April 3, 2020

To: Families and Caregivers of CMSD Students:

CMSD continues to send regular updates on the services and supports we are providing during the unprecedented closure of schools, as part of a state-wide effort to contain the spread of the COVID-19 virus.

In addition to the grab-and-go meals we are providing at 22 school sites each day, CMSD is also distributing learning packets, and I want to personally emphasize the value of these academic enrichment materials that are handed out with meals and posted on the CMSD website: ClevelandMetroSchools.org.

Research shows that children learn best when learning is continuous, which is why CMSD educators are working hard to produce interesting and thought-provoking materials that will keep students engaged and that will keep their minds active during this long break from school.

Recognizing that students are used to a consistent school schedule, I strongly encourage you to work with your child to develop a routine at home, to make time and space for quiet reading and active engagement with their learning materials and to praise them for their attention to their studies and their personal growth.

CMSD’s Academic Enrichment Plan, posted on CMSD’s website, includes lessons and a recommended daily schedule for students at every grade level, from PreK to 12. Digital lessons can be accessed online and print materials are available for pickup at all meal sites.

Thank you for the opportunity to emphasize the importance of academic enrichment in our students’ experience during this unprecedented time away from school. And thank you for the important role you play every day in our shared commitment to the safety, growth and future of Cleveland’s children.

Thank you.

Eric S. Gordon
CEO
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td><strong>Learning Warm-Up</strong></td>
<td><strong>Learning Warm-Up</strong></td>
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<tr>
<td></td>
<td>- Sight Words (Set 5), cut out flashcards and practice reading at least 3 times. - Closed-Open Syllables. Read each word, copy, underline the blend and digraph blends.</td>
<td>- Practice reading sight word flash cards (set 5) - Parent dictates words with blends for child to write.</td>
<td>- Sight Words (set 6) cut out flashcards and practice reading at least 3 times - Parent dictates words with blends for child to write.</td>
<td>- Practice reading sight word flash cards (set 6) - Parent dictates words with blends for child to write - Fill in the word activity. Have your child read the sentence and find the word in the box to complete the sentence.</td>
<td><strong>No School</strong></td>
</tr>
<tr>
<td>8:30</td>
<td><strong>Reading</strong></td>
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<td></td>
<td>- Read the passage “Shoot and Score!” - Read book independently for 15 minutes; Retell the story to a friend or family member</td>
<td>- Read the passage “Acrobats” - Read book independently for 15 minutes. Retell the story to a friend or family member</td>
<td>- Reread the passage “Shoot and Score” and answer questions 1 and 2 - Read book independently for 15 minutes. Retell the story to a friend or family member</td>
<td>- Reread the passage “Acrobats” and answer questions 3 and 4 - Read book independently for 15 minutes. Retell the story to a friend or family member</td>
<td><strong>No School</strong></td>
</tr>
<tr>
<td>9:30</td>
<td><strong>Language/ Writing</strong></td>
<td><strong>Language/ Writing</strong></td>
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<td><strong>Language/ Writing</strong></td>
<td><strong>Language/ Writing</strong></td>
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<td></td>
<td>- Daily writing; Choose a writing prompt from the April calendar and respond in a notebook - Collective Nouns. Draw a line from the collective noun to the group it describes</td>
<td>- Daily writing; Choose a writing prompt from the April calendar and respond in a notebook- Collective Nouns; Match the animals to their collective nouns</td>
<td>- Daily writing; Choose a writing prompt from the April calendar and respond in a notebook- Collective Nouns; Draw a line to connect animals and fruit to the collective noun that describes them</td>
<td>- Daily writing; Choose a writing prompt from the April calendar and respond in a notebook- Collective Nouns; Read the sentence aloud. Underline the collective noun</td>
<td><strong>No School</strong></td>
</tr>
<tr>
<td>Time</td>
<td>Monday</td>
<td>Tuesday</td>
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<tr>
<td>10:00</td>
<td><strong>Brain Break</strong>&lt;br&gt;Choose a Movement &amp; Mindfulness Break Option</td>
<td><strong>Brain Break</strong>&lt;br&gt;Choose a Movement &amp; Mindfulness Break Option</td>
<td><strong>Brain Break</strong>&lt;br&gt;Choose a Movement &amp; Mindfulness Break Option</td>
<td><strong>Brain Break</strong>&lt;br&gt;Choose a Movement &amp; Mindfulness Break Option</td>
<td><strong>Brain Break</strong>&lt;br&gt;Choose a Movement &amp; Mindfulness Break Option</td>
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<tr>
<td>11:00</td>
<td>LUNCH</td>
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<td>LUNCH</td>
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<tr>
<td>12:00</td>
<td><strong>Phonics</strong>&lt;br&gt;Interactive Phonics Journal</td>
<td><strong>Phonics</strong>&lt;br&gt;Interactive Phonics Journal</td>
<td><strong>Phonics</strong>&lt;br&gt;Interactive Phonics Journal</td>
<td><strong>Phonics</strong>&lt;br&gt;Interactive Phonics Journal</td>
<td><strong>Phonics</strong>&lt;br&gt;Interactive Phonics Journal</td>
</tr>
<tr>
<td>12:30</td>
<td><strong>Math</strong>&lt;br&gt;Khan Academy Video: <em>“Measuring Lengths 2”</em>&lt;br&gt;Activity: <em>Estimate Lengths Using Inches</em> (18.1 Reteach)</td>
<td><strong>Math</strong>&lt;br&gt;Khan Academy Video: <em>“Measuring Lengths with Different Units”</em>&lt;br&gt;Activity: <em>Make and Use a Ruler</em> (18.2 Reteach)</td>
<td><strong>Math</strong>&lt;br&gt;Activity: <em>Measure to the Nearest Inch</em> (18.3 Reteach)</td>
<td><strong>Math</strong>&lt;br&gt;Activity: <em>Estimate Lengths Using Feet</em> (18.5 Reteach)</td>
<td>No School</td>
</tr>
<tr>
<td>1:30</td>
<td><strong>Social Studies</strong>&lt;br&gt;Work on ‘Grandpa and Me’ packet and complete one activity to go with the story.</td>
<td><strong>Social Studies</strong>&lt;br&gt;Work on ‘Grandpa and Me’ packet and complete one activity to go with the story.</td>
<td><strong>Social Studies</strong>&lt;br&gt;Work on ‘Grandpa and Me’ packet and complete one activity to go with the story.</td>
<td><strong>Social Studies</strong>&lt;br&gt;Work on ‘Grandpa and Me’ packet and complete one activity to go with the story.</td>
<td>No School</td>
</tr>
<tr>
<td>2:00</td>
<td><strong>Art</strong>&lt;br&gt;My Home Project (see Art/Music Packet for Week 1)</td>
<td><strong>Music</strong>&lt;br&gt;Roll a Rhythm (see Art/Music Packet for Week 1)</td>
<td><strong>Art</strong>&lt;br&gt;How to Draw a Pigeon (see Art/Music Packet for Week 1)</td>
<td><strong>Music</strong>&lt;br&gt;Mini Tin Can Drums (see Art/Music Packet for Week 1)</td>
<td>No School</td>
</tr>
<tr>
<td>2:30</td>
<td><strong>Science</strong>&lt;br&gt;Science Journal Activity/Page</td>
<td><strong>Science</strong>&lt;br&gt;Science Journal Activity/Page</td>
<td><strong>Science</strong>&lt;br&gt;Science Journal Activity/Page</td>
<td><strong>Science</strong>&lt;br&gt;Science Journal Activity/Page</td>
<td><strong>Science</strong>&lt;br&gt;Science Journal Activity/Page</td>
</tr>
</tbody>
</table>
## Family and Student Supports:

<table>
<thead>
<tr>
<th>Please review family letters for these content area assignments:</th>
<th>Student Learning Kits</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Literacy</td>
<td><strong>Supplies:</strong> ruler, crayons, pencils, glue sticks, scissors, paper, markers, composition book</td>
</tr>
<tr>
<td>• Math</td>
<td><strong>Math:</strong> Daily Math Practice Journal</td>
</tr>
<tr>
<td>• Science</td>
<td><strong>Literacy:</strong> Daily Interactive Reading Comprehension Journal, Writing Prompt Journal, Daily Language Practice Book, Interactive Phonics Activities/Journal</td>
</tr>
<tr>
<td>• Social Studies</td>
<td><strong>Science:</strong> Daily Science Activity &amp; Journal</td>
</tr>
<tr>
<td>• Art</td>
<td><strong>Art:</strong> watercolor paint, paper</td>
</tr>
<tr>
<td>• Music</td>
<td></td>
</tr>
</tbody>
</table>

## Additional Student Supports:

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

*Please reach out to your child’s school if you have any questions or need assistance with login information.*
<table>
<thead>
<tr>
<th>Resource</th>
<th>Access Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imagine Learning – Literacy</td>
<td>Accessible through Clever (Found on CMSD website student page)</td>
</tr>
<tr>
<td>Online learning for literacy – 30 minutes daily (may replace portion of Reading block)</td>
<td></td>
</tr>
<tr>
<td>Imagine Learning – Math</td>
<td>Accessible through Clever (Found on CMSD website student page)</td>
</tr>
<tr>
<td>Online learning for math - 30 minutes daily (may replace Math block)</td>
<td></td>
</tr>
<tr>
<td>BrainPop Junior</td>
<td><a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a></td>
</tr>
<tr>
<td>Online video clips that can be used for learning in all subject areas.</td>
<td></td>
</tr>
<tr>
<td>Scholastic Learn at Home</td>
<td><a href="http://www.scholastic.com/learnathome">http://www.scholastic.com/learnathome</a></td>
</tr>
<tr>
<td>Access to books and read alouds along with literacy lessons to use at home.</td>
<td>Username: Learning20 Password: Clifford</td>
</tr>
<tr>
<td>ExactPath (access through Clever)</td>
<td>Accessible through Clever (Found on CMSD website student page)</td>
</tr>
<tr>
<td>Individualized instruction linked to student data that allows students to learn content as appropriate (intervention and enrichment supports)</td>
<td></td>
</tr>
<tr>
<td>Second and Seven Read Alouds</td>
<td><a href="https://kids.secondandseven.com/">https://kids.secondandseven.com/</a></td>
</tr>
<tr>
<td>Online read alouds for grades K-2. No login is needed.</td>
<td></td>
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<tr>
<td>Khan Academy</td>
<td><a href="https://www.khanacademy.org/">https://www.khanacademy.org/</a></td>
</tr>
<tr>
<td>Digital Math Instruction Videos – Free login</td>
<td></td>
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</tbody>
</table>
### Movement & Mindfulness Break Options:

