

# 2<sup>nd</sup> GRADE

## Week 4

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

Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00	<b>Brain Break</b> Choose a Movement & Mindfulness Break Option	<b>Brain Break</b> Choose a Movement & Mindfulness Break Option	<b>Brain Break</b> Choose a Movement & Mindfulness Break Option	<b>Brain Break</b> Choose a Movement & Mindfulness Break Option	<b>Brain Break</b> Choose a Movement & Mindfulness Break Option
11:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:00	<b>Phonics</b> -Watch video to explain the sounds YouTube video: <i>Episode 18 The suffix -ed makes 3 sounds</i> <a href="https://www.youtube.com/watch?v=Dsd0eFgU0m8">https://www.youtube.com/watch?v=Dsd0eFgU0m8</a> -Complete worksheet <i>What Does -ed Say?</i> ; Read the words, cut each out and glue it under the correct heading	<b>Phonics</b> -Complete <i>Sounds of ed</i> worksheet; Say each word, write the word in the column with the correct sound of ed	<b>Phonics</b> -Complete <i>The Sounds ed Can Make</i> ; Cut out each word, read the word and glue it in the column with the correct sound of -ed	<b>Phonics</b> -Complete <i>How to add and pronounce -ed</i> ; Add ed to each word, pronounce the word and write the word under the heading that shows the correct pronunciation of -ed	<b>Phonics</b> -Complete the ED sort; Cut out the words and sort under the correct heading. This sort can be done over more than one sitting.
12:30	<b>Math</b> Khan Academy Video: <a href="#">“Telling Time (Unlabeled Clock)”</a> Activity: <a href="#">Different Ways to Tell and Write Time</a> (9.2 Reteach)	<b>Math</b> Activity: <a href="#">Different Ways to Tell and Write Time</a> (9.2 More Practice/Homework)	<b>Math</b> Activities: <a href="#">Practice Telling and Writing Time</a> (9.3 Reteach) <a href="#">Practice Telling and Writing Time</a> (9.3 Additional Practice)	<b>Math</b> Activity: <a href="#">Practice Telling and Writing Time</a> (9.3 More Practice/Homework)	<b>Math</b> Activities: <a href="#">Tell and Write Time with A.M. and P.M.</a> (9.4 Reteach) <a href="#">Tell and Write Time with A.M. and P.M.</a> (9.4 Additional Practice)
1:30	<b>Social Studies</b> Work on ‘What is Trade?’ packet and complete one activity to go with the story.	<b>Social Studies</b> Work on ‘What is Trade?’ packet and complete one activity to go with the story.	<b>Social Studies</b> Work on ‘What is Trade?’ packet and complete one activity to go with the story.	<b>Social Studies</b> Work on ‘What is Trade?’ packet and complete one activity to go with the story.	<b>Social Studies</b> Work on ‘What is Trade?’ packet and complete one activity to go with the story.
2:00	<b>Art</b> Work on Da Vinci Activity Packet	<b>Music</b> Play Roll a Rhythm / Homemade Drums	<b>Art</b> Virtual Visit to Museum - Da Vinci	<b>Music</b> Make Homemade Pan Flute	<b>Art</b> Continue Photo Journal
2:30	<b>Science</b> Science Journal Activity/Page	<b>Science</b> Science Journal Activity/Page	<b>Science</b> Science Journal Activity/Page	<b>Science</b> Science Journal Activity/Page	<b>Science</b> Science Journal Activity/Page

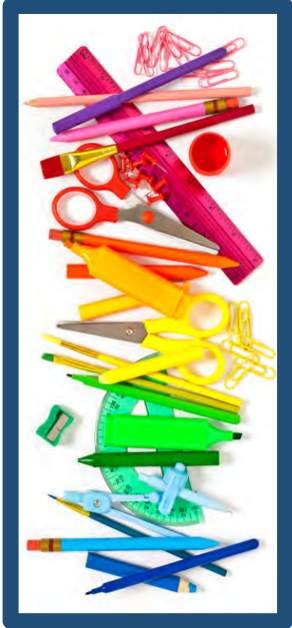
# Family and Student Supports:

Student Learning Kits	
Please review family letters for these content area assignments: <ul style="list-style-type: none"> <li>Literacy</li> <li>Math</li> <li>Science</li> <li>Social Studies</li> <li>Art</li> <li>Music</li> </ul>	<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
<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>





Dear Students & Families:

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

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

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

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

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

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

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

Thank you!



## Daily Assignments Checklist

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

Dear Parents/Guardians,

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

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

April Writing Prompts

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 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,





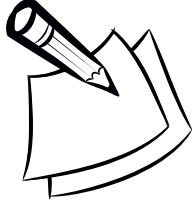
Every day, your child will respond to a writing prompt from the **April Writing Prompts Calendar**. This calendar is included in the work packet.

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

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

Thank you!

