



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](#)

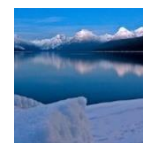
[Grand Canyon National Park](#)

[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 8 – May 11 – May 14

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	
Activities/ Assignments					

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico semana 8 del 11 de mayo al 14 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	
Actividades/ Tareas					

Firma de Padres _____ Fecha _____

Name _____

amused	cooperate	describe	entertained
imagination	interact	patient	peaceful

Circle the meaning of each word in bold print.

- If two people **interact**, they _____.
affect each other ignore each other
- Something that **amused** you made you _____.
cry laugh
- To use your **imagination**, you use _____.
your arms your mind
- If you are **patient**, you _____.
wait for something want something right away
- When you **describe** something, you _____.
tell about it read about it
- When you **cooperate**, you _____.
work alone work with someone
- A place that is **peaceful** is _____.
calm and quiet busy and active
- If something **entertained** you, you thought it was _____.
interesting boring

Name _____

Two letters blended together can stand for one vowel sound. The letters **oy** and **oi** can stand for the vowel sound in **boy** and **foil**.

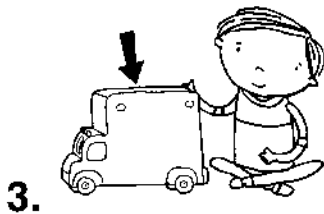
A. Name each picture. Write *oy* or *oi* to complete each word.



s _____ l



c _____ ns



t _____



b _____

When a word ends in **-le**, the consonant before it plus the letters **le** form the last syllable. This sound in an end syllable can also be spelled **-al** or **-el**.

B. Read each word. Circle the example that shows the word divided into syllables correctly.

5. handle han dle hand le 6. label lab el la bel

7. local loc al lo cal 8. uncle un cle unc le

Name _____

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

The Class Play

Mr. Webb's class planned to put on a play. They would
11 act out "Henny Penny."

15 Mr. Webb said, "There are six actors in this play. We'll
26 need painters for the sets. We'll need helpers with the
36 lights and music. There will be a job for everyone."

46 The next day, the class read the play together. Luz
56 said, "I'll play the part of Henny Penny. That's the most
67 important part."

69 Jade said, "No, I want to play that part."

78 Stacy said, "I think I would be the best Henny Penny."

89 Mr. Webb spoke up before the talk could get out of
100 hand. "We will have a try-out and I will be the judge."

Name _____



112 Mr. Webb told the children who wanted to act to
122 practice the lines. Then Mr. Webb would decide who was
132 best for each part.

136 The class thought this was fair. They knew they could
146 put on a great play if they all pulled together.

156 Luz made up her mind. She wanted to play Henny
166 Penny. She practiced her lines over and over. She knew
176 the lines by heart.

180 It was the day of the try-out. Three children read the
191 part of Henny Penny. Other children read the rest of the
202 parts. Mr. Webb clapped for each child. Then he said,
212 "Luz, you will play Henny Penny. Here are the other
222 parts and jobs."

225 The class worked hard. The play was a big hit!

Name _____

A. Reread the passage and answer the questions.

1. To figure out a character's point of view, look for clues. How does Luz feel about the part of Henny Penny? Look for clues in the third paragraph on page 213.

2. How does Stacy feel about the part of Henny Penny? Look for clues in the fifth paragraph on page 213.

3. How does Mr. Webb feel about who should play Henny Penny? Look for clues in the last paragraph on page 213.

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 Point of View chart.

Character	Clue	Point of View

Sharing the Class Pet

Marta's class has a pet rabbit. Each child wants to take the rabbit home on Friday. Mrs. Jones writes the children's names on papers. She mixes them up. She picks a name. That child will take the rabbit home.



Answer the questions about the text.

1. Fiction has made-up characters and events. It has a beginning, middle, and end. It often has a problem and a solution. What is one thing that helps you know this text is fiction?

