



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















Access these programs from Clever at <https://www.clever.com/in/maywood89>



	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






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



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



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


Dual Language	
	https://l2trec.utah.edu/news/utahdliathome/spanish.php Spanish and Dual language activities and resources

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

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

Health	
	https://www.gonoodle.com/ Movement and mindfulness videos
	https://aha-nflplay60.discoveryeducation.com/families Fun activities, videos, and virtual field trips

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

For Parents	
	http://www.parenttoolkit.com/ English; http://www.parenttoolkit.com/home?lang=es 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](#)

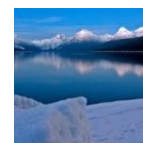
[Grand Canyon National Park](#)

[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 7 – May 4 – May 8

Student Name _____ Grade _____

Teacher _____

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:	Mathia Reading packet Math packet PE Science experiment Raz-Kids Compass Learning	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 7 del 4 de mayo al 8 de mayo

Nombre _____ Grado _____

Maestro/a _____

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:	Mathia Paquete de lectura Paquete de matemáticas Educación física Ciencias Raz-Kids Compass Learning	Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexía	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexía	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 Lexía
Actividades/ Tareas					

Firma de Padres _____ Fecha _____

Name _____

champion	determined	issues	promises
responsibility	rights	volunteered	votes

A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.

- | | |
|-------------------|---|
| 1. issues | a. a duty to do something |
| 2. rights | b. things you say you will do |
| 3. determined | c. offered to do something |
| 4. champion | d. a person who wins |
| 5. responsibility | e. choices to elect someone |
| 6. volunteered | f. what the law says you can do or have |
| 7. promises | g. decided something |
| 8. votes | h. important topics |
-

B. Write a sentence using the word *responsibility*.


9. _____

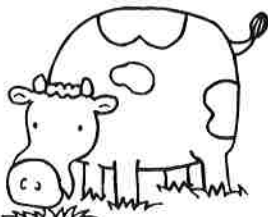
Name _____


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

A. Say each picture name. Circle the word that names the picture and write it.

1.  most mouse
_____ mouse _____

2.  coat cloud

3.  cow corn

4.  ox owl

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

B. Complete the phrase with the correct word.

5. two _____ mice _____

mice mouse

6. two _____

deers deer

7. six _____

man men

8. five _____

children child

Name _____

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

The Lost Kitten

One day, my friend Cora and I walked down our
10 street. We saw a sign that had a photo of a kitten and
23 the words, *LOST KITTEN. Please call Sally at 555-0505 if*
33 *you find my kitten, Boots.*

38 Cora said sadly, "Sally is our neighbor. She just got a
49 new kitten, and now her pet is missing. I wish we could
61 do something."

63 I said, "It's not hopeless. There is something we can
73 do! Let's ask our neighbors to help look for Boots."

83 We asked my dad to help with our neighborhood
92 search plan. First, we went and talked to Sally.

102 Sally told us what happened. "I was careless and I
112 left the back door open. Boots ran out. I haven't seen
123 him since."

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

Name _____



138 We all went to Mrs. Lowe's house. We told her our
149 plan. Mrs. Lowe said, "It's very thoughtful of you to help
160 Sally. I'll be happy to look for Boots." She joined our
171 group.

172 So did all the other neighbors. Dad made a search
182 plan. Then we all started looking.

188 Cora and I called loudly, "Boots!" Then we heard a
198 soft mewing sound. There was Boots under a bush. I
208 held out my hand and softly called Boots's name. He
218 came right to me and I picked him up.

227 Sally was very thankful that we found Boots. She
236 hugged her kitten tightly. She said "The neighborhood
244 search plan worked. Thank you, everyone!"

Name _____

A. Reread the passage and answer the questions.

1. To figure out a character's point of view, look for clues. How does Cora feel about the missing kitten? Look for clues in the second paragraph on page 203.

2. How does the narrator feel? Look for clues in the third paragraph on page 203.

3. How does Sally feel when her kitten is found? Look for clues in the last paragraph on page 204.

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

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

Name _____

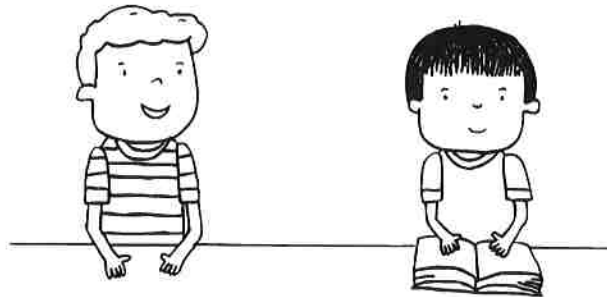
Read the selection. Complete the Point of View chart.

