



# *At Home Learning Resources*

## **Grade 2 - Week 11**

**Get Counted**  
**2020 Census**

The Census starts in April  
More info | [www.2020census.gov](http://www.2020census.gov) | Job opportunities

### How to take the 2020 Census

Online      Phone      Mail

### Why it matters

<b>Federal funding</b> For local programs and organizations	<b>Better planning</b> For roads, schools, healthcare and emergency services
<b>Determines representation</b> In Congress and the state legislature	<b>Helps businesses</b> Locate factories and stores, recruit employees and conduct market research

**Shape your future**  
**Your community, your voice**

<https://2020census.gov/>

## Grade 2 ELA Week 11

All previous activities, as well as other resources can be found on the Lowell Public Schools website: <https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3798>.

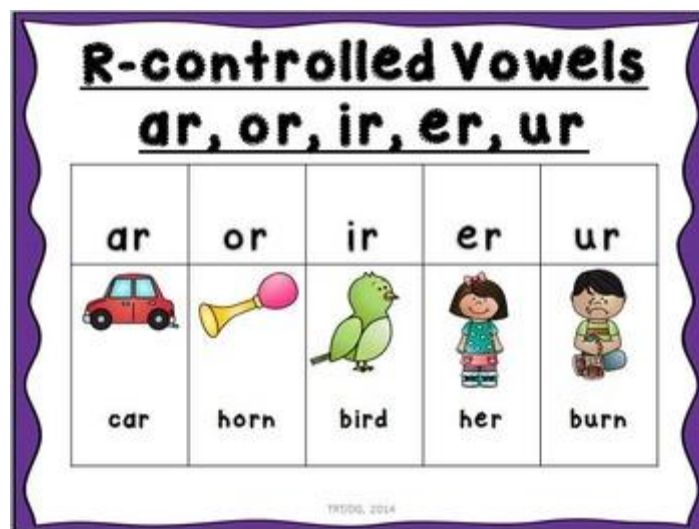
This week continues a focus on fiction reading and narrative writing. Your child should be reading, writing, talking and writing about reading, and working on r-controlled vowels this week.

**Reading:** Students need to read each day. They can read the text included in this packet and/or read any of the fiction books that they have at home, or can access online at Epic Books, Tumblebooks, Raz Kids, or other online books. All resources are on the LPS website. There is something for everyone.

**Talking and Writing about Reading:** As students are reading, they can think about their reading, then talk about their reading with a family member and/or write about their reading using the prompts/questions included.

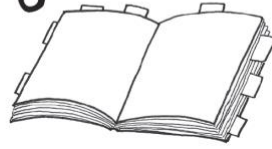
**Writing:** Students will continue working on narrative stories for the next weeks. The resources in this packet will be the same for next week for writing as well. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: [Grade 2 Narrative Writing Choice Board](#). Click on the images to watch the video tutorials. This writing should last throughout the weeks. Students will be planning their writing, then writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing. Your child might write 1 story and work to refine it throughout, or might write multiple stories, getting better each time.

**Phonics/Word Work:** Students can practice words with r-controlled vowels. Students will sort the words and listen for the sounds in each word.



When reading fiction texts, think about the following. Stop and jot, and respond in writing as you are reading or when you are done.

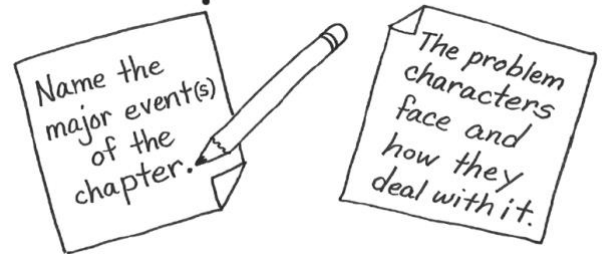
# Keeping Track of Longer Books




Notice how the author helps you make vivid pictures in your mind



Determine what's important.



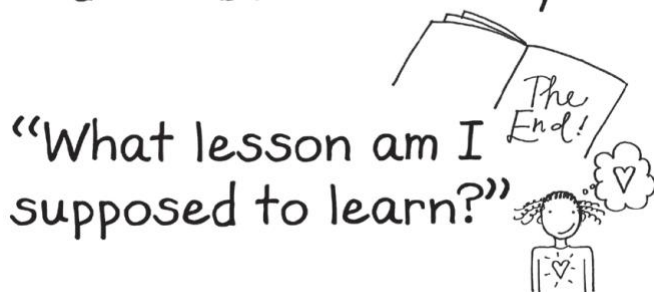
When you get off track, stop,  reread, and answer questions.

?s → Answers

Write notes to help you keep track.



Ask, "Why did the author end the book this way?"



"What lesson am I supposed to learn?"

# Too Many Vegetables

By Karen DelleCava  
2007

*Karen DelleCava has written for Highlights. In this short story, a boy and his dad give zucchinis from their garden to their neighbors. As you read, take notes on how Patrick and his dad respond to their neighbors.*

- [1] "What are we going to do with all of these?" Patrick asked.

"I love zucchini, but this is ridiculous," Dad said. He wiped the sweat from his forehead.

In May, Patrick and his dad had put out six tiny zucchini plants. Now huge leaves crowded one another. Dozens of zucchini as long as Patrick's arm hid underneath. Patrick and Dad's first vegetable garden was an amazing success.

"Remember how everyone welcomed us to the neighborhood when we moved in?" Patrick said. "Let's give a zucchini to each of the neighbors."



*"A zucchini summer picnic." by Karen Stormer Brooks is used with permission.*

- [5] Dad lifted a fuzzy leaf to show even *more* zucchini. "Better make it two."

They weeded the garden that afternoon and staked<sup>1</sup> the tomato plants. Then Patrick picked the zucchini. He delivered them, still warm from the sun, to the neighbors.

