<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Learning Warm-Up</td>
<td>Learning Warm-Up</td>
<td>Learning Warm-Up</td>
<td>Learning Warm-Up</td>
<td>Learning Warm-Up</td>
</tr>
<tr>
<td></td>
<td>Read Fluency Passage “City Park, USA” for 1 min.</td>
<td>Read Fluency Passage “City Park, USA” for 1 min.</td>
<td>Read Fluency Passage “City Park, USA” for 1 min.</td>
<td>Read Fluency Passage “City Park, USA” for 1 min.</td>
<td>Read the entire Fluency Passage “City Park, USA”. Explain what the passage is about to an adult.</td>
</tr>
<tr>
<td></td>
<td>Record the number of words read correctly.</td>
<td>Record the number of words read correctly.</td>
<td>Record the number of words read correctly.</td>
<td>Record the number of words read correctly.</td>
<td></td>
</tr>
<tr>
<td>8:30</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>- Read book independently for 15 minutes.</td>
<td>- Retell the story to a friend or family member.</td>
<td>- Read book independently for 15 minutes.</td>
<td>- Retell the story to a friend or family member.</td>
<td>- Read book independently for 15 minutes.</td>
</tr>
<tr>
<td>9:30</td>
<td>Language/Writing</td>
<td>Language/Writing</td>
<td>Language/Writing</td>
<td>Language/Writing</td>
<td>Language/Writing</td>
</tr>
<tr>
<td></td>
<td>Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book</td>
<td>Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book</td>
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<td>Time</td>
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</tr>
<tr>
<td>10:00</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
<td>Brain Break</td>
</tr>
<tr>
<td></td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
<td>Choose a Movement &amp; Mindfulness Break Option</td>
</tr>
<tr>
<td></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
<td><strong>LUNCH</strong></td>
</tr>
<tr>
<td>11:00</td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
<td><strong>Phonics</strong></td>
</tr>
<tr>
<td></td>
<td><em>Complete Homophone Worksheet - The underlined word in each sentence is its homophone. Read each sentence, determine the correct word and write it on the line.</em></td>
<td><em>Complete Homophone Worksheet - The underlined word in each sentence is its homophone. Read each sentence, determine the correct word and write it on the line.</em></td>
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</tr>
<tr>
<td>12:00</td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>12:30</td>
<td><strong>Social Studies</strong></td>
<td><strong>Social Studies</strong></td>
<td><strong>Social Studies</strong></td>
<td><strong>Social Studies</strong></td>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td></td>
<td><em>Work on 'Buying a New Car' packet and complete one activity to go with the story.</em></td>
<td><em>Work on 'Buying a New Car' packet and complete one activity to go with the story.</em></td>
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<td><em>Work on 'Buying a New Car' packet and complete one activity to go with the story.</em></td>
</tr>
<tr>
<td>1:30</td>
<td><strong>Art</strong></td>
<td><strong>Art</strong></td>
<td><strong>Art</strong></td>
<td><strong>Music</strong></td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td></td>
<td><em>Learn about African masks with info sheet or website or create your own design.</em></td>
<td><em>Play Roll a rhythm &amp; drumming with homemade drum.</em></td>
<td><em>Read, listen &amp; respond to Hip Hop &amp; Rapper’s Delight</em></td>
<td><em>Use mirror image African mask page or create your own design.</em></td>
<td><em>Learn about African masks with info sheet or website.</em></td>
</tr>
<tr>
<td>2:00</td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>2:30</td>
<td><strong>Science Journal Activity/Page</strong></td>
<td><strong>Science Journal Activity/Page</strong></td>
<td><strong>Science Journal Activity/Page</strong></td>
<td><strong>Science Journal Activity/Page</strong></td>
<td><strong>Science Journal Activity/Page</strong></td>
</tr>
</tbody>
</table>
Family and Student Supports:

Please review family letters for these content area assignments:
- Literacy
- Math
- Science
- Social Studies
- Art
- Music

Student Learning Kits

<table>
<thead>
<tr>
<th>Supplies: ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math: Daily Math Practice Journal</td>
</tr>
<tr>
<td>Science: Daily Science Activity &amp; Journal</td>
</tr>
<tr>
<td>Art: watercolor paint, paper</td>
</tr>
</tbody>
</table>

Additional Student Supports:

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

Please reach out to your child’s school if you have any questions or need assistance with login information.
<table>
<thead>
<tr>
<th>Resource</th>
<th>Access Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagine Learning - Literacy</td>
<td>Online learning for literacy - 30 minutes daily (may replace portion of Reading block)</td>
</tr>
<tr>
<td>Imagine Learning - Math</td>
<td>Online learning for math - 30 minutes daily (may replace Math block)</td>
</tr>
<tr>
<td>BrainPop Junior</td>
<td>Online video clips that can be used for learning in all subject areas.</td>
</tr>
<tr>
<td>Scholastic Learn at Home</td>
<td>Access to books and read alouds along with literacy lessons to use at home.</td>
</tr>
<tr>
<td>ExactPath (access through Clever)</td>
<td>Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports)</td>
</tr>
<tr>
<td>Second and Seven Read Alouds</td>
<td>Online read alouds for grades K-2. No login is needed.</td>
</tr>
<tr>
<td>Khan Academy</td>
<td>Digital Math Instruction Videos - Free login</td>
</tr>
</tbody>
</table>
### Movement & Mindfulness Break Options:

<table>
<thead>
<tr>
<th>Outside Play Activities</th>
<th>Playground Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go Noodle</td>
<td>Go for a Run or Walk (with an adult)</td>
</tr>
<tr>
<td><a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a></td>
<td></td>
</tr>
<tr>
<td>The OT Toolbox</td>
<td>Fluency and Fitness (free for 3 wks)</td>
</tr>
<tr>
<td>Mind Yeti</td>
<td>Positive Psychology</td>
</tr>
<tr>
<td>Calm (app available also)</td>
<td>Teach, Train, Love</td>
</tr>
</tbody>
</table>
Hello Cleveland Metropolitan School Staff,

As we strive to secure a safe learning environment for our students, we know that learning can happen anywhere, anytime. Through the partnership with Imagine Learning, students can log into Imagine Learning programs and continue learning literacy, language and math while outside of the classroom. Here is some information on each program in case they are new to you.

**Imagine Language & Literacy**

Students who have previously used Imagine Language & Literacy will have access as they always have, if they have devices & wifi at home. New students will be added providing broader access to this program and will need to know the program starts with an embedded placement test (don’t help!) that will build a custom pathway just for them. Imagine Language & Literacy is very deliberately scaffolded to teach the five elements of literacy, language and grammar and is built specifically to create a wow factor of engagement for students. It will remediate when necessary and will also advance students past previously learned skills to keep them on the leading edge of their learning. They can login 30 minutes a day through the Clever portal. Always click on the Blue Booster tile upon login- ignore anything referencing Galileo as we do not use it in your school district any longer.

![Image of Imagine Language & Literacy](image)

**Imagine Math PreK-2**

Students being added to Imagine Math PreK-2 will login and it will start with a song, an activity, and then a 25-35 minute placement test (don’t help!) that will build a custom pathway just for them. Once they are placed, they are immersed in a world of fun characters who do math using everyday items in the world around them. Students can login for 30 minutes a day as an option for home learning!

**Imagine Math 3+ (3rd grade- Geometry)**

Students being added to Imagine Math 3+ will login and it will start with a 30 question placement test after which they are assigned a quantile score (for teachers to access.) Then students work on a grade level and district-specific pathway. We recommend
they have scratch paper at all times and that they use it generously. Students are encouraged to use the glossary and the HELP tabs to learn multiple strategies when they encounter a challenging problem and to access the live teacher who will come on and help them think through the problem. Students can login for 30 minutes or complete one full lesson a day as an option for home learning.

✓ Language Support for ELs in Imagine Math
✓ Meet the Live Teachers at Imagine Math

Our Virtual Support Commitment to You
Teachers can join our online training modules in Imagine University. Next, we have pre-recorded webinars that are accessible immediately. There are also live webinars they can register for. We are also happy to set up time with teachers or schools individually to address your unique questions and needs. Here are links for these resources:

- Imagine Learning University (teachers will need to create an account)
- Pre-recorded Webinar- Getting Started with Imagine Language & Literacy
- Pre-recorded Webinar- Getting Started with Imagine Math (PreK-2)
- Pre-recorded Webinar – Getting Started with Imagine Math (3+)
- Live Webinars
- Local Team Live Virtual Hours for Q&A (TBD).

These two links will be helpful for educators and families, specific to At-Home Learning:

- https://www.imaginelearning.com/at-home-educator
- https://www.imaginelearning.com/at-home

Let us know if you need anything at all. Stay safe and healthy!

~Kristi Bidinger
Area Partnership Manager | Eastern Ohio
c 216.401.3963
Kristen.bidinger@imaginelearning.com
Cleveland Metropolitan School Families,

As we strive to secure a safe learning environment for our students, we know that learning can happen anywhere, anytime. Through our partnership with Imagine Learning, students can log into Imagine Learning programs and continue learning literacy, language and math while outside of the classroom. Families, please visit imaginelearning.com/at-home to learn how our programs work.