Character	Clue	Point of View

Name _____

Reading Volunteers

My name is Derek. I'm in second grade. The children in my class know how to read. We visit Ms. Snow's first-grade class. We visit every Friday. I sit with Jack. I help him practice reading. I like helping others.



Answer the questions about the text.

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

2. Who tells the story? What words show the story is written in the first person?

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

Name _____

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

-ly = “in a way that is”

loudly (in a way that is loud)

-ful = “full of”

thankful (full of thanks)

-less = “without”

harmless (without harm)

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

1. Cora said sadly, “Sally is our neighbor.”

in a way that is sad

without being sad

2. I said, “It’s not hopeless.”

without hope

full of hope

3. I was careless and I left the back door open.

full of care

without care

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

full of thought

without thought

5. I held out my hand and softly called Boots’s name.

without being soft

in a way that is soft

Name _____

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

Draft Model

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

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

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

Name _____

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

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

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

Reread the passage. Follow the directions below.

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

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.

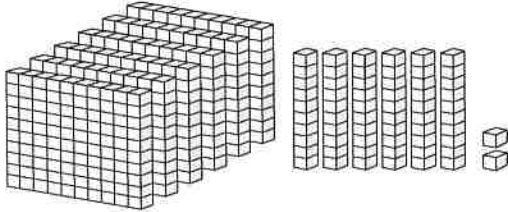
Question	Mathematics Concept	NCTM Standard
1	Number Sense	Understands numbers, ways of representing numbers, relationships among numbers, and number systems
2	Addition	Understands meanings of operations and how they relate to one another; Computes fluently and makes reasonable estimates
3	Subtraction	
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.

1. Write the numeral.



2. 76 plus 27 equals

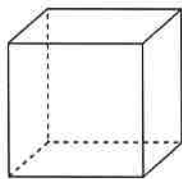
_____.

$$\begin{array}{r} 53 \\ - 25 \\ \hline \end{array}$$

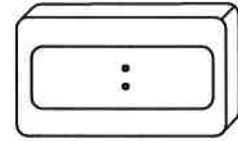
4. Write the missing number.

75		65	60	55
----	--	----	----	----

5. Name the solid.



6. Write the time.



7. Pizzas Ordered

Pizza	Cheese					
	Pepperoni					
	Sausage					
	Combination					
		0	4	8	12	16
		Number of Pizzas				

If a pizza costs \$20, how much money was spent on the sausage pizzas?

8. Paula wants a new bracelet that costs 65¢. She has two quarters. How much more money does she need in order to buy a bracelet?

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

5. 😊 😐

6. 😊 😐

7. 😊 😐

8. 😊 😐

___ / 8

Total

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. 😊 😐

1. Round 83 to the nearest ten.

6. Circle the larger container.

2. 😊 😐



3. 😊 😐

2. $27 + 46 =$ _____

7. Library Books Checked Out

4. 😊 😐

3. 36 minus 27 equals

	Week 1	Week 2	Week 3
Jody	4	5	5
Emily	4	4	4
Brenda	5	7	6
Alison	6	3	6

5. 😊 😐

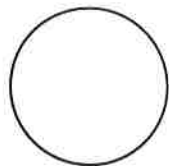
6. 😊 😐

4. + 7 = 14

What was the total number of library books checked out in the first week?

7. 😊 😐

5. Name the shape.



8. 😊 😐

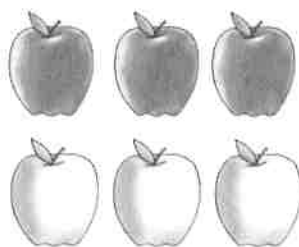
8. There are 25 starfish arms. Each starfish has 5 arms. How many starfish are there?

____ / 8
Total

NAME: _____

DIRECTIONS Solve each problem.

