

2nd GRADE

Week 3

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Learning Warm-Up -Sight Words (Set 8), cut out flashcards and practice reading at least 3 times.	Learning Warm-Up -Sight Words (set 8); cut out flashcards, add to yesterday's words and practice reading at least 3 times.	Learning Warm-Up -Sight Words (set 8); cut out flashcards, add to yesterday's words and practice reading at least 3 times	Learning Warm-Up -Sight Words (set 8); cut out flashcards, add to yesterday's words and practice reading at least 3 times	Learning Warm-Up Sight Words (set 8); cut out flashcards, add to yesterday's words and practice reading at least 3 times
8:30	Reading -Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes; Retell the story to a friend or family member	Reading -Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes. Retell the story to a friend or family member	Reading -Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes. Retell the story to a friend or family member	Reading -Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes. Retell the story to a friend or family member	Reading -Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes. Retell the story to a friend or family member
9:30	Language/ Writing -Daily writing; Choose a writing prompt from the April calendar and respond in the Primary Composition Book -Complete Daily Language Practice Journal	Language/ Writing -Daily writing; Choose a writing prompt from the April calendar and respond in the Primary Composition Book -Complete Daily Language Practice Journal	Language/ Writing -Daily writing; Choose a writing prompt from the April calendar and respond in the Primary Composition Book -Complete Daily Language Practice Journal	Language/ Writing -Daily writing; Choose a writing prompt from the April calendar and respond in the Primary Composition Book -Complete Daily Language Practice Journal	Language/ Writing -Daily writing; Choose a writing prompt from the April calendar and respond in the Primary Composition Book -Complete Daily Language Practice Journal

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option
11:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00	Phonics -Watch F and PH Similar Sounds https://www.youtube.com/watch?v=ohvKALNtPMk -Phonics Digraph ph (A combination of two letters that make one sound); Circle the word that names the picture and highlight the digraph	Phonics -Phonics Digraph /f/ ph, gh; Have student read each word, underline the letters that stand for the /f/ sound as in phone. Use the words to complete the sentences	Phonics -Silent Letters; Read the words in the box, circle the silent letters, fill the missing word to complete the sentence	Phonics -Silent Letters; Read each sentence aloud. Find the silent letter pattern in the box that completes the missing word	Phonics -Digraphs and Silent Letters; Circle the word that has the same beginning sound as the first word; cross out the silent letters in each word.
12:30	Math Activities: Estimate Lengths Using Centimeters (19.1 Reteach) Estimate Lengths Using Centimeters (19.1 More Practice/Homework)	Math Activities: Measure to the Nearest Centimeter (19.2 Reteach) Measure to the Nearest Centimeter (19.2 More Practice/Homework)	Math Activity: Use Addition and Subtraction to Solve Word Problems Involving Lengths	Math Khan Academy Video: "Telling Time (labeled clock)" Activity: Tell and Write Time to 5 Minutes (9.1 Reteach)	Math Activity: Tell and Write Time to 5 Minutes (9.1 More Practice/Homework)
1:30	Social Studies Work on 'What is a Budget' packet and complete one activity to go with the story.	Social Studies Work on 'What is a Budget' packet and complete one activity to go with the story.	Social Studies Work on 'What is a Budget' packet and complete one activity to go with the story.	Social Studies Work on 'What is a Budget' packet and complete one activity to go with the story.	Social Studies Work on 'What is a Budget' packet and complete one activity to go with the story.
2:00	Art Work on Van Gogh worksheets	Music Play Roll a Rhythm and use your homemade drum	Art Virtual visit to the Van Gogh museum	Music Make a homemade Pan Flute	Art Continue your photo journal
2:30	Science Science Journal Activity/Page	Science Science Journal Activity/Page	Science Science Journal Activity/Page	Science Science Journal Activity/Page	Science Science Journal Activity/Page

Family and Student Supports:

<p>Please review family letters for these content area assignments:</p> <ul style="list-style-type: none"> • Literacy • Math • Science • Social Studies • Art • Music 	<p>Student Learning Kits</p>
	<p><u>Supplies:</u> ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</p>
	<p><u>Math:</u> Daily Math Practice Journal</p>
	<p><u>Literacy:</u> Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal</p>
	<p><u>Science:</u> Daily Science Activity & Journal</p>
	<p><u>Art:</u> watercolor paint, paper</p>

Additional Student Supports:

<p>Individual Supports</p>	<p>Please reference the “Helping Your Child at Home in Reading” and “Helping Your Child at Home in Math” documents shared as well as the <i>Individual Supports</i> packet of information for additional access to individual student supports as needed.</p>
<p>English Language Learners</p>	<p>Please reference the <i>Academic Enrichment Packet for English Language Learners</i> to access additional student supports as needed.</p>



Please reach out to your child’s school if you have any questions or need assistance with login information.



Online Learning:

Resource	Access Information
Imagine Learning - Literacy Online learning for literacy - 30 minutes daily (may replace portion of Reading block)	Accessible through Clever (Found on CMSD website student page)
Imagine Learning - Math Online learning for math - 30 minutes daily (may replace Math block)	Accessible through Clever (Found on CMSD website student page)
BrainPop Junior Online video clips that can be used for learning in all subject areas.	https://jr.brainpop.com/
Scholastic Learn at Home Access to books and read alouds along with literacy lessons to use at home.	http://www.scholastic.com/learnathome Username: Learning20 Password: Clifford
ExactPath (access through Clever) Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports)	Accessible through Clever (Found on CMSD website student page)
Second and Seven Read Alouds Online read alouds for grades K-2. No login is needed.	https://kids.secondandseven.com/
Khan Academy Digital Math Instruction Videos - Free login	https://www.khanacademy.org/

Movement & Mindfulness Break Options:

<p>Outside Play Activities</p>	<p>Playground Visit</p>
<p>Go Noodle https://family.gonoodle.com/</p>	<p>Go for a Run or Walk (with an adult)</p>
<p>The OT Toolbox https://www.theotttoolbox.com/best-brain-breaks-videos-on-youtube/</p>	<p>Fluency and Fitness (free for 3 wks) https://fluencyandfitness.com/</p>
<p>Mind Yeti https://www.mindyeti.com</p>	<p>Positive Psychology https://positivepsychology.com/mindfulness-for-children-kids-activities/</p>
<p>Calm (app available also) https://www.calm.com/schools</p>	<p>Teach, Train, Love http://teachtrainlove.com/20-brain-break-clips-fight-the-fidgeting/</p>





Exact Path



Study Island

edmentum™

Dear Students & Families:

CMSD offers instruction through the programs Exact Path and Study Island. Exact Path includes K-12 assessment-driven math, reading, and language arts instruction; and Study Island provides instruction and assessments in math, reading, English Language arts, science, and social studies. The videos below are designed to assist with navigating both Exact Path and Study Island while working from home. Each video is approximately 10-15 minutes in length.