<table>
<thead>
<tr>
<th>Outside Play Activities</th>
<th>Playground Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go Noodle&lt;br&gt;&lt;a href=&quot;https://family.gonoodle.com/&quot;&gt;<a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a>&lt;/a&gt;</td>
<td>Go for a Run or Walk (with an adult)</td>
</tr>
</tbody>
</table>
Dear Parents/Guardians,

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

<table>
<thead>
<tr>
<th>Assignments:</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Read Sight Words at least 3 times</td>
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<tr>
<td>Words read correctly, place in a different pile, BUT read at least once each day.</td>
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<tr>
<td>Phonics</td>
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<tr>
<td>Examples: Word Sorts, Worksheets</td>
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<tr>
<td>Read Passage(s) &amp; Answer Questions</td>
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<tr>
<td>Language</td>
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<tr>
<td>Examples: Nouns, Synonyms, Antonyms</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Read a book for 15 minutes</td>
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</table>
# April Writing Prompts

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a story about a marshmallow bunny that comes to life.</td>
<td>Describe your favorite thing to do at recess.</td>
<td>Pretend you are an animal in the zoo. Write about the day you escape!</td>
<td>The best thing to do on a rainy day is...</td>
<td>If you could pick a new name for yourself, what would it be and why?</td>
<td>Pretend you are an umbrella! Write about your day in the rain.</td>
<td>Spring is a time of new beginnings. What activity would you like to begin?</td>
</tr>
<tr>
<td>If you could add a new school subject, what would it be and why?</td>
<td>In spring, I love the smell of...</td>
<td>Write a funny story about the day it rained chocolate chips!</td>
<td>If I could be a butterfly for a day...</td>
<td>If you could eat anything for breakfast, what would it be and why?</td>
<td>Imagine you move to a new city. How would you make new friends?</td>
<td>Would you rather be as big as a giant or as small as a mouse?</td>
</tr>
<tr>
<td>Imagine you could be anyone else for one day! Who would it be and why?</td>
<td>Pretend you bumped into someone famous! Write a dialogue of your conversation.</td>
<td>List five things you like about your pet—or a pet you wish you had.</td>
<td>Write a poem about a rainy day.</td>
<td>Imagine you found an old treasure map. Where does it lead and what do you find there?</td>
<td>Today is Earth Day. What are three things you can do to help protect our planet?</td>
<td>Tell about a time you felt proud of yourself or someone in your family.</td>
</tr>
<tr>
<td>If you were a tour guide for your city, where would you take visitors? Why?</td>
<td>Imagine you are building a giant tree house. What does it look like?</td>
<td>Make a list of 10 items you would need to take to a sleepover.</td>
<td>Imagine you found a golden key. What does it open and what do you see there?</td>
<td>My favorite memory of my class this year is...</td>
<td>In spring, I love the smell of...</td>
<td>If you could donate a million dollars to any charity, which would it be and why?</td>
</tr>
<tr>
<td>April 2016 ©Lakeshore</td>
<td><a href="http://www.lakeshorelearning.com">www.lakeshorelearning.com</a></td>
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</table>
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.
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.

Organizing Written Responses to Prompts

Notebook: Your child can use a notebook that was used in school to write their responses. Each response should be written on a separate page with the date written at the top.

OR

Notebook paper/Folder: Each response should be written on a separate paper with your child’s name and date written at the top. Keep all papers in one folder.

Thank you!
Terror Temple

Draw a line to connect the collective noun to the group it describes.

bunch — grapes
set — whales
swarm — forks
herd — pirates
pride — lions
fleet — flies
pod — wolves
class — planes
crew — horses
pack — students
Emily's older sister, Morgan, plays soccer. Morgan started playing soccer when she was seven years old. Now, she is 15 years old. One day after school, Emily asks Morgan if they can play soccer together.

"Of course!" says Morgan. "I will teach you!"

The two girls go home and change into comfy clothes. Emily puts on purple shorts, and Morgan puts on her soccer jersey. Then, Morgan puts on her soccer cleats, special shoes for soccer. They have spikes on the bottom so soccer players don't slip on the grass.

"You can wear sneakers," Morgan tells Emily. "Just make sure to tie your laces tight!"

They run out their front door. Morgan is carrying a soccer ball. "Be careful, girls!" their mother calls out. Both sisters smile and hold up a thumbs-up.
"First, we can pass the ball to each other," Morgan says. She drops the ball on the soft, green grass. She lifts her right foot and kicks the ball towards Emily. It flies past Emily and zooms into their neighbor's front yard.

"You kicked it too hard!" Emily shouts.

Morgan giggles and says sorry. She runs into the yard to get the ball back.

"Okay, I'll try again," Morgan says. This time, she kicks it more softly. Her foot pushes it straight to Emily.