# April Writing Prompts

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					It's April Fool's Day! What joke have you played or would you play on your friends?	2 Spring is a time of new beginnings. What activity would you like to begin?
3 Write a story about a marshmallow bunny that comes to life.	4 Describe your favorite thing to do at recess.	5 Pretend you are an animal in the zoo. Write about the day you escape!	6 The best thing to do on a rainy day is...	7 If you could pick a new name for yourself, what would it be and why?	8 Pretend you are an umbrella! Write about your day in the rain.	9 Would you rather be as big as a giant or as small as a mouse?
10 If you could add a new school subject, what would it be and why?	11 In spring, I love the smell of...	12 Write a funny story about the day it rained chocolate chips!	13 If I could be a butterfly for a day...	14 If you could eat anything for breakfast, what would it be and why?	15 Imagine you move to a new city. How would you make new friends?	16 Tell about a time you felt proud of yourself or someone in your family.
17 Imagine you could be anyone else for one day! Who would it be and why?	18 Pretend you bumped into someone famous! Write a dialogue of your conversation.	19 List five things you like about your pet—or a pet you wish you had.	20 Write a poem about a rainy day.	21 Imagine you found an old treasure map. Where does it lead and what do you find there?	22 Today is Earth Day. What are three things you can do to help protect our planet?	23 One spring day, I hopped into a hot air balloon and floated off to...
24 If you were a tour guide for your city, where would you take visitors? Why?	25 Imagine you are building a giant tree house. What does it look like?	26 Make a list of 10 items you would need to take to a sleepover.	27 Imagine you found a golden key. What does it open and what do you see there?	28 My favorite memory of my class this year is...	29 In spring, I love the smell of...	30 If you could donate a million dollars to any charity, which would it be and why?
						

# What Does -ed Say?

Name \_\_\_\_\_




Date \_\_\_\_\_

**"Ed"** can make different sounds. Read the words below, then cut out each word and glue it under the correct ending sound. Print on cardstock.

yelled	helped	buzzed
planted	handed	camped
bumped	called	started



What sound does **"Ed"** make? Sort the words with the same ending sound.

d 	t 	ed 

Most Common Words • Set 9

light

Reading A-Z

Most Common Words • Set 9

own

Reading A-Z



Most Common Words • Set 9

kind

Reading A-Z

Most Common Words • Set 9

pick

Reading A-Z

Most Common Words • Set 9

carry

Reading A-Z

Most Common Words • Set 9

both

Reading A-Z

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

CCSS 1.RFS.3.a  
Phonics and Word Recognition

## Sounds of "ed"

6 Directions: Write the words in the correct column. What sound is "ed" making in the words below.

played

barked

visited

floated

licked

thanked

backed

painted

stayed

finished

mailed

rented

/d/	/t/	/ed/

Most Common Words • Set 9

small

Reading A-Z

Most Common Words • Set 9

live

Reading A-Z



Most Common Words • Set 9

found

Reading A-Z

Most Common Words • Set 9

upon

Reading A-Z

Most Common Words • Set 9

wash

Reading A-Z

Most Common Words • Set 9

thank

Reading A-Z

Most Common Words • Set 9

show

Reading A-Z

Most Common Words • Set 9

wish

Reading A-Z



Most Common Words • Set 9

draw

Reading A-Z

Most Common Words • Set 9

hot

Reading A-Z

Most Common Words • Set 9

these

Reading A-Z

Most Common Words • Set 9

clean

Reading A-Z

# The Sounds **ed** Can Make

Adding **ed** to the end of a word can make three different sounds. Depending on the word you add **ed** to, it can sound like “**id**,” “**d**,” or “**t**.”

Cut out each word at the bottom of the page. Then, one by one, read each word aloud, and glue it in the correct column. Each column starts with an example.

<b>“id”</b>	<b>“d”</b>	<b>“t”</b>
<b>batted</b>	<b>played</b>	<b>blinked</b>

<b>exited</b>	<b>bloomed</b>	<b>loved</b>
<b>agreed</b>	<b>dumped</b>	<b>smiled</b>
<b>added</b>	<b>baked</b>	<b>talked</b>



Most Common Words • Set 9

sing

Reading A-Z

Most Common Words • Set 9

grow

Reading A-Z



Most Common Words • Set 9

many

Reading A-Z

Most Common Words • Set 9

together

Reading A-Z

Most Common Words • Set 9

because

Reading A-Z

Most Common Words • Set 9

shall

Reading A-Z



Write these regular verbs in the correct box according to their pronunciation. Write them in the Past Simple form.

# How to add and pronounce -ed



Voiceless sounds are pronounced with /t/:

(p - s - sh - ch -  
- f - p - k - x)

Ex: cooked = /kʊkt/  
fixed = /fɪkst/

Voice sounds are pronounced with /d/:

(m - r - n - l - b  
- v - z - y - g - w)

Ex: called = /kɔːld/  
closed = /kləʊzd/

Verbs with -t or -d as a final sound are pronounced as /ɪd/:

(d - t)  
Ex: waited = /weɪtɪd/  
needed = /niːdɪd/

answer  
arrive  
brush  
dance  
decide  
discover  
divide  
end  
enjoy  
explode  
finish  
grab  
hate  
hug  
laugh  
miss  
pick  
play  
promise  
rain  
relax  
shout  
snow  
start  
stop  
study  
talk  
travel  
use  
visit  
want  
watch  
work



Most Common Words • Set 9

far

Reading A-Z

Most Common Words • Set 9

laugh

Reading A-Z



Most Common Words • Set 9

best

Reading A-Z

Most Common Words • Set 9

please

Reading A-Z

Most Common Words • Set 9

Reading A-Z

Most Common Words • Set 9

Reading A-Z

# The ED Sort

The Ending Sound of ED

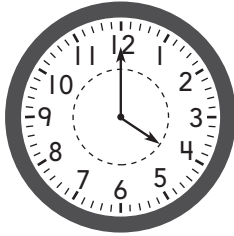
Sounds like /ed/	Sounds like /d/	Sounds like /t/

wanted	filled	decided	desired	kicked	needed	mopped	cooled
asked	dropped	turned	hoped	succeeded	coughed	excited	hired
tasted	faxed	skilled	landed	missed	smelled	melted	finished
hiked	jumped	hugged	sounded	followed	accepted	looked	stopped
lived	scanned	locked	grunted	pitched	faded	smiled	printed
reached	snowed	banned	placed	ended	asked	affected	equipped
wounded	worked	watched	listed	mailed	cleaned	handed	decided
laughed	walked	sounded	sneered	raked	interested	peeked	waded

Name \_\_\_\_\_

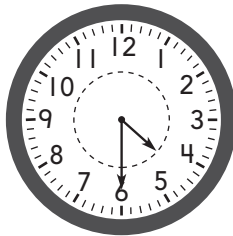
# Different Ways to Tell and Write Time

You can write time using numbers or words.



