

# 2<sup>nd</sup> GRADE

## Week 5

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	<p><b>Learning Warm-Up</b></p> <ul style="list-style-type: none"> <li>-Complete Monday's Warm-Up page.</li> <li>-Read Fluency Passage for 1 min. Record the number of words read correctly.</li> </ul>	<p><b>Learning Warm-Up</b></p> <ul style="list-style-type: none"> <li>-Complete Tuesday's Warm-Up page.</li> <li>-Read Fluency Passage for 1 min. Record the number of words read correctly.</li> </ul>	<p><b>Learning Warm-Up</b></p> <ul style="list-style-type: none"> <li>-Complete Wednesday's Warm-Up page.</li> <li>-Read Fluency Passage for 1 min. Record the number of words read correctly.</li> </ul>	<p><b>Learning Warm-Up</b></p> <ul style="list-style-type: none"> <li>-Complete Thursday's Warm-Up page.</li> <li>-Read Fluency Passage for 1 min. Record the number of words read correctly.</li> </ul>	<p><b>Learning Warm-Up</b></p> <ul style="list-style-type: none"> <li>-Complete Friday's Warm-Up page.</li> <li>-Read the entire Fluency Passage. Explain what the passage is about to an adult.</li> </ul>
8:30	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Daily Reading Comprehension Practice Journal</li> <li>-Read book independently for 15 minutes; Retell the story to a friend or family member</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Daily Reading Comprehension Practice Journal</li> <li>-Read book independently for 15 minutes. Retell the story to a friend or family member</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Daily Reading Comprehension Practice Journal</li> <li>-Read book independently for 15 minutes. Retell the story to a friend or family member</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Daily Reading Comprehension Practice Journal</li> <li>-Read book independently for 15 minutes. Retell the story to a friend or family member</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>-Daily Reading Comprehension Practice Journal</li> <li>-Read book independently for 15 minutes. Retell the story to a friend or family member</li> </ul>
9:30	<p><b>Language/Writing</b></p> <ul style="list-style-type: none"> <li>-Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book</li> <li>-Complete Daily Language Practice Journal</li> </ul>	<p><b>Language/Writing</b></p> <ul style="list-style-type: none"> <li>-Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book</li> <li>-Complete Daily Language Practice Journal</li> </ul>	<p><b>Language/Writing</b></p> <ul style="list-style-type: none"> <li>-Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book</li> <li>-Complete Daily Language Practice Journal</li> </ul>	<p><b>Language/Writing</b></p> <ul style="list-style-type: none"> <li>-Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book</li> <li>-Complete Daily Language Practice Journal</li> </ul>	<p><b>Language/Writing</b></p> <ul style="list-style-type: none"> <li>-Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book</li> <li>-Complete Daily Language Practice Journal</li> </ul>

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	<p><b>Brain Break</b> Choose a Movement &amp; Mindfulness Break Option</p> <p><b>LUNCH</b></p> <p><b>Phonics</b> -Three Letter Consonant Blends; Read each word and circle the words with squ blend; Complete each word by writing the letters squ. Read each word.</p>	<p><b>Brain Break</b> Choose a Movement &amp; Mindfulness Break Option</p> <p><b>LUNCH</b></p> <p><b>Phonics</b> -Three Letter Consonant Blends; Read each word and circle the words with spr blend; Complete each word by writing the letters spr. Read each word.</p>	<p><b>Brain Break</b> Choose a Movement &amp; Mindfulness Break Option</p> <p><b>LUNCH</b></p> <p><b>Phonics</b> -Sort the Three Letter Blends; Sort the words by writing each word under the correct blend.</p>	<p><b>Brain Break</b> Choose a Movement &amp; Mindfulness Break Option</p> <p><b>LUNCH</b></p> <p><b>Phonics</b> -3-Letter Blends; Choose the correct blend to complete the word, read the finished sentence.</p>	<p><b>Brain Break</b> Choose a Movement &amp; Mindfulness Break Option</p> <p><b>LUNCH</b></p> <p><b>Phonics</b> -Three Letter Blends; Circle the word to complete each sentence. Read the sentence.</p>
11:00	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
12:00	<p><b>Math</b> Khan Academy Video: <a href="#">"Counting American Coins"</a> Activity: Relate the Value of Coins to One Dollar (8.1 Reteach)</p>	<p><b>Math</b> Activity: Relate the Value of Coins to One Dollar (8.1 More Practice/Homework)</p>	<p><b>Math</b> Khan Academy Video: <a href="#">"Counting Dollars"</a> Activity: Compute the Value of Dollar Combinations (8.2 Reteach)</p>	<p><b>Math</b> Activity: Compute the Value of Dollar Combinations (8.2 More Practice/Homework)</p>	<p><b>Math</b> Activity: Solve Problems Involving Money (8.3 Reteach)</p>
1:30	<p><b>Social Studies</b> Work on 'A Trip to the Immigration Museum' packet and complete one activity to go with the story.</p>	<p><b>Social Studies</b> Work on 'A Trip to the Immigration Museum' packet and complete one activity to go with the story.</p>	<p><b>Social Studies</b> Work on 'A Trip to the Immigration Museum' packet and complete one activity to go with the story.</p>	<p><b>Social Studies</b> Work on 'A Trip to the Immigration Museum' packet and complete one activity to go with the story.</p>	<p><b>Social Studies</b> Work on 'A Trip to the Immigration Museum' packet and complete one activity to go with the story.</p>
2:00	<p><b>Art</b> Read about Grandma Moses</p>	<p><b>Music</b> Roll-a-Rhythm &amp; play homemade instruments</p>	<p><b>Art</b> Create art inspired by Grandma Moses</p>	<p><b>Music</b> Listen to Ragtime Music &amp; read about Scott Joplin</p>	<p><b>Art</b> Continue Photo Journal</p>
2:30	<p><b>Science</b> Science Journal Activity/Page</p>	<p><b>Science</b> Science Journal Activity/Page</p>	<p><b>Science</b> Science Journal Activity/Page</p>	<p><b>Science</b> Science Journal Activity/Page</p>	<p><b>Science</b> Science Journal Activity/Page</p>