Emily holds out her foot to stop the ball. "Perfect!" Emily says, excited.

"Now kick it back!" Morgan shouts.

Emily lifts her foot and kicks the ball. But instead of going to Morgan, the ball flies to the left, near the garage. Emily is sad. "Why didn't the ball go straight to you?" she asks her sister.

"Don't be sad!" Morgan says. "You have to aim." She tells Emily that she can change the direction of the ball with her feet. She can push the ball towards the right or left. She can also stop the ball by blocking it with her foot. That way, players of the same team can pass the ball to each other and eventually shoot the ball into the goal. Morgan says it takes a lot of practice to become good at soccer. "Don't worry. We'll try again tomorrow," Morgan tells Emily.

Their mom opens the front door. "Dinner, girls!" she calls out.

Morgan picks up the ball, and they both run inside. Emily is tired, but she's excited to learn more tomorrow!
Dear Family:

The first several units in Fundations® Level 2 will review concepts taught in Level 1 and also add new information. This is important as a key component of the program: we review and build upon the skills in place, strengthening previous concepts and giving students a base upon which to add new information. In Units 1-5, there will be a lot of emphasis placed on the **closed syllable** which makes the vowel short (ã in apple, ê in Ed, i in itch, ó in octopus, ū in up).

A **closed syllable** is a word or part of a word that has one vowel closed in or followed by one or more consonants. The vowel does not need to have a consonant in front of it, but it needs to have at least one consonant after it. Examples of closed syllables include **at, mat, math, mast** and **clash**. The short sound of the vowel is marked by the breve sign (˘).

In Unit 1, I shall reinforce the following concepts taught in Fundations Level 1 within the closed syllable concept:

- The **digraph**, two letters that make one sound as in **ship (sh)**.
- The 2- and 3-letter **consonant blend**, as in **trip (tr)** and **strip (str)**.
- The **digraph blend**, as in the word **lunch (nch)**.
- **Blending and segmenting** up to 6 sounds in one word, such as **script**.

I will continue to encourage students to use their sound-tapping strategy to help segment and blend sounds in words for both reading and spelling.

I will also teach students when to use **k, c** or **ck** when spelling words. Students will learn to use **c** most often at the beginning of words unless it is followed by **e, i** or **y**. They will learn to use **ck** at the end after a short vowel and **k** after a consonant.

Please work with your child to reinforce the above concepts by using the attached activity suggestions. If you have any questions, please write them down and I shall get back to you. I truly appreciate your partnership. You will find that working with your child is very rewarding and your child will treasure your involvement. **We are off!**

Sincerely,
Do the “Read, Write and Mark” Activity

Have your child read the following words, copy them on the line and mark them up. Have your child underline the blends and digraph blends.

w e n t    went
shrub   shrub
   nag
   lip
vest   ___________ blush
loft   ___________ raft
flap   ___________ pinch
   click
pest   ___________ glad
quilt   ___________ crop
box   ___________ frog
These collective nouns are for groups of animals. Draw a line to connect the animals to their collective nouns.

- ducks
- cows
- flies
- lions
- wolves
- fish
- geese
- kittens
- ants
- herd
- gaggle
- pride
- pack
- swarm
- school
- flock
- litter
- army

Draw a picture to describe each collective noun.

<table>
<thead>
<tr>
<th>Hive</th>
<th>Tribe</th>
<th>Colony</th>
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<tbody>
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# Homework Guide

**Follow These 5 Steps:**

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

### WEEK 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Current Words</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday Dictate</td>
<td>rush, quiz,</td>
<td>Frank will stand to sing the</td>
</tr>
<tr>
<td></td>
<td>blend, that</td>
<td>song.</td>
</tr>
<tr>
<td>Wednesday Dictate</td>
<td>brunch, shrimp</td>
<td></td>
</tr>
<tr>
<td></td>
<td>stump, strap</td>
<td></td>
</tr>
<tr>
<td></td>
<td>branch</td>
<td></td>
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<tr>
<td>Thursday Dictate</td>
<td>Sentence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frank will stand to sing the song.</td>
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</tbody>
</table>

### WEEK 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Current Words</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday Dictate</td>
<td>quick, chuck,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>milk, tick</td>
<td></td>
</tr>
<tr>
<td>Wednesday Dictate</td>
<td>chimp, quack</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dock, kit, brick</td>
<td></td>
</tr>
<tr>
<td>Thursday Dictate</td>
<td>Sentence</td>
<td></td>
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<tr>
<td></td>
<td>Jack ran fast with his pet dog.</td>
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</tbody>
</table>
Acrobats
by ReadWorks

Circuses can be a lot of fun. Usually, there are popcorn, clowns, beautiful acrobats, and more. One of the most exciting parts of the circus is the acrobats.

Dressed in colorful costumes, these amazing performers fly over the stage on trapezes. Acrobats have to train for many years to do all of these dangerous stunts. It requires a lot of practice. The trapeze is one of the oldest circus acts around. When acrobats first begin to train, they typically start on the trapeze. Then, they can develop new skills. There are many different types of stunts that professional acrobats can do.