Please note that students access Exact Path through the CMSD Clever student portal using the login credentials they have been using all school year. The CMSD portal can be reached from this link:

<https://www.clevelandmetroschools.org/Page/15212>

As you will see, each video is specific to the grade range listed in the title.

[Exact Path & Study Island at Home: Grades K-2nd](#)

[Exact Path & Study Island at Home: Grades 3rd-5th](#)

[Exact Path & Study Island at Home: Grades 6th-12th](#)

Thank you,
The Academic Offices
Cleveland Metropolitan School District





Daily Assignments Checklist

Name: _____ Week: _____

Dear Parents/Guardians,

In the work packet, you will find assignments for the below subjects. Most often there will be more than one assignment for a subject area. After your child completes the assignment(s) in each area, he/she should place a check in the box. This checklist will help your child monitor his/her completion of tasks, as well as promote responsibility. --Thank you!

Assignments	Mon.	Tues.	Wed.	Thurs.	Fri.
Learning Warm-Up					
Reading					
Language/ Writing					
Phonics					
Math					
Social Studies					
Art or Music					
Science					

April Writing Prompts

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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	1	2	3	4	5



2nd GRADE

Writing Prompts

Dear Parents/Guardians,






Every day, your child will respond to a writing prompt from the **April Writing Prompts Calendar**. This calendar is included in the work packet.

With your support, your child will complete the following tasks:

1. Locate the date on the calendar.
2. Read and discuss the prompt with you.
3. Write 3-4 sentences responding to the prompt in the Primary Composition Book.
4. Read and reread his/her work to check if it makes sense, and for correct capitalization and punctuation.
5. Your child may draw and color a picture if he/she chooses.

Thank you!

April Writing Prompts

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					It's April Fool's Day! What joke have you played or would you play on your friends?	Spring is a time of new beginnings. What activity would you like to begin?
Write a story about a marshmallow bunny that comes to life.	Describe your favorite thing to do at recess.	Pretend you are an animal in the zoo. Write about the day you escape!	The best thing to do on a rainy day is...	If you could pick a new name for yourself, what would it be and why?	Pretend you are an umbrella! Write about your day in the rain.	Would you rather be as big as a giant or as small as a mouse?
If you could add a new school subject, what would it be and why?	In spring, I love the smell of...	Write a funny story about the day it rained chocolate chips!	If I could be a butterfly for a day...	If you could eat anything for breakfast, what would it be and why?	Imagine you move to a new city. How would you make new friends?	Tell about a time you felt proud of yourself or someone in your family.
Imagine you could be anyone else for one day! Who would it be and why?	Pretend you bumped into someone famous! Write a dialogue of your conversation.	List five things you like about your pet—or a pet you wish you had.	Write a poem about a rainy day.	Imagine you found an old treasure map. Where does it lead and what do you find there?	Today is Earth Day. What are three things you can do to help protect our planet?	One spring day, I hopped into a hot air balloon and floated off to...
If you were a tour guide for your city, where would you take visitors? Why?	Imagine you are building a giant tree house. What does it look like?	Make a list of 10 items you would need to take to a sleepover.	Imagine you found a golden key. What does it open and what do you see there?	My favorite memory of my class this year is...	In spring, I love the smell of...	If you could donate a million dollars to any charity, which would it be and why?
						

Most Common Words • Set 8

run

Reading A-Z

Most Common Words • Set 8

full

Reading A-Z



Most Common Words • Set 8

only

Reading A-Z

Most Common Words • Set 8

gave

Reading A-Z

Most Common Words • Set 8

hold

Reading A-Z

Most Common Words • Set 8

us

Reading A-Z

Name _____

Date _____

Phonics Review: Digraphs: ph



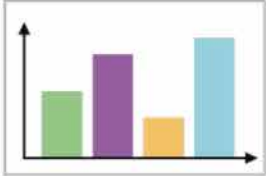

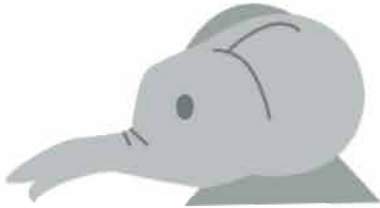
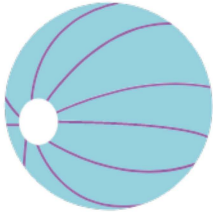
A **digraph** is a combination of two letters that make one sound.

Example: **ph** has the same sound as **f**

dolphin



Directions: Circle the word that names the picture. Then, underline or highlight the digraph in the word.

1. phone faster 	2. tooth trophy 
3. photo graph 	4. first gopher 
5. fudge elephant 	6. sphere fire 

Directions: Use the word bank to complete each sentence with the correct word.

- Our teacher taught us a _____ lesson.
- A _____ took our pictures that day.
- My grandma works at the _____.
- Since I love maps and landforms, I love to study _____.

pharmacy
geography
photographer
phonics

Name _____

READ 180 Practice
Phonics**Lesson 21****Consonant /f/ ph, gh**

Read each word. Underline the letters that stand for the /f/ sound as in *phone*.

nephew laughed tough elephant phone
trophy coughing enough rough Philadelphia

Use the words to complete the sentences.

1. The Liberty Bell is in _____.
2. I am tired because I did not get _____ sleep.
3. This meat is hard to chew because it is _____.
4. I am my uncle's _____.
5. I will call you tonight on the _____.
6. I won a _____ at the track meet.
7. Dan is _____ because he has a cold.
8. We _____ at the joke.
9. The _____ is in the zoo.
10. The bark on the trunk of the pine tree feels _____.

Use with page 101.

Resource Links

1 RDI Book 1: p. 102

SAM Keyword: f Sound

Most Common Words • Set 8

buy

Reading A-Z

Most Common Words • Set 8

three

Reading A-Z



Most Common Words • Set 8

those

Reading A-Z

Most Common Words • Set 8

funny

Reading A-Z

Most Common Words • Set 8

open

Reading A-Z

Most Common Words • Set 8

done

Reading A-Z

Name: _____

Subject: Literacy

Date: _____

Sheet: Spelling - silent lettersSpelling - Silent
Letters

lamb	knight	school	wrist
knock	science	knee	listen
whistle	choir	castle	guitar

Read the sentences below and fill in the missing words from the word bank.

1. The church _____ sing every Sunday morning.
2. The fluffy white _____ was frolicking in the field.
3. The _____ had a deep moat which emptied into the lake.
4. I can play the piano and the _____.
5. I like doing experiments in _____ class.
6. The watch fell off my _____.
7. The referee blew his _____.
8. Before crossing the road, we must stop, look and _____.
9. Tom fell down and grazed his _____.
10. Suddenly, there was a loud _____ at the door.
11. The _____ carried a sword and shield.
12. The students have lunch at _____.

