



Dear K-2 Grade Parents/Guardians,

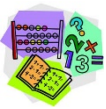
While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete on a daily basis.



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 https://www.clever.com/in/maywood89</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






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](#)

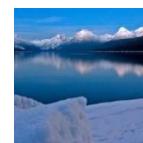
[Grand Canyon National Park](#)

[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 10 – May 25 – May 29

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	Mathia Reading packet Math packet PE Science experiment Raz-Kids Compass Learning
Activities/ Assignments					

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 10 del 25 de mayo al 29 de mayo

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 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	Mathia Paquete de lectura Paquete de matemáticas Educación física Ciencias Raz-Kids Compass Learning
Actividades/ Tareas					

Firma de Padres _____ Fecha _____

Name _____

curious	distance	Earth resources	enormous
gently	proudly	rarely	supply

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

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

B. Write a sentence using the word enormous.

9. _____

Name _____

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

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

1. **mall**

stay pause lawn

2. **chalk**

paw rain taught

3. **jaw**

bought talk late

4. **cough**

sauce found thaw

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

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

5. tool|box

6. crayons

7. faucet

8. raccoon

Name _____

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

The Recycling Contest

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

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

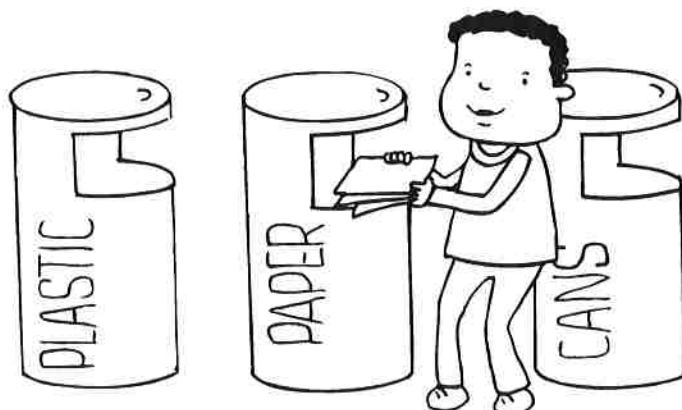
42 The students cheered. Ms. Hines watched the students
50 over the next few days. They were not recycling so Ms.
61 Hines thought of another plan.

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

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

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

Name _____



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

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

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

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

Name _____

A. Reread the passage and answer the questions.

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

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

The students are throwing
away too much paper.

The students are always
late for school.