Sometimes, performers use big pieces of silk that hang from the ceiling to the floor. They use their leg and arm strength to climb the silks. Then they spin, flip, and twirl with the fabric. They have to wrap the silks around their feet or wrists so that they can support their body. It is a big feat!

Acrobats also perform on the lyra, or aerial hoop. A rope hangs a big hoop, like a hula hoop, from the ceiling. Acrobats hang off the hoop to do different tricks. They can flip around the hoop, or climb around it using only their legs or arms. This stunt also requires a lot of body strength. Sometimes, two acrobats use just one hoop at the same time to perform. This is a very hard trick!
Some circuses only have acrobats. In New York City, there is one group called Lady Circus. These women are professional acrobats and have been training for years. They put on shows every month that always have a big audience. The acrobats wear very colorful costumes they make themselves. People love their performances! Since Lady Circus is loved so much, the acrobats often perform at other events around the city. But whenever they do perform, they always need high ceilings. They have to hang up their trapezes, silks, and hoops.

Even though it is a lot of work, the members of Lady Circus love what they do. Not many other people can say that they fly over a stage on a regular basis!
walk
cold
again
two
stop
play
off

who

today

never

or

fly
before
myself
been
eat
seven
may
eight
tell
first
goes
round
black
Draw a line to connect the animals and fruit to the collective nouns that describe them.

Complete each phrase and draw a picture to match the collective noun.

1. school of ___________
2. pride of ___________
3. gaggle of ___________
Using collective nouns

Grade 2 Nouns Worksheet

Underline the collective nouns.

1) The choir sang a special song for the birthday boy.

2) The flock of sheep grazed in the hills.

3) The herd of deer went north.

4) A hive of bees produces a lot of honey.

5) An army of soldiers lined the street.

6) A party of friends went to the movies.

7) We picked a bunch of apples.

8) My grandmother made a fresh batch of cookies.

9) The band played live music.

10) They ate the pizza like a hungry pack of wolves.

A collective noun names a group of people or things. e.g. group, staff, team, family.
Using collective nouns

Grade 2 Nouns Worksheet

Answers

1) The **choir** sang a special song for the birthday boy.

2) The **flock** of sheep grazed in the hills.

3) The **herd** of deer went north.

4) A **hive** of bees produces a lot of honey.

5) An **army** of soldiers lined the street.

6) A **party** of friends went to the movies.

7) We picked a **bunch** of apples.

8) My grandmother made a fresh **batch** of cookies.

9) The **band** played live music.

10) They ate the pizza like a hungry **pack** of wolves.
Do the “Fill In the Word” Activity

Have your child read the sentence and select the correct word from the box to complete each sentence (using each word only once). Write the word on the line and reread the completed sentence.

<table>
<thead>
<tr>
<th>nap</th>
<th>milk</th>
<th>gift</th>
<th>get</th>
<th>whiz</th>
</tr>
</thead>
<tbody>
<tr>
<td>duck</td>
<td>leg</td>
<td>blond</td>
<td>pond</td>
<td>fix</td>
</tr>
</tbody>
</table>

1. Beth got a ____________ from Al.
2. They had fun at the ____________.
3. Dad will ____________ the deck.
4. Tim has a cut on his ____________.
5. Deb had a ____________ on the cot.
6. Did the ____________ quack?
7. Peg got a ____________ wig at the shop.
8. Mom said to ____________ to bed.
9. Jack is a ____________ at math.
10. Ted had ____________ with his snack.
Estimate Lengths Using Inches

You can estimate the length of objects using other objects.

This piece of popcorn is 1 inch long.

How many pieces of popcorn will fit on the string? 4

About how long is the string?
The string is about 4 inches long.

Use the piece of popcorn to estimate the length of each string. Circle your estimate.

1

1 inch

2 inches

3 inches

2

4 inches

5 inches

6 inches

3

3 inches

4 inches

5 inches
Make and Use a Ruler

You can make and use a ruler to measure the length of objects. Use the ruler made from 1-inch grid paper to measure the length of the bug.

The bug is \( \underline{2} \) inches long.

Use the ruler made from 1-inch grid paper to measure the lengths of the objects.

The object is \( \underline{6} \) inches long.
Measure to the Nearest Inch

You can use an inch ruler to measure lengths.

To measure length using a ruler, follow these steps.

Step 1. Line up one end of the object with 0 on the inch ruler.

Step 2. Find the inch mark closest to the other end of the object.

Step 3. Read the number of inches at that mark.

The ribbon is about _____ inches long.

Use an inch ruler. Measure the length to the nearest inch.

1

_____ inches

2

_____ inches

3

_____ inches
You can use an inch ruler to estimate lengths of objects in feet.

About how many 12-inch rulers will fit from the bottom to the top of a door?

A 12-inch ruler is 1 foot long.

____ rulers, or ______ feet

Estimate how many 12-inch rulers will be about the same length as the object.

1. Find a map in your classroom.
   Estimate: ______ rulers, or ______ feet

2. Find a jump rope.
   Estimate: ______ rulers, or ______ feet

3. Find a soccer goal.
   Estimate: ______ rulers, or ______ feet
Grandpa and Me
by Rachelle Kreisman

I am seven years old. I am in second grade, and I live with my parents and my little sister. My grandpa Robert lives nearby. When I visit him, my grandpa likes to talk about the past. His favorite stories are about his life when he was my age.