If your student has not used Imagine Learning programs before, they will be prompted to take an initial Benchmark test. Please do not help them, as it creates their unique learning pathway. As a guide, students should log approximately 20-30 minutes per program per day.

For Imagine Language & Literacy, students should use Clever logins and then click on this tile:

For Imagine Math, students should use Clever logins and then click on this tile:

*If needed upon first login, use this Site Code: 3904378.

Clever Login Example:
Username: ccbiyu001
Password: ca0646

Best Regards,
Kristi Bidinger
Imagine Learning Area Partnership Manager
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!

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Learning Warm-Up</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Language/ Writing</td>
<td></td>
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<td></td>
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<tr>
<td>Phonics</td>
<td></td>
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<td></td>
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<tr>
<td>Math</td>
<td></td>
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</tr>
<tr>
<td>Social Studies</td>
<td></td>
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<tr>
<td>Art or Music</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Homophones

DIRECTIONS: Choose the correct word to complete each sentence, based on the context. Use the Word Box.

1. The power bill is ____________________ on Wednesday.

2. I sprained my ankle, but I don’t ____________________ crutches.

3. Just leave that laundry on the bottom _____________________.

4. I wish that girl wouldn’t ____________________ at me.

5. These jeans I bought were a _____________________.

6. That building is supported with ____________________ girders.

7. I got my feet wet walking in the _____________________.

8. I really like to ____________________ fresh bread dough.

WORD BANK

knead  stare  dew  need
steal  stair  due  steel
Name: ____________________________

Use editing marks to correct the sentences. Rewrite the sentences.

1. we learned about fish sharks and whales

   ____________________________________________________________

2. who dropped that cookie on the floor

   ____________________________________________________________

3. Underline the prefix in the words below.

   restart untie recall distrust

4. Add ed to the words below. Remember your spelling rules.

   snag _______________ like _______________

5. Circle the words that show action that happened in the past.

   running lifted likes backed

Use editing marks to correct the sentences. Rewrite the sentences.

1. there is a huge spider on Kierstens head

   ____________________________________________________________

2. first tie a rop around the tree

   ____________________________________________________________

3. Write singular (s) or plural (p) on the line next to each noun.

   goat __________ books __________ peaches __________

4. Divide the words into syllables with a /. Circle the CVCe syllable in each word.

   remote decide cupcake outside

5. Underline the suffixes in the words below.

   helpful slowly thankful quickly
Dear Parents/Guardians,

Every day, your child will respond to a writing prompt from the May 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
# May Writing Prompts

## Sunday
The best thing that happened this month was...

## Monday
It was supposed to be windy all day, but when I walked outside...

## Tuesday
My friends and I were walking to the store when suddenly...

## Wednesday
If you could be anyone else for one day, whom would you be and why?

## Thursday
The one thing I appreciate most about being in school is...

## Friday
To make the world a better place, I would...

<table>
<thead>
<tr>
<th>Day</th>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The best game to play outside in the spring is...</td>
</tr>
<tr>
<td>2</td>
<td>Imagine that you can stop time whenever you want. What are some things you would do?</td>
</tr>
<tr>
<td>3</td>
<td>Describe what our bedroom looks like right now.</td>
</tr>
<tr>
<td>4</td>
<td>If I were the president of the United States, I would...</td>
</tr>
<tr>
<td>5</td>
<td>Write a tall tale about someone in your family. Use lots of detail!</td>
</tr>
<tr>
<td>6</td>
<td>If I were the president of the United States, I would...</td>
</tr>
<tr>
<td>7</td>
<td>If I were the president of the United States, I would...</td>
</tr>
<tr>
<td>8</td>
<td>If I were the president of the United States, I would...</td>
</tr>
<tr>
<td>9</td>
<td>If I were the president of the United States, I would...</td>
</tr>
<tr>
<td>10</td>
<td>Write a letter giving advice to the student who will sit in your desk or seat next year.</td>
</tr>
<tr>
<td>11</td>
<td>Write a myth explaining why the moon changes shape.</td>
</tr>
<tr>
<td>12</td>
<td>Write a letter giving advice to the student who will sit in your desk or seat next year.</td>
</tr>
<tr>
<td>13</td>
<td>Write a letter giving advice to the student who will sit in your desk or seat next year.</td>
</tr>
<tr>
<td>14</td>
<td>Describe what you think makes a person (or animal) a hero.</td>
</tr>
<tr>
<td>15</td>
<td>In honor of Memorial Day, write a letter thanking a local veteran for his or her service.</td>
</tr>
<tr>
<td>16</td>
<td>If I could switch places with any character from a book or story I’ve read, I would switch places with...</td>
</tr>
<tr>
<td>17</td>
<td>Name three things you are looking forward to this summer.</td>
</tr>
<tr>
<td>18</td>
<td>The best way to show someone you care is...</td>
</tr>
<tr>
<td>19</td>
<td>The best way to show someone you care is...</td>
</tr>
<tr>
<td>20</td>
<td>The best way to show someone you care is...</td>
</tr>
<tr>
<td>21</td>
<td>The best way to show someone you care is...</td>
</tr>
<tr>
<td>22</td>
<td>The best way to show someone you care is...</td>
</tr>
<tr>
<td>23</td>
<td>To make the world a better place, I would...</td>
</tr>
<tr>
<td>24</td>
<td>To make the world a better place, I would...</td>
</tr>
<tr>
<td>25</td>
<td>To make the world a better place, I would...</td>
</tr>
<tr>
<td>26</td>
<td>To make the world a better place, I would...</td>
</tr>
<tr>
<td>27</td>
<td>To make the world a better place, I would...</td>
</tr>
<tr>
<td>28</td>
<td>To make the world a better place, I would...</td>
</tr>
<tr>
<td>29</td>
<td>To make the world a better place, I would...</td>
</tr>
<tr>
<td>30</td>
<td>To make the world a better place, I would...</td>
</tr>
<tr>
<td>31</td>
<td>The best thing that happened this month was...</td>
</tr>
</tbody>
</table>
Week 7 Day 1