The next day Mrs. Gianelli came to the front door. She carried a large foil-covered baking pan.

"Hi, Mrs. Gianelli," said Patrick. "What's this?"

"Zucchini parmesan," she said. "My grandmother's recipe. I wanted to thank you for the lovely vegetables. I had enough to make two full pans."

- [10] Soon the rest of the neighbors arrived. They each brought their own favorite zucchini creations. There was salsa, fritters, quiche, soup, and even bread.

"The bread is made with sugar, raisins, and walnuts," Mr. Binsky said. "It's a dessert."

Eyes wide, Dad shook his head. "Look at all this food!"

"Let's have a picnic," Patrick suggested.

"I'll whip up a batch of zucchini juice."

[15] "Excuse me?" Mrs. Gianelli said.

"Just kidding," said Patrick. "I'll make lemonade."

The neighbors paraded<sup>2</sup> outside to the deck with their zucchini dishes. Dad passed out paper plates, forks, and napkins. As everyone talked and laughed and ate, they exchanged recipes. After the feast, Patrick made another pitcher of lemonade. Mr. Binsky served the zucchini bread.

Then Patrick joined Dad at the edge of the garden. New flowers had burst into bloom on the tomato plants since that morning. Each yellow flower meant one red, ripe tomato. Dad winked at Patrick. They smiled at everyone enjoying the zucchini picnic.

"I guess you can never have too many vegetables," Dad said.

[20] "Or neighbors!" said Patrick.

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**After reading the story, determine the lesson of the text.**

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Grade 2 Narrative Writing Choice Board - Visit the online option for an interactive board with tutorials. Use the anchor charts to help you write your own small moment narrative story.

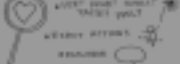
  



## Lessons from the Masters

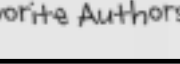
### Grade 2 Narrative Writing

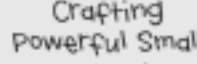
Click on the icons to learn more!

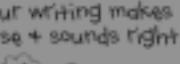
Generate meaningful ideas for small moment writing.  




Zoom in! Write with LOTS of details.  


Stretch out small moments.  



Learning writing Moves from Our Favorite Authors  


Crafting Powerful Small Moments  


Reread! Make sure your writing makes sense + sounds right.  



(C) 2016 by Heinemann and Lucy Calkins et al., Units of Study for Teaching Writing, Grade 2 Unit 2, Narrative Writing

1st


## How to write a Story

## Write!




### Think of an idea.

- A thing that happened to you
- A thing you do




The




### Plan.

Touch and tell.

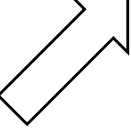


Then, sketch across the pages.



Tell your story to someone in your house or act it out before you write it.

Next







Generate meaningful ideas for small moment writing.



california  
zoo  
holtell  
beach



tiny topics  
- my house  
- our garden  
- the beach

Stretch out small moments.



Writers grow a whole story from a tiny moment, by telling the story across their fingers!



## Crafting Powerful Small Moments

### Ways to Bring Stories to Life

**Unfreeze People.**

- \*Make them move
- \*Make them talk

**Tell small steps.**

**bring out the inside.**

- \*Make people feel
- \*Make people stazz

I went towards my basket. I was looking somewhere else. I didn't know what I was doing. So by accident.....

Notice how the writer freezes and unfreezes people by writing about how she moved around the store.

I PUT THE BEANS IN someone else's basket! I was really embarrassed. My mom said, 'That's someone else's basket.' I took out the beans and ran to my mom.

The writer also brings her story to life by writing exactly what her mom said the store.

The writer tells the story in small steps. She focuses on just the part where she get the beans.

The writer brings out the inside by telling how embarrassed she felt.

The writer also brings her story to life by writing exactly what her mom said the store.

## Zoom in! Write with LOTS of details.

**\*SEE? HEAR? SMELL? TASTE? FEEL?**

**\*EXACT ACTIONS**

**\*DIALOGUE**

...weave setting details throughout the story.

We reached the top of pine trees. Mark and I peered against the sky and he held up his hand. I gapped right where I was and wanted. He looked up, as if searching the stars, as if finding a map up there. The moon made his face into a silver mask. Then he called. "Who's out there who's who's out there?" the sound of a Great Horned Owl. "Who's out there who's who's out there?"

raced  
bolted

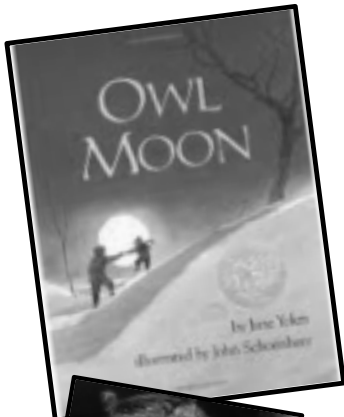
leaps  
sprung

chanted

whispered

...use strong action words to show exactly what the character is doing.

...include dialogue and dialogue tags to show exactly what the character says and how he/she says it.



**Suspense**

For one minute, three minutes, maybe even a hundred minutes, we stared at one another.

**Learning Writing Moves from Our Favorite Authors**

*How to Learn Writing Moves from a Mentor Text*

1. Choose a text you admire (read it).
2. Notice a powerful part.
3. Note why it is a powerful part.
4. Figure out how the author does it and then try it in your own writing.



**Onomatopoeia or Sound Effects**

The LEAVING happened on a soupy, misty morning, when you could hear the street sweeper. Sssshhshsh...

Reread! Make sure your writing makes sense + sounds right.

Does my story make sense? I will reread it to make sure. I will also use my editing checklist!