Grandpa grew up in a city. When he was a boy, he lived in an apartment building on the third floor. His dad owned a clothing store. Grandpa walked to and from school alone. After school, his friends often played baseball on the streets nearby. "We never played with computers," he told me, "because nobody had a computer at home." At night, his mom cooked dinner for just the two of them. His dad did not come home till very late.

My life is much different from Grandpa's life as a boy. I live in a house in a small town. My dad is a teacher, and my mom is a scientist. I take the bus to and from school. Dad is already home when I get there after school. I do homework and sometimes play on our computer. My dad cooks dinner. When mom comes home from work, the three of us eat together.
apartment  a·part·ment

Definition
noun
1. one or more rooms that people live in and that are part of a building.

   *Jack's apartment has a bedroom, a bathroom, a kitchen, and a living room.*

Advanced Definition
noun
1. a room or set of rooms used as living space by a single household and usu. located in a building containing a number of such rooms or sets of rooms.

   *Houses are too expensive in the city, so we're renting an apartment.*

Spanish cognate

*apartamento*: The Spanish word *apartamento* means apartment.

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

1. Its highest branches danced below a third-story window of the *apartment* next door. The tree cast a lot of shade.

2. When he was a boy, he lived in an *apartment* building on the third floor. His dad owned a clothing store.

3. A guard stood outside the iron fence that separated the wooden house from the *apartment* buildings around it. He always smiled at Lily when she visited the house.

4. It's a sunny morning in the one-room *apartment*, and the girl is sleeping peacefully in her bed. Under the table across the room, someone is not asleep but awake and alert.

5. Many of the families lived in cramped *apartment* buildings, called "tenements." Because the tenements were so small, people spent a lot of time outside. Some ethnic groups formed organizations called social clubs.

6. Even when her parents turned out every light in the *apartment* after bedtime, she could always make out the picture frames on her dresser. In this place, it was like her eyes were shut.

7. If the first *apartment* is on the second floor and the second apartment is on the fourth floor, carrying the furniture into the second apartment will require about twice as much work as the first. Keep in mind that force and work are not the same things as energy.
grade  grade

Definition

noun

1. a level, degree, or rank in a scale.

   *These are the top grade of eggs.*

2. a rank of students in a school based on the age of children, or all the students in a school who are in that rank.

   *Chris is in second grade.*

   *The whole sixth grade went to the museum yesterday.*

Advanced Definition

noun

1. a level, degree, or rank in a scale.

   *Diamonds of this grade are not used in fine jewelry.*

   *Only recruits who reach the highest grade are selected for these special assignments.*

   *The store sells only the highest grade of beef.*

2. a division made by age to group school children for instruction, or the children who belong to such a division.

   *My son is in second grade.*

   *The sixth grade went to the museum yesterday.*

3. a number or letter that indicates the relative quality of schoolwork.

   *I worked hard to get a good grade in that class.*

   *What grade did you get on your paper?*

4. the degree of inclination of a road or railroad.

   *My car could never make it up such a steep grade.*
	ransitive verb

1. to assign a rank according to quality; give a grade to; evaluate.

   *Teachers spend a lot of time grading papers.*
2. to organize or sort by steps or degrees; class.

   The lessons are graded so that they start out easy and become more challenging.

   They grade the eggs according to size and quality.

3. to make level or even.

   The crew graded the road.

intransitive verb

1. to be arranged in grades or stages.

2. to be of a particular level of quality.

Spanish cognate

grado: The Spanish word grado means grade.

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

1. One boy said he went to a co-ed, or mixed-sex, school until eighth grade. Now he attends an all-boys school.

2. Some kids did better by as much as two grade levels! The kids who lost an hour of sleep did not improve their scores.

3. My name is Oliver Acton, and I'm a fourth-grade journalist with the Mars Hill Elementary school paper. It all started back in the second grade.

4. Jonah had gone on his first trip in the first grade, but was never allowed on the fishing boat—that was reserved for the adults. Jonah and the other boys always just fished from the docks.

5. Last week Miss Blake taught her third grade class about laws in the United States and what happens when people are accused of breaking those laws, or committing crimes. For example, one law says that people cannot steal from others.

6. There was one other Margaret in the third grade, but they weren't in any of the same classes, and everyone called that girl Maggie. A boy dashed by, stepping right on her "G." Another boy raced behind him, stomping right on her initials.

7. "I signed up for a photography class in 10th grade, and it's safe to say that whole year, I only took one or two good photos. But I stuck with it, thanks to my teacher, who made it fun and helped me look at the world in depth through my pictures."

8. When she created a board game about ladybugs for a science project, the student from Pleasanton, California, thought it would be just a fun way to earn a good grade. But what started on poster board is now the Ladybug Game, which is flying off shelves at Barnes and Noble stores nationwide.

9. "The best thing I like about our uniform is the style, especially the shirts and sweaters," says Rankin fourth grader Clifton Harris. It's not just the look that makes the grade. Others argue that the new uniforms cut costs. "You save money to buy casual clothes for home," adds Rankin student Asmar Epps.
past  past

Definition

adjective
1. having to do with an earlier time; former.