Most Common Words • Set 8

use

Reading A-Z

Most Common Words • Set 8

under

Reading A-Z



Most Common Words • Set 8

hurt

Reading A-Z

Most Common Words • Set 8

fast

Reading A-Z

Most Common Words • Set 8

sit

Reading A-Z

Most Common Words • Set 8

pull

Reading A-Z

Silent Letter Consonant Patterns


Name _____ Date _____


Read each sentence. Find the silent letter pattern in the box that completes the word. Write the letters on the line. Answers may be used more than once.

ck	gh	kn	wr
----	----	----	----


1. It was Saturday ni ____ t. I had to babysit William Weatherbee, the wildest child in town.
2. William opened the door when I ____ ocked. He was dressed up like a king.
3. He told me he mi ____ t let me in, but first I had to give him the secret code.
4. I tried every code I could think of, but William shook his head. They were all ____ ong.
5. I gave up and said that I did not ____ ow the secret code. William let me in anyway.
6. He handed me some paper, and then he told me that he had ____ itten two stories.
7. "Pi ____ a story to read. But it has to be the one I want to hear!" William said.
8. I chose the one about the ____ ight who wore magic shoes. I must have chosen the correct story because William smiled the whole time I read it!

Say each picture name. Then circle the word that names the picture.

9.  a. light b. life c. lit

10.  a. such b. sock c. soak

11.  a. knife b. know c. night

12.  a. wealth b. wreath c. reach

Most Common Words • Set 8

which

Reading A-Z

Most Common Words • Set 8

cut

Reading A-Z



Most Common Words • Set 8

read

Reading A-Z

Most Common Words • Set 8

fall

Reading A-Z

Most Common Words • Set 8

say

Reading A-Z

Most Common Words • Set 8

why

Reading A-Z



Digraphs and Silent Letters

Circle the word that has the same beginning sound as the first word.

1. wheel	shop	white	thistle	cheap
2. three	think	sheep	time	where
3. photo	father	shark	chop	thin
4. knock	kettle	shine	wheat	nickel
5. cherry	ship	clam	chin	tooth
6. shy	that	sky	well	chute
7. wrap	ring	wand	thick	whistle
8. which	whip	water	wren	chip

Cross out the silent letter or letters in each word.

- | | | | |
|-------------|-----------|-----------|-----------|
| 9. write | 10. knife | 11. might | 12. high |
| 13. lamb | 14. gnaw | 15. wrist | 16. knob |
| 17. wrong | 18. light | 19. gnat | 20. tight |
| 21. through | 22. fight | 23. crumb | 24. aisle |

Name _____

Estimate Lengths Using Centimeters

You can use objects to estimate unknown lengths.

The stick is 3 centimeters long.



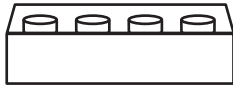
About how many sticks long is the yarn? 3

What is the length of the yarn? 9 centimeters

Use the objects shown to estimate the unknown lengths.

1 The block is 3 centimeters long.

About how long is the spoon? 12 centimeters



2 The screw is 2 centimeters long.

About how long is the line of ants? _____ centimeters





ONLINE

Video Tutorials and
Interactive Examples

Name _____

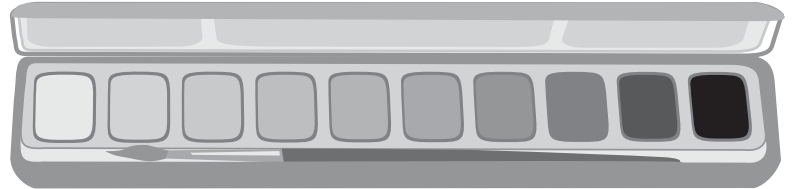
Estimate Lengths Using Centimeters

- 1** **(MP) Reason** The yarn is as long as 8 unit cubes. Which is the best estimate for the length of the paint set?

8 centimeters

10 centimeters

18 centimeters



Math on the Spot The paper strip is 5 centimeters long. For each question, circle the best estimate.

- 2** About how long is the crayon?



5 centimeters

10 centimeters

20 centimeters

- 3** About how long is the pencil?



10 centimeters

20 centimeters

40 centimeters

Test Prep

- 4 Percy knows the crayon is 5 centimeters long. Which is the best estimate for the length of the notebook using Percy's crayon?



- about 5 centimeters
- about 10 centimeters
- about 15 centimeters

Spiral Review

- 5 Find the sum.

	Hundreds	Tens	Ones
	<input type="text"/>		
	5	3	6
+	3	8	2
<hr/>			

- 6 Which unit is shorter, one inch or one foot?

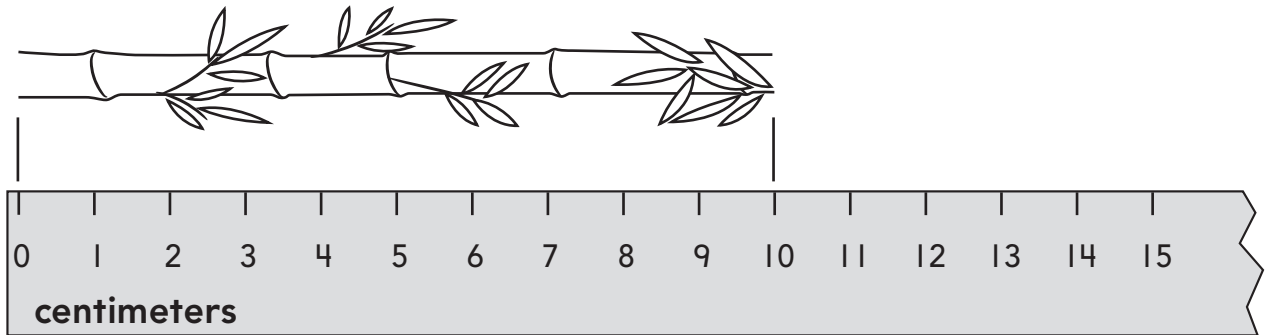
Name _____

Measure to the Nearest Centimeter

To use a centimeter ruler, line up the left edge of the object with the 0 mark. Read the mark that lines up with the right edge.

How long is the piece of bamboo?

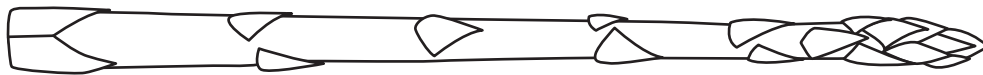
10 centimeters



Use a centimeter ruler to measure lengths.

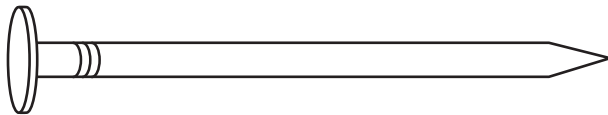
1 How long is this piece of asparagus?