**New and Improved Editing Checklist**

End sentences with punctuation. (. ! ?)	. ! ?
Begin each sentence with a capital letter.	There is a bear.
Spell using all you know about how words work.	low snow blow know
Make sure others can read your writing.	
Check for run-on sentences.	
Make sure the sentences inside a paragraph fit together.	
Add commas on purpose.	[ ] , [ ] , and [ ]

Student sample

①

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




Daddy I went shopping with my mom, dad and sister. I went to the Supermarket. I helped my mom do all the groceries. The sun was shining really bright. The tall grass was beneath us. We hurried into the supermarket.

One day I went shopping with my mom, dad and sister. I went to the supermarket. I helped my mom do all the groceries. The sun was shining really bright. The tall grass was beneath us.

②

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

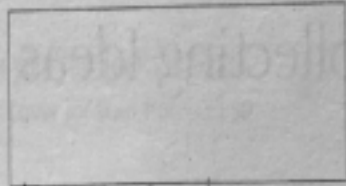


My mom told me to put some food in a basket. The food was some okra beans. I held the okra beans in my hand and walked.

My mom told me to put some food in a basket. The food was some okra beans. I held the okra beans in my hand and walked.

③

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




I went towards my basket. I was looking somewhere else. I didn't know what I was doing. So by accident.....

I went towards my basket. I was looking somewhere else. I didn't know what I was doing. So by accident...

④

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



I PUT THE BEANS IN Someone else's basket! I was really embarrassed. My mom said that someone else's basket I took out the beans, and ran to my mom.

I PUT THE BEANS IN someone else's basket! I was really embarrassed. My mom said, 'That's someone else's basket.' I took out the beans and ran to my mom.

Read the words. Color (er) sounds spelled er in **RED**. Color (or) sounds spelled or in **GREEN**. Color (ar) sounds spelled ar in **BLUE**. Read the words out loud. Try using them in a sentence.

<b>rather</b>	<b>hermit</b>	<b>garment</b>	<b>persistent</b>
<b>swerve</b>	<b>expertise</b>	<b>forbid</b>	<b>border</b>
<b>power</b>	<b>market</b>	<b>father</b>	<b>mother</b>
<b>third</b>	<b>farther</b>	<b>carve</b>	<b>answer</b>

Cut apart the words. Make three columns. Place the **bold** cards at the top. Pick a word. Read it aloud. Sort the word. Then check.

<b>er</b>	<b>ir</b>	<b>ur</b>
her	sir	curl
stir	burn	verb
germ	dirt	hurt
birds	term	curb
third	churn	ferns
purse	stern	shirts
skirts	nurse	nerve
squirted	clerks	churning
blurted	birthday	merge
quirky	suburbs	swerved



Cut apart the words. Make three columns. Place the **bold** cards at the top. Pick a word. Read it aloud. Sort the word. Then check.

**air**

**are**

**ear**

bear

air

care

dare

pear

fair

hair

hare

wear

rare

lair

pair

chair

swear

scare

wears

flair

share

hairy

glare

square

wearing

unfair

aware

upstairs

stared

careful

barefooted

airports

sleepwear



### Foundations of Multiplication and Division

Module 6 lays the conceptual foundation for multiplication and division in Grade 3 and the idea that numbers other than 1, 10, and 100 can serve as units.

Students learn to make equal groups, moving from concrete work with objects to more abstract pictorial representations. Finally, they learn about even and odd numbers.



We are learning to make  
equal groups!



#### New Terms in this Module:

**Array**—arrangement of objects in rows and columns

**Columns**—the vertical groups in a rectangular array

**Even number**—a whole number whose last digit is 0, 2, 4, 6, or 8

**Odd number**—a number that is not even

**Repeated addition**—e.g.,  $2 + 2 + 2$

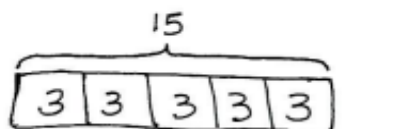
**Rows**—the horizontal groups in a rectangular array

**Tessellation**—tiling of a plane using one or more geometric shapes with no overlaps and no gaps

**Whole number**—e.g., 0, 1, 2, 3,...

#### Familiar Terms:

Addend	Double
Equation	Pair
Rectangle	Skip Counting
Square	Sum
Tape Diagram	Total



$$3 + 3 + 3 + 3 + 3 = 15$$

There are 15  
flowers.

Moving from concrete objects to more abstract representations of equal groups

#### What Came Before this

**Module:** Students extended their work with addition and subtraction algorithms to numbers up to 1,000. They also worked with word problems with numbers up to 100.

#### What Comes After this

**Module:** In Module 7, students work on their addition and subtraction skills using units for length, as well as money. They also collect and represent data in various ways, including bar graphs, picture graphs, and line plots.

#### + How You Can Help at Home:

- Using any number of small objects, challenge your student to sort them into equal groups.
- Practice skip-counting by 2s. This will help as students work with odd and even numbers in this module.

## Key Common Core Standards:

- Work with equal groups of objects to gain foundations for multiplication.**
  - Determine whether a group of objects (up to 20) has an odd or even number of members; write an equation to express an even number as a sum of two equal addends.
  - Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns.
- Reason with shapes and their attributes.**
  - Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.





Two different arrays of teddy bears: Above, we see 3 rows with 4 in each row. To the right, we see 4 rows with three in each row. Students will build these arrays and understand that both equal a total of 12 and why that is so.

Spotlight on Math Strategies:

Arrays

Students will use this model in Module 6 of *A Story of Units*, as well as throughout their elementary years.

## *A Story of Units* has several key mathematical “models” that will be used throughout a student’s elementary years.

An array is an arrangement of objects organized into equal groups in rows and columns. Arrays help make counting easy. Students are reminded in this module that counting by equal groups is more efficient than counting objects one by one. This module focuses on establishing a strong connection between the array and repeated addition (e.g., 3 rows of 4 can be expressed as  $4 + 4 + 4 = 12$ ). Beginning in kindergarten, arrays are used as students organize objects into groups to make 10. Now, in Grade 2, we introduce the idea that equal groups can be made of numbers other than 1, 10, or 100.