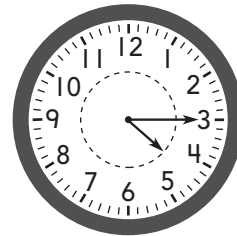
4 o'clock

4:00



half past 4

4:30

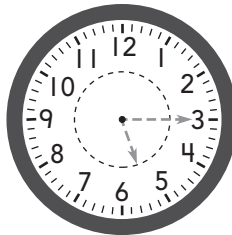


quarter past 4

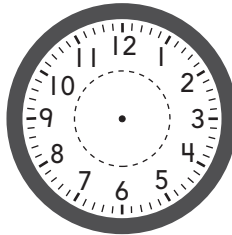
4:15

Draw the clock hands to show the time.  
Write the time.

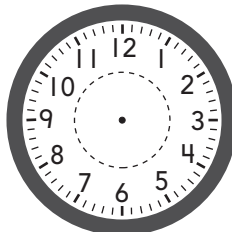
**1** quarter past 5



**2** half past 11



**3** 20 minutes after 7



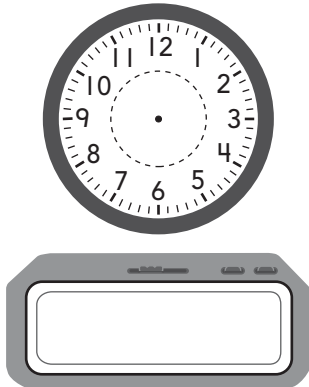


Name \_\_\_\_\_

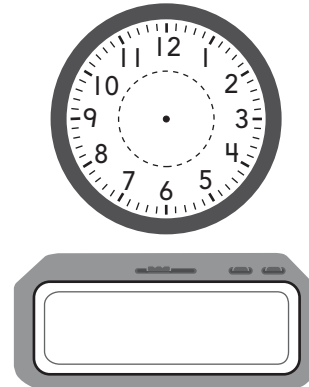
# Different Ways to Tell and Write Time

**MP** **Attend to Precision** Draw the clock hands to show the time. Write the time.

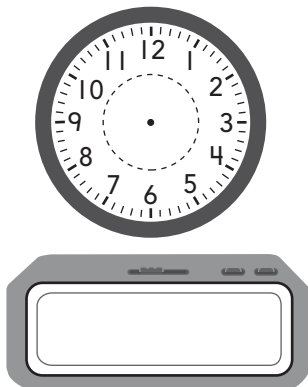
- 1** Kirk goes to school at half past 9.



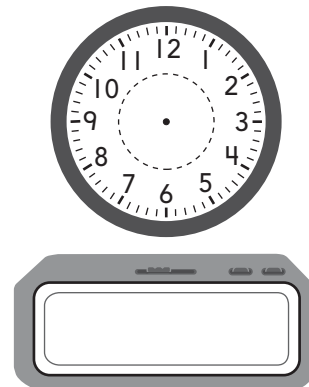
- 2** Tim reads a book until quarter past 6.



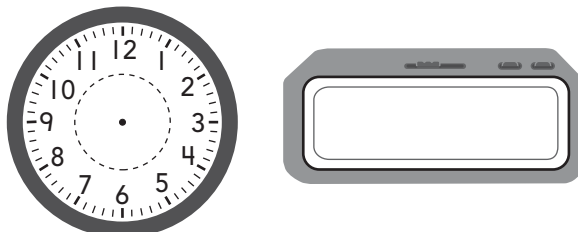
- 3** 15 minutes after 7



- 4** half past 10

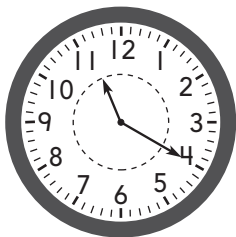


- 5** 5 minutes after 12



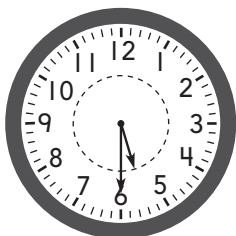
## Test Prep

- 6 What time does the clock show? Fill in the bubble next to the correct answer.



- ☐ 20 minutes past 11  
☐ 25 minutes past 11  
☐ half past 11

- 7 How can you say the time? Fill in the blanks to show how.



\_\_\_\_\_ minutes after \_\_\_\_\_ half past \_\_\_\_\_

## Spiral Review

- 8 What is the value of the digit 5 in the number 540?

\_\_\_\_\_

- 9 Write a doubles fact that can help you find the sum. Write the sum.

$7 + 8 = \underline{\hspace{2cm}}$

doubles fact:  $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Name \_\_\_\_\_

## Practice Telling and Writing Time

Use the clock hands to tell time.