13 centimeters



2 How long is this nail?

_____ centimeters



3 How long is this string of beads?

_____ centimeters





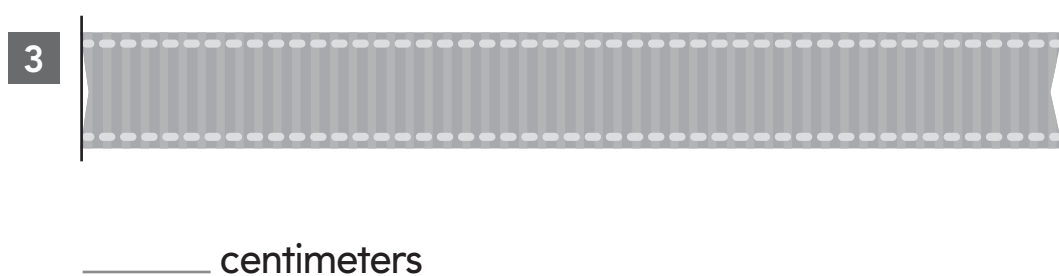
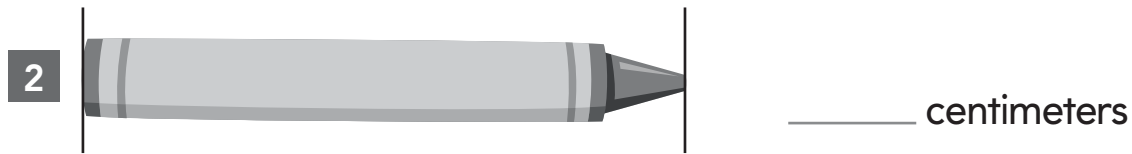
ONLINE

Video Tutorials and
Interactive Examples

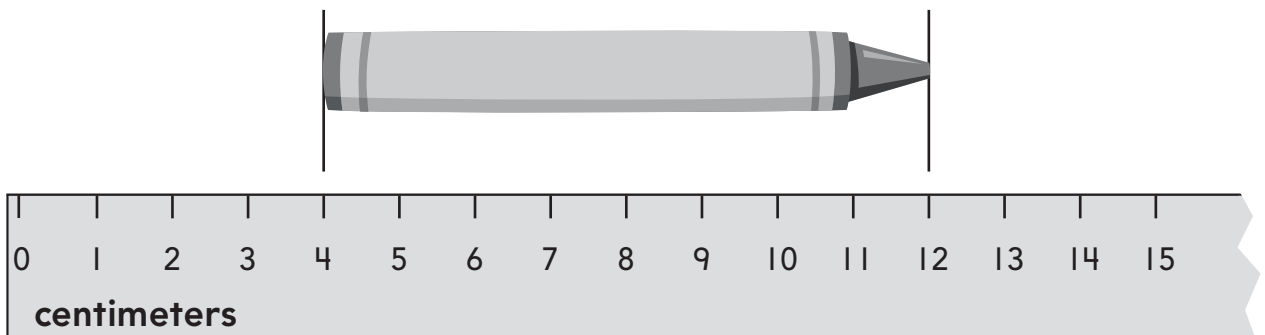
Name _____

Measure to the Nearest Centimeter

MP Use Tools Measure the length to the nearest centimeter.

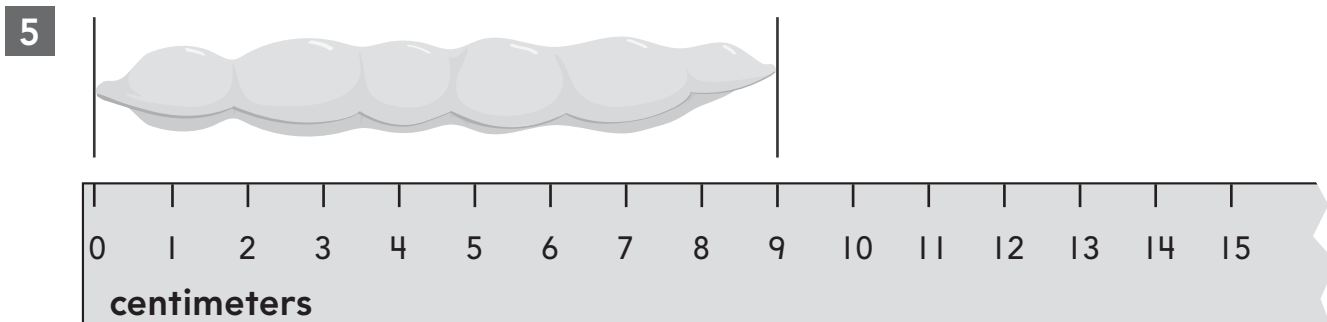


4 **Open Ended** Hannah says the crayon is 12 centimeters long. Is she correct? Explain.

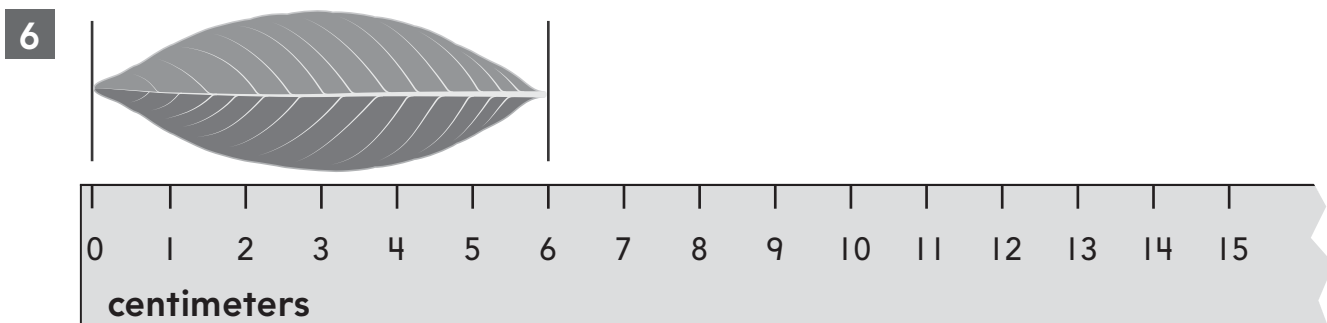


Test Prep

Measure each object to the nearest centimeter.



_____ centimeters



_____ centimeters

Spiral Review

Subtract.

7

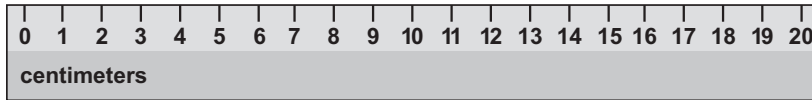
	Hundreds	Tens	Ones
		<input type="text"/>	<input type="text"/>
	5	3	4
-	2	2	8

8

	Hundreds	Tens	Ones
	<input type="text"/>	<input type="text"/>	<input type="text"/>
	4	5	1
-	3	6	8

Name _____

- 1** Meg has a piece of material that is 9 centimeters long. She has another piece of material that is 11 centimeters long. How many centimeters of material does Meg have altogether?