1. Name the shaded fraction.




2.
$$\begin{array}{r} 19 \\ + 72 \\ \hline \end{array}$$

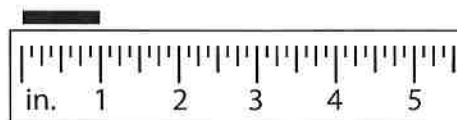
3. $91 - 43 = \underline{\hspace{2cm}}$

4. $16 - \square = 6 + 3$

5. Complete the chart.

Shape	Number of Sides	Number of Angles
		

6. Write the length.




_____ inches

7. Draw a key symbol for flowers. Record the data in the chart.

Flowers Bought

Mrs. Chu	
Mrs. Diggs	

 = 5 flowers

- Mrs. Chu's bouquet has 25 flowers in it.
- Mrs. Diggs' bouquet has 30 flowers in it.

8. I am 26 less than 88. What number am I?

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

5. 😊 😐

6. 😊 😐

7. 😊 😐

8. 😊 😐

____ / 8
Total

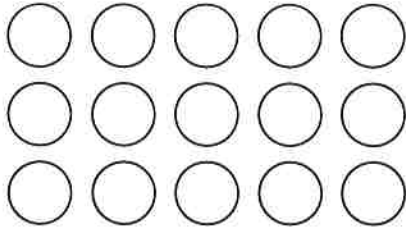
NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. 😊 😐

1. Circle groups of 3.



_____ groups

2. 😊 😐

2. $47 + 46 =$ _____

3. 😊 😐

3.

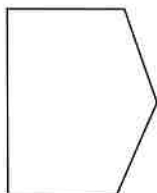
$$\begin{array}{r} 82 \\ - 67 \\ \hline \end{array}$$

4. 😊 😐

4. $76 + 47 =$ $+ 76$

5. 😊 😐

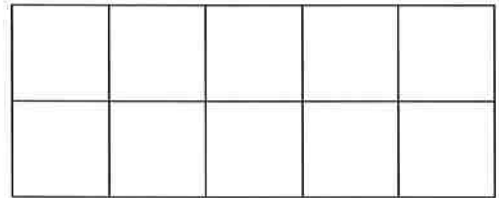
5. Draw all lines of symmetry.



6. 😊 😐

6.

Record the area.



area = _____ squares

7. 😊 😐

7.

Ages

Matthew	
Breanna	
Imogen	
Rory	

Key
= 1 year

Is Imogen older than Breanna?

Circle: yes no

8. 😊 😐

8.

What is the largest 3-digit number you can make with the numbers 5, 7, and 9?

____ / 8

Total

NAME: _____

DIRECTIONS Solve each problem.

1. Write the even number that follows 35.

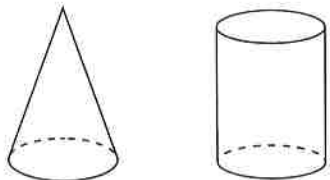
2. $9 + 2 + 8 =$ _____

3.
$$\begin{array}{r} 65 \\ - 39 \\ \hline \end{array}$$

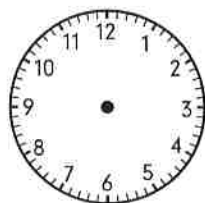
4. Continue the pattern.



5. Circle the cone.



6. Show half past 12:00.



7.

Fish Caught

Children	Ginny							
	Karen							
	David							
		0	1	2	3	4	5	6
		Number of Fish						

How many more fish does David need to catch to have the same number as Karen?

8. Mr. Martin wants to give each of his 25 students 2 pencils. Pencils come in packs of 12. How many packs of pencils should he buy?

_____ / 8

SCORE

1. 😊 😞

2. 😊 😞

3. 😊 😞

4. 😊 😞

5. 😊 😞

6. 😊 😞

7. 😊 😞

8. 😊 😞

____ / 8

Total

ANSWER KEY *(cont.)*

Day 157

1. >
2. 98
3. 21
4. +
5. The circle and the oval should be colored.
6. 7
7. fish
8. 2

Day 158

1. 1 fox should be circled.
2. 86
3. 11
4. 2
5. the ball
6. more than 1 meter
7. \$20
8. 6

Day 159

1. eighty-five
2. 118
3. 22
4. 80
5. A circle should be drawn.
6. true
7. 18
8. 555

Day 160

1. 21st
2. 16
3. 15
4. 3 weeks
5. The rectangular prism should be circled.
6. the turtle
7. 6
8. yes

Day 161

1. 662
2. 103
3. 28
4. 70
5. cube or rectangular prism
6. 8:30
7. \$80
8. 15¢


Day 162

1. 80
2. 73
3. 9
4. 7
5. circle
6. the can of peaches
7. 19
8. 5

Day 163

1. $\frac{3}{6}$ or $\frac{1}{2}$
2. 91
3. 48
4. 7
5. 6; 6
6. 1
7. Chu: 5 flowers
Diggs: 6 flowers
8. 62