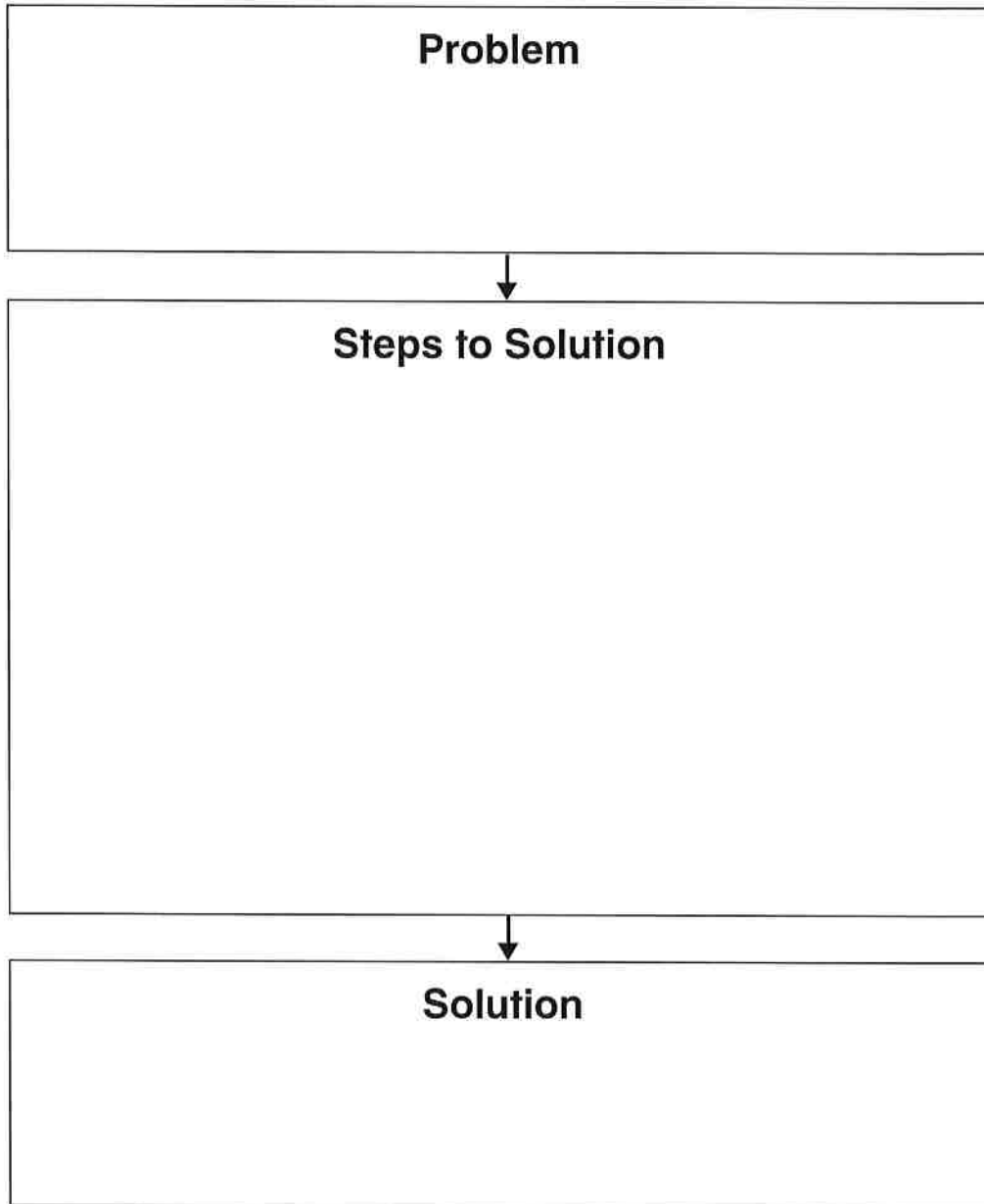
3. What is the solution to the problem?

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

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

Name _____

Read the selection. Complete the Problem and Solution chart.

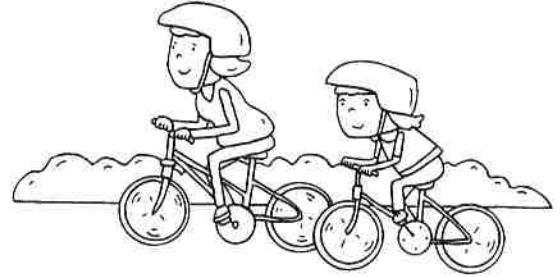


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Let's Ride!

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

Joan said, "Driving can hurt the Earth. Let's ride our bikes."



Mom liked Joan's plan. It would help protect the Earth.

Answer the questions about the text.

1. Fiction is a made-up story. It may have a problem and a solution, and dialogue. What helps you know this text is fiction?

2. Dialogue is the words the characters say to each other. What is Mom's dialogue in the story?

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

4. A solution is a way to fix a problem. What is the solution in this story?

Name _____

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

Read each sentence. Choose the definition that fits the homophone in bold print. Write it on the line.

1. They were not recycling **so** Ms. Hines thought of another plan.

why something happened

use a needle and thread

2. The contest starts tomorrow and you have one **week**.

not strong

seven days

3. He might **see** someone throwing away paper.

the ocean

look at

4. You have ten extra minutes outside at recess for **one** week.

finished in first place

the number before two

Name _____

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

Draft Model

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

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

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

Name _____

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

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

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

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

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

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

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

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

Reread the scene. Follow the directions below.