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

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

Name _____

An **idiom** is a word or a phrase that has a different meaning than the real meaning of the words.

Our plans for camping **fell through**. (did not work out)

Look at the idiom in bold print. Circle the meaning of each idiom.

1. He did not want the talk to **get out of hand**.

inside the classroom

out of control

2. They needed to **pull together**. Then they could put on a great play.

waited in line

worked as a team

3. Luz **made up her mind** to play Henny Penny.

understood

decided

4. She practiced her lines. She **knew the lines by heart**.

memorized the lines

forgot the lines

5. The play **was a big hit!**

was a success

was very long

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about using sentences of different lengths.

Draft Model

Jake had to do a project. It was for science. He and his friends worked together. It made the work go faster. They built a toy rocket ship. Soon they were done.

1. Which sentences could you make longer?
2. Which sentences could you combine?
3. How can you make the sentences flow from one to the next?

B. Now revise the draft by writing sentences of different lengths.

Name _____

Rachel used text evidence to answer the prompt: *In your opinion, what are the benefits of cooperating with others?*

I think that there are many benefits of cooperating with others, but there are two that I think are very important. Cooperating with others makes people happier. It also makes communities safer.

At the beginning of *Once Upon a Baby Brother*, Lizzie couldn't wait to go to school each morning so that she could get away from her brother, Marvin. At the end, she learned how to cooperate with him. She used him as a character in her comic book. She read the story to Marvin and she even hugged him. In the illustrations, I can see she looks much happier.

In "Bully-Free Zone," students in Seattle worked together to stop bullying. They learned how to be good friends to each other. After this, students didn't pick on each other very much. The students cooperated and the schools in Seattle were safer for everybody. I think cooperating with others is always a good idea!

Reread the passage. Follow the directions below.

1. **Circle** Rachel's topic sentence.
2. **Draw a box** around two linking words.
3. **Underline** one short sentence and one long sentence.
4. **Write** a sentence with the pronoun / on the line.

Name _____

Answer Key

amused	cooperate	describe	entertained
imagination	interact	patient	peaceful

Circle the meaning of each word in bold print.

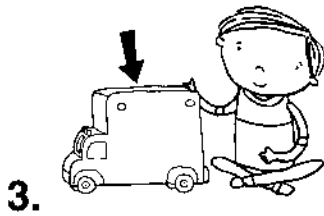
- If two people **interact**, they _____.
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- To use your **imagination**, you use _____.
 your arms your mind
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- A place that is **peaceful** is _____.
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 interesting boring

Name _____

Answer Key

Two letters blended together can stand for one vowel sound. The letters **oy** and **oi** can stand for the vowel sound in **boy** and **foil**.

A. Name each picture. Write *oy* or *oi* to complete each word.

s oi lc oi nst oyb oy

When a word ends in **-le**, the consonant before it plus the letters **le** form the last syllable. This sound in an end syllable can also be spelled **-al** or **-el**.

B. Read each word. Circle the example that shows the word divided into syllables correctly.

5. handle (han dle) hand le

6. label lab el (la bel)

7. local loc al (lo cal)

8. uncle un cle (unc le)

Name Answer Key

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

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Mr. Webb's class planned to put on a play. They would
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Name _____

Answer Key



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

1. To figure out a character's point of view, look for clues. How does Luz feel about the part of Henny Penny? Look for clues in the third paragraph on page 213.

Luz thinks she should play Henny Penny because she says it's the most important part.

2. How does Stacy feel about the part of Henny Penny? Look for clues in the fifth paragraph on page 213.

Stacy thinks she would play the part of Henny Penny the best.