   In past times, many people died young.

   The past president was less active than the current president.

2. having ended just now; having happened recently.

   The phone has rung ten times during the past hour.

   We finally finished the project this past Tuesday.

3. having to do with the form of a verb that shows that the action happened in the past. "Looked," "went", and "bought" are past forms of verbs.

noun
1. all of the time before now.

   We cannot change what happened in the past.

preposition
1. after.

   It's five minutes past five o'clock.

2. beyond; further away than.

   The post office is two buildings past the bank.

3. along a course that goes beside and then beyond.

   We walked past the library on our way to the museum.

Advanced Definition

adjective
1. gone by in time; not current.

   The excitement of the project is past.

2. having occurred or gone by at an earlier time; bygone.
In past centuries, many died young.

It's important to know about past events.

3. just elapsed; recently gone by.

During the past hour, three buses came and left.

4. ago.

We saw him only a month past.

5. former.

Portraits of the club's past presidents hung on the wall.

6. in grammar, referring to the tense of a verb that expresses action in the past.

Went is the past form of the verb "go."

definition noun

1. the time that has gone by.

Such behavior would not have been tolerated in the past.

2. history, as of a nation.

The discovery of gold in California was an important event in the nation's past.

3. a former time in a person's life.

She wanted to move on with her life and forget the past.

4. in grammar, the past tense.

Had is the past of "have."

definition adverb

1. so as to go by or move beyond.

He ran past instead of stopping.

definition preposition

1. beyond in time; after.

It's five minutes past the hour.

2. beyond in space.
If you're going north, the gas station is past the tire store.

3. along a course that goes beside and then beyond.

As I walked past the old house, I wondered if anyone still lived there.

4. beyond the power, influence, or ability of.

His condition is past help.

5. beyond the number, amount, or degree of.

My grandfather was well past eighty when he died.

Spanish cognate

pasado: The Spanish word pasado means past.

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

1. They walk past the boys' section. Alyssa sees a bow tie.

2. Dr. Slater opened his door, and Molly shuffled out past the reception desk and through another doorway to the hall. There was Mike.

3. However, the Greeks could not get past the wall surrounding Troy. They knew they couldn't win the war if they couldn't get into Troy.

4. Crystal watched in horror as the ball spiraled past his open fingers. Time seemed to slow down as the ball hurtled toward her sand castle.

5. In the past, only people in New York could use the New York Public Library. Now, the library is online and everyone can enjoy it.

6. An archaeologist studies old objects to learn about the past. The 4,500-year-old vessel, or boat, is buried in an underground room next to the Great Pyramid.

7. Right as Amy was shutting the door, she swore she saw a little girl, very pale, run past her in the living room. "Come back soon!"

8. Although many famous people are buried there, including several past Argentine presidents, most visitors come to see just one grave. "María Eva Duarte de Perón is buried there," Señora Perez told Maya.

9. Exercise burns calories, but kids weren't moving as much as kids did in the past. Studies showed that kids were spending more time than ever before watching television, playing video games, and sitting at computers.
1. Where did Grandpa grow up?
   A. in a city
   B. in a small town
   C. on a farm

2. A narrator is a character in a story who is also telling the story. Who is the narrator in "Grandpa and Me"?
   A. Grandpa
   B. Grandpa's mom
   C. a young person who lives in a small town

3. The life of the narrator is different from the life of the narrator's grandpa.
   What evidence in the story best supports this statement?
   A. The name of the narrator's grandpa is Robert, but the author does not tell readers what the name of the narrator is.
   B. The narrator's dad is a teacher, but the dad of the narrator's grandpa owned a clothing store.
   C. The narrator sometimes plays on a computer after school, but Grandpa never played on a computer after school.

4. What is a similarity between the narrator and the narrator's grandpa?
   A. They both took a bus to get to school.
   B. They both played sports with their friends after school.
   C. They lived with both their parents while growing up.

5. What is the theme of this story?
   A. People can use the past to predict what the future will be.
   B. The past and the present can be very similar.
   C. The past and the present can be very different.
6. Read these sentences from the text.

"My dad cooks dinner. When mom comes home from work, the three of us eat together."

Whom does the pronoun "us" refer to?

A. the narrator, the narrator's mom, and the narrator's dad
B. the narrator and the narrator's mom ONLY
C. the narrator's mom and dad ONLY

7. Choose the answer that best completes this sentence.

The narrator takes a bus to school, _______ the narrator's grandfather walked to school.