In Module 6, students build arrays and then use them to write equations showing the repeated addition represented by the array. This lays important groundwork for understanding multiplication as repeated addition in Grade 3. As students progress through their elementary years, arrays will be frequently used to reinforce the relationship between multiplication and division.

### Sample Problem from Module 6:

Redraw the following sets of dots as columns of two or as two equal rows.

(This problem shows how students will be learning about odd and even numbers in Module 6.)

Sample taken from Module 6, Lesson 18

a.



There are \_\_\_\_\_ dots.

Is \_\_\_\_\_ an even number? \_\_\_\_\_

b.



There are \_\_\_\_\_ dots.

Is \_\_\_\_\_ an even number? \_\_\_\_\_

**m6:L3**

## **Application Problem**

Markers come in packs of 2. If Jessie has 6 packs of markers, how many markers does she have in all?

- a. Draw groups to show Jessie's packs of markers.
  
- b. Write a repeated addition equation to match your drawing.
  
- c. Group addends into pairs, and add to find the total.



**m6:L7**

## **Application Problem**

Bobby puts 3 rows of tile in his kitchen to make a design. He lays 5 tiles in each row.

- a. Draw a picture of Bobby's tiles.



- b. Write a repeated addition equation to solve for the total number of tiles Bobby used.





**m6:L20**

## **Application Problem**

Mrs. Boxer has 11 boys and 9 girls at a Grade 2 party.

- a. Write the equation to show the total number of people.
  
  
  
  
  
  
  
  
  
  
- b. Are the addends even or odd?
  
  
  
  
  
  
  
  
  
  
- c. Mrs. Boxer wants to pair everyone up for a game. Does she have the right number of people for everyone to have a partner?



## Skip counting by 5's

---

Grade 2 Number Charts

Count by 5 from 5 to 320

5		15					
					70	75	
				145			
165					190		
	210						
245							
	290		300		310		320



## Skip counting backwards by 5's

---




Grade 2 Number Charts

Count by -5 from 320 to 5
























320							
		270					
240							
							165
	155			140	135		125
					95		
	75						
		30				10	5






## Counting by Fives

Keep counting by fives. 	stopping point 	Count in the opposite direction. 
--	--	---
























Let's count by fives, starting at 0. Record your work below.

## Counting by Fives

Keep counting by fives. 	stopping point 	Count in the opposite direction. 
--	--	---

Let's count by fives, starting at 50. Record your work below.



## Skip counting by 10's

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### Grade 2 Number Charts

Count by 10 from 10 to 800

10				50		70		90	
					160				
210							280		
		330						390	400
					460	470		490	
	520						580	590	
								790	800



## Skip counting backwards by 10's




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### Grade 2 Number Charts
























Count by -10 from 990 to 0

990		970							
890					840				800
790								710	700
		670							
590									
		470				430			400
						330			
290			260		240				200
				150					
					40				0




## Counting by Tens

Keep counting by tens. 	stopping point 	Count in the opposite direction. 
---	--	---
























Let's count by tens, starting at 0. Record your work below.

## Counting by Tens

Keep counting by tens. 	stopping point 	Count in the opposite direction. 
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Let's count by tens, starting at 150. Record your work below.

**Lesson 6**  
G:2 M:6

**A Row, a Column, Array**

**ZEARN STUDENT NOTES**

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

Complete:

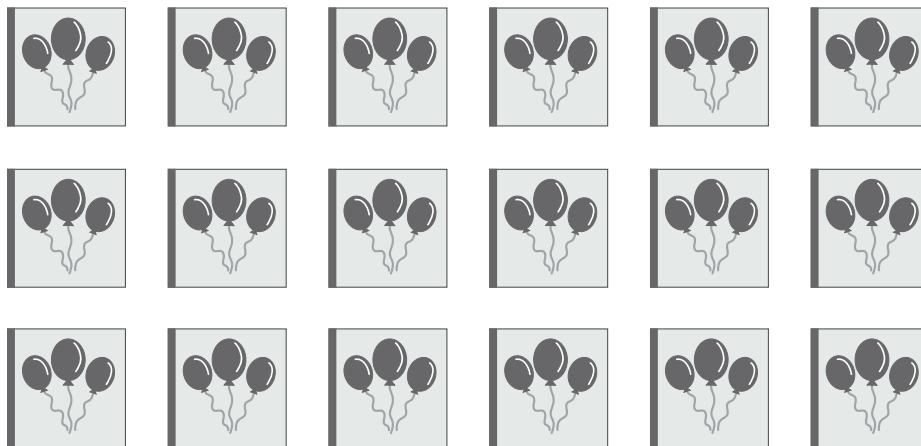
Class: \_\_\_\_\_

**1**

Circle each column of invitations.

Write a number sentence to find the total number of invitations. Then solve.

**SHOW YOUR WORK**



\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



Lesson 6  
G:2 M:6

EXIT TICKET

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

Complete:  Class: \_\_\_\_\_

1. Use the array to answer the questions below.



a. \_\_\_\_\_ rows of \_\_\_\_\_ = \_\_\_\_\_

b. \_\_\_\_\_ columns of \_\_\_\_\_ = \_\_\_\_\_

c. \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

d. Add 1 more row. How many stars are there now? \_\_\_\_\_

e. Add 1 more column to the new array you made in (d). How many stars are there now? \_\_\_\_\_





Lesson 9  
G:2 M:6

## Array Addition

### ZEARN STUDENT NOTES

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

Complete:

Class: \_\_\_\_\_

- 1 Braydon ate 4 cherries each in the morning, in the afternoon, and in the evening.



How many cherries did Braydon eat altogether?