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

Name _____

Answer key

curious

distance

Earth resources

enormous

gently

proudly

rarely

supply

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

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

B. Write a sentence using the word enormous.

Possible response provided.

9. The pile of snow is enormous.

Name _____

Answer Key

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

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

1. **mall**

stay pause lawn

2. **chalk**

paw rain taught

3. **jaw**

bought talk late

4. **cough**

sauce found thaw

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

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

5. tool|box

6. cray|ons

7. fau|cet

8. racco|on

Name _____

Answer Key

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

The Recycling Contest

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9 saw students throwing away many sheets of paper. She
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Answer key



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214 minutes outside at recess for one week. Enjoy the Earth
224 you are helping to save!"

Name _____

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

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

The students at Grover School are throwing away many sheets of

paper.

2. Ms. Hines takes steps to find a solution. What two steps does Ms. Hines take? Circle the answer.

She stops using paper and uses the computer.

She talks about recycling and has a contest.

3. What is the solution to the problem?

The contest works to help the students learn to recycle.

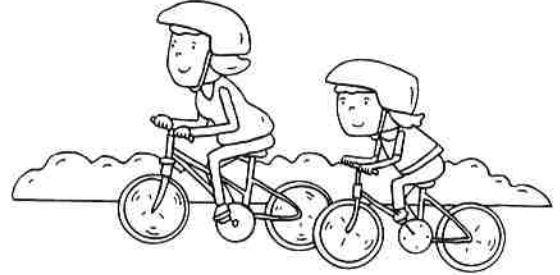
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Let's Ride!

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Joan said, "Driving can hurt the Earth. Let's ride our bikes."



Mom liked Joan's plan. It would help protect the Earth.

Answer the questions about the text.

1. Fiction is a made-up story. It may have a problem and a solution, and dialogue. What helps you know this text is fiction?

Possible response: It has made-up characters and events.

2. Dialogue is the words the characters say to each other. What is Mom's dialogue in the story?

"Let's go to the park. We'll drive."

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

Driving to the park can hurt the Earth.

4. A solution is a way to fix a problem. What is the solution in this story?

Joan and Mom ride bikes to the park.

Name _____

Answer Key

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

Read each sentence. Choose the definition that fits the homophone in bold print. Write it on the line.

1. They were not recycling **so** Ms. Hines thought of another plan.

why something happened

use a needle and thread

why something happened

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3. He might **see** someone throwing away paper.

the ocean

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4. You have ten extra minutes outside at recess for **one** week.

finished in first place

the number before two

the number before two

Name _____ *Answer Key* _____

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

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Reread the scene. Follow the directions below.

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

[Don't, wasn't, She's, Let's]

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. 😊 😊

2. 😊 😊

3. 😊 😊

4. 😊 😊

5. 😊 😊

6. 😊 😊

7. 😊 😊

8. 😊 😊

____ / 8

Total

1.

57	=		Tens		Ones
-----------	---	--	------	--	------

6.

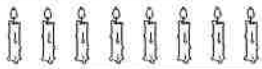
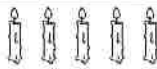
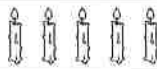

Write the month that comes after August.


2.

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

7.

Ages

Matthew	
Breanna	
Imogen	
Rory	

	Key = 1 year
---	------------------------

How old is Breanna?

3.

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

4.

	- 8 = 3
--	---------

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.

NAME: _____

DIRECTIONS Solve each problem.

1. Order the numbers from largest to smallest.

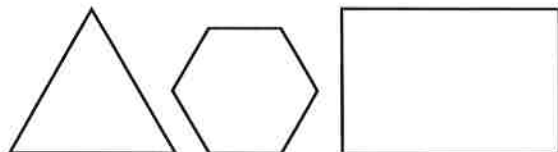
672 827 439 281

2. $25 + 73 =$ _____

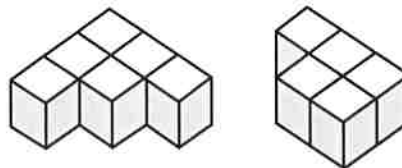
3.
$$\begin{array}{r} 57 \\ - 8 \\ \hline \end{array}$$

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							
	Karen							
	David							
		0	1	2	3	4	5	6

Number of Fish

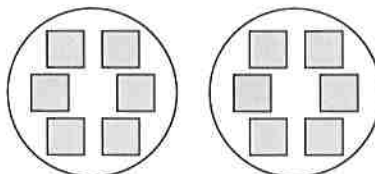
Who caught more fish than David?