Use editing marks to correct the sentences. Rewrite the sentences.

1. we learned about fish sharks and whales

2. who dropped that cookie on the floor

3. Underline the prefix in the words below.
   restart   untie   recall   distrust

4. Add ed to the words below. Remember your spelling rules.
   snag _______________    like _______________

5. Circle the words that show action that happened in the past.
   running    lifted    likes    backed

Week 7 Day 2

Use editing marks to correct the sentences. Rewrite the sentences.

1. there is a hug spider on Kierstens head

2. first tie a rop around the tree

3. Write singular (s) or plural (p) on the line next to each noun.
   goat __________    books __________    peaches __________

4. Divide the words into syllables with a /. Circle the CVCe syllable in each word.
   remote    decide    cupcake    outside

5. Underline the suffixes in the words below.
   helpful    slowly    thankful    quickly
Dear Parents,

Research shows that improved fluency supports comprehension of text and leads to better overall readers. At this point in 2nd grade your child should be reading above 70 words correctly in one minute with expression, inflection of voice and awareness of punctuation.

Each day have your child read the passage aloud for one minute. Do not stop your child during the minute. If your child is stuck on a word, provide the word after 3 seconds and keep going. Count the number of words read minus the errors (The numbers at the end of the line will help. They are the total words up to the end of that line.) Errors include saying the wrong word or skipping words altogether. Record only the number of words read correctly in 1 minute. The passage should be read each day for only 1 minute. On Friday please have your child read the story one last time and ask your child questions about the text or to tell you about what they read. Research has proven that repeated reading of the same passage improves fluency and comprehension.

Thank you!

Fluency Target Rate

<table>
<thead>
<tr>
<th>Grade</th>
<th>Words Per Minute (WPM)</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0-10</td>
<td>10-50</td>
<td>30-90</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>30-80</td>
<td>50-100</td>
<td>70-130</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>50-110</td>
<td>70-120</td>
<td>80-140</td>
<td></td>
</tr>
</tbody>
</table>

City Park, USA

Girls play basketball. A dad pushes his baby in a stroller. A couple jogs along a trail with two dogs. These are some things you might see at your city park. Look around. What else do you see?

Each city park is different. Some parks have swings, slides, and sandboxes. Other parks have swimming pools and tennis courts. Some may have jogging trails or horseback riding. At some parks, you can even bring a tent and camp out overnight!

Some city parks are located next to rivers or lakes. At these parks, you might find people swimming or boating. A city park in a mountain area has places for people to go rock climbing or hiking.

All city parks have one thing in common, though. They are full of smiling faces. Maybe yours is one of them.
Homophones

**DIRECTIONS:** Circle the correct word to complete the sentence out of each pair of homonyms.

1. Please don’t (brake/break) anything while you’re in there.

2. The (brake/break) on my bicycle failed.

3. My father is a (colonel / kernel) in the army.

4. One popcorn (colonel/kernel) didn’t pop.

5. The (base/bass) of that statuette is loose.

6. My father plays the (base/bass) guitar on the weekends.

7. There is a (creek/creak) running through that property.

8. I was frightened when I heard the stair (creek/creak).

9. I saw a (flea/flee) in the living room.

10. The criminal decided to (flea/flee) the scene of the crime.

11. There are shoes on (sail/sale) at the mall this weekend.

12. Will you (sail/sale) across the bay this summer?

13. We are having someone come look at the chimney (flew/flue).

14. The bird (flew/flue) away when his cage door was left open.
Homophones

DIRECTIONS: The underlined word in each sentence is incorrect. The correct word is its homophone. Determine what the correct word should be and write it on the line.