3. How does Mr. Webb feel about who should play Henny Penny? Look for clues in the last paragraph on page 213.

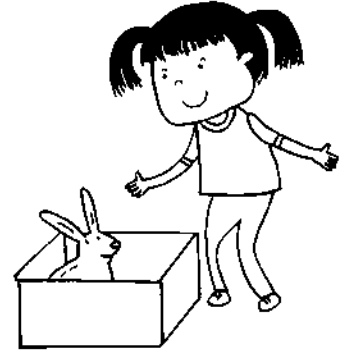
Mr. Webb thinks there should be try-out for the part of Henny Penny.

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.

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Answer the questions about the text.

1. Fiction has made-up characters and events. It has a beginning, middle, and end. It often has a problem and a solution. What is one thing that helps you know this text is fiction?

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

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

Each child in the class wants to take the rabbit home.

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

Mrs. Jones writes the children's names on papers. She picks one child

to take the rabbit home.

Name _____

Answer Key

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Name _____

Answer Key

Rachel used text evidence to answer the prompt: *In your opinion, what are the benefits of cooperating with others?*

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In "Bully-Free Zone," students in Seattle worked together to stop bullying. They learned how to be good friends to each other. After this, students didn't pick on each other very much. The students cooperated and the schools in Seattle were safer for everybody. I think cooperating with others is always a good idea!

Reread the passage. Follow the directions below.

1. Circle Rachel's topic sentence.
2. Draw a box around two linking words.
3. Underline one short sentence and one long sentence.
4. Write a sentence with the pronoun / on the line.

["I think cooperating with others is always a good idea!"]

Name _____

Answer Key

frustration	gazed	recycling	remaining
tinkered	conservation	discouraged	jubilant

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. looked steadily at something | a. remaining |
| 2. feeling like just giving up | b. tinkered |
| 3. joyful or very happy | c. frustration |
| 4. the care of natural resources | d. jubilant |
| 5. still in a certain place | e. gazed |
| 6. putting things through a special process so they can be used again | f. discouraged |
| 7. made small changes to something | g. conservation |
| 8. feeling of not being able to do something | h. recycling |

B. Choose two vocabulary words from the box above. Use each word in a sentence of your own. Possible responses provided.

9. The people in our school care about the environment and are very active when it comes to *recycling*.
10. After months of not seeing each other, I was *jubilant* when I got to see my best friend.

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. $80 = \boxed{} \text{ Tens } \boxed{} \text{ Ones}$

2. 😊 😊

2. 67 and 28 more is _____.

3. 😊 😊

3.
$$\begin{array}{r} 74 \\ - 18 \\ \hline \end{array}$$

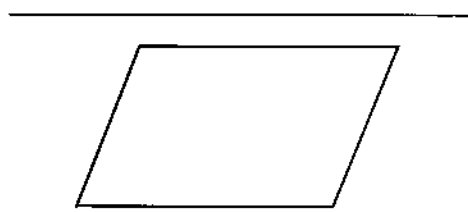
4. 😊 😊

4. $15 - \boxed{} = 6$

5. 😊 😊

5. Count the angles.

6. 😊 😊



7. 😊 😊

8. 😊 😊

6. Write the month that comes after December.

____ / 8
Total

7. Toy Train Sales Last Week

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

Key
 = 1 train

If a train costs \$30, how much money did the store make in train sales on Friday?

8. Write the number sentence.
Eighty-nine minus forty-seven equals forty-two.

NAME: _____

DIRECTIONS Solve each problem.

1. Order the numbers from smallest to largest.

173 673 73 473

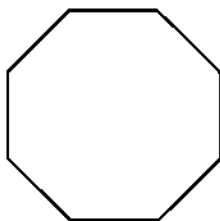
_____, _____, _____, _____

2. $25 + 46 =$ _____

3. What is the difference between 48 and 29?

4. $4 + \square = 12$

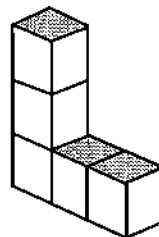
5. How many sides does the shape have?