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. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

5. 😊 😐

6. 😊 😐

7. 😊 😐

8. 😊 😐

____ / 8

Total

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



2. 43 plus 55 equals _____.

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

4. + 0 = 15 - 0

5. Can the object stack?



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



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.

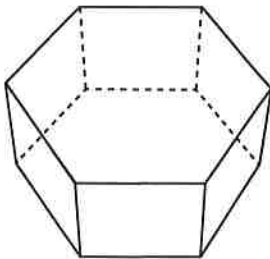
$$\begin{array}{r} 2. \quad 75 \\ + 12 \\ \hline \end{array}$$

3. 62 minus 31 equals

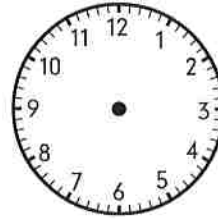
_____.

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

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

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

5. 😊 😐

6. 😊 😐

7. 😊 😐

8. 😊 😐

____ / 8

Total

1. Write the ordinal number for 16.

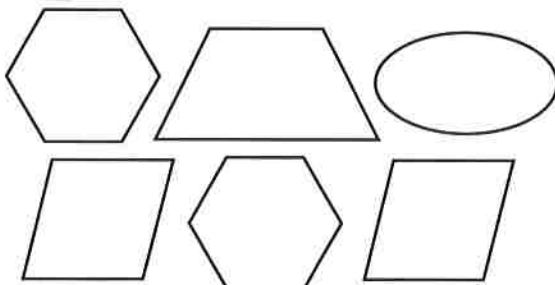
2. $64 + 23 =$ _____

3. What is 18 less than 29?

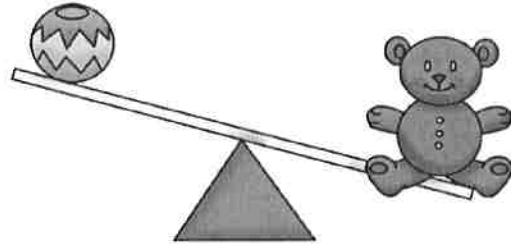
4. Count by fours and color each number counted.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

5. Color the hexagons.



6. Circle the object that weighs less.



7.

Favorite Pets

birds	fish	mice

How many votes for birds and fish are there?

8. How many hours are there in 2 days?

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 | Tori |
| Jump rope | X | X | X |
| Kickball | | X | X |

8. 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

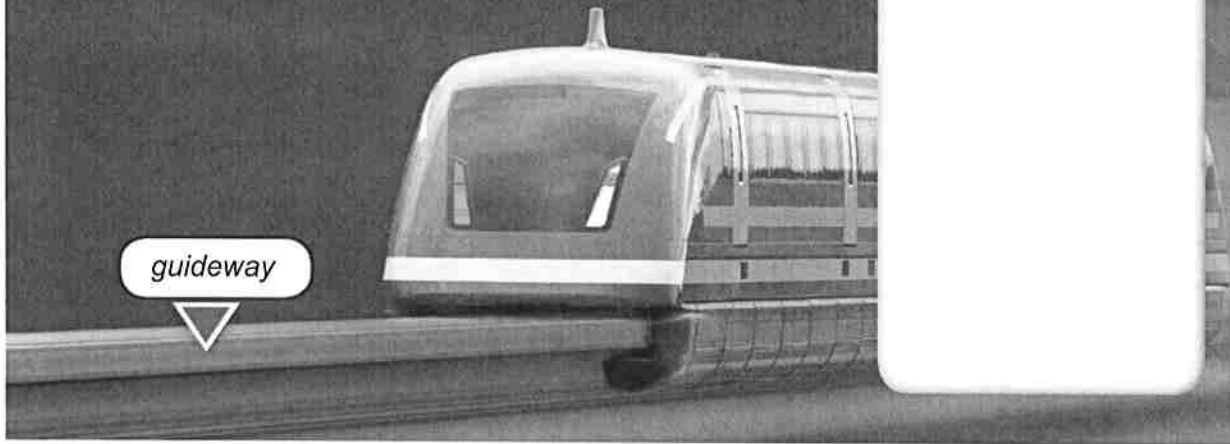


my planet DiARY

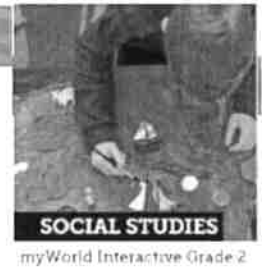
INVENTION!

Engineers have designed a train that uses magnets instead of engines. These trains are called Maglev trains. They are faster and quieter than trains that use engines. Maglev trains float about one to ten centimeters above a guideway. The magnets on the bottoms of the trains and the magnets on the guideway help move the train along. Maglev trains can travel faster than 300 miles per hour!

Use a ruler.
Draw a line that is ten centimeters tall to show how high Maglev trains can float.



Identify What are two advantages of Maglev trains?



Many Cultures, One Country

People came to the United States from all over the world. They brought their **unique**, or special, culture and heritage with them. Today, our country is very **diverse**. This means it is made up of many different cultures. People like to share their culture. They enjoy learning about different food, music, and celebrations.

1. **READING CHECK** Highlight the true sentence.

People in America come from one place.

People in America come from many different places.



New York City, New York

Many Chinese Americans live in New York City. Some live in a unique neighborhood called Chinatown. There, many restaurants and shops sell Chinese food. People speak English and Chinese. Parents teach their children about Chinese culture.

Chinese New Year is a big festival in New York City! Every year, Mei's parents help her and her brother make decorations for a **parade**. A parade is a march to celebrate a special event. Together, they create a big colorful dragon and carry it down the street. People watch the parade as they celebrate the new year.

Chinese people have celebrated this festival for generations. It is an important part of their heritage.

2. **READING CHECK** How do you celebrate the new year? Tell a partner.

San Antonio, Texas

Many Mexican Americans live in San Antonio, Texas. Pedro was born in Texas but his grandmother was born in Mexico. She speaks to him in Spanish and teaches him to cook traditional Mexican food. Pedro learns about his culture from her.

On May 5, 1862, the Mexican army beat the French army in Puebla, Mexico. Every year, people in San Antonio celebrate this event with food, music, and dancing. The holiday is called Cinco de Mayo.

Pedro and his family always join in the festival. It is part of their culture. The festival helps form the unique **character** of San Antonio.

3. **READING CHECK** **Compare** Answer the question by writing words to complete the sentence. How is Pedro's life similar to his grandmother's?

They both _____.



New Orleans, Louisiana

People from many different cultures live in New Orleans, Louisiana. Long ago, immigrants **settled**, or moved, there from parts of Europe, and enslaved people were brought from Africa. They brought their unique music with them. Over the years, the music mixed together. Today, we call this type of music jazz.



Jazz music is important to the culture here. It is played at baseball games and important events. Each year, there is a big festival in New Orleans with parades, music, and food. It is called Mardi Gras. Jazz musicians march down the street while people dance and have fun.

Alex's family has lived in New Orleans for generations. They join in the Mardi Gras parade every year. Alex's parents have passed down their love of jazz music to him.

St. Paul, Minnesota

Many Hmong live in St. Paul, Minnesota today. Paj was born here, but her parents came from Laos ten years ago. Paj's mother teaches her to cook traditional Hmong food. It is very spicy and delicious!

Every summer, there is a Hmong festival in St. Paul. People gather here to celebrate their culture. They sing and dance, eat traditional food, and play a game that is popular in their homeland. This game is similar to volleyball, but players cannot touch the ball with their hands.