1. I am raising money four charity.
2. I paid a fortune to have my hare done.
3. Hank thought his wound would never heel.
4. They are going to have the party hear.
5. His parents sent hymn to camp for the summer.
6. Mark dug a really deep whole in the ground.
7. We were disappointed when hour team lost.
8. Kerry is always idol in the afternoons.
9. I told the children they had to come inn.
10. The night rescued the damsel in distress.
11. Make sure you tie a tight not.
12. There are a lot of things I do not no.
13. The made charges us too much money.
14. We gave the mail puppy to my father.
Use editing marks to correct the sentences. Rewrite the sentences.

1. donnie had pizza chips and milk for lunch
   ____________________________________________________________

2. stop hoping up and down, said the teacher
   ____________________________________________________________

   not clean          clean again          in a clean way

4. Which word means “full of beauty”?
   beautily          rebeauty          beautiful          unbeauty

5. Divide the words into syllables with a /.
   Circle the CVCe syllable in each word.
   mistake          sunrise          refuse          unlike

Use editing marks to correct the sentences. Rewrite the sentences.

1. a bear cube ran beside his mother
   ____________________________________________________________

2. did you take toms book
   ____________________________________________________________

3. Combine the sentences below to make one sentence. Write the new sentence.
   I like apples. I like grapes.
   ____________________________________________________________

4. Add more details to the sentence by writing a word to describe the balloon.
   A ____________________ balloon floated up into the sky.

5. Write play to show it happened in the past. ________________________________
Homophones

Choose a word from the box to complete each sentence.

**Word Box**

- there
- where
- too
- their
- to
- won
- they're
- two
- one
- wear

1. ___________ are you going?
2. I'm going ___________ a Yankees game with my friend, Chris.
3. Kyle will come to the game ___________.
4. Don't forget to ___________ a jacket when you go.
5. Here is some money so you can buy ___________ hot dogs.
6. Don't worry, I'll only have ___________ hot dog.
7. Our seats are over ___________.
8. I am a Yankees fan and I think ___________ going to beat the Cubs.
9. It's ___________ turn to bat next.
10. The final score was 5 to 3 and the Yankees ___________ the game.
Use editing marks to correct the sentences. Rewrite the sentences.

1. donnie had pizza chips and milk for lunch
   _______________________________________

2. stop hoping up and down, said the teacher
   _______________________________________

   not clean     clean again     in a clean way

4. Which word means “full of beauty”?
   beautily     rebeauty     beautiful     unbeauty

5. Divide the words into syllables with a /.
   Circle the CVCe syllable in each word.
   mistake      sunrise      refuse      unlike

Use editing marks to correct the sentences. Rewrite the sentences.

1. a bear cube ran beside his mother
   _______________________________________

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   _______________________________________

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   I like apples.     I like grapes.
   _______________________________________

4. Add more details to the sentence by writing a word to describe the balloon.
   A __________________ balloon floated up into the sky.

5. Write play to show it happened in the past. ________________________________
Homophone Clues

Write the correct word for each clue.

1. __________________________ couple
   __________________________ fruit that grows on a tree

2. __________________________ beef, pork, ribs, poultry
   __________________________ talk to someone for the first time

3. __________________________ bucket
   __________________________ light-colored

4. __________________________ shirts, pants, hats, shorts
   __________________________ shut or seal

5. __________________________ colorful part of a plant
   __________________________ white powder used for cooking

6. __________________________ lines; opposite of columns
   __________________________ red flower with a thorny stem

7. __________________________ six-legged creature that digs tunnels
   __________________________ your father's sister
<table>
<thead>
<tr>
<th></th>
<th>Clue 1</th>
<th>Clue 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>____________________________ dog's feet</td>
<td>____________________________ to stop, halt, or freeze</td>
</tr>
<tr>
<td>9</td>
<td>____________________________ detect things with your eyes</td>
<td>____________________________ place where dolphins, sharks, and whales live</td>
</tr>
<tr>
<td>10</td>
<td>____________________________ not warm</td>
<td>____________________________ spicy bean and beef meal served in a bowl</td>
</tr>
<tr>
<td>11</td>
<td>____________________________ time when you’re sleeping</td>
<td>____________________________ someone that protects a king</td>
</tr>
<tr>
<td>12</td>
<td>____________________________ mother’s boy</td>
<td>____________________________ star in the center of the Solar System</td>
</tr>
<tr>
<td>13</td>
<td>____________________________ opposite of low</td>
<td>____________________________ greeting</td>
</tr>
<tr>
<td>14</td>
<td>____________________________ to put in the ground and cover with dirt</td>
<td>____________________________ small, round fruit; straw, black, or blue</td>
</tr>
<tr>
<td>15</td>
<td>____________________________ 60 minutes</td>
<td>____________________________ belonging to us</td>
</tr>
</tbody>
</table>
1. I ate two hamburger at lunch
   ______________________________________________________