YOUR DRAWING

YOUR NUMBER SENTENCE



YOUR WORD SENTENCE



**Lesson 10**  
G:2 M:6

**EXIT TICKET**

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

Complete:

Class: \_\_\_\_\_

On this sheet, use square tiles to construct the following arrays with no gaps or overlaps. Write a repeated addition equation to match your construction.

1.

a. Construct a rectangle with 2 rows of 5 tiles.

SHOW YOUR WORK

b. Write the repeated addition equation:

\_\_\_\_\_





2.

a. Construct a rectangle with 5 columns of 2 tiles.

SHOW YOUR WORK

b. Write the repeated addition equation:

---



Lesson 13  
G:2 M:6

Breaking Down Arrays

ZEARN STUDENT NOTES

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

Complete:

Class: \_\_\_\_\_

- 1 Draw an array with 4 rows of 5 squares.

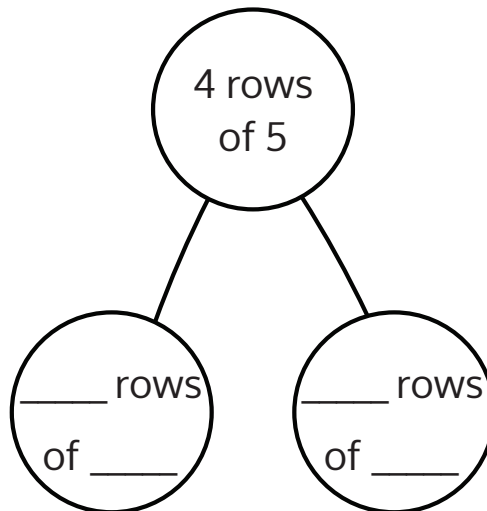
YOUR DRAWING

YOUR NUMBER SENTENCE

4 rows of 5 = \_\_\_\_\_

\_\_\_\_ + \_\_\_\_ + \_\_\_\_ + \_\_\_\_ = \_\_\_\_

YOUR NUMBER BOND



2

Ms. Johnson bakes a square pan of crumb cake, which she cuts into nine equal pieces. Her sister eats 1 row of the pan. Then, her mom eats 1 column.



How many pieces are left?



YOUR DRAWING

YOUR NUMBER SENTENCE

YOUR WORD SENTENCE



EXTRA WORKSPACE



Lesson 15  
G:2 M:6

Repeated Rows

ZEARN STUDENT NOTES

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

Complete:

Class: \_\_\_\_\_

1

Ms. Johnson is filling a muffin pan with batter. She fills 2 columns of 4. One column of 4 is left empty when she bakes the muffins.



How many muffins does Ms. Johnson make?



YOUR DRAWING

YOUR NUMBER SENTENCE



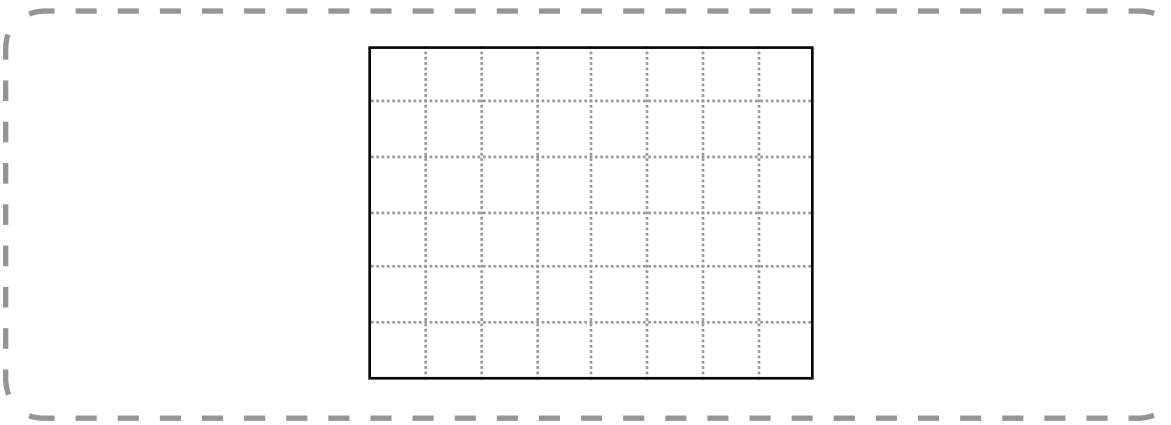
YOUR WORD SENTENCE



2

Start in the upper left corner.

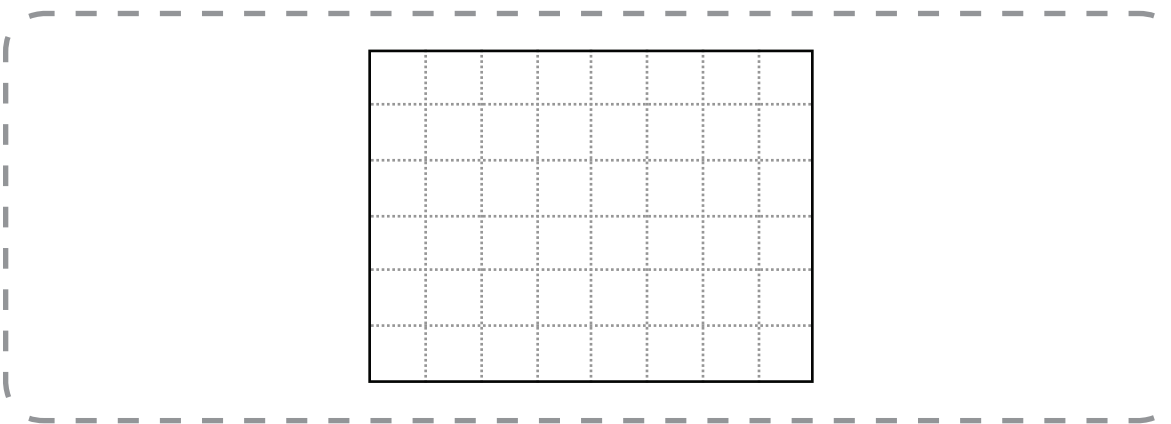
Shade in an array with 2 rows of 3 using the grid.