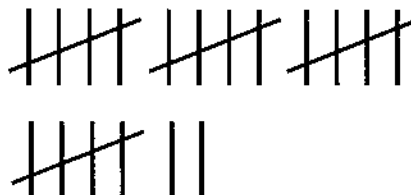
_____ sides

6. What is the volume?

_____ cubes



7. Count the tally marks.



8. How many edges do two cubes have?

SCORE

1. 😊 😞

2. 😊 😞

3. 😊 😞

4. 😊 😞

5. 😊 😞

6. 😊 😞

7. 😊 😞

8. 😊 😞

_____/8

Total

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. 😊 😐

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



2. 😊 😐



3. 😊 😐

2.
$$\begin{array}{r} 29 \\ + 52 \\ \hline \end{array}$$

4. 😊 😐

3. $57 - 39 = \underline{\hspace{2cm}}$

5. 😊 😐

4. $1 + 7 = 18 - \square$

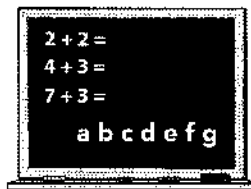
6. 😊 😐

5. Circle the object that can stack.



7. 😊 😐

6. Circle the best estimate.



___ / 8

Total

2 m 12 m

7.

Favorite Pets

birds	fish	mice

How many votes for the pets are there altogether?

8.

It takes Joey $\frac{1}{2}$ hour to ride his bike from his friend's house to his house. If Joey has to be home for dinner at 5:30 P.M., what time should he leave his friend's house?

NAME: _____

DIRECTIONS Solve each problem.

1. Write the number word for the number 29.

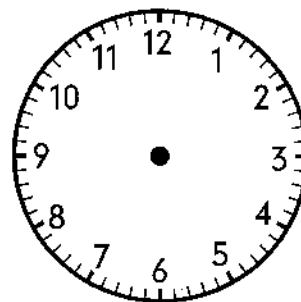
2. $37 + 48 =$ _____

3.
$$\begin{array}{r} 38 \\ - 29 \\ \hline \end{array}$$

4. $73 + \square = 52 + 73$

5. True or false?
A solid shape is a two-dimensional object.

6. Show 7:30 on the clock.



7. Car Colors

Red	
Blue	
Yellow	
Green	

How many more red cars are there than yellow cars?

8. How many ears are on 36 babies?

SCORE

1. 😊 😐

2. 😊 😐

3. 😊 😐

4. 😊 😐

5. 😊 😐

6. 😊 😐

7. 😊 😐

8. 😊 😐

____ / 8

Total

NAME: _____

DIRECTIONS Solve each problem.

SCORE

1. 😊 😐

1. Write the ordinal number for 11.

2. 😊 😐

2. Seventy-three plus nineteen is

_____.

3. 😊 😐

3.

$$\begin{array}{r} 97 \\ - 78 \\ \hline \end{array}$$

4. 😊 😐

5. 😊 😐

4. Daniel has 9 trading cards. He gets 3 more every week. How many trading cards will he have in 4 weeks?

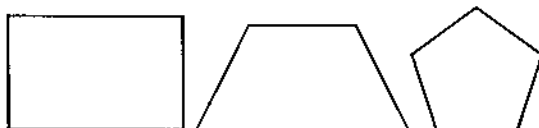
8. 😊 😐

Start	1 Week	2 Weeks	3 Weeks	4 Weeks
9				

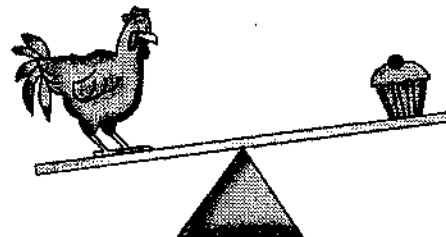
_____/8

Total

5. Color the trapezoid.



6. Circle the object that weighs less.



7. Sports Played

	Soccer	Swimming	Baseball
Mark	X		X
Tracy		X	
Mike		X	X

Mike stops playing baseball. What other sport will he still play?