Meg has _____ centimeters of material.

- 2** Michael has 54 centimeters of brown yarn. He has 16 more centimeters of yellow yarn than brown yarn.

Part A

What operation completes the equation to show how to find how many centimeters of yellow yarn Michael has?

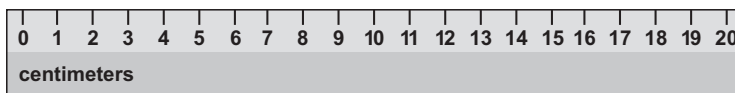
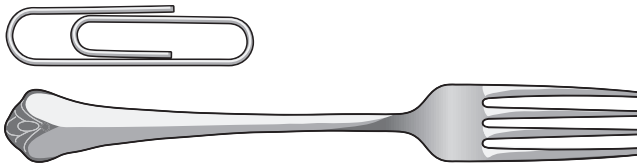
54 _____ 16 = □

Part B

How many centimeters of yellow yarn does Michael have?

Michael has _____ centimeters of yellow yarn.

- 3** A paper clip is 7 centimeters long. A fork is 18 centimeters long. How much longer is the fork than the paper clip?

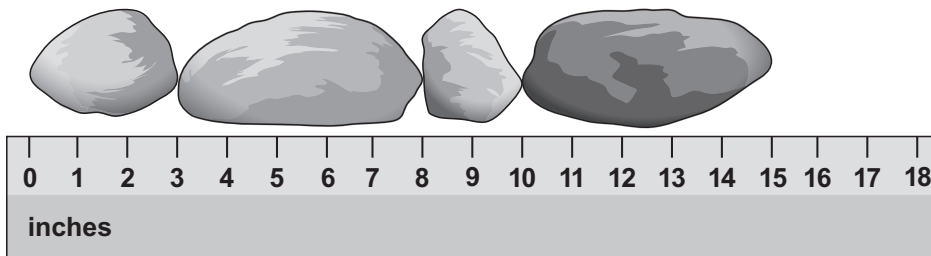


_____ centimeters

4 Carli measures 2 sticks. One stick is 16 inches long and the other stick is 22 inches long. How many inches long are both sticks combined?

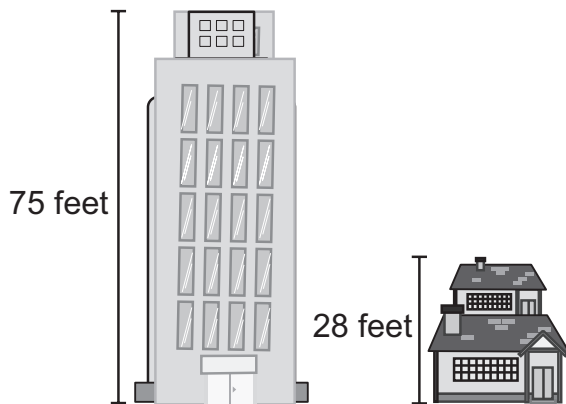
- 28
- 30
- 38

5 Jack measures 4 rocks. What is the combined length of Jack's rocks?



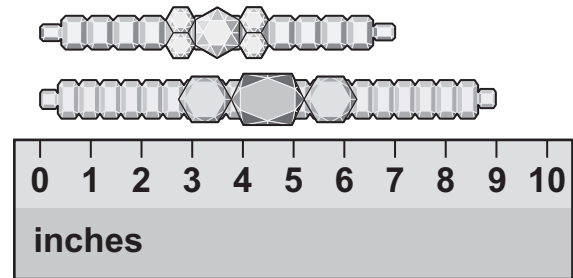
_____ inches

6 How much taller is the building than the house?



- 47 feet
- 50 feet
- 53 feet

7 What is the difference between the lengths of the bracelets?

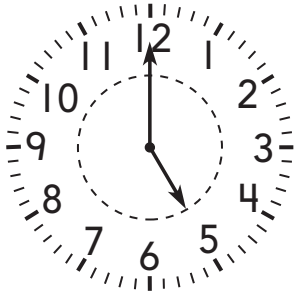


_____ inches

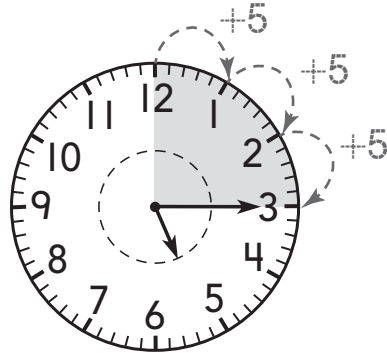
Name _____

Tell and Write Time to 5 Minutes

You can count by fives to tell time to 5 minutes.



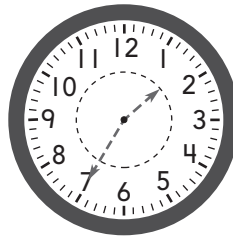
This clock shows 5:00.



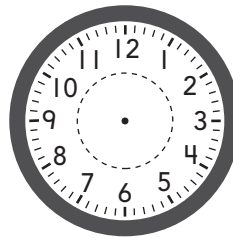
Count by fives, 3 times.
This clock shows 5:15.

Look at the time. Draw clock hands to show the same time.

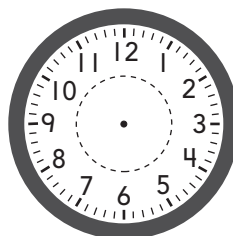
1



2



3





Name _____

Tell and Write Time to 5 Minutes

MP Use Structure Look at the time. Draw clock hands to show the same time.

1

7:25

2

3:30

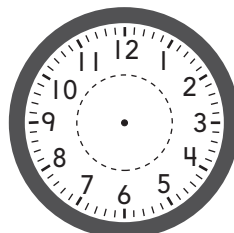
MP Attend to Precision Look at the clock hands. Write the time.

3

4

5 **MP Use Tools** The clock shows what time Jorge gets on the bus. Look at the time. Draw the clock hands to show the same time.

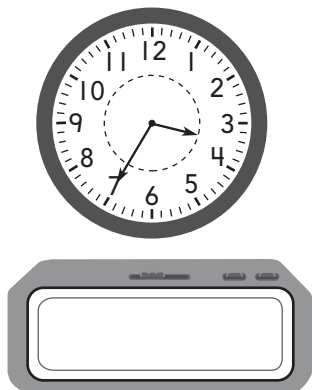
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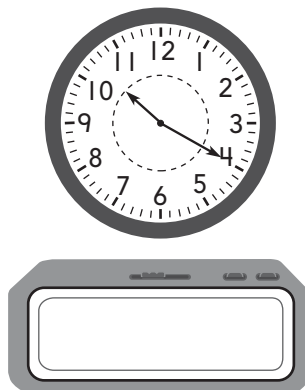
Test Prep

Look at the clock hands. Write the time.