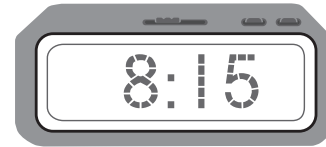
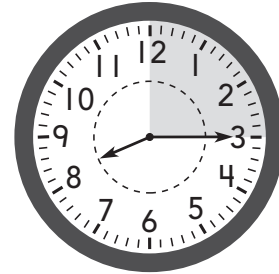
First, find the hour.

The hour is 8.

Count by fives to find the minutes.

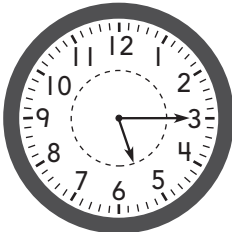
It is 15 minutes after 8.

The time is quarter past 8.



Look at the clock. Write the time in different ways.

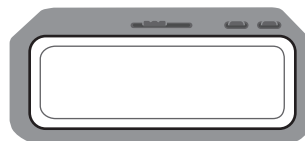
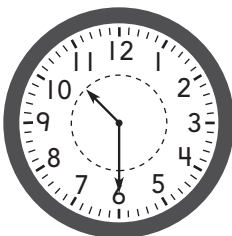
1



quarter past 5

15 minutes after 5

2

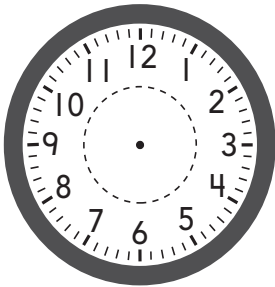


\_\_\_\_\_  
\_\_\_\_\_

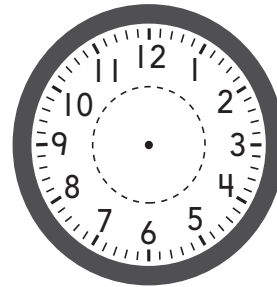
# Practice Telling and Writing Time

Draw the clock hands to show the time.

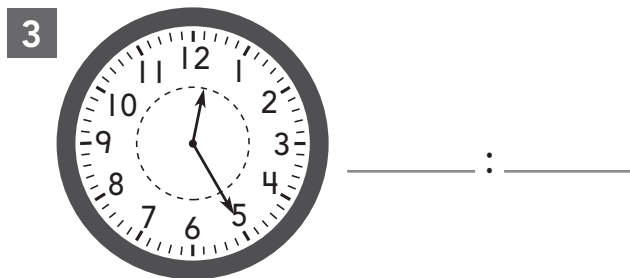
- 1** Derek has breakfast at  
20 minutes after 8.



- 2** Miley gets home from school  
at half past 3.

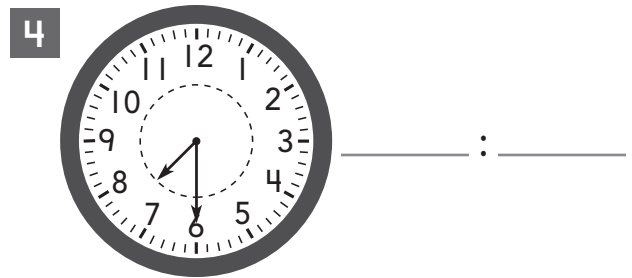


Write the time in different ways.