A. so
B. because
C. but

8. What does Grandpa Robert like to talk about?

9. Who did Grandpa eat dinner with as a boy and who does the narrator eat dinner with?

10. "My life is much different from Grandpa's life as a boy."
5. All the third _____ came by and laughed.
   A. grade  
   B. graders  
   C. grading  
   D. graded  
   E. grades  
   F. grader

6. I had to be brave because I'm a first _____.
   A. grade  
   B. graders  
   C. grading  
   D. graded  
   E. grades  
   F. grader

7. The teachers looked up from the papers they were _____.
   A. grade  
   B. graders  
   C. grading  
   D. graded  
   E. grades  
   F. grader

8. Most of these things are _____ prime or choice.
   A. grade  
   B. graders  
   C. grading  
   D. graded  
   E. grades  
   F. grader
1. What is a meaning of the word **past**?
   A. having to do with the body  
   B. not having enough of  
   C. earlier than the present time

2. What is another meaning of the word **past**?
   A. having already happened  
   B. very important  
   C. a mode in music

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

3. Of course you were born in the _____.
   A. pass  
   B. passed  
   C. passage  
   D. passengers  
   E. past  
   F. passing  
   G. passes

4. He _____ the playground on his way home yesterday.
   A. pass  
   B. passed  
   C. passage  
   D. passengers  
   E. past  
   F. passing  
   G. passes
5. Some objects let no light _____ through.
   A. pass
   B. passed
   C. passage
   D. passengers
   E. past
   F. passing
   G. passes

6. She told stories to the people _____ by.
   A. pass
   B. passed
   C. passage
   D. passengers
   E. past
   F. passing
   G. passes

7. If I delete something, will the _____ still make sense?
   A. pass
   B. passed
   C. passage
   D. passengers
   E. past
   F. passing
   G. passes
Art & Music Gr 2 Weeks 1 & 2

Art M-W-F:
Free Draw-Paint-Build
Use whatever supplies you have to create a new work every day. It doesn't have to be big—just something you like and care about. You can draw it with pencil or crayons, or use paints, or even build something with clay, paper and tape, cardboard—even Legos! Try to do something different each day for 10 minutes.
Photo journal
Use the guide for the photo journal to take pictures every day! Be sure to save your work to share with family and friends!

Music T-Th:
Listen to any song of your choice. Use your hands and feet to find the beat!
Play “Roll a Rhythm” and clap or count together the rhythm you created!
Use different worksheets to reinforce reading musical notes.

Weekly Art & Music
Use the online resource guide to have a virtual visit to one of the world’s museums. Ask yourself:
1. What do I notice?
2. What do I see?
3. How does it make me feel?
Be sure to read all you can about the artists you see. Write a reflection of your experience. How did you feel? Did you like what you saw? Why? Why not?
Listen to a concert, an album side, or play your own music. Practice good audience behavior. After, write or draw how the music made you feel. Why did you choose the music you listened to? Does it remind you of other songs?

Daily Schedule week 1

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Fri</th>
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</thead>
<tbody>
<tr>
<td>Art</td>
<td>Music</td>
<td>Art</td>
<td>Music</td>
<td>Art</td>
</tr>
<tr>
<td>My Home project</td>
<td>Roll a rhythm</td>
<td>Mo Willems How to draw Pigeon</td>
<td>Mini Tin can drum</td>
<td>Photo Journal</td>
</tr>
</tbody>
</table>

Week 2

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Fri</th>
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</thead>
<tbody>
<tr>
<td>OFF</td>
<td>Music</td>
<td>Art</td>
<td>Music</td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td>Roll a rhythm</td>
<td>Mo Willems Pigeon &amp; Duckling puppets</td>
<td>Home made strummer</td>
<td>Photo Journal</td>
</tr>
</tbody>
</table>
Draw a picture of your home!

What are a few words that describe your home?

Write a sentence about your favorite part of your house:
FOLLOW THESE STEPS:

1. Start with a big letter O. (It appears in words like “Mo”!)
2. Now draw a smaller letter O inside of it. (You’ve drawn a doughnut!)
3. Next, you have a choice between two letters—M or W— but draw the letter on its side. (You made a beak!)
4. We’re going to place the eye next, which is the most important part of the drawing, because the eye shows how the character is feeling. Make sure to darken it in. (You always look at the darkest part of a drawing first!)
5. Draw two lines going straight down for the neck.
6. Next, draw two lines across the neck for the collar.
7. The body is a circ-angle—a triangle and a circle combined. (It kind of looks like an ice cream cone that’s fallen over.)
8. The legs are two more lines straight down from the body. (Just like the neck!)
9. Almost done! Draw the letter V three times. The first two are upside down for the feet. The third is on its side in the body for the wing.

FINISHED!

Great job! That’s an awesome Pigeon!

Once you’ve gotten the basic drawing down, mix it up. Move The Pigeon’s beak, wings, eye, or legs to create lots of funny poses!
Page

2. Directions
3. Sheet to use with foam dry-erase block/cube
4. Sheet to use with included cut and paste note dice
5. Note Dice
6. Note Dice for students to fill in
Directions

1. Print the worksheet that corresponds to the type of dice you have. Print the included rhythm note dice if you cannot find a foam dry erase block/cube. You can choose between having your students write in their own notes on the dice or print the dice with the notes already on it. I found my dry-erase cube at Dollar Tree :)
2. You may have students work with a partner or in small groups to complete the Roll-A-Rhythm Song sheet. Provide students with dry-erase markers if you are able to find the dry-erase cubes.
3. After your students write down their rhythms, you may have them perform what they wrote on percussion instruments.
ROLL-A-RHYTHM SONG

Directions: Draw rhythm notes that you know on the foam dry-erase cube with a dry-erase marker. Roll the cube. Write the rhythm note that lands on top. When you are finished, say and clap the rhythms.

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Note Dice

dotted lines = fold
solid lines = cut

Paste

Paste

Paste

Paste