# Family and Student Supports:

<p>Please review family letters for these content area assignments:</p> <ul style="list-style-type: none"><li>• Literacy</li><li>• Math</li><li>• Science</li><li>• Social Studies</li><li>• Art</li><li>• Music</li></ul>	<p><b>Student Learning Kits</b></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 &amp; Journal</p> <p><u>Art:</u> watercolor paint, paper</p>
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# Additional Student Supports:

<p><b>Individual Supports</b></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><b>English Language Learners</b></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:

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

# Movement & Mindfulness Break Options:

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





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.



### **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](https://www.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



## 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					

May Writing Prompts

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1. Write about a time you were surprised.	2. Write about a time you were happy.	3. Write about a time you were sad.	4. Write about a time you were angry.	5. Write about a time you were scared.	6. Write about a time you were excited.	7. Write about a time you were surprised.
8. Write about a time you were happy.	9. Write about a time you were sad.	10. Write about a time you were angry.	11. Write about a time you were scared.	12. Write about a time you were excited.	13. Write about a time you were surprised.	14. Write about a time you were happy.
15. Write about a time you were sad.	16. Write about a time you were angry.	17. Write about a time you were scared.	18. Write about a time you were excited.	19. Write about a time you were surprised.	20. Write about a time you were happy.	21. Write about a time you were sad.
22. Write about a time you were angry.	23. Write about a time you were scared.	24. Write about a time you were excited.	25. Write about a time you were surprised.	26. Write about a time you were happy.	27. Write about a time you were sad.	28. Write about a time you were angry.
29. Write about a time you were scared.	30. Write about a time you were excited.	31. Write about a time you were surprised.	32. Write about a time you were happy.	33. Write about a time you were sad.	34. Write about a time you were angry.	35. Write about a time you were scared.



# 2<sup>nd</sup> GRADE

## Writing Prompts

Dear Parents/Guardians,

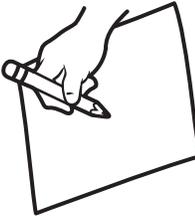
Every day, your child will respond to a writing prompt from the **May Writing Prompts Calendar**. This calendar is included in the work packet.

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	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					<b>1</b> The best game to play outside in the spring is...	<b>2</b> To make the world a better place, I would...
<b>3</b> Describe what your bedroom looks like right now.	<b>4</b> It was supposed to be windy all day, but when I walked outside...	<b>5</b> My friends and I were walking to the store when suddenly...	<b>6</b> If you could be anyone else for one day, whom would you be and why?	<b>7</b> The one thing I appreciate most about being in school is...	<b>8</b> Write a story about a long-lost relative who suddenly shows up at your front door.	<b>9</b> Imagine that you can stop time whenever you want. What are some things you would do?
<b>10</b> Today is Mother's Day! Write a letter to your mom or grandma telling how you feel about her.	<b>11</b> Describe your favorite place to collect your thoughts or to daydream.	<b>12</b> Write a myth explaining why the moon changes shape.	<b>13</b> You get to choose the last field trip of the year. Where will your class go and why?	<b>14</b> The best way to show someone you care is...	<b>15</b> I wish animals could talk because...	<b>16</b> Write about someone you know who challenges you to do your best.
<b>17</b> Make a list of all the healthy foods you ate this past week.	<b>18</b> I used to be _____, but now I _____.	<b>19</b> Write a tall tale about someone in your family. Use lots of detail!	<b>20</b> Would you rather be known as funny or as smart?	<b>21</b> If I could meet one person in the world, I would want to meet...	<b>22</b> List five good things you can do this week.	<b>23</b> Describe what you think makes a person (or animal) a hero.
<b>24</b> Would you rather be invisible or able to read minds? Why?	<b>25</b> In honor of Memorial Day, write a letter thanking a local veteran for his or her service.	<b>26</b> If I were the president of the United States, I would...	<b>27</b> Write a letter giving advice to the student who will sit in your desk or seat next year.	<b>28</b> The best gift I ever received was...	<b>29</b> If I could switch places with any character from a book or story I've read, I would switch places with...	<b>30</b> Name three things you are looking forward to this summer.
<b>31</b> The best thing that happened this month was...						