2. It is time to go to sarahs house said alli
   ______________________________________________________

3. Divide the words into syllables with a /. Circle the closed syllable.
   r i v a l   s e c r e t   f i n a l   p a p e r

4. Circle the root word in the words below.
   c l a p p i n g   j o k e d   u n s a f e   s l o w l y

5. Who or what is the sentence about? _____________________________________
   My sister likes to play with dolls.

1. I ate peach apples and grape for lunch
   ______________________________________________________

2. Where is alessandrias desk
   ______________________________________________________

3. Make the nouns plural.
   bush _____________  box _____________  bunny _____________

4. Divide the words into syllables with a /. Circle the CVCe syllable in each word.
   a l o n e   e x c u s e   i n s i d e

5. Underline the suffix in the words below.
   j o y f u l   l o u d l y   h e l p f u l   s a d l y
Use Equations to Represent Addition and Subtraction Situations

**MP Use Structure** Complete the bar model. Write an equation with a □ for the unknown number. Write and solve your equation.

1. Lara plays tennis for 7 minutes. Mari plays tennis for 4 more minutes than Lara. How many minutes does Mari play tennis?

   Lara: ____________
   Mari: ____________

   ________ minutes

2. Pao makes 15 cards. Marcus makes 9 fewer cards than Pao. How many cards does Marcus make?

   Pao: ____________
   Marcus: ____________

   ________ cards

3. Math on the Spot There are some ducks in a pond. 4 more ducks join them. Now there are 13 ducks in the pond. How many ducks were in the pond to start?

   Ducks: ____________

   ________ ducks
Test Prep

4. Ian has 9 red pencils and some blue pencils. He has 17 pencils in all. How many blue pencils does Ian have? Write an equation with a $n$ for the unknown number. Solve.

\[ \text{blue pencils} \]

5. There are 19 people at the bus stop. 12 people sit on benches. How many people do not sit? Which bar model represents the problem? Fill in the bubble next to the correct answer.

- [ ] 7 12 19
- [ ] 19 7 12
- [ ] 31 19 12

Spiral Review

Find the sum. Show your work.

\[ \begin{array}{ccc}
6 & 2 & 2 \\
& 1 & 6 \\
+ & 2 & 1 \\
\end{array} \]  \[ \begin{array}{ccc}
7 & 2 & 3 \\
& 2 & 4 \\
& 1 & 0 \\
+ & 3 & 8 \\
\end{array} \]
Use Drawings and Equations to Represent Two-Digit Addition

You can use drawings and equations to show addition.

There are 15 horses in the barn. There are 24 horses in the field. How many horses are there in all?

| 15 | 24 |

\[ 15 + 24 = 39 \]

\[ 39 \text{ horses} \]

Complete the bar model to represent the problem. Model the problem with an addition equation. Use \( \square \) for the unknown number.

1. Jill saw 13 butterflies. Ralph saw 16 butterflies. How many butterflies did they see?

\[ 13 + 16 = \square \]

\[ \square + \square = \square \]

\[ \square \text{ butterflies} \]

2. Mandy found 26 shells. Rob found 32 shells. How many shells did they find?

\[ \square + \square = \square \]

\[ \square + \square = \square \]

\[ \square \text{ shells} \]
Use Drawings and Equations to Represent Two-Digit Addition

1. **Model with Mathematics** Nate has 23 blocks. Doris has 31 more blocks than Nate. How many blocks does Doris have? Complete the bar model. Write an addition equation with a \( n \) for the unknown number. Write and solve your equation.

\[ \underline{23} \ + \ n = \underline{ } \]

Nate has \( 23 \) blocks. Doris has 31 more blocks than Nate. How many blocks does Doris have? Complete the bar model. Write an addition equation with a \( n \) for the unknown number. Write and solve your equation.

\[ \underline{23} \ + \ n = \underline{ } \]

\[ 23 + n = 54 \]

\[ n = 54 - 23 \]

\[ n = 31 \]

Doris has \( 31 \) blocks.

2. **Math on the Spot** There are three groups of owls. There are 16 owls in each of the first two groups. There are 54 owls in all. How many owls are in the third group?

\[ \underline{16} \ + \ \underline{16} \ + \ \underline{ } = 54 \]

\[ 16 + 16 + n = 54 \]

\[ 32 + n = 54 \]

\[ n = 54 - 32 \]

\[ n = 22 \]

There are 22 owls in the third group.
Test Prep

3. Ayana counts some flowers. Then she counts 20 more flowers. She counts 39 flowers in all. How many flowers did Ayana count to start? Fill in the bubble next to the correct answer.

