

2nd GRADE

Week 7

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Learning Warm-Up -Complete Monday's Warm-Up page. -Read Fluency Passage "City Park, USA" for 1 min. Record the number of words read correctly.	Learning Warm-Up -Complete Tuesday's Warm-Up page. -Read Fluency Passage "City Park, USA" for 1 min. Record the number of words read correctly.	Learning Warm-Up -Complete Wednesday's Warm-Up page. -Read Fluency Passage "City Park, USA" for 1 min. Record the number of words read correctly.	Learning Warm-Up -Complete Thursday's Warm-Up page. -Read Fluency Passage "City Park, USA" for 1 min. Record the number of words read correctly.	Learning Warm-Up -Complete Friday's Warm-Up page. -Read the entire Fluency Passage "City Park, USA". Explain what the passage is about to an adult.
8:30	Reading -Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes; Retell the story to a friend or family member	Reading -Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes. Retell the story to a friend or family member	Reading -Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes. Retell the story to a friend or family member	Reading -Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes. Retell the story to a friend or family member	Reading -Daily Reading Comprehension Practice Journal -Read book independently for 15 minutes. Retell the story to a friend or family member
9:30	Language/Writing -Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book -Complete Daily Language Practice Journal	Language/Writing -Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book -Complete Daily Language Practice Journal	Language/Writing -Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book -Complete Daily Language Practice Journal	Language/Writing -Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book -Complete Daily Language Practice Journal	Language/Writing -Daily writing; Choose a writing prompt from the May calendar and respond in the Primary Composition Book -Complete Daily Language Practice Journal

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option	Brain Break Choose a Movement & Mindfulness Break Option
11:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00	Phonics - Watch Youtube Video, "A Fun Song About Homophones" https://www.youtube.com/watch?v=GJUqJvX5N5A -Complete homophone Worksheet – Read each sentence. Circle the correct homophone to complete the sentence.	Phonics -Watch Youtube Video By Bye Buy https://www.youtube.com/watch?v=nnike7WERuQ -Homophone Worksheet Read each sentence. Choose the correct word from the word box to complete each sentence	Phonics -Complete Homophone Worksheet – The underlined word in each sentence is incorrect. The correct word is its homophone. Read each sentence, determine the correct word and write it on the line.	Phonics -Homophones; Read each sentence, choose a word from the word box to complete each sentence.	Phonics -Homophone Clues; Read each clue. Write the homophone that matches the clue. Example Couple = pair Fruit that grows on a tree = pear
12:30	Math Activity: Use Equations to Represent Addition and Subtraction Situations (14.2 More Practice/Homework)	Math Khan Academy Video: "Missing numbers in addition and subtraction" Activity: Use Drawings and Equations to Represent Two-Digit Addition (14.3 Reteach)	Math Activity: Use Drawings and Equations to Represent Two-Digit Addition (14.3 More Practice/Homework)	Math Activity: Use Drawings and Equations to Represent Two-Digit Subtraction (14.4 Reteach)	Math Activity: Use Drawings and Equations to Represent Two-Digit Subtraction (14.4 More Practice/Homework)
1:30	Social Studies Work on 'Buying a New Car' packet and complete one activity to go with the story.	Social Studies Work on 'Buying a New Car' packet and complete one activity to go with the story.	Social Studies Work on 'Buying a New Car' packet and complete one activity to go with the story.	Social Studies Work on 'Buying A New Car' packet and complete one activity to go with the story.	Social Studies Work on 'Buying a New Car' packet and complete one activity to go with the story.
2:00	Art Learn about African masks with info sheet or website	Music Play Roll a rhythm & drumming with homemade drum	Art Use mirror image African mask page or create your own design	Music Read, listen & respond to Hip Hop & Rapper's Delight	Art Work on Photo Journal
2:30	Science Science Journal Activity/Page	Science Science Journal Activity/Page	Science Science Journal Activity/Page	Science Science Journal Activity/Page	Science Science Journal Activity/Page

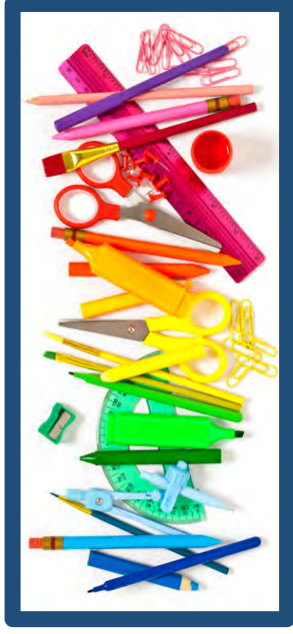
Family and Student Supports:

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

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 <i>Individual Supports</i> packet of information for additional access to individual student supports as needed.
English Language Learners	Please reference the <i>Academic Enrichment Packet for English Language Learners</i> 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.