8. Write the number that is 5 more hundreds and 4 more ones than the number 493.

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

ANSWER KEY *(cont.)*

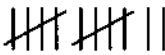
Day 170

- 11th
- ninety-two
- 19
- 21
- trapezoid (center image)
- The cupcake should be circled.
- swimming
- 997

Day 171

- 840
- 15
- 59
- 74
- Any 1 rectangular surface should be colored.
- 2 hours
- 5
- 33


Day 172

- 30
- 71
- 8
- + or -
- oval
- smaller cup (left image)
- 
- 15



Day 173

- $\frac{4}{8}$ or $\frac{1}{2}$
- 104
- 15
- 14
- true
- spring
- 40
- $4\frac{1}{2}$ hours

Day 174

- 6 groups of 3 circles should be circled.
- 100
- 8
- 97
-  2 lines of symmetry should be drawn.
- 8
- \$15.00
- 22

Day 175

- 22
- 19
- 18
- 
-  One of the octagonal bases should be colored.
- 1
- \$65
- yes

Day 176

- 84
- 101
- 33
- 7
- no
- Wednesday
- 2
- \$20.00

Day 177

- =
- 65
- 27
- 3
- The triangle should be colored.
- 4
- \$24
- 21 feet

Day 178

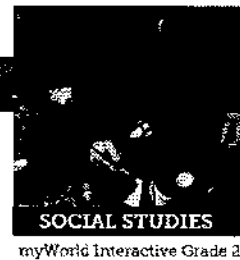
- 3 baseballs should be colored.
- 98
- 24
- 15
- yes
- 60
- 160
- 99; 999; 10; 100

Day 179

- thirty-one
- 101
- 49
- 68
- rectangular prism (right image)
- the boat
- week 3
- \$4.00

Day 180

- 23rd
- 73
- 9
- 6, 12, 18, 24, 30, 36, 42, 48
- true
- cup
- 16
- \$3.00

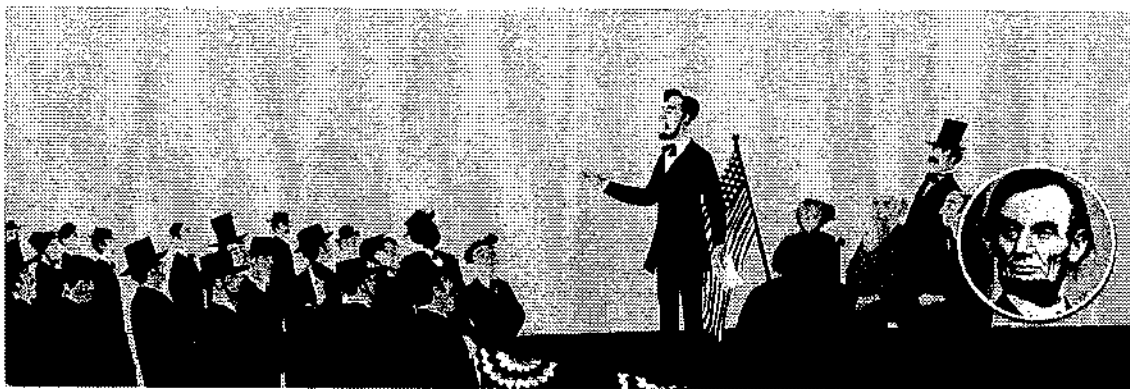


Heroes Know How to Lead

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.



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** Highlight 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.



Golda Meir

Golda Meir was one of Israel's leaders. Israel is in the Middle East. It became a country in 1948. She believed in Israel's independence. But some countries' leaders did not, and they fought in wars against Israel. Golda Meir worked hard for peace and to gain support for Israel.



✓ Lesson 2 Check

4. **Compare and Contrast** Write about how Golda Meir and Sitting Bull are alike.