- 20
- 39
- 19
- 20
- 39

4. Haven has 5 more stickers than Noel. Noel has 12 stickers. Which equation represents how many stickers Haven has? Fill in the bubble next to the correct answer.

- $n + 5 = 12$
- $12 + 5 = n$
- $12 - n = 5$

Spiral Review

5. Complete the equation to match the bar model.

- $15 - 9 = 6$
Use Drawings and Equations to Represent Two-Digit Subtraction

You can use drawings and equations to show subtraction.

A clown has 58 balloons. 32 balloons are blue. The rest are red. How many balloons are red?

\[ \square = 58 - 32 \]
\[ 26 = 58 - 32 \]

26 balloons are red.

Complete the bar model to represent the problem. Model the problem with a subtraction equation and solve. Use a \( \square \) for the unknown number.

1. Julia has 25 marbles. Bill has 13 fewer than Julia. How many marbles does Bill have?

   \[ \square = 25 - 13 \]
   \[ 12 = 25 - 13 \]

   Bill has ______ marbles.

2. Jim has 56 cards. He has 21 fewer cards than Sanjay. How many cards does Sanjay have?

   \[ \square - 56 = \]

   Sanjay has ______ cards.
Use Drawings and Equations to Represent Two-Digit Subtraction

1. **Use Structure**  There are 45 birds in a field. 16 of the birds fly away. How many birds are in the field now? Complete the bar model. Write a subtraction equation with a □ for the unknown number. Write and solve your equation.

   _____ □ _____

   ____

   ______

   _______ _______ birds

2. **Math on the Spot**  Jennifer writes 8 poems at school and 13 poems at home. She writes 5 more poems than Nell. How many poems does Nell write? Complete each bar model and write equations to solve.

   8     13

   ____

   J _____

   N _____ 5

   ________

   ______ poems
Test Prep

3 Which equation matches the bar model? Fill in the bubble next to the correct answer.

- 17 + 39 = 56
- 39 − 17 = 22
- 22 − 17 = 5

4 Lou has 57 berries. Ari has 23 fewer berries than Lou. How many berries does Ari have? Complete the bar model. Write an addition equation with a □ for the unknown number. Write and solve your equation.

5 There are 40 cars in a parking lot. 17 cars are red. How many cars are not red?
"Our car is falling apart," Aaron Roberts heard his dad say. "We need a new car."

"I know," Aaron's mom agreed. "Do we have enough money to pay for one?"

"I am not sure," said Mr. Roberts. "I will stop at the bank tomorrow to see what we can do."

"Dad, why are you going to the bank?" Aaron asked.

"Well," Mr. Roberts said, "we need a new car, but it costs a lot. Every month your mom and I save some money in the bank. I am going to check how much money we have saved."

"Is it easy to save money for a new car?" Aaron asked.
"Our family has to pay for food, clothing, and our home. That makes it hard to save enough for a new car."

"If we do not have enough money, what can we do?" Aaron wondered.

"Banks sometimes give people loans to help them buy expensive things such as a car or a house. Then you pay the bank back a little at a time."

"Would the loan help us get a good car?" Aaron asked.

"Yes," said his dad. "But we will have to repay the loan by sending the bank extra money every month. There will be fewer dollars for other things."

Aaron thought about what his dad said. "Dad, I will help. I will be careful about spending my allowance."

Mr. Roberts smiled and said, "That's my boy!"
Name: ___________________________________ Date: _______________

1. What does the Roberts family need to buy?
   A. a new house
   B. new clothes
   C. a new car

2. Mr. Roberts lists things that the family needs to pay for, aside from the car. What are these three things?
   A. food, water, and toys
   B. food, clothing, and their home
   C. clothing, toys, and their TV

3. Read these sentences from the text.

   "Well," Mr. Roberts said, 'we need a new car, but it costs a lot. Our family has to pay for food, clothing, and our home. That makes it hard to save enough for a new car."

   What conclusion can you draw based on this evidence?
   A. It costs a lot to pay for food, clothing, and a home.
   B. Food, clothing, and a home are less important than new cars.
   C. A new car costs more than a new home.

4. Based on the information in this story, what do banks help people with?
   A. finding new houses
   B. choosing new cars
   C. keeping track of money

5. What is the main idea of this story?
   A. A family discusses how they can pay for a new car.
   B. A family goes to a car salesperson to buy a new car.
   C. A family decides the kind of new car they want.
6. Read these sentences from the text.