3

Start in the upper left corner.

Shade in an array with 5 columns of 4 using the grid.



**Lesson 15**  
G:2 M:6

**EXIT TICKET**

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

Complete:

Class: \_\_\_\_\_

Shade in an array with 3 rows of 5.


Write a repeated addition equation for the array.

\_\_\_\_\_





Lesson 18  
G:2 M:6

Doubly Even

ZEARN STUDENT NOTES

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

Complete:

Class: \_\_\_\_\_

1

Circle pairs to determine if 7 is even or not even.


Then circle *even* or *not even*.

 7 is even / not even

2

There are 9 walnuts.

Circle pairs to determine if 9 is even or not even.

 9 is even / not even



Lesson 19  
G:2 M:6

EXIT TICKET

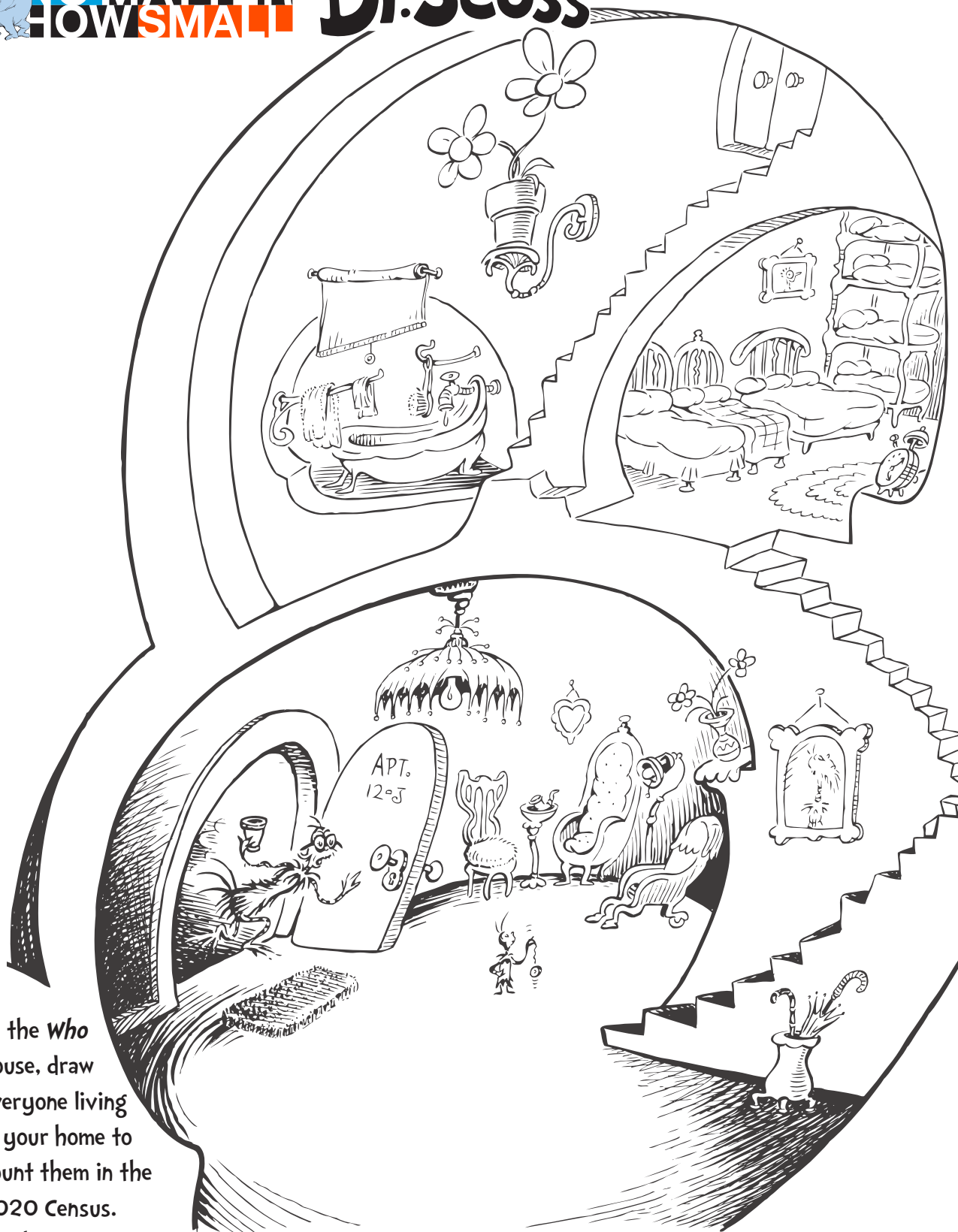
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete:  Class: \_\_\_\_\_

1. Are the **bold** numbers even or odd? Circle the answer, and explain how you know.

EXPLANATION	
a. <b>18</b> even / odd	_____ _____ _____ _____
b. <b>23</b> even / odd	_____ _____ _____ _____





In the *Who* house, draw everyone living in your home to count them in the 2020 Census. Finish by coloring it in!

TM & © Dr. Seuss

## Animals and Plants in Their Habitats



Log on to <https://www.fossweb.com>

Username: LowellGrade2 Password: LowellGrade2

Click on the module called Insects and Plants

Under **Media Library**, click on eBook (English) or eBook (Spanish)

Choose Interactive eBook (HTML)

Read the first chapter, called *Animals and Plants in Their Habitats*. It is on pages 3-17. You can click on the speaker icon to have the book read to you.

Then, go back to the **main menu**.