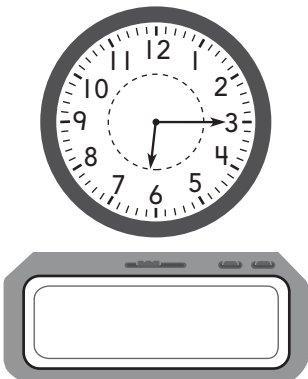
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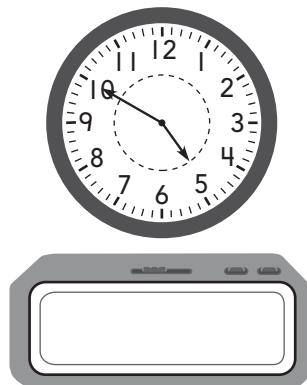
7



8



9



Spiral Review

10 Write the number name for 536.

11 Write an addition equation to find the total number of marbles.



_____ + _____ + _____ = _____

What Is a Budget?

by Susan LaBella



How much does your favorite snack cost? How many dollars do you spend each week? Can you spend less money to save some?

Making a budget is a good way to answer those questions.

A budget is a plan for how to spend and save money.

Companies and countries have budgets to manage their spending.

Putting together a budget can help you, too. Do you get a weekly allowance? That is a regular amount of money you might receive to pay for things such as snacks, games, and toys. What would happen to a boy who got his allowance on Monday and spent it all by Wednesday? He would not have any money to spend for the rest of the week!

You can avoid that problem by following a budget. First, figure out how much you have to spend. Include money you earn, gifts you receive, and money you have already saved. Next, write down what you spend money on each week.

Maybe you will find you are spending a lot on snacks. Cutting down would help you save some money every week. You could then use your savings for something special. That is the benefit of a budget!

What Is a Budget?

by Susan LaBella (Adapted by ReadWorks)



How much money do you pay to buy your favorite snack? How much do you spend each week? Can you spend less money to save some?

You can answer those questions by making a budget. That is a plan for how to spend and save money. Budgets help businesses and countries manage how they spend money. Budgets help them plan out what they do with their money.

A budget can help you, too. Some kids get money each week to pay for

things like snacks and toys. What would happen if a boy spent his money for the week in two days? Then he would not have any money to spend for the rest of the week!

You can make sure that never happens to you. Just make a budget! First, count how much money you have for buying things. Make sure to count money you earn and money you get as a gift. You can also count money you have saved up. Then, write down what you spend money on every week.

Maybe you will find you are spending lots of money on snacks. Try buying fewer snacks. This would help you save some money. Then you could use the money you saved to buy something special. That is how a budget can help!

What Is a Budget?

by Susan LaBella (Adapted by ReadWorks)



To spend means to use money to buy something. How much money do you spend each week? What do you buy? Can you spend less money? Can you save it instead?

You can answer those questions by making a budget. A budget is a plan for how to spend and save money. Companies and countries have budgets. Their budgets help them plan what to do with their money.

A budget can help you, too. Maybe you get money every week to buy

things. But what if you spent all of that money in just two days? Then you would not have any money to spend for the rest of the week! That could happen if you don't have a budget.

You can make a budget to plan how you spend money. First, count how much money you have for buying things. You can count money you earn and money you get as a gift. You can also count money you have saved up. Then, write down what you buy each week.

Maybe you will find you are buying lots of snacks. Try buying fewer snacks. This way you could save money. Then you could use the money you saved to buy something special. That is how a budget can help you!

manage

man · age

Definition

verb

1. to direct or control.

She manages a grocery store.

2. to succeed in doing something, even if you have problems.

Anna managed to finish school while working full time.

Advanced Definition

transitive verb

1. to direct, control, or administer.

He manages a small grocery store.

They manage their dog with firm but gentle commands.

She manages a large staff at her office.

2. to contrive or bring about.

How did he manage an audience with the queen?

3. to accomplish or succeed in, usu. despite some difficulty.

Though in great pain, he managed to remain calm.

Somehow the prisoners managed to escape.

4. to handle or wield.

intransitive verb

1. to direct, control, or administer business or personal affairs.

One of the restaurant owners cooks and the other manages.

2. to get along; continue to carry on.

How will you manage after I'm gone?

These are some examples of how the word or forms of the word are used:

1. Companies and countries have budgets to **manage** their spending. Putting together a budget can help you, too.
2. For many pet owners, the pet pythons become too big to **manage**. The first Burmese python was found in the Florida Everglades in 1979.
3. Beekeepers who **manage** hives rent honeybees to farmers to pollinate their crops. The bee shortage has driven up prices, making it expensive for farmers to rent honeybees.
4. If he did somehow **manage** to become "It," nobody would run. But he didn't try to play; if he just narrated the game, he wouldn't be left out.
5. Eventually he moved to New York to become a writer, but he did not **manage** to get a career off the ground. He returned to his home state, where he started to write fiction about California and its people.
6. She trudged inside, showered the sweat and the sand off of her body and then joined her Grandma, who had finally awoken, at the table. "My dear! However did you **manage** to get that awful sunburn?" her grandmother wailed. Susannah just shrugged.

save**save****Definition****verb**

1. to help someone get away from harm or danger.

He saved the girl who fell out of the boat.

2. to keep or store for future use.

He saved his dessert to eat later.

They are saving money for their children's education.

Advanced Definition**transitive verb**

1. to rescue from injury or danger.

His condition was critical, but the doctors were able to save him.

If the lifeguard had not jumped in to save her, the child would have drowned.

2. to preserve or keep from harm.

Laws were passed to save these animals.

3. to collect or reserve for future use.

Could you save me a slice of cake?

I'll have half of the sandwich now and save the rest for later.

Save your strength now because you'll need it for the climb that's ahead.

They're saving money for their daughter's education.

4. to prevent (something) from being used, carried out, or having to be done.

Buying more now will save a trip to the store later.

Delivering the letter yourself will save a stamp.

I'll explain it to her in Italian, and that will save his trying to explain it to her in English.

Keeping up with the assignments in the course should save cramming for the exam.

5. in theology, to deliver from sin and its consequences.

If he repents, he will be saved.

6. in computing, to copy and transfer (data) from a temporary working area of a computer to the computer's hard drive.

I hope they remembered to save the changes they made to the document before closing it.

intransitive verb

1. to put money away for reserve.

She's saving for college.

2. to spend little money; be frugal; economize.

You need to save now and stop spending money on unnecessary things.

noun

1. the goalkeeper's turning away a shot on the goal, esp. in hockey or soccer.

We would have lost if it hadn't been for that brilliant save.

2. in baseball, a relief pitcher's preserving a victory over the opposing team.

The relief pitcher earned a save in the last game.