FLUENCY PRACTICE

Dear Parents,

Research shows that improved fluency supports comprehension of text and leads to better overall readers. At this point in 2<sup>nd</sup> 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

Words Correct Per minute Target Rates			
Words Per Minute (WPM)			
Grade	Fall	Winter	Spring
1	0-10	10-50	30-90
2	30-80	50-100	<b>70-130</b>
3	50-110	70-120	80-140

\*Rasinski, T. & Padak, N. (2005)



Name \_\_\_\_\_

## 3 Letter Blends

**2<sup>nd</sup> GRADE**  
Week 5: Literacy

### Three Letter Consonant Blends: SQU

Circle the words below that contain the 3 letter blend "squ."

square    squeal    splash    squash    squad    skid

sway    squirrel    squinch    squeak    squib    squirt

squeeze    squire    spray    squint    slash    squirm

Complete each word by writing the letters "squ" in the blanks. Say each word to yourself. Listen to the "squ" sound.

1. \_\_\_ \_ \_ are

8. \_\_\_ \_ \_ inch

2. \_\_\_ \_ \_ eal

9. \_\_\_ \_ \_ eak

3. \_\_\_ \_ \_ ash

10. \_\_\_ \_ \_ ib

4. \_\_\_ \_ \_ ad

11. \_\_\_ \_ \_ irt

5. \_\_\_ \_ \_ irrel

12. \_\_\_ \_ \_ eeze

6. \_\_\_ \_ \_ ire

13. \_\_\_ \_ \_ int

7. \_\_\_ \_ \_ irm

14. \_\_\_ \_ \_ at



s q u i d

Name: \_\_\_\_\_

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

Week 5 Day 1

1. next glue the parts together

---

2. would you like pizza for dinner

---

3. Circle the words that show actions that are happening now.

landed      passing      stays      turned      working

4. Circle the root words in the words below.

y a w n e d      y e l l i n g      c a l l s      b o i l e d

5. Who or what is the sentence about? \_\_\_\_\_

Braelynn plays at recess.

Name \_\_\_\_\_

Word Count: 131

## Lori Wants to Recycle

It was a cool spring day. The temperature in the garage was 12  
 warm. Lori was sorting old sneakers. Her class at school was 23  
 collecting sneakers. They were going to recycle them. Whoever 32  
 gave the most would win a prize. 39

Lori had over twenty pairs. She would have had more, but her 51  
 brothers were too stubborn to donate their shoes! Her chances 61  
 of winning were now reduced. She had counted on her 71  
 brothers' old shoes! Her brothers had saved their allowances 80  
 to buy new sneakers. Lori thought they would give her their 91  
 old ones. 93

The old shoes would be turned into a new blacktop for school. 105  
 They could all play ball there. Lori wanted her brothers' old 116  
 shoes! She didn't want them to end up in some landfill! 127  
 What could she do? 131

	Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
<b>Goal Rate</b>						
<b>WPM</b>						
<b>Errors</b>						
<b>WCPM</b>						
<b>Accuracy / Reading Rate %</b>						

*Words Per Minute (WPM); WPM – Errors = Words Correct Per Minute (WCPM); (WCPM ÷ WPM) x 100 = Accuracy/Reading Rate %*

Name \_\_\_\_\_

3 Letter Blends

## Three Letter Consonant Blends: SPR

Circle the words below that contain the 3 letter blend "spr."

sprain    squeal    spray    splash    sprite    sprung

spruce    squirrel    sprig    sprawl    stare    spread

squeeze    spry    spring    stroke    spree    sprocket

Complete each word by writing the letters "spr" in the blanks. Say each word to yourself. Listen to the "spr" sound.



s p r o u t

1. \_\_\_ \_\_\_ ain

8. \_\_\_ \_\_\_ ite

2. \_\_\_ \_\_\_ uce

9. \_\_\_ \_\_\_ ee

3. \_\_\_ \_\_\_ y

10. \_\_\_ \_\_\_ ead

4. \_\_\_ \_\_\_ ay

11. \_\_\_ \_\_\_ ung

5. \_\_\_ \_\_\_ ig

12. \_\_\_ \_\_\_ ocket

6. \_\_\_ \_\_\_ ing

13. \_\_\_ \_\_\_ itz

7. \_\_\_ \_\_\_ awl

14. \_\_\_ \_\_\_ out

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

Week 5 Day 2

1. close the door, said mom

---

2. can I borrow fiv dollars

---

3. Add more details to the sentence by writing a color to describe the dog.

A \_\_\_\_\_ dog ran down the street.