Under Online Activities, click on **Habitat Gallery**

Learn about different plants and animals that live in the temperate forest, desert, ocean, pond, rainforest, wetlands, tundra, and grassland by clicking on the name of the habitat.

Now you're ready to play some games!

Under Online Activities:

**Organism Match:** Find matched pairs of organisms to see different plants and animals that live in each habitat

**What Doesn't Belong?** Pick the organism on each page that doesn't belong in that habitat

**Where Does It Live?** Drag the organisms to their habitats. You can refresh the page to try many times.

What habitats are in the Lowell area? \_\_\_\_\_

\_\_\_\_\_

What habitats have you visited? \_\_\_\_\_

\_\_\_\_\_

## What is Eid-al-Fitr?



### **Watch: What is Eid-al-Fitr? Ramadan and the Festival of Breaking the Fast**

<https://www.youtube.com/watch?v=6OF4HEGNBRQ>

Eid-Al-Fitr is an important Islamic holiday and marks the end of Ramadan. This year, it began in the evening of Saturday, May 23, and ended in the evening of Sunday, May 24. In this video, you'll meet some kids who will tell us about their religion and how they celebrated Eid.

The holiday is a time of forgiveness and of giving thanks to Allah for helping people to complete their spiritual fasting. Many Muslims display their thanks by giving donations and food to those less fortunate than themselves.

This year, it has been hard for Muslim families to celebrate Eid together at a mosque or Islamic Center. Some families have created their own prayer spaces at home, like a "mini-Mosque". You can make Ramadan lanterns (called fanous in Arabic) by using the pattern on the next page as a way to decorate for Eid.

The greeting on this occasion is "Eid Mubarak" which means "have a blessed Eid."

## Arabesque Paper Lanterns

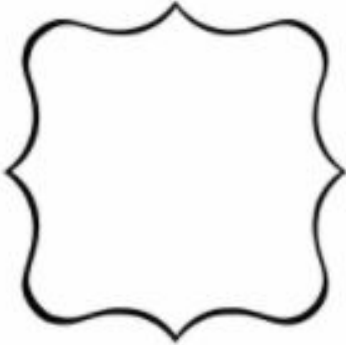
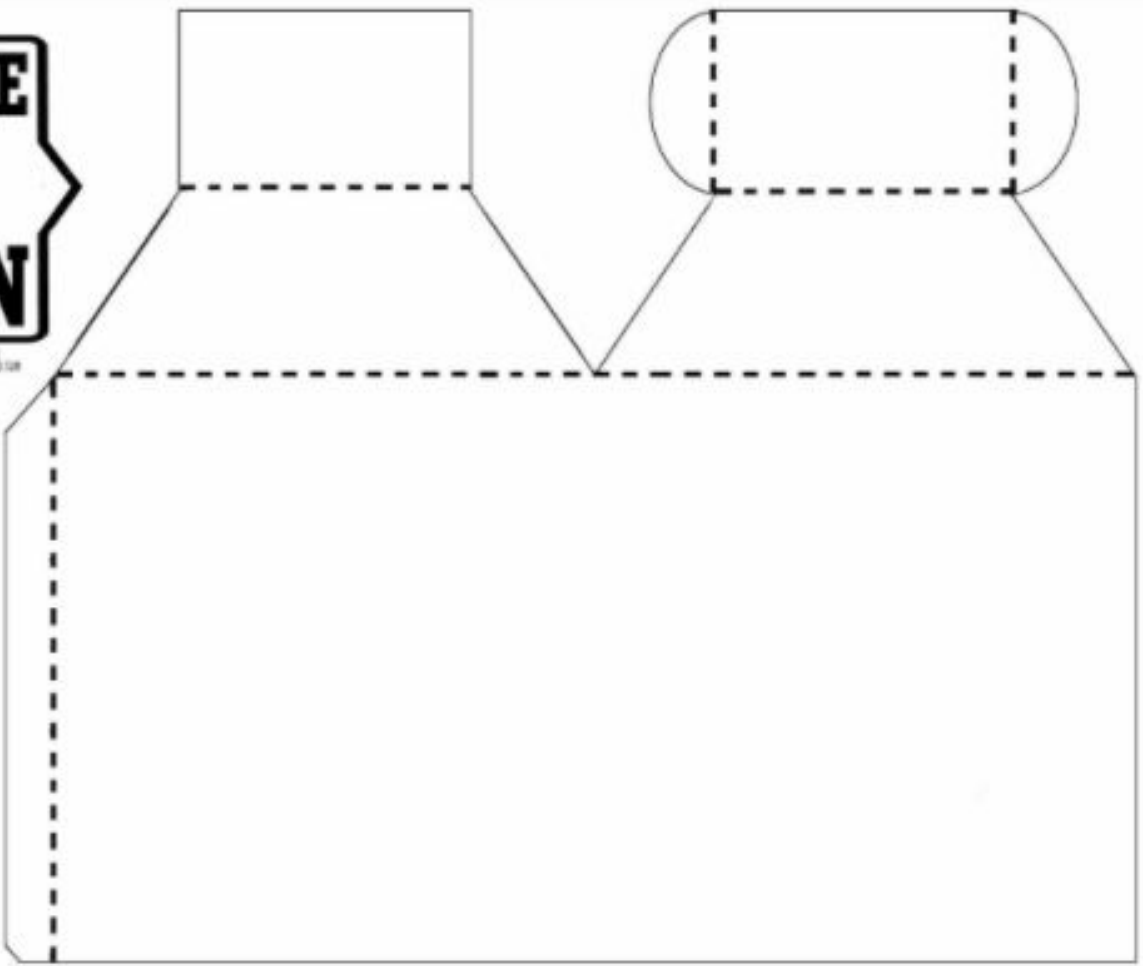


1. Cut out the two lantern shapes on the solid lines. Both will be glued together to create four sides.
2. Once cut, fold the lantern in half, so that only the flap is showing.
3. Cut out one of the shapes on the side of the sheet for a window shape. Trace it on the lantern sides, and cut out the windows.
4. Fold over all the dotted lines and glue the two pieces to each other by attaching the flaps.