Day 164

1. 5
2. 93
3. 15
4. 47
5.  1 horizontal line should be drawn.
6. 10
7. no
8. 975

Day 165

1. 36
2. 19
3. 26
4. ←
5. cone (left image)
6. The clock should read 12:30.
7. 2
8. 5

Day 166

1. 8 tens, 0 ones
2. 95
3. 56
4. 9
5. 4
6. January
7. \$60
8. $89 - 47 = 42$

Day 167

1. 73, 173, 473, 673
2. 71
3. 19
4. 8
5. 8
6. 5
7. 22
8. 24 edges

Day 168

1. 5 lions should be circled.
2. 81
3. 18
4. 10
5. the toothpaste box
6. 2 m
7. 12
8. 5:00

Day 169

1. twenty-nine
2. 85
3. 9
4. 52
5. false
6. The clock should read 7:30.
7. 4
8. 72

Materials

6 mystery boxes

What are the mystery objects?

Scientists listen to sounds to learn new things. Place the below materials in a box.

Inquiry Skill You infer by making a good guess based on observations.

- 1. Observe** Shake each box. Listen to the sound.
- 2.** Look at the pictures. What could make each sound?
- 3. Infer** Write the letter of the box by each picture.



 _____

- 4.** Open each box to find out what is inside.

Explain Your Results

- 5. Communicate** Think like a scientist. Explain how you decided what was in each box.

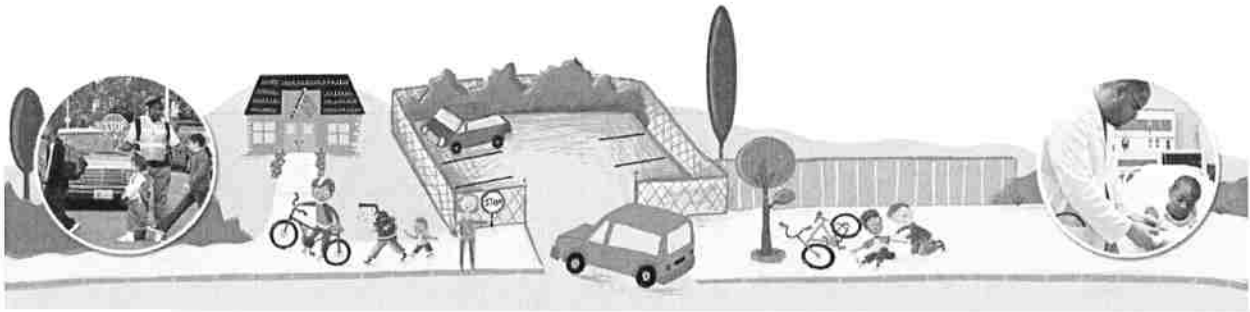


Who Is a Hero?

There are heroes in books and movies. In real life, you do not need to wear a mask or cape. You do not need a super power to be a hero.

A hero can be anyone who works hard to help others. Heroes share important traits. A **trait** is something special about a person. Traits include being kind and hard working. Heroes know right from wrong. Heroes are often brave, or have **courage**, too.

1. **READING CHECK** Highlight four traits shared by most heroes.



How Does a Hero Act?

Heroes behave in special ways. They are ready to act when others are not. They will take a risk to help others. A **risk** is the chance that something bad might happen.

Heroes keep trying even when others have failed. They love and support their community and country. They tell the truth.

Heroes often make sacrifices. A **sacrifice** is something you give up to help someone else. A hero puts the needs of others first.

2. **READING CHECK** Write about one of the heroes you see in the picture on the previous screen. Tell what the person is doing that makes him or her a hero.

 Notebook



Why Does a Hero Act?

Heroes do not set out to be heroes. They are regular people who are moved to do amazing things. They are thinking about the common good. The **common good** is something that is good for all people. They are not looking to get famous. They are not thinking about making money.

Word Wise

Antonyms Many people know about a *famous* person. **Highlight** a word that means the opposite of *famous*.

3. **READING CHECK** **Compare and Contrast** Mark an X in the box for the heroic act. Talk with a partner about your answer.

	Rode home fastest on a bicycle	<input type="checkbox"/>
	Saved a kitten from a fire	<input type="checkbox"/>

Why Are Heroes Important?

The actions of heroes in the past make our world better today. We look up to them, and they make us want to help each other. They teach us to never give up on our **goals**.