4. Rewrite the word in **(parentheses)** to make it a possessive.

the (boy) backpack

the \_\_\_\_\_ backpack

5. Circle the plural (more than one) nouns below.

lamp

mirrors

dishes

peach

cups

glasses

Name \_\_\_\_\_ **Three Letter Blends**

## Sort the Three Letter Blends

Sort the words. Write each word in the correct column.

stripe	splice	screech	string
straight	stroller	square	spray
split	scram	splash	strike
squelch	stride	stress	strobe
spring	squirm	spread	squid

**spr****squ****spl****scr****str**

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Name: \_\_\_\_\_

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

Week 5 Day 3

1. do we have homework? asked Landon

---

2. we went for a hik in the woods

---

3. Combine the sentences below to make one sentence. Write the new sentence.

Mom went to the store.

Dad went to the store

---

4. Circle the root words in the words below.

a l e r t e d

b u r n i n g

c l a p s

c h e a t e d

5. Write the plural form of **bench**. \_\_\_\_\_

Name \_\_\_\_\_ 3 Letter Blends

## 3-Letter Blends

**Directions:** Circle the correct blend to complete the word in the each sentence. Fill in the blank with the blend.

1. He \_\_\_\_\_ ead the blanket on the ground.                      thr       spr       spl
2. The fish \_\_\_\_\_ irmed on the hook.                                squ       spr       scr
3. Roger likes to \_\_\_\_\_ um the guitar.                                str       spr       spl
4. That dog is a \_\_\_\_\_ ay.    squ       str       thr
5. The dog \_\_\_\_\_ ained against the leash.                            str       squ       spl
6. We get a \_\_\_\_\_ uce every year at Christmas.                        squ       spr       scr
7. I tossed a pebble into the \_\_\_\_\_ eam.                                str       spr       spl
8. Jonah threw a \_\_\_\_\_ ike his first try.                                scr       str       thr
9. I got a bean caught in my \_\_\_\_\_ oat.                                thr       spr       scr
10. The mashed potatoes fell with a \_\_\_\_\_ at.                            spl       spr       scr
11. Put that \_\_\_\_\_ een in front of the fireplace.                        str       spr       scr
12. I \_\_\_\_\_ ained my ankle last week.                                spr       str       scr

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

Week 5 Day 4

1. i wish we could go outside, said Josie.

---

2. is that Mollie coat on the chair

---

3. Circle the correct way to write the greeting to a letter.

Dear Ava

dear Ava,

Dear Ava,

4. Divide the words into syllables with a /. Circle the closed syllable.

s t u d e n t

d e p e n d

b e g i n

a p r o n

5. Add more details to the sentence by writing a size to describe the spider.

A \_\_\_\_\_ spider crawled across the floor.

Name \_\_\_\_\_ 3 Letter Blends

## Three Letter Blends

Circle the correct word to complete each sentence.

1. The race car \_\_\_\_\_ around the curve.      squawked    squealed
2. His sore finger \_\_\_\_\_.      throbbed    threw
3. I can't read that \_\_\_\_\_.      scam    scrawl
4. I \_\_\_\_\_ the ball to Joe.      threat    threw
5. We were on a winning \_\_\_\_\_.      streak    steak
6. Do not \_\_\_\_\_ me with that water.      sprain    spray
7. That bean was the first to \_\_\_\_\_.      sprout    spree
8. That king is never on his \_\_\_\_\_.      throat    throne

Write the correct word for each picture.

- |  |   |
|--|---|
| <p>9.  _____      throb    throat</p> | <p>10.  _____      squid    squad</p>   |
| <p>11.  _____      tow    throw</p>   | <p>12.  _____      street    streak</p> |

Name: \_\_\_\_\_

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

Week 5 Day 5

1. she found Tom lost dog

---

2. pik me some flowers, said Jill

---

3. Combine the sentences below to make one sentence. Write the new sentence.

Jack plays football.

Jack plays soccer.

---

4. Rewrite the word in **(parentheses)** to make it a possessive.

the (cat) tail

the \_\_\_\_\_ tail

5. Write **join** to show it happened in the past. \_\_\_\_\_

Name \_\_\_\_\_

# Relate the Value of Coins to One Dollar



One dollar is 100 cents. So, 100 pennies = \$1.00.

Count on to see how many quarters equal \$1.00.



25¢, 50¢, 75¢, 100¢ So, 4 quarters = \$1.00.

Draw more coins to show \$1.00. Then tell how many you need.

1 10 dimes = \$1.00

2 and 5 nickels = \$1.00

**ONLINE**Video Tutorials and  
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Name \_\_\_\_\_

## Relate the Value of Coins to One Dollar

- 1 **MP Reason** Harold has 4 quarters. Does he have \$1.00? Explain.

\_\_\_\_\_

- 2 **MP Attend to Precision** Kendra needs \$1.00 to buy a bouncy ball. She has 73¢. What coins does she need to add to her 73¢ to buy the bouncy ball?



Kendra needs \_\_\_\_\_ pennies, \_\_\_\_\_ nickel,  
and \_\_\_\_\_ dimes.

- 3 **MP Reason** Adam wants to buy his sister a teddy bear. The teddy bear costs \$1.00. He has 64¢. What coins does he need to buy the teddy bear? Explain.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 4 **MP Use Tools** Sofia wants to buy a whistle for \$1.00. She has 22¢. What coins does she need to buy the whistle? Draw the coins she needs to make \$1.00.

## Test Prep

- 5 Which group of coins has a value of \$1.00?  
Fill in the bubble next to the correct answer.



## Spiral Review

- 6 Sarah buys a bookmark for 25¢. How many nickels have the same total value as 25¢? Draw to solve.

\_\_\_\_\_ nickels

- 7 What is the total value of these coins?



\_\_\_\_\_

Name \_\_\_\_\_

# Compute the Value of Dollar Combinations

To find dollar amounts, you can count on.



Count by 1. Count by 5.



Count by 10. Count by 20.

When the bills are mixed, put them in order from greatest value to least value.

Count on to find the total value.

**1** Two \$20 bills, three \$5 bills, and five \$1 bills

\$20, \$40, \$45, \$50, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

The total value is \_\_\_\_\_.

Write the values in order from greatest to least.  
Then count on to find the total value.



\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

The total value is \_\_\_\_\_.



Name \_\_\_\_\_

# Compute the Value of Dollar Combinations

**1** **(MP) Use Structure** Mrs. Nance has one \$20 bill, two \$10 bills, one \$5 bill, and three \$1 bills. How much money does Mrs. Nance have?

Mrs. Nance has \_\_\_\_\_.

**2** **(MP) Use Tools** Steve counts the money he saved. Count on to find how much money Steve saved.



\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

Steve saved \$ \_\_\_\_\_.

**3** **(MP) Attend to Precision** Ms. Mons has one \$20 bill, two \$5 bills, and nine \$1 bills. What bills could she add to make \$60?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Test Prep

Fill in the bubble next to the correct answer.

4 Which set of bills shows \$42?



5 Isaiah saves money to buy a football.  
How much money does Isaiah save?



- \$21       \$20       \$16

# Spiral Review

6 Mike wants to buy a beach ball for \$1. He has 65¢.  
Draw the coins Mike needs to make \$1.00.



Name \_\_\_\_\_

## Solve Problems Involving Money

Andre empties his piggy bank. He finds these bills.



Harry has \$35. Who has more money?

**Step 1:** Count on to find the total value of Andre's money.

\$10, \$20, \$25, \$30, \$31, \$32, \$33

**Step 2:** Compare the totals. \$35 is more than \$33.

Harry has more money.

- 1** Tamera saves these bills. Does she have enough money to buy a \$50 skateboard?

She has \$45.



She does not have enough.



- 2** Ava saves one \$10 bill, five \$5 bills, and three \$1 bills.  
Max saves three \$10 bills, two \$5 bills, and two \$1 bills.  
How much money do they have?

Ava has \_\_\_\_\_. Max has \_\_\_\_\_.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_. They have \_\_\_\_\_.

# A Trip to the Immigration Museum

by Kate Paixão



Sara was learning about American history. Today, her class visited the Ellis Island Immigration Museum.

"This museum is in the building where immigrants to the United States arrived a hundred years ago," Sara's teacher explained. "You will learn how people came to America back then. Please think about how different things are today."

The class took a ferryboat that chugged past the Statue of Liberty. When

they arrived at Ellis Island, Sara noticed that the museum was in a big red-and-white building.

Inside, Sara saw old trunks, suitcases, and baskets. "This is where immigrants had to check their baggage," a guide said. "They had come on long trips aboard very crowded ships. They knew they might never be able to return to their old countries."

The museum was filled with photographs and exhibits. Sara saw old-time dresses, boots, and other clothing from many countries. She looked at letters and passports and documents. She and her friends watched a few video interviews. The people being interviewed were proud to have become Americans.

Sara also felt proud. Her parents had immigrated to the United States, too. She thought she would like to know more about how her parents came here. "I am going to interview them when I get home," she decided.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What did Sara and her class learn about on their class visit?

- A. how people came to America a hundred years ago
- B. how to drive a ferryboat on a river
- C. how to interview someone about history

2. Where does this story mostly take place?

- A. at the Ellis Island Immigration Museum
- B. on a ferryboat near Ellis Island
- C. at the Statue of Liberty

3. Read these sentences from the text.

"This is where immigrants had to check their baggage,' a guide said. 'They had come on long trips aboard very crowded ships. They knew they might never be able to return to their old countries.'"

Based on this evidence, what conclusion can you draw about where these immigrants came from?

- A. They came from nearby towns and villages.
- B. They came from faraway countries.
- C. They came from different parts of the U.S.

4. Immigrants to the United States wanted very much to become Americans.

What evidence from the text supports this statement?

- A. They arrived at the building that was turned into the Ellis Island Immigration Museum.
- B. They came to the U.S. knowing that they might never be able to return to their old countries.
- C. They came to the U.S. wearing old-time dresses, boots, and clothing from their countries.

5. What is the main idea of this story?

- A. Sara visited a museum and learned about immigrants who came to the United States a hundred years ago.
- B. Sara interviewed her parents to learn more about how they came to the United States.
- C. Sara saw old trunks, suitcases, and baskets at the immigration museum she went to with her class.

6. Read these sentences from the text.

"This museum is in the building where immigrants to the United States arrived a hundred years ago," Sara's teacher explained. "You will learn how people came to America back then."

In these sentences, what does the phrase "immigrants to the United States" mean?

- A. people who traveled the world
- B. people who left America to live somewhere else
- C. people who came to live in America

7. Sara wanted to know more about how her parents immigrated to the United States, \_\_\_\_\_ she decided to interview them.

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

8. How did many immigrants feel about becoming Americans?

---

---

---

**9.** What does the guide tell Sara about the trips immigrants had to take to get to the United States?

---

---

---

**10.** Sara plans to interview her parents to learn more about how they came to the United States. How might Sara's parents' experience be like the experience of immigrants who came to the U.S. a hundred years ago? Use details from the text to support your answer.

---

---

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

- A. special kindness
- B. a large amount
- C. a public showing

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

- A. a division of a country
- B. a small number or amount
- C. that which is publicly displayed

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

3. The artists continue to \_\_\_\_\_ their work in the museum every year.

- A. exhibits
- B. exhibition
- C. exhibit
- D. exhibited

4. There are \_\_\_\_\_ of birds, plants, fishes, and wild animals.

- A. exhibits
- B. exhibition
- C. exhibit
- D. exhibited

5. This is the world's largest space and science \_\_\_\_\_.

- A. exhibits
- B. exhibition
- C. exhibit
- D. exhibited

6. It will be \_\_\_\_\_ at a museum for all to see.

- A. exhibits
- B. exhibition
- C. exhibit
- D. exhibited

7. Please write your own sentence using the word **exhibit**.

---

---

---

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

---

---

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

- A. a tool that shows north, south, east, and west
- B. a kind of conference for a specific reason
- C. a light, soft silver-white metallic element

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

- A. a message
- B. forming words
- C. the questioning of a person

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

3. The close-up, bird's eye \_\_\_\_\_ shows the bean beast.

- A. interviews
- B. review
- C. interviewer
- D. view
- E. views
- F. interview
- G. viewed

4. Switching seats will give you different \_\_\_\_\_.

- A. interviews
  - B. review
  - C. interviewer
  - D. view
  - E. views
  - F. interview
  - G. viewed
-

5. Anyone can meet and \_\_\_\_\_ other people about their experiences.

- A. interviews
- B. review
- C. interviewer
- D. view
- E. views
- F. interview
- G. viewed

6. Every actor loves a \_\_\_\_\_ that mentions him or her positively.

- A. interviews
- B. review
- C. interviewer
- D. view
- E. views
- F. interview
- G. viewed

7. Many people \_\_\_\_\_ breakfast as a pointless meal in the past.

- A. interviews
- B. review
- C. interviewer
- D. view
- E. views
- F. interview
- G. viewed

8. The magazine would feature \_\_\_\_\_ with other artists and articles about art shows happening in the city.

- A. interviews
- B. review
- C. interviewer
- D. view
- E. views
- F. interview
- G. viewed

9. Smile as you greet the \_\_\_\_\_ when you first meet him or her.

- A. interviews
- B. review
- C. interviewer
- D. view
- E. views
- F. interview
- G. viewed

10. Please write your own sentence using the word **interview**.

---

---

---

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

---

---

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

- A. a person's background
- B. a satisfied word
- C. the groups of people arriving together to a new country from their home countries

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

- A. an expert on geography
- B. a happening or event
- C. the act of coming into a new country or nation and living there

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

3. Some \_\_\_\_\_ arrived in the new country with tears in their eyes.

- A. migrated
- B. migrate
- C. migration
- D. immigrant
- E. migrants
- F. migrant
- G. immigrants

4. It would disturb the birds' habits of \_\_\_\_\_ and nesting.

- A. migrated
- B. migrate
- C. migration
- D. immigrant
- E. migrants
- F. migrant
- G. immigrants

5. In a Greek neighborhood a new \_\_\_\_\_ from Greece might feel as if he or she were back at home.

- A. migrated
- B. migrate
- C. migration
- D. immigrant
- E. migrants
- F. migrant
- G. immigrants

6. Birds that \_\_\_\_\_ are present either during the summer or winter.

- A. migrated
- B. migrate
- C. migration
- D. immigrant
- E. migrants
- F. migrant
- G. immigrants