\_\_\_\_\_ : \_\_\_\_\_

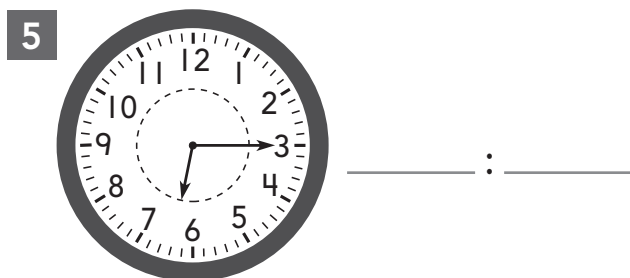
\_\_\_\_\_ minutes after \_\_\_\_\_



\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ past \_\_\_\_\_

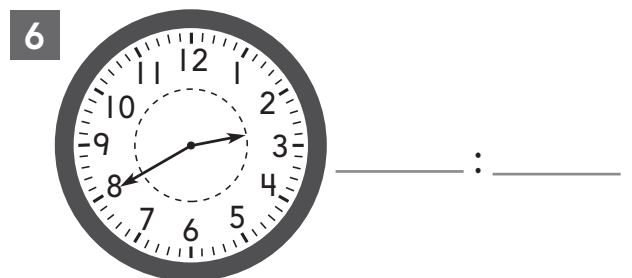
\_\_\_\_\_ minutes after \_\_\_\_\_



\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ past \_\_\_\_\_

\_\_\_\_\_ minutes after \_\_\_\_\_



\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ minutes after \_\_\_\_\_

Name \_\_\_\_\_

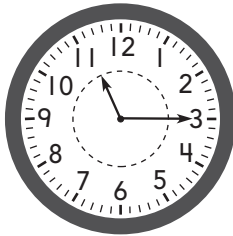
# Practice Telling and Writing Time

**MP** Use Structure Write the time in different ways.



**ONLINE**  
Video Tutorials and  
Interactive Examples

1

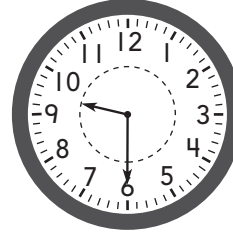


\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ past \_\_\_\_\_

\_\_\_\_\_ minutes after \_\_\_\_\_

2

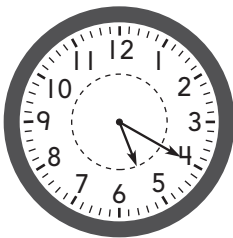


\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ past \_\_\_\_\_

\_\_\_\_\_ minutes after \_\_\_\_\_

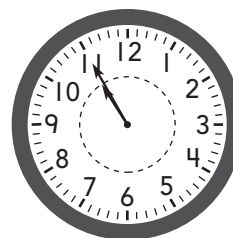
3



\_\_\_\_\_ : \_\_\_\_\_

\_\_\_\_\_ minutes after \_\_\_\_\_

4

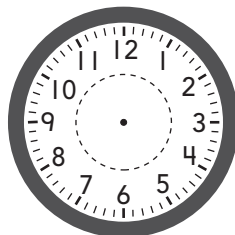


\_\_\_\_\_ : \_\_\_\_\_

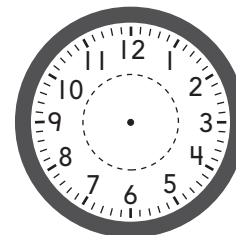
\_\_\_\_\_ minutes after \_\_\_\_\_

**MP** Use Repeated Reasoning Draw the clock hands to show the time.

5 Toya gets home from soccer practice at quarter past 8.



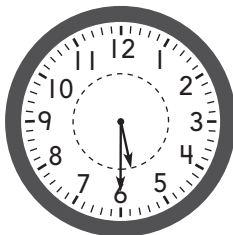
6 Kelsey plays chess at half past 4.



## Test Prep

What time is shown on the clock? Choose the two correct answers.

7



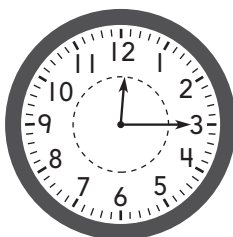
☐ quarter past 5

☐ half past 5

☐ 30 minutes after 5

☐ 6 minutes after 5

8



☐ 15 minutes after 12

☐ half past 12

☐ quarter past 12

☐ 3 minutes after 12

## Spiral Review

Make a ten to find the sum. Write the sum.

9  $8 + 5 = \underline{\hspace{2cm}}$

10  $9 + 7 = \underline{\hspace{2cm}}$

$10 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

$10 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

Name \_\_\_\_\_

# Tell and Write Time with A.M. and P.M.

Noon is 12:00 in the daytime.

Midnight is 12:00 at night.

Times after midnight and before noon are written with a.m.

Times after noon and before midnight are written with p.m.

eat breakfast

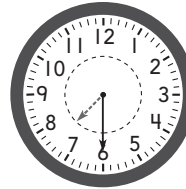


a.m.

p.m.



read a bedtime story



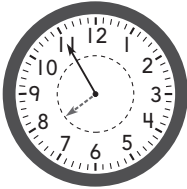
a.m.

p.m.



Write the time. Then circle a.m. or p.m.

1 arrive at school

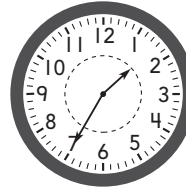


a.m.

p.m.



2 go to afternoon recess



a.m.

p.m.



3 eat lunch

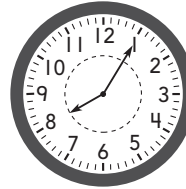


a.m.

p.m.



4 get ready for bed



a.m.


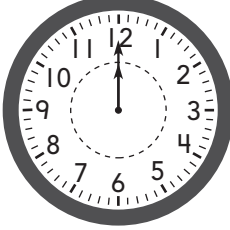
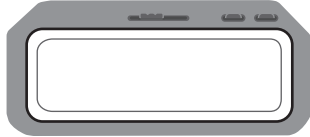

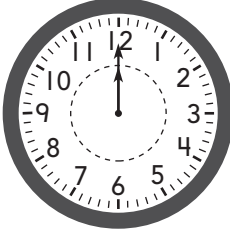
p.m.



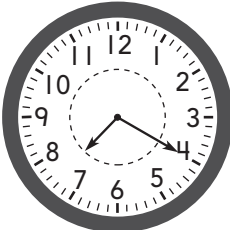

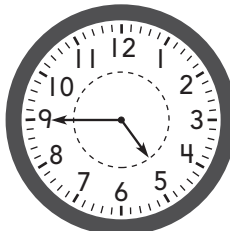

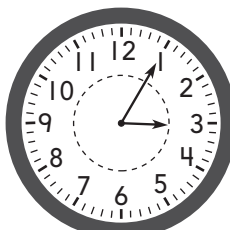
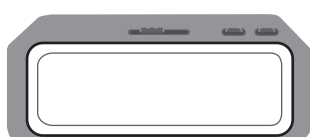
Name \_\_\_\_\_

# Tell and Write Time with A.M. and P.M.

Write the time. Then circle **noon** or **midnight**.

1				noon midnight
2			_____ : _____	noon midnight

Write the time. Then circle **a.m.** or **p.m.**

3	eat breakfast			a.m. p.m.
4	finish homework			a.m. p.m.
5	take the bus home			a.m. p.m.

# What Is Trade?

by Susan LaBella



Steven Depolo (CC BY 2.0)

Have you ever swapped sandwiches with a friend at lunchtime? "Trade" is the name we give to any exchange of one thing for something else. Trading can take place between people, companies, and countries.

Trade involves services, money, and goods. Maybe you mowed your neighbor's lawn, and she paid you. That was trading a service for money. Or maybe you traded your scooter for a friend's video game. That was trading goods.