"Banks sometimes give people loans to help them buy expensive things such as a car or a house. Then you pay the bank back a little at a time."

Based on these sentences, what does the word "loan" mean?

A. money that people can borrow  
B. money that people can keep without paying back  
C. an expensive thing like a car or house

7. Read these sentences from the text.

"But we will have to repay the loan by sending the bank extra money every month. There will be fewer dollars for other things."

How can these sentences best be combined?

A. But we will have to repay the loan by sending the bank extra money every month, but there will be fewer dollars for other things. 
B. But we will have to repay the loan by sending the bank extra money every month, so there will be fewer dollars for other things. 
C. But we will have to repay the loan by sending the bank extra money every month, because there will be fewer dollars for other things.

8. Mr. Roberts is not sure whether or not he has enough money saved to pay for a car. Why is it hard to save enough money for a new car?
9. Why is it important for Aaron's parents to know how much money they have saved in the bank before they buy a new car?


10. If the Roberts family got a loan from the bank, they would have to repay it by sending the bank extra money every month. How would this affect the way the Roberts family spends money on other things?


Art & Music Gr2 week 7

Art M-W-F:
Free Draw-Paint-Build (10 minutes)
Ask yourself:
1. What do I notice?
2. What do I see?
3. How does it make me feel?
Wed: Use the African Mask mirror image worksheet to create your own mask, or use whatever supplies you have to create your own mask in the style of African Masks. Finish your Photo Journal by taking pictures that show what summer vacation means to you.
Music T-Th:
Listen to any song of your choice. Use your hands and feet to find the beat!
Tue: 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: Listen to Hip Hop Music!. Read about Hip Hop with the background sheet. https://www.youtube.com/watch?v=sLf4i078eDc Rapper’s Delight
Practice good audience behavior. After, write or draw how the music made you feel. Does it remind you of other songs?

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Music</td>
<td>Art</td>
<td>Music</td>
<td>Work on Photo Journal</td>
</tr>
<tr>
<td>Learn about African masks with info sheet or website</td>
<td>Play Roll a rhythm &amp; drumming with homemade drum</td>
<td>Use mirror image African mask page or create your own design</td>
<td>Read, listen &amp; respond to Hip Hop &amp; Rapper’s Delight</td>
<td></td>
</tr>
</tbody>
</table>

https://www.youtube.com/watch?v=sLf4i078eDc Rapper's Delight
A mask is a covering for the face or the head. In many cultures, masks are an important part of traditional rituals. For thousands of years, African peoples have used masks in ceremonies. Every African mask is unique.

In many African groups, masks are worn by dancers. Masked dancers often participate in ceremonies that include songs and prayers. Different ceremonies honor children’s coming of age, harvests, funerals, and other events. The person who wears the mask knows exactly what he or she must do.

There are many types of masks in Africa. One type of mask covers the face. Another type looks like a helmet that covers the entire head. Still another type is worn on top of the head, like a flat hat. Each mask tells a different story. The shapes, colors, and sizes of African masks have special meanings for different cultures. Masks that represent animals are popular. For example, the Bwa and Nuna peoples in Burkina Faso make crocodile, eagle, and buffalo masks.

Artists use various materials to make African masks. Leather, metal, fabric, and wood are the most common. Artists often decorate the masks with paint, shells, glass, fibers, horns, or other items.

African masks are shown in museums and galleries all over the world. African masks also may be sold at local markets and overseas. The masks for sale are usually copies of original masks. Most original African masks are passed from one generation to the next.
Hip hop is a music, art, and style of dressing that started in the 1970s. It began in in some of the larger cities of the United States. Hip hop uses a style of singing called rapping. The singer or group chants or says words with a rhythm that rhymes. The lyrics of hip hop songs are often about the life of people in the big cities. Hip hop music also uses musical styles from pop music such as disco and reggae.

In the 2000s, hip hop music and hip hop culture are very popular in the United States and Canada.

**Hip Hop has Five Elements:**

**Emcee:** stands for the Master of Ceremonies. Emcees began as hosts at hip-hop parties who would prompt the breakers to dance.

**DJ:** The DJ existed before hip-hop. But the hip-hop DJ took it to the next level by making record spinning into an art form called turntablism.

**Breaking:** The dance element of hip-hop, performed by dancers called B-Girls or B-Boys. B-Girls and BBoys got their name because they danced over the DJ’s “breaks” at hip-hop parties in the Bronx.

**Graffiti:** hip-hop’s visual element. The modern form of graffiti or “graff” actually began before hip-hop music and dance, but it quickly became a part of the culture as many graffiti artists grew up in the same area as other hip-hop artists.

**Beatboxing:** The ability to make a beat with one’s mouth instead of drums or drum machines.