These are some examples of how the word or forms of the word are used:

1. Other times, people earn and **save** money. Eventually, paper bills wear out.
2. You can **save** a tree by not wasting paper. Use both sides.
3. People will look for ways to **save** energy and water. Lend Earth a Helping Hand!
4. Those ideas will **save** money. The ideas will also help the earth by not making more trash.
5. The design team decides to **save** money by reusing materials. The team will use old tires to make swings.
6. You can easily conserve, or **save**, water. Turn the faucet off while brushing your teeth and washing your face.
7. The other monkeys were glad that Kojo had tried to **save** them. They forgave him for lying and played with him again.
8. "Let's try to **save** it!" she said. "We can take it back home since I think the mother bird left." They walked back home, and put the egg under a lamp to keep it warm.

Name: _____ Date: _____

1. What is a plan for how to spend and save money?

- A. a gift
- B. a budget
- C. a company

2. The article lists a sequence of steps you can take to follow a budget. What is the first step?

- A. figuring out how much you have to spend
- B. cutting down on spending to help save money every week
- C. writing down what you spend money on each week

3. The author believes that saving money is better than spending all your money at once.

What evidence from the article best supports this conclusion?

- A. "Maybe you will find you are spending a lot on snacks. Cutting down would help you save some money every week. You could then use your savings for something special. That is the benefit of a budget!"
- B. "Do you get a weekly allowance? That is a regular amount of money you might receive to pay for things such as snacks, games, and toys. What would happen to a boy who got his allowance on Monday and spent it all by Wednesday?"
- C. "How much does your favorite snack cost? How many dollars do you spend each week? Can you spend less money to save some?"

4. Based on the information in the article, why might a person want to save money?

- A. to buy something special
- B. to answer questions about spending
- C. to receive an allowance

5. What is the main idea of this article?

- A. One way to save money is to buy fewer snacks.
- B. Putting together a budget can help you save money.
- C. A boy who gets his allowance on Monday and spends it all by Wednesday will not have any money for the rest of the week.

6. Read this paragraph from the article.

"Maybe you will find you are spending a lot on snacks. Cutting down would help you save some money every week. You could then use your savings for something special. That is the benefit of a budget!"

What does the phrase "cutting down" mean here?

- A. chopping off
- B. spending more
- C. spending less

7. Choose the answer that best completes this sentence.

A boy may not have any savings _____ he has spent all his money on snacks.

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

8. What do budgets help companies manage?

9. Based on the information in the article, what is one benefit of a budget?

10. Is saving money better than spending money? Support your answer with evidence from the article.

Name: _____ Date: _____

1. What is a meaning of the word **manage**?

- A. to direct or administer
- B. to tell beforehand
- C. obtain by purchase

2. What is another meaning of the word **manage**?

- A. handle effectively
- B. to gain with effort
- C. decide by reasoning

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. Skill in money _____ is like any other skill: it has to be learned.

- A. manage
- B. managed
- C. manages
- D. management
- E. manager
- F. managers

4. Today, the class will meet the tall and skinny garden _____.

- A. manage
- B. managed
- C. manages
- D. management
- E. manager
- F. managers

5. Somehow he _____ to get it aboard the raft.
- A. manage
 - B. managed
 - C. manages
 - D. management
 - E. manager
 - F. managers
6. Individuals and businesses use budgets to _____ their money.
- A. manage
 - B. managed
 - C. manages
 - D. management
 - E. manager
 - F. managers
7. If the school is a very big, there may be a large team of _____.
- A. manage
 - B. managed
 - C. manages
 - D. management
 - E. manager
 - F. managers
8. Whenever he _____ to succeed, he would brag to his friends.
- A. manage
 - B. managed
 - C. manages
 - D. management
 - E. manager
 - F. managers

9. Please write your own sentence using the word **manage**.

10. What would you like to remember about the meaning of the word **manage** so that you can use it when you write or speak?

Art & Music Gr 2 Week 3 & 4



Art M-W:

Free Draw-Paint-Build week 3 & 4 (10 minutes)

Use the online resource guide to have a virtual visit to one of the world's museums. Ask yourself: Week 3 Leonardo Da Vinci -look for the Mona Lisa first! <https://www.youtube.com/watch?v=4NZt2niFQp4> for a read along book on Da Vinci

<https://www.leonardoda-vinci.org/the-complete-works.html?pageno=2>

Week 4 Van Gogh Museum, Amsterdam <https://www.youtube.com/watch?v=PX3WSaAfLOA> for read along book on Van Gogh

<https://www.vangoghmuseum.nl/en/we-bring-the-museum-to-you#1>

<https://vangoghmuseum.nl/en/whats-on/we-bring-the-museum-to-you/van-gogh-at-home-for-children>

1. What do I notice?
2. What do I see?
3. How does it make me feel?

Read all you can about the artists you see with the included handout. Write a reflection of your experience. How did you feel? Did you like what you saw? Why? Why not?

Art Fri week 3 & 4:

Photo Journal by taking pictures that show what family means to you. Write how family makes you feel (happy, frustrated, silly, funny for example).

Music T-Th:

Listen to any song of your choice. Use your hands and feet to find the beat!

Tue: week 3 & 4 Play "Roll a Rhythm" and clap or count together the rhythm you created!

Use your home made drum to play the beat you create.

Thu: week 3 & 4 make a home made instrument!

Weekly Music

Listen to a concert, an album side, or play your own music. Practice good audience behavior.

After, write or draw how the music made you feel. Why did you choose the music you listened to? Does it remind you of other songs?

Daily Schedule week 3

Monday	Tuesday	Wednesday	Thursday	Fri
Art Da Vinci worksheet	Music Roll a rhythm & drumming	Art Da Vinci Museum visit	Music Homemade PanFlute	Art Photo Journal

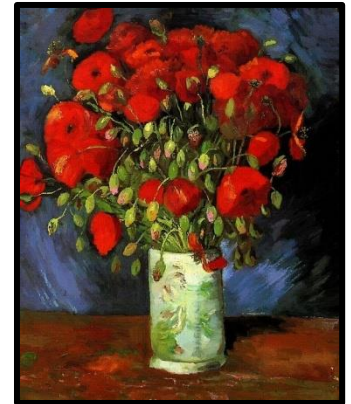
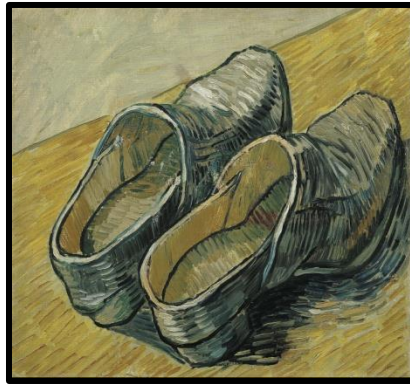
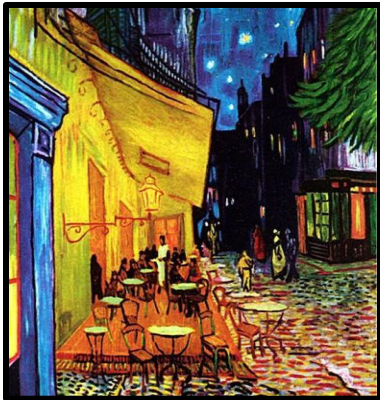
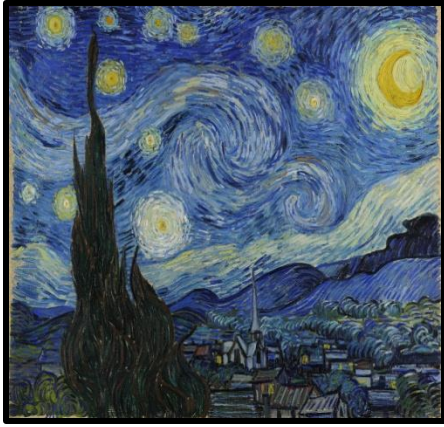
Week 4