7. Bison \_\_\_\_\_ during all of last year to find enough food.

- A. migrated
- B. migrate
- C. migration
- D. immigrant
- E. migrants
- F. migrant
- G. immigrants

8. Like all \_\_\_\_\_, they had to move frequently within the country to follow the crops.

- A. migrated
- B. migrate
- C. migration
- D. immigrant
- E. migrants
- F. migrant
- G. immigrants

9. There they became \_\_\_\_\_ farm workers.

- A. migrated
- B. migrate
- C. migration
- D. immigrant
- E. migrants
- F. migrant
- G. immigrants

10. Please write your own sentence using the word **immigration**.

---

---

---

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

---

---

---

**Art M-W:**

Free Draw-Paint-Build (10 minutes)

Mon: Read the biography sheet for Grandma Moses and look at the example of her art on the page, and visit <https://www.wikiart.org/en/grandma-moses> for more examples.

Ask yourself:

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

Write a reflection of your experience. How did you feel? Did you like what you saw? Why? Why not?

Wed: Use the Folk Art Building guides to create your own artwork in the style of Grandma Moses

Fri: Photo Journal by taking pictures that show what missing means to you. Write how missing people and places makes you feel. Where is the first place you want to go when this is over? Why?

**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 Ragtime Music! Read about Scott Joplin.

<https://www.youtube.com/watch?v=rBIInnwV21DM> Scott Joplin *Maple Leaf Rag*

<https://www.youtube.com/watch?v=TSoXBkF832I> Scott Joplin *The Entertainer*

Practice good audience behavior. After, write or draw how the music made you feel. Does it remind you of other songs?

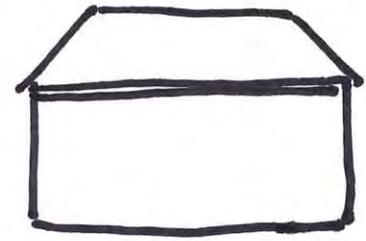
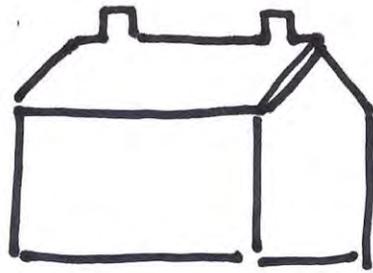
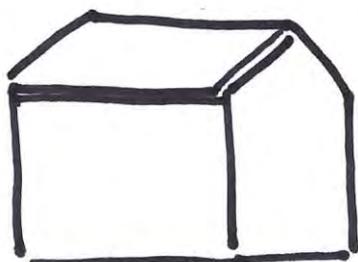
**Daily Schedule week 5**

Monday	Tuesday	Wednesday	Thursday	Fri
Art Grandma Moses	Music Roll a rhythm & drumming	Art Grandma Moses Build a Building packet	Music Ragtime & Scott Joplin	Art Photo Journal

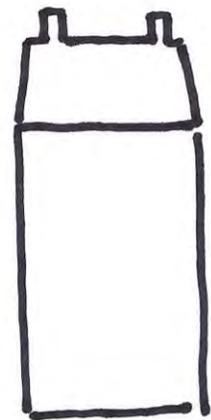
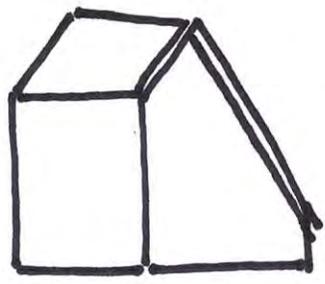
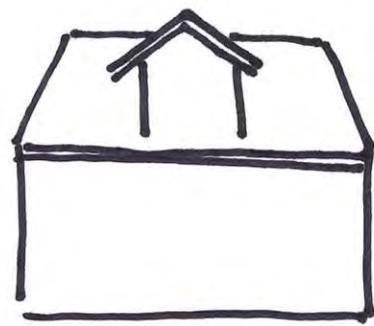




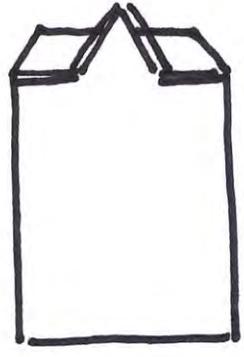
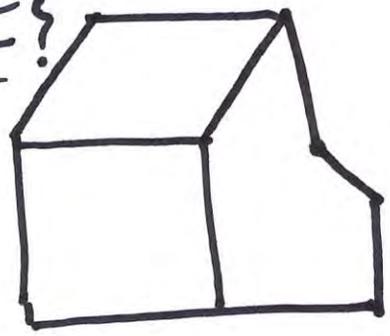
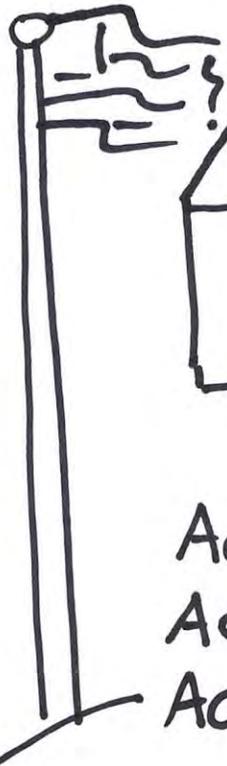
# AMERICAN FOLK ART