 Notebook

5. **Identify** the event that happened while Lincoln was president. What action did he take?

 Notebook

6. Talk with a partner about why some leaders become heroes.

2 Heroic Leaders

The BIG Question
I will know about heroes who were leaders.

Content Objective
Formulate a claim and evidence to support the content of the text.

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

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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.

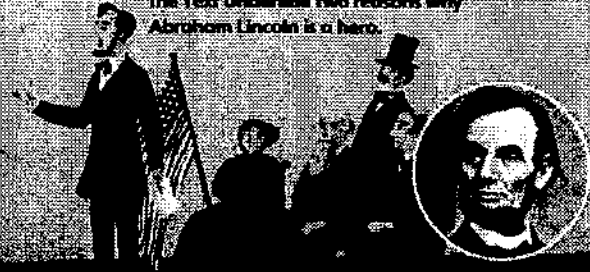


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2. **Reading Check** Use Evidence from the Text Underline two reasons why Abraham Lincoln is a hero.



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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.

3. **Reading Check** Complete the sentence. Sitting Bull is a hero because he worked to get rights for his people.



Academic Vocabulary
behalf + for other people's benefit

Golda Meir

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Lesson 2 Check

REMEMBER
Check your understanding of the key ideas of the text.

4. **Compare and Contrast** Write about how Golda Meir and Sitting Bull are alike.

They fought so their people could live freely.

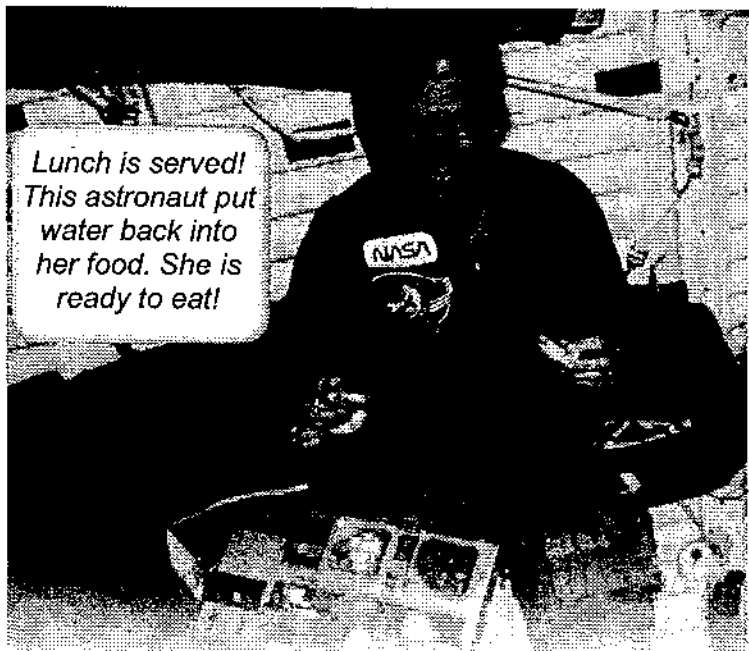
5. **Identify** the event that happened while Lincoln was president. What action did he take?

the Civil War; He worked to keep the country together.

6. Talk with a partner about why some leaders become heroes. Answers will vary but should include ways people help others.



my planet DiARY DISCOVERY



*Lunch is served!
This astronaut put
water back into
her food. She is
ready to eat!*

Astronauts take food with them when they take off from the Kennedy Space Center in Florida. Scientists found a way to take food into space.

Many foods, like soup and macaroni and cheese, contain water. Scientists take water out of food so the food lasts longer. Astronauts put water back into the food before they eat it.

Tell what else scientists might need in space.

Analyze Scientists asked questions and learned how astronauts might take food into space. What other question might scientists ask before sending astronauts into space for months?

What is an ecosystem?

Demonstrate Write a definition for the term *ecosystem*.

Illustrate Draw an example of an ecosystem.