Monday	Tuesday	Wednesday	Thursday	Fri
Art Van Gogh	Music Roll a rhythm & drumming	Art Van Gogh museum	Music Homemade Tambourine	Art Photo Journal

Name _____

Write the name of each painting in the box below it
OR Cut and Paste in your notebook

Painting Match Up



A Pair of Shoes

Sunflowers

Irises

Café Terrace at Night

Vase with Red Poppies

The Starry Night

Name _____

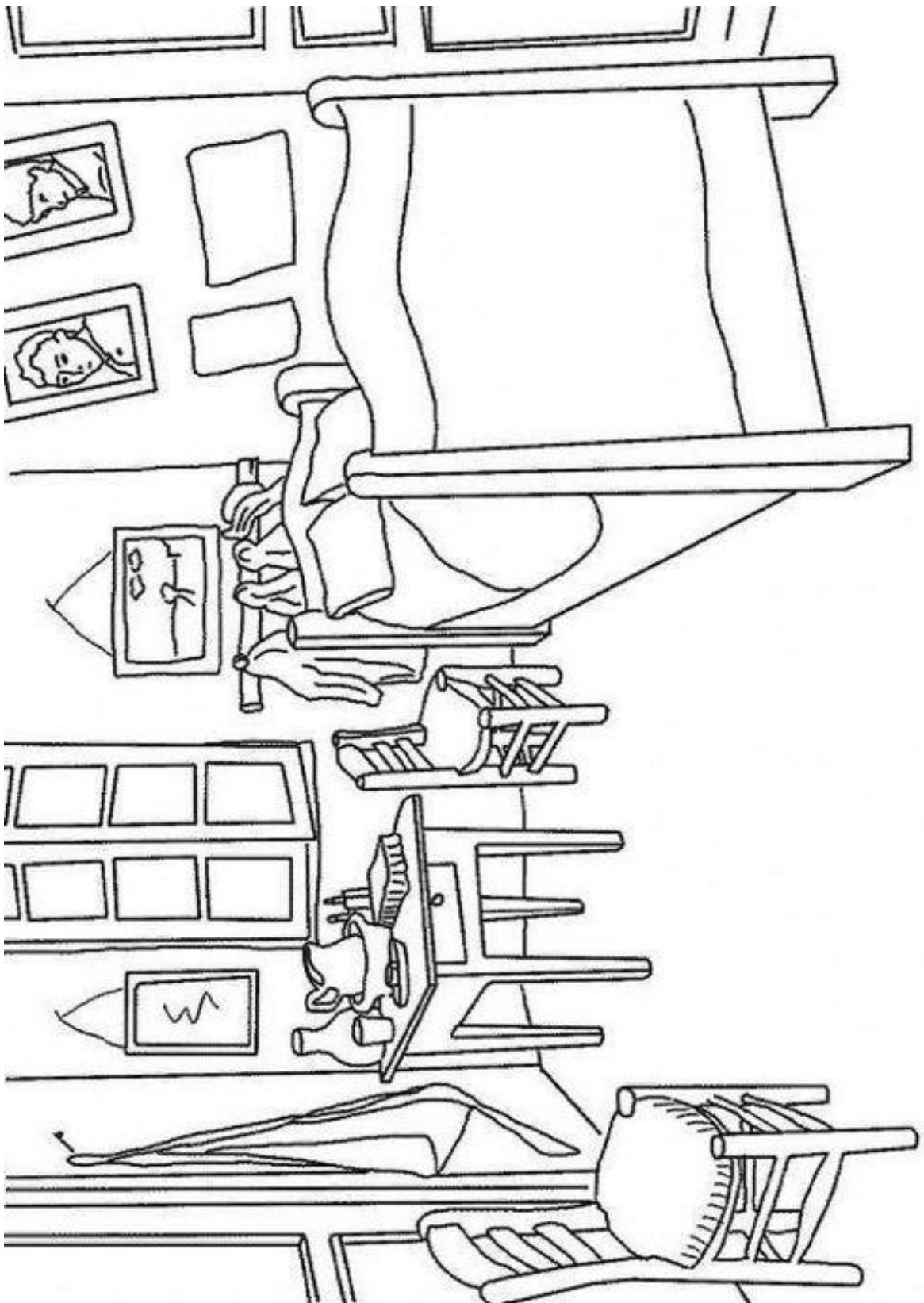
Word Search

A	M	V	I	R	I	S	E	S
S	N	I	G	H	T	B	O	U
B	E	D	R	O	O	M	F	N
P	A	R	I	S	O	S	A	F
D	N	C	E	T	K	S	M	L
F	T	X	C	A	F	E	O	O
G	H	S	R	R	L	J	U	W
L	E	Z	T	R	U	P	S	E
P	O	Q	Y	Y	T	O	I	R
Q	B	A	U	I	E	A	U	S
E	C	H	A	R	C	O	A	L

irises
starry
night
Paris
bedroom

cafe
sunflowers
Theo
charcoal
famous

The Bedroom by Vincent Van Gogh



Make Your Own PanFlute

Did you know that straws can make music... or rather, that if you cut drinking straws into different lengths, they will make different sounds when you blow into them? Just try it! And when you put them together, there might even be music 😊



You will need 6-8 straws, some sticky tape and a pair of scissors. Cut a long strip of sticky tape and put the straws on the sticky side, arranging them in twos from the shortest to the longest ones.



Secure well with more sticky tape so that the straws will not move around. Decorate as you wish.

Your attempts to extract a harmonious sound may now begin 😊

Homemade Strummies

What you will need:

- Any size box (small is best for smaller hands!)
- A variety of rubber bands
- Markers/crayons to decorate



The children added rubber bands around the boxes to create the strings for the strummies. The children discovered that the smaller the rubber bands, the better the sound so they sorted through all sizes of rubber bands to find the smallest ones available.



Exploring Sound and Vibration

To play a strummy, you simply pluck or strum your finger across the strings. Before heading off to make our strummies, the children explored a set of strummies I had already made and we talked together about the different sounds the strummy makes when you strum versus pluck the strings of the strummies.