--- Houses ---

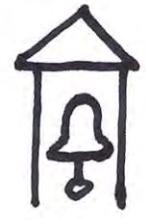


--- Buildings ---



Add windows and doors  
Add chimney or steeple  
Add a bell for a school

Barns →

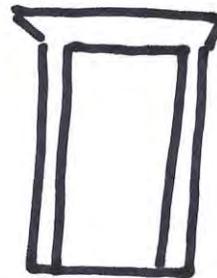
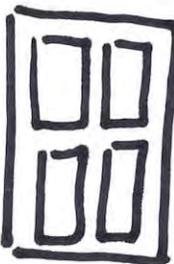
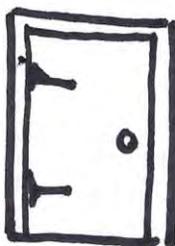




# -- Doors --



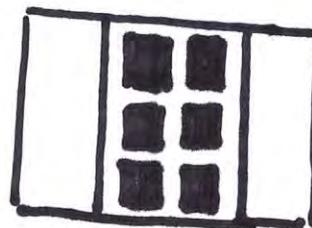
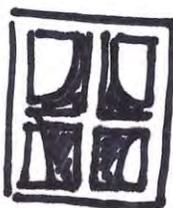
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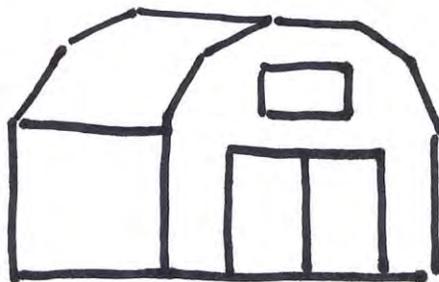
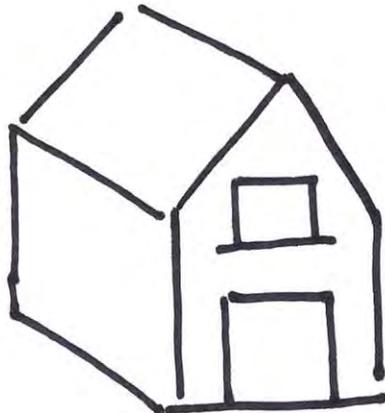
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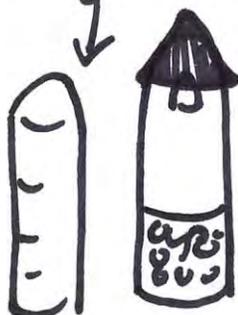
# BARN S



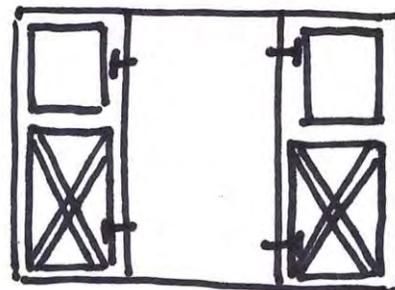
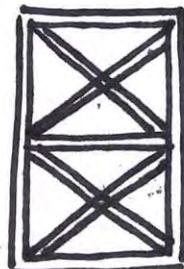
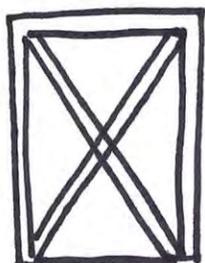
add hay



Silos)



Barn doors



## Hey Kids, Meet Scott Joplin

American Musician and Composer (1867 or 1868-1917)



**Scott Joplin**, the second of six children, was born sometime between June 1867 and January 1868 in Eastern Texas. His father was a slave, while his mother was born a free black woman. After 1871 Joplin and his family moved to Texarkana, Texas. It was then that young Scott taught himself music on a piano in a home where his mother worked.

Exhibiting musical ability at an early age, Joplin received free music lessons from a local German music teacher. His teacher not only trained him to play the piano well, but also gave him a well-rounded knowledge of classical music form. It was this training in classical form that served him in later years in developing his compositional style.

In the late 1880's Joplin left home to pursue his musical career. By 1898 Joplin had sold six pieces for the piano. By 1889 he had published his most celebrated composition, *Maple Leaf Rag* which placed Joplin at the top of the list of ragtime performers and established ragtime as an important musical form. In the early 1900's, Joplin and his new wife, Belle, moved to St. Louis, Missouri. While living there, he composed some of his best-known works including *The Entertainer* and *Elite Syncopations*.

Scott Joplin died April 1, 1917. He remains the best-known ragtime composer and performer. He also is regarded as one of the three most important composers of classic ragtime.