where landslides occur. The best thing, experts say, is to have a plan for what to do if this kind of moving-earth emergency happens.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The article describes an example of a real-life landslide. Where did this landslide happen?

- A. Washington, D.C.
- B. Seattle, Washington
- C. Oso, Washington

2. This article describes some damage that can be caused by landslides. What is one possible effect of a landslide?

- A. the mud on a hillside could dry up
- B. heavy rains could soak the ground
- C. a road or highway could collapse

3. In Oso, a large amount of wet soil and mud broke loose from a tall hill and covered thirty nearby houses. This landslide happened when very heavy rains soaked the ground near Oso.

What can you conclude based on this evidence?

- A. Heavy rains may have been a cause of the landslide in Oso.
- B. The houses in Oso covered by the landslide had already been flooded from the rains.
- C. Landslides only ever happen after heavy rains.

4. What kind of town would most likely be in danger of landslides?

- A. a town at the bottom of a muddy hill
- B. a town surrounded by flat, muddy land
- C. a town at the top of a hill

5. What is the main idea of this article?

- A. Landslides are a dangerous kind of emergency that can cause a lot of damage.
- B. Landslides can break water lines, gas lines, or electrical lines.
- C. A landslide in Oso, Washington, covered thirty nearby houses and hurt many people.

6. Read this paragraph from the article.

"One night in March 2014, mud broke loose from a tall hillside near the town of Oso, Washington. The giant mass of wet soil moved downhill quickly. It eventually covered thirty nearby houses with mud and dirt. Many people were hurt."

Why does the author begin the article with this paragraph?

- A. to show readers why landslides can be more dangerous than other kinds of emergencies
- B. to give readers a real-life example of a landslide and the damage it caused
- C. to tell readers not to move to Oso because of the dangers of landslides there

7. Choose the answer that best completes this sentence.

Experts say it's important for people to have a plan \_\_\_\_\_ they can stay safe if a landslide happens.

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

8. What moves downhill quickly during a landslide?

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**9.** What are three examples from the text of how a landslide can cause serious damage?

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**10.** Experts say that it is good to have a plan for what to do if a landslide happens. If a landslide happened, would driving to another area be a good plan? Why or why not? Use evidence from the text to support your answer.

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1. The article describes an example of a real-life landslide. Where did this landslide happen?

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- B. Seattle, Washington
- C. Oso, Washington**

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6. Read this paragraph from the article.

"One night in March 2014, mud broke loose from a tall hillside near the town of Oso, Washington. The giant mass of wet soil moved downhill quickly. It eventually covered thirty nearby houses with mud and dirt. Many people were hurt."

Why does the author begin the article with this paragraph?

- A. to show readers why landslides can be more dangerous than other kinds of emergencies
- B. to give readers a real-life example of a landslide and the damage it caused**
- C. to tell readers not to move to Oso because of the dangers of landslides there

7. Choose the answer that best completes this sentence.

Experts say it's important for people to have a plan \_\_\_\_\_ they can stay safe if a landslide happens.

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

8. What moves downhill quickly during a landslide?

Student answers may vary slightly, but should mention part or all of the following: Mud, dirt, and wet soil move downhill quickly in a landslide.

9. What are three examples from the text of how a landslide can cause serious damage?

Student answers may vary, as long as they include three textual examples.

A landslide may:- bury homes- badly injure people in its path- wreck cars- cause roads to collapse- break water lines, gas lines, or electrical lines- start fires (if certain lines are broken)