Lesson 1 Check

4. **Main Idea and Details** Look at the photo. Talk with a partner about traits and actions that make this person heroic.
5. **Draw** a person doing something heroic on a separate sheet of paper.
6. **Write** about something that might happen that would cause someone to act like a hero.

 Notebook



2 Heroic Leaders

Unlock The **BIG** Question

I will know about heroes who were leaders.

INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Vocabulary

inspire
justice
Civil War
reservation

Academic
Vocabulary
behalf


Jumpstart Activity

Play a game of follow the leader with friends. Take turns being the leader.

Heroes Know How to Lead

Leaders are able to get people to follow them. Some leaders use words to spread their ideas. They write papers and give speeches. Others use action to move, or inspire, people. They lead marches and fight battles.

Some leaders become heroes. These leaders make a difference in the lives of others. Their ideas and actions change the world for the better.


1.  **Reading Check** Compare and Contrast Tell a partner about the different ways leaders get people to follow them. Answers may include by inspiring others through their ideas and actions.

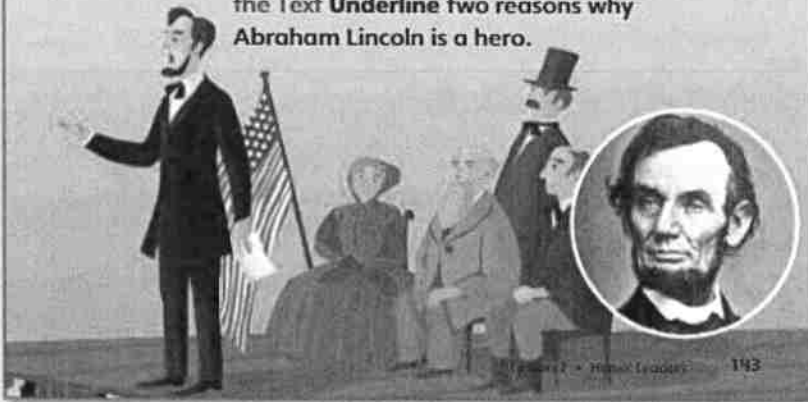


Abraham Lincoln

Abraham Lincoln was the 16th President of the United States. As a young boy, he was poor. He liked to read books and tell stories. He became a lawyer. He gave many speeches about justice. Justice is a fair way of treating all people.

Abraham Lincoln was the leader during a war between the states in our country. This war is called the **Civil War**. The states were fighting for many reasons. One reason was because some states wanted African Americans to be free but other states did not. Abraham Lincoln worked hard to keep our country together. He knew it was wrong for African Americans not to be free. He took actions to free them and inspired others to do the same.

2.  **Reading Check** Use Evidence from the Text **Underline** two reasons why Abraham Lincoln is a hero.





Sitting Bull

Sitting Bull was a leader of the Sioux nation. The Sioux nation is a group of American Indian tribes. They live in the North American Great Plains.

Sitting Bull became known for his courage as a young man. At the Battle of Little Bighorn in 1876, he led his people to victory over U.S. troops. The Sioux nation wanted the right to live freely on their land. But they soon ran out of food and became too hungry to fight. They were forced to live on a **reservation**, or an area of land set aside for the American Indians. Sitting Bull became a hero. Many people came to meet him. They respected him. They liked the way he worked on **behalf** of his people for their rights.

Academic Vocabulary

behalf •
for other
people's
benefit

3. **Reading Check** Complete the sentence. **Sitting Bull is a hero because**

Lesson
3

Heroes Who Inspire Change

Unlock
The **BIG**
Question

I will know about heroes who inspire change.

INTERACTIVITY

Participate in a class discussion to preview the content of this lesson.

Vocabulary

civil rights
protest
race
boycott

Academic Vocabulary
considerable

Jumpstart Activity

Work with a partner. Draw peaceful ways you can get other people to listen to you.

Heroes Work for Justice

You know that Abraham Lincoln worked for justice. Other people did too. They wanted to make sure that everyone was being treated the same. They worked for **civil rights**, or equal treatment under the law.

Harriet Tubman lived during the 1800s. She wanted to help other African Americans who were not free. They were treated badly and had no rights. Harriet Tubman led many of these African Americans to freedom on a secret path called the Underground Railroad.


Martin Luther King, Jr.