# ARABESQUE PAPER LANTERN

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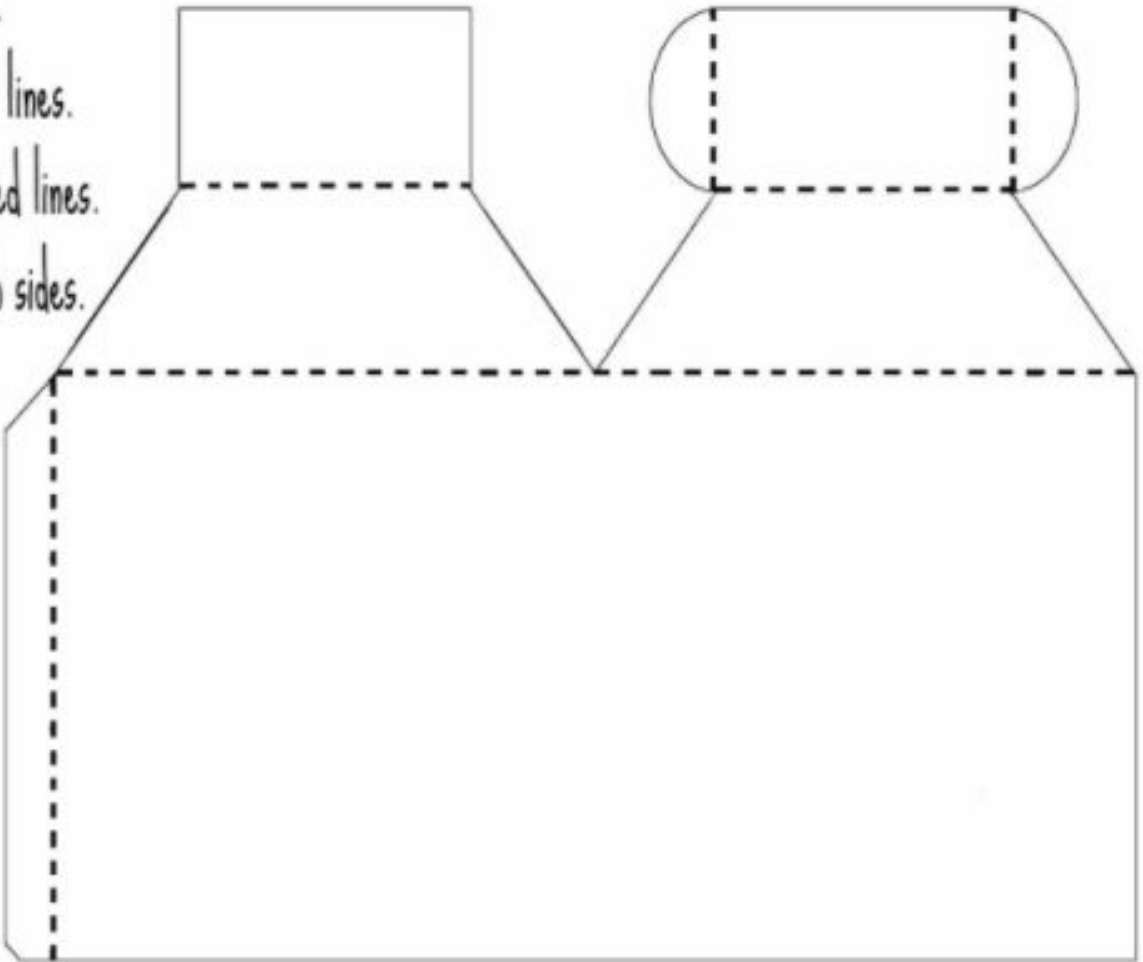


**Decorate** → lantern.

**Cut** → on solid lines.

**Fold** ..... on dotted lines.

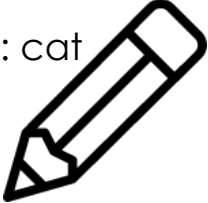



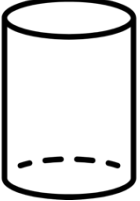




**Attach** → flaps to sides.





# ESL at Home K-2 Weeks II-12

Use notebook paper to complete these activities. Do one each day!

<p>Monday</p> <p>Use the following letters to create as many words as you can:</p> <p>a, c, d, e, g, l, o, n, r, s, t</p> <p>Example: cat</p> 	<p>Tuesday</p> <p>Do 10 of each exercise to get to 50.</p>  <p>10 jumping jacks 10 high knees 10 toe touches 10 windmill arms 10 frog hops</p>	<p>Wednesday</p> <p>Build a catapult using a spoon, rubber bands, paper clips and any other household items.</p> 	<p>Thursday</p> <p>Go outside and look around. List 6 living things and 6 nonliving things.</p> 	<p>Friday</p> <p>Find at least 10 items in your home that are cylinders. Place them from shortest to tallest.</p> 
<p>Monday</p> <p>Build a house using only household items:</p> <p>2 sheets of paper 2 band aids 2 paper clips 2 sticks of gum</p> 	<p>Tuesday</p> <p>Have a word race! Pick a letter with a family member and see who can list the most words that begin with that letter in 2 minutes.</p> 	<p>Wednesday</p> <p>Draw a candy house using squares, triangles and rectangles. Color the house and label the shapes.</p> 	<p>Thursday</p> <p>Make a math word problem about fruit. Use addition or subtraction. Write it down and have a family member solve it. Let them know if their answer is correct.</p> 	<p>Friday</p> <p>Learn your phone number and address. Practice and tell your parent/guardian what it is.</p> 