Paj's father played this game in Laos. He is teaching Paj to play the game, too.



4. **READING CHECK** What game do you like to play? Did you learn it from your parents? **Draw** a picture of your favorite game on a separate sheet of paper.

Together as One

America is made of immigrants from all over the world. They have each brought their own language, food, music, clothing, festivals, and traditions. Together, these cultures form the unique character of our country.



Lesson 2 Check

5. Choose a place you read about in this lesson. **Draw** a picture of what makes it unique on a separate sheet of paper.
6. **Compare and Contrast** Think about the pictures of the festivals and games in each city you saw. **Write** how they are the same or different.
- Notebook**
7. **Understand the QUEST Connections** Tell a partner about clothing you have seen at a festival or celebration. **Describe** how the clothing looks and why it is important.

Lesson 2 Cultures in Our Country

Unlock The BIG Question

I will know about different cultures in the United States.

INTERACTIVITY

Part 1 asks a class discussion to preview the content of the lesson.

Vocabulary

unique
diverse
parade
settled

Academic Vocabulary
character

Jumpstart Activity

Ask your classmates where their parents were born. Find the states or countries on a map.

Many Cultures, One Country

People came to the United States from all over the world. They brought their **unique**, or special, culture and heritage with them. Today, our country is very **diverse**. This means it is made up of many different cultures. People like to share their culture. They enjoy learning about different food, music, and celebrations.

1. **Reading Check** Check the true sentence.
 People in America come from one place.
 People in America come from many different places.



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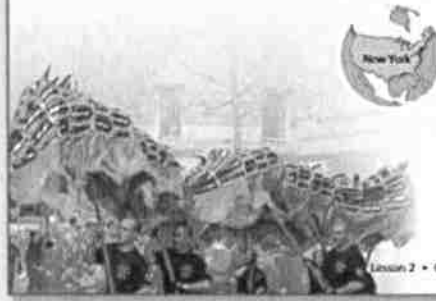
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Chinese people have celebrated this festival for generations. It is an important part of their heritage.

2. **Reading Check** How do you celebrate the new year? Tell a partner.



Lesson 2 • Cultures in Our Country

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San Antonio, Texas

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On May 5, 1862, the Mexican army beat the French army in Puebla, Mexico. Every year, people in San Antonio celebrate this event with food, music, and dancing. The holiday is called Cinco de Mayo.

Pedro and his family always join in the festival. It is part of their culture. The festival helps form the unique **character** of San Antonio.

3. **Reading Check** Compare How is Pedro's life similar to his grandmother's? They both ____.

Possible answers: speak Spanish; cook traditional food; celebrate Cinco de Mayo

Academic Vocabulary

character • qualities which make up something



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Chapter 6 • Our American Culture



New Orleans, Louisiana

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Alex's family has lived in New Orleans for generations. They join in the Mardi Gras parade every year. Alex's parents have passed down their love of jazz music to him.

Quest Connection

What traditional clothing have you seen at a festival or celebration?

INTERACTIVITY

Explore different cultures.

Lesson 2 • Cultures in Our Country

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St. Paul, Minnesota

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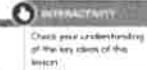
Paj's father played this game in Laos. He is teaching Paj to play the game, too.

4. **Reading Check** What game do you like to play? Did you learn it from your parents? **Draw** a picture of your favorite game.

Drawing should show a game.

Together as One

America is made of immigrants from all over the world. They have each brought their own language, food, music, clothing, festivals, and traditions. Together, these cultures form the unique character of our country.



Lesson 2 Check

5. Choose a place you read about in this lesson. On another sheet of paper, **draw** a picture of what makes it unique.
6. **Compare and Contrast** Look at the pictures of the festivals and games in each city. **Write** how they are the same or different.

Possible answers: Many people watch parades and dance. The foods at the festivals are different.

7. Understand the **Quest**. Tell a partner about clothing you have seen at a festival or celebration. **Describe** how the clothing looks and why it is important. Students should describe cultural influences in clothing.