Dr. Martin Luther King, Jr. led protest marches for equal rights for African Americans during the 1960s. To **protest** means to speak strongly against something. Dr. King's actions helped lead to the Civil Rights Act of 1964. This law said that all people must have the same opportunities. Dr. King inspired people to work peacefully for their civil rights.

Others worked for civil rights, too.

Yuri Kochiyama gave speeches protesting treatment of Japanese Americans and people of other races. **Race** is a trait shared by a group of people. Wilma Rudolph was one of the world's fastest runners in 1960. She fought hard to try to make women's sports equal to men's.

1.  **Reading Check** Underline what Dr. King's actions led to and what he inspired others to do.



Harriet Tubman



Yuri Kochiyama



Wilma Rudolph

Her book inspired other women to join the fight. They worked with government leaders. They asked for unfair laws to change.

Bella Abzug was a lawyer who fought for equal rights. She wanted equal pay for men and women. She was elected to Congress in the 1970s.

Gloria Steinem worked on behalf of women's issues too. She worked with other female leaders to change how women were treated. She also started a magazine for women and wrote books on women's rights.

Quest Connection

Describe some women's rights heroes and actions taken by them.

Interactivity

Think about the actions women took to try to gain equal rights. Talk with a partner about why women worked hard to gain equal rights.

2. **Reading Check** Draw Conclusions **Look** at the two photos that show groups of women. Talk with a partner about what is happening in each one. What can you tell from these pictures about the fight for women's rights?






Heroes of Workers' Rights

Other heroes helped workers. In the late 1800s, many people worked long hours in dangerous conditions. Samuel Gompers, an immigrant from England, wanted workers to be treated more fairly. He worked to get people higher wages and better working conditions.



César Chávez and Dolores Huerta were heroes of farm workers. They fought to make the lives of these workers better. They saw the poor way these immigrants from Mexico and other Latin American countries were treated.

Chávez and Huerta joined together and began the National Farm Workers Association. It later became the United Farm Workers. These leaders were able to get workers and consumers across the country to take part in a peaceful **boycott**. Millions of people stopped buying or using some products in support of farm workers. Then laws were changed. Chávez and Huerta had gotten more rights and more money for farm workers.

3.  **Reading Check** Underline the group César Chávez and Dolores Huerta started and what it became.

Rosa Parks: My Story

During the 1950s and 1960s, many people protested against the unfair way African Americans were treated. Rosa Parks did this. Her actions made her a civil rights hero.



Rosa Parks

On December 1, 1955, Rosa Parks refused to give up her bus seat to a white person. This was the law at the time, so she was sent to jail. Her actions inspired many people. They held a bus boycott. Laws were changed so seating on buses became fair. Here is what Rosa Parks said about that day:

Vocabulary Support

- tired in my body
- a picture of me in their minds
- doing what I was told
- although, even though

People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me being old then, I was 42! No, the only tired I was, was tired of giving in.

— Rosa Parks: My Story

Using a Primary Source

1. **Write** what you think Rosa Parks meant when she said she was "tired of giving in."

2. Why do you think Rosa Parks is called a hero of civil rights?

Wrap It Up

Summarize how Rosa Parks' actions made a difference for African Americans and their civil rights.

4 Heroes in Science

Unlock The BIG Question

I will know
about heroes
of science.

INTERACTIVITY

Participate in a
class discussion to
preview the content
of this lesson.

Vocabulary

invention
element
vaccine
experiment

Academic Vocabulary

discovery

Jumpstart Activity

Talk with a partner about some tasks you do every day. Then brainstorm something you could make so it would be easier, faster, or safer to do one of those tasks.

Thomas Edison's Ideas and Inventions

Thomas Edison was not afraid to ask questions and look for answers. He spent a lot of time taking things apart. That was how he learned how they worked. Then he started using his ideas to make inventions. An invention is something new. Edison made more than 1,000 inventions. He built a place where he could work on his inventions. Each invention came about because he saw a need to create or improve something. He worked on each one until it met that need.



One of Thomas Edison's first inventions was the phonograph. It is a machine that records the sound of a voice, then plays it back. The first words he recorded were "Mary Had a Little Lamb."

Thomas Edison also invented the electric light bulb. It let people work and play into the night. He came up with the idea of places that could make power too. From these places, or power plants, wires could bring power into people's homes.

Edison's work led to other people making inventions. These inventions include toasters, washing machines, and many other things we use today.

1.  **Reading Check** Talk to a partner about how electric power helps you. Answers will vary but should indicate the conveniences of electric power.