Online Learning:

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

Movement & Mindfulness Break Options:

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





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 Biding

Area Partnership Manager | Eastern Ohio

☎ 216.401.3963

Kristen.biding@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: ccbyu001

Password: ca0646

Best Regards,
Kristi Bidinger
Imagine Learning Area Partnership Manager



Daily Assignments Checklist

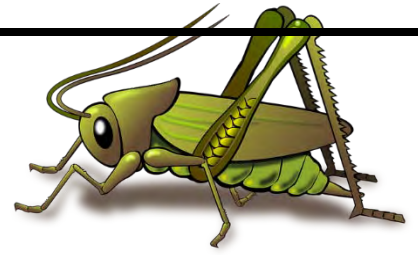
Name: _____ Week: _____

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					

Name _____ Homophones



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

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

Week 7 Day 2



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.

r e m o t e d e c i d e c u p c a k e o u t s i d e

5. Underline the suffixes in the words below.

h e l p f u l s l o w l y t h a n k f u l q u i c k l y

May Writing Prompts

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Write a story about a day in the life of a person who is different from you.	2 Write a story about a day in the life of a person who is different from you.	3 Write a story about a day in the life of a person who is different from you.	4 Write a story about a day in the life of a person who is different from you.	5 Write a story about a day in the life of a person who is different from you.	6 Write a story about a day in the life of a person who is different from you.	7 Write a story about a day in the life of a person who is different from you.
8 Write a story about a day in the life of a person who is different from you.	9 Write a story about a day in the life of a person who is different from you.	10 Write a story about a day in the life of a person who is different from you.	11 Write a story about a day in the life of a person who is different from you.	12 Write a story about a day in the life of a person who is different from you.	13 Write a story about a day in the life of a person who is different from you.	14 Write a story about a day in the life of a person who is different from you.
15 Write a story about a day in the life of a person who is different from you.	16 Write a story about a day in the life of a person who is different from you.	17 Write a story about a day in the life of a person who is different from you.	18 Write a story about a day in the life of a person who is different from you.	19 Write a story about a day in the life of a person who is different from you.	20 Write a story about a day in the life of a person who is different from you.	21 Write a story about a day in the life of a person who is different from you.
22 Write a story about a day in the life of a person who is different from you.	23 Write a story about a day in the life of a person who is different from you.	24 Write a story about a day in the life of a person who is different from you.	25 Write a story about a day in the life of a person who is different from you.	26 Write a story about a day in the life of a person who is different from you.	27 Write a story about a day in the life of a person who is different from you.	28 Write a story about a day in the life of a person who is different from you.
29 Write a story about a day in the life of a person who is different from you.	30 Write a story about a day in the life of a person who is different from you.	31 Write a story about a day in the life of a person who is different from you.				



Writing Prompts

Dear Parents/Guardians,


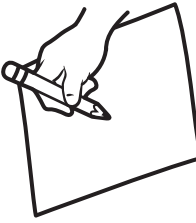


Every day, your child will respond to a writing prompt from the **May Writing Prompts Calendar**. This calendar is included in the work packet.

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

Name: _____

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.

r e s t a r t

u n t i e

r e c a l l

d i s t r u s t

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

FLUENCY PRACTICE

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

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	70-130
3	50-110	70-120	80-140

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



Name _____

Word Count: 137

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? 13
26
38

Each city park is different. Some parks have swings, slides, and
sandboxes. Other parks have swimming pools and tennis courts. 49
58
Some may have jogging trails or horseback riding. At some parks,
you can even bring a tent and camp out overnight! 69
79

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 92
104
mountain area has places for people to go rock climbing or hiking. 116

All city parks have one thing in common, though. They are full 128
of smiling faces. Maybe yours is one of them. 137

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

Name _____ **Homophones**

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.

Name _____ **Homophones**

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.

Name: _____

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

3. If **tidy** means "clean", what does **untidy** mean? Circle your answer.

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.

m i s t a k e s u n r i s e r e f u s e u n l i k e

Name: _____

Homophones



Choose a word from the box to complete each sentence.

Word Box

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



- _____ are you going?
- I'm going _____ a Yankees game with my friend, Chris.
- Kyle will come to the game _____.
- Don't forget to _____ a jacket when you go.
- Here is some money so you can buy _____ hot dogs.
- Don't worry, I'll only have _____ hot dog.
- Our seats are over _____.
- I am a Yankees fan and I think _____ going to beat the Cubs.
- It's _____ turn to bat next.
- The final score was 5 to 3 and the Yankees _____ the game.



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. _____

Name: _____

Page 1 of 2

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

Name: _____

- | | | |
|-----|-------|---|
| 8. | _____ | dog's feet |
| | _____ | to stop, halt, or freeze |
| 9. | _____ | detect things with your eyes |
| | _____ | place where dolphins, sharks, and whales live |
| 10. | _____ | not warm |
| | _____ | spicy bean and beef meal served in a bowl |
| 11. | _____ | time when you're sleeping |
| | _____ | someone that protects a king |
| 12. | _____ | mother's boy |
| | _____ | star in the center of the Solar System |
| 13. | _____ | opposite of low |
| | _____ | greeting |
| 14. | _____ | to put in the ground and cover with dirt |
| | _____ | small, round fruit; straw, black, or blue |
| 15. | _____ | 60 minutes |
| | _____ | belonging to us |

Name: _____

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

Week 7 Day 5

1. i ate two hamburger at lunch



Week 7: Literacy

2. it is time to go to sarahs house said alli

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

rival secret final paper

4. Circle the root word in the words below.

clapping joked unsafe slowly

5. Who or what is the sentence about? _____

My sister likes to play with dolls.



Use Equations to Represent Addition and Subtraction Situations

MP Use Structure Complete the bar model. Write an equation with a \blacksquare 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?

_____	_____

_____ minutes

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

_____	_____

_____ 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?

_____	_____

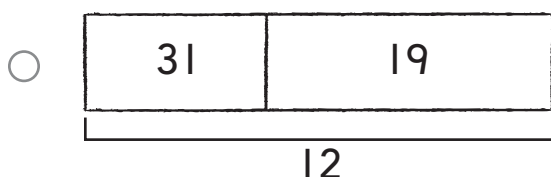
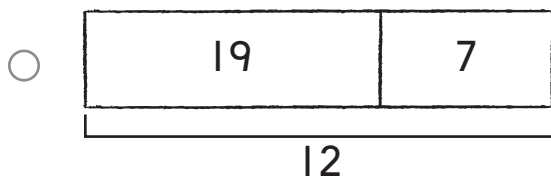
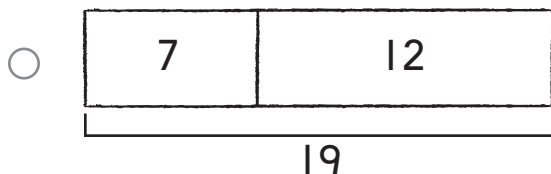
_____ ducks

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 \blacksquare for the unknown number. Solve.

_____ 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.



Spiral Review

Find the sum. Show your work.

6

	2	2
	1	6
		9
+	2	1

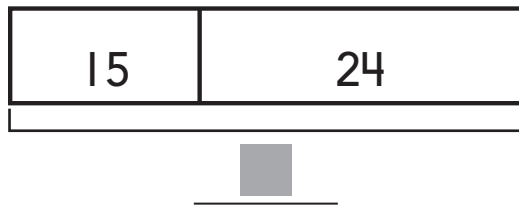
7

	2	3
	2	4
	1	0
+	3	8

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?



$$15 + 24 = \square$$

$$15 + 24 = 39$$

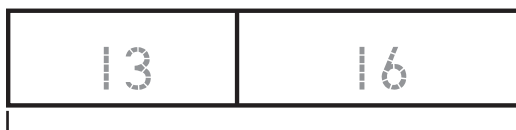
39 horses

Complete the bar model to represent the problem.

Model the problem with an addition equation.

Use for the unknown number.

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

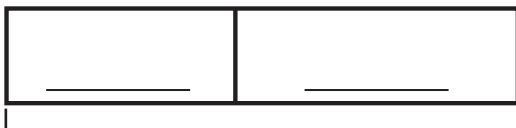


$$\underline{13} + \underline{16} = \underline{\square}$$

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

_____ butterflies

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



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

_____ shells

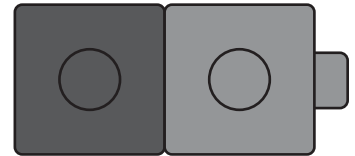
Name _____



ONLINE
 Video Tutorials and
 Interactive Examples

Use Drawings and Equations to Represent Two-Digit Addition

- 1** **(MP) 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 \blacksquare for the unknown number. Write and solve your equation.



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_____ 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?

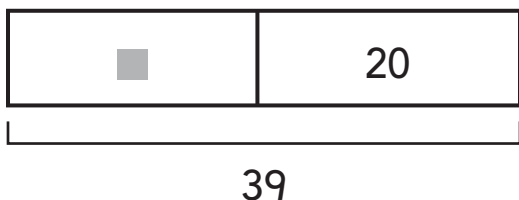
16	16

54

_____ owls

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.



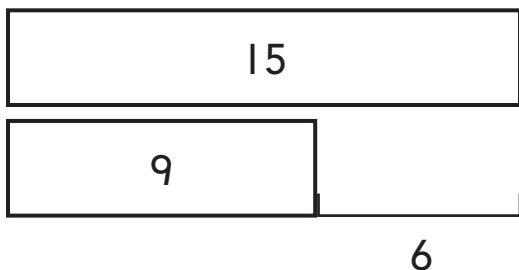
- ☐ 19 ☐ 20 ☐ 39

- 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.

- ☐ ■ + 5 = 12
☐ 12 + 5 = ■
☐ 12 - ■ = 5

Spiral Review

- 5 Complete the equation to match the bar model.



_____ - _____ = _____

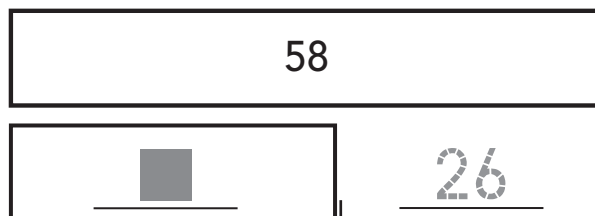
Use Drawings and Equations to Represent Two-Digit Subtraction

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?

$$\square = 58 - 32$$

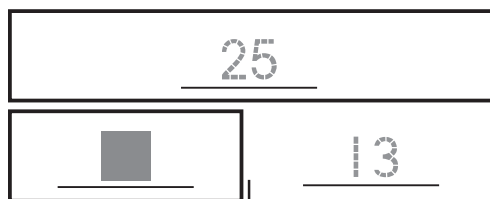
$$26 = 58 - 32$$



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?

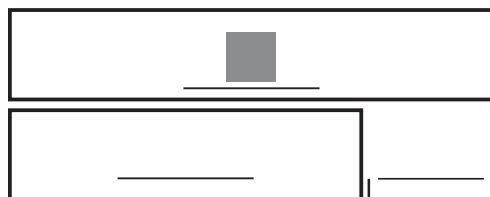


$$\square = 25 - 13$$

$$12 = 25 - 13$$

Bill has _____ marbles.

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



$$\square - 56 = \square$$

Sanjay has _____ cards.



Use Drawings and Equations to Represent Two-Digit Subtraction

- 1** **MP 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 \square 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.

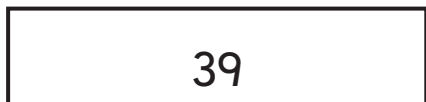
8	13

_____ poems

J	_____
N	_____
	5

Test Prep

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



☐ $17 + 39 = 56$

☐ $39 - 17 = 22$

☐ $22 - 17 = 5$

22

- 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.



_____ berries

Spiral Review

Write an equation to represent the problem. Use 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?

_____ cars

Buying a New Car

by Susan LaBella



"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)

Mon: Read the information sheet for African masks or visit

<https://kids.britannica.com/kids/article/African-mask/602131> and look at the 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 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?

Monday	Tuesday	Wednesday	Thursday	Fri
Art Learn about African masks with info sheet or website	Music Play Roll a rhythm & drumming with homemade drum	Art Use mirror image African mask page or create your own design	Music Read, listen & respond to Hip Hop & Rapper's Delight	Work on Photo Journal

Gr2 W7D1 art AFRICAN MASKS BACKGROUND

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.



Gr 2 W7 D4 Music Learn about Hip Hop!

Hip hop is a music, art, and style of dressing that started in the 1970s. It began 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.