People and countries may trade because they have too much of one thing and need something else. For example, in some countries, people grow a lot of rice. They produce more than they need for themselves. That allows them to sell their rice to other countries. The buyers of the rice send money to the sellers. The sellers might use that money to buy goods or services.

Trade allows people to sell, buy, or exchange goods and services to get what they need.

# What Is Trade?

by Susan LaBella (Adapted by ReadWorks)



Steven Depolo (CC BY 2.0)

Have you ever switched sandwiches with a friend at lunch? If you have, then you have traded. Trade, or exchange, is when you give something away to get something else.

People, companies, and countries can all trade things. They may trade goods. Goods are items that are bought, sold, or traded. Have you ever traded your scooter for a friend's video game? If so, you traded goods.

People, companies, and countries may trade services and money. A service is any work that someone does for someone else. Have your neighbors paid you to mow their lawn? If so, you traded a service for money.

People and countries may trade because they have too much of one thing and need something else. For example, in some countries, people grow a

lot of rice. They grow more rice than they need. So they can sell some rice to other countries. The countries buying the rice give money in exchange. That money can then be used to buy goods or services.

Trade lets people sell, buy, or exchange goods and services. By trading, people can get what they need.

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

1. What is the name we give to any exchange of one thing for something else?

- A. service
- B. money
- C. trade

2. Trade can be an effect. What is a cause of trade?

- A. people growing rice and then eating it
- B. people making sandwiches and refusing to give them away at lunch
- C. people having too much of one thing and needing something else

3. Trade can take place between people.

What evidence from the text best supports this statement?

- A. "For example, in some countries, people grow a lot of rice. They produce more than they need for themselves."
- B. "Maybe you mowed your neighbor's lawn and she paid you. That was trading a service for money."
- C. "Trade involves services, money, and goods."

4. What is an example of trading goods for money?

- A. selling rice
- B. swapping sandwiches
- C. mowing your neighbor's lawn

5. Which sentence best states the main idea of the article?

- A. "Have you ever swapped sandwiches with a friend at lunchtime?"
- B. "Trade allows people to sell, buy, or exchange goods and services to get what they need."
- C. "For example, in some countries, people grow a lot of rice."

6. Read these sentences from the text.

"Have you ever swapped sandwiches with a friend at lunchtime? Trade is the name we give to any exchange of one thing for something else. Trading can take place between people, companies, and countries."

Why might the author have asked the question, "Have you ever swapped sandwiches with a friend at lunchtime?"

- A. to prove to readers that trade can include the exchange of services
- B. to show readers that trade can take place between companies and countries
- C. to introduce readers to the idea of trade with an example

7. Choose the answer that best completes this sentence.

People trade \_\_\_\_\_ trading allows them to get what they need.

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

8. Trade can involve services and money. What else can it involve?

9. What is an example of trading goods? Support your answer with evidence from the article.

10. What is the difference between goods and services? Support your answer with evidence from the article.

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

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

- A. things to buy and sell
- B. personal difficulties
- C. character traits

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

- A. things that belong to someone
- B. countries working together
- C. business firms

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

3. You can spend money to buy a \_\_\_\_\_ or service.

- A. good
- B. goods

4. The exchange of \_\_\_\_\_ is called trade.

- A. good
- B. goods

5. Please write your own sentence using the word **goods**.

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

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

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

- A. many individuals as a group
- B. a social unit living together
- C. an act of help or assistance

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

- A. a religious ceremony
- B. a message
- C. the state of the atmosphere

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

3. \_\_\_\_\_ animals are helpers, not pets.

- A. services
- B. serve
- C. served
- D. service
- E. serves
- F. servants
- G. serving

4. People of a city or town need all kinds of \_\_\_\_\_.

- A. services
- B. serve
- C. served
- D. service
- E. serves
- F. servants
- G. serving

5. \_\_\_\_\_ dried fruits as a snack in place of candy.

- A. services
- B. serve
- C. served
- D. service
- E. serves
- F. servants
- G. serving

6. The dessert may be \_\_\_\_\_ at the table or in the kitchen.

- A. services
- B. serve
- C. served
- D. service
- E. serves
- F. servants
- G. serving

7. The \_\_\_\_\_ returned to the hallway.

- A. services
- B. serve
- C. served
- D. service
- E. serves
- F. servants
- G. serving

8. The soup was so good that I went back for a second \_\_\_\_\_.

- A. services
- B. serve
- C. served
- D. service
- E. serves
- F. servants
- G. serving

9. It \_\_\_\_\_ as food for fish and other water animals.

- A. services
- B. serve
- C. served
- D. service
- E. serves
- F. servants
- G. serving

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

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

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

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

- A. anything that contributes to a result
- B. the act of changing one thing for another thing
- C. a person who lives near another

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

- A. a workplace for buying and selling
- B. more than half of some group
- C. a group of people who work together

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

3. Secrets are fun to keep and also to \_\_\_\_\_.

- A. changing
- B. changes
- C. changed
- D. change
- E. exchanged
- F. exchange

4. Leaves \_\_\_\_\_ color in the fall.

- A. changing
- B. changes
- C. changed
- D. change
- E. exchanged
- F. exchange

5. The \_\_\_\_\_ made to them are irreversible.

- A. changing
- B. changes
- C. changed
- D. change
- E. exchanged
- F. exchange

6. Television \_\_\_\_\_ the way people learned about the world.

- A. changing
- B. changes
- C. changed
- D. change
- E. exchanged
- F. exchange

7. Weathering is the breaking apart and \_\_\_\_\_ of rocks.

- A. changing
- B. changes
- C. changed
- D. change
- E. exchanged
- F. exchange

8. The bank \_\_\_\_\_ them for ten-dollar bills.

- A. changing
- B. changes
- C. changed
- D. change
- E. exchanged
- F. exchange

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

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

Name \_\_\_\_\_

# TAKE A SECOND LOOK

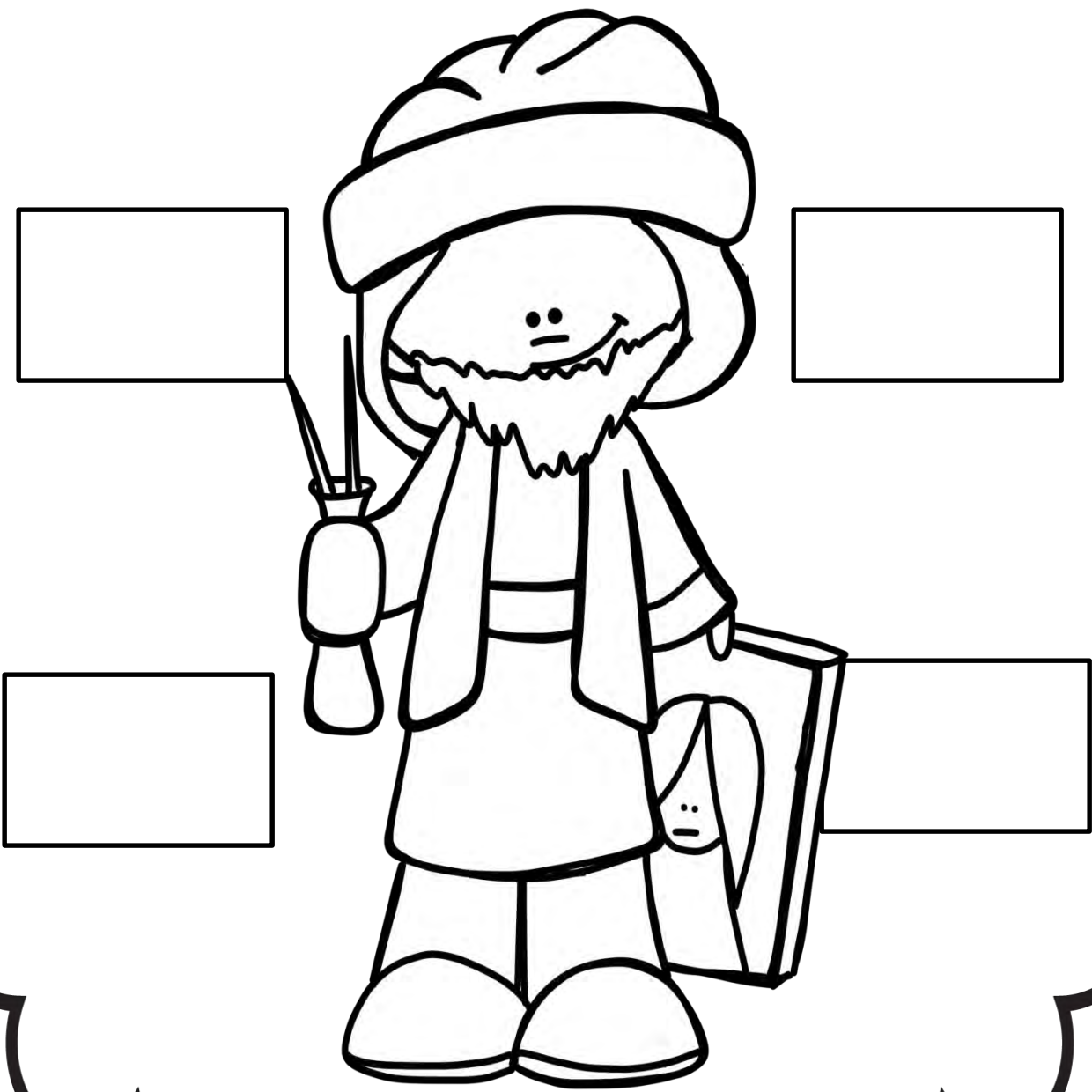


Describe the painting  
in your own words

Name \_\_\_\_\_

# CHARACTER TRAITS

Use adjectives to describe this character. Write the adjectives on the boxes next to the character.



Name \_\_\_\_\_

# FAMOUS QUOTES

Tears come from  
the heart and not  
from the brain

The natural desire  
of good men is  
knowledge

Learning never  
exhausts the  
mind

A well-spent day  
brings happy sleep

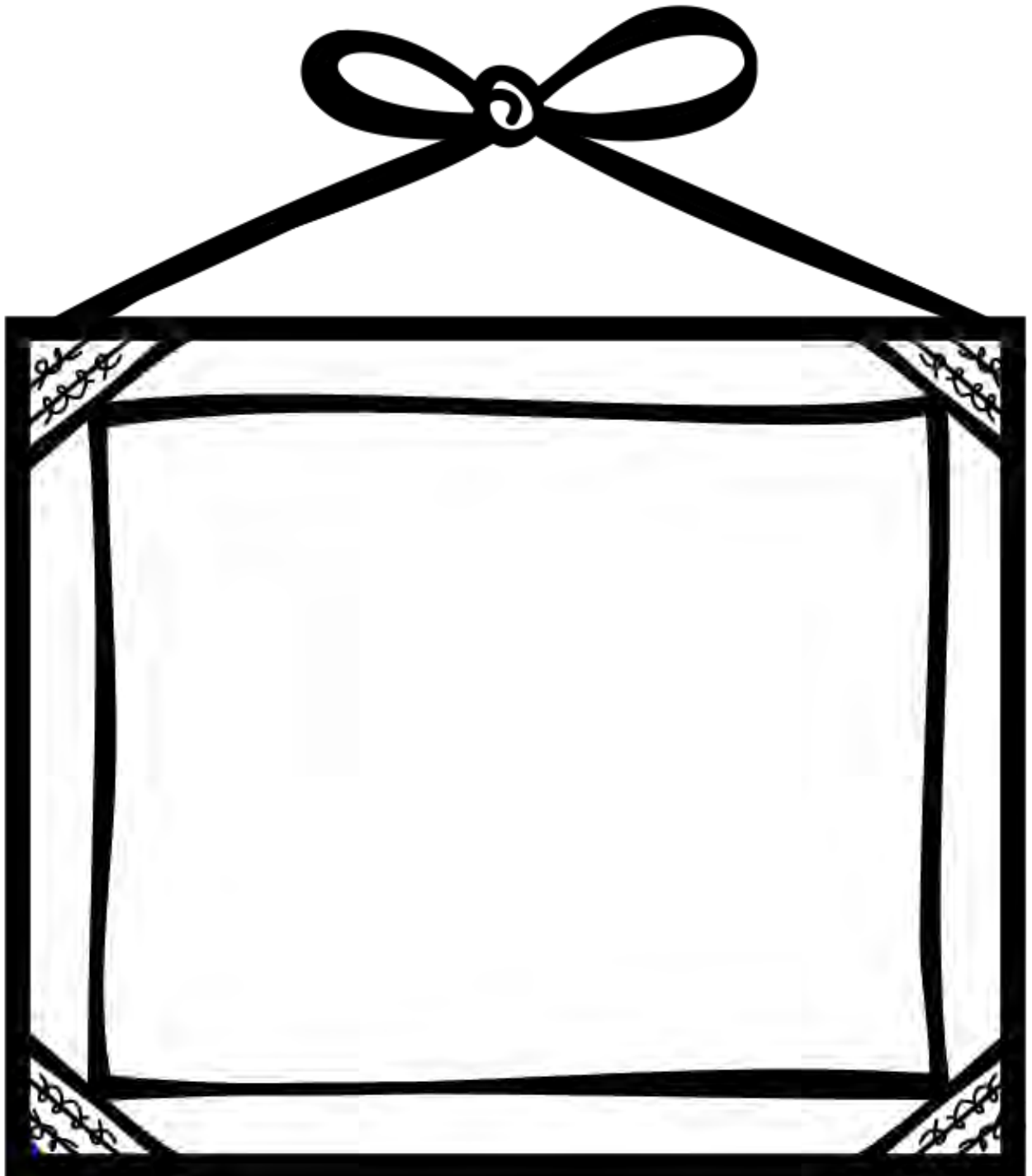


Which is your  
favorite quote?

Pick one to  
write about  
in your  
notebook.

Name \_\_\_\_\_

# DESIGN YOUR OWN DA VINCI



## Week 4: Music

Gr2W4D4 music

Music is a great creative outlet for kids — as well as an easy way to keep them occupied — but you don't have to buy expensive instruments to encourage your little Mozart to make music. From kids' instruments like paper plate tambourines to DIY instruments like musical spoons, learn and play with homemade instruments by using what you already have in your cupboards.

### Paper plate tambourine

#### What you'll need:

- 2 heavy-duty paper plates
- Hole punch
- String or yarn
- Jingle bells, beads—anything that can make noise
- Markers or crayons

#### What you'll do:

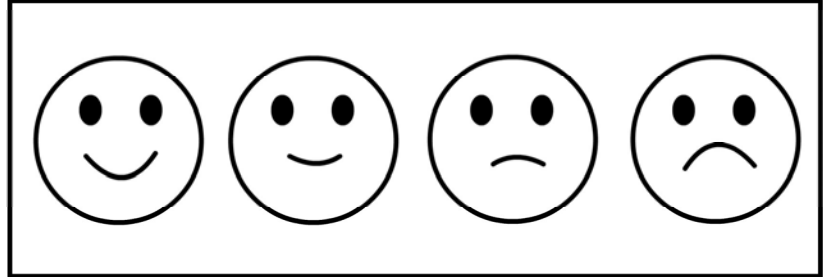
1. Hold two paper plates face to face and punch holes around the perimeter of the plates about an inch and a half apart to string your yarn.
2. Take your length of yarn and weave it up through a hole, around the outside and back up the same hole again and tie a knot to secure the plates together. Then, string a jingle bell through your yarn and continue weaving your plate. Alternate your jingle bells or beads every other hole or more, depending on how many bells you have.
3. When you get back to the hole in which you started, tie off your yarn again and let your child decorate his DIY instrument to make it his own. Then, shake to play and your kid's instrument is ready for the big show!

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

# Feelings Check-In

How am I feeling?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_\_\_\_

My Favorite New Activity

Inside:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Outside:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I Really Miss

1.

\_\_\_\_\_  
\_\_\_\_\_

2.

\_\_\_\_\_  
\_\_\_\_\_

3.

\_\_\_\_\_  
\_\_\_\_\_

Things I'm looking forward to:

1.

2.

3.

\_\_\_\_\_  
Today I will do this because it brings me joy: