At Home Learning Resources

Grade 2 - Week 8

Content	Time Suggestions
Literacy Instruction (Watch a mini lesson, and/or complete online learning)	10-20 minutes daily
Reading (Read books, watch books read aloud, listen to a book)	At least 20 minutes daily (Could be about science, social studies, etc)
Writing or **Word Work** or **Phonics/Vocabulary**	20-30 minutes daily
Math	30 minutes daily
Science	45 minutes per week
Social Studies	30 minutes per week
Arts, Physical Education, or **Social Emotional Learning**	30 minutes daily

These are some time recommendations for each subject.
We know everyone's schedule is different, so do what you can.
These times do not need to be in a row/in order,
but can be spread throughout the day.

Grade 2 ELA Week 8

Your child can complete any of the activities in weeks 1-7. These 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 informational or nonfiction reading and writing. Your child should be reading, writing, talking and writing about reading, and working on learning and using compound words this week.

Reading: Students need to read each day. They can read the articles included in this packet and/or read any of the nonfiction/informational 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.

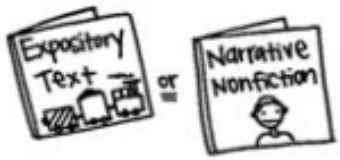
Writing: Students will continue to work on informational books for the next few weeks. The resources in this packet will be the same for next week for writing as well. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: Grade 2 Nonfiction Writing Choice Board. Click on the images to watch the video tutorials. This writing should occur over multiple days. 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 informational book and work to make it better, or might write multiple books, getting better each time.

Phonics/Word Work: Students can play compound word concentration and then write sentences using the compound words they learned in the game, or coming up with their own compound words.

Nonfiction Questions You Might Ask Your Children
During and After Reading Aloud

Grade 2 Students

1. Can you tell me how you know you're reading a non-fiction book?



2. What is the main idea of the topic or a section of your book?

3. Think about all of the parts in your book. How do all of the parts fit together?

4. How do all of the texts features help you to understand your book?

5. Look at the different headings in your book. How do these headings help you understand the section? How do the headings help you to identify the main idea?

6. Look at the front cover of your book. Look at the table of contents. Take a quick look at the pictures in your book. Can you make a prediction of what you think your book will be about?

BLUE WHALES

The blue whale is the biggest animal to ever live on Earth. The biggest female ever measured weighed 200 tons. That is about how much 15 school buses weigh. The whale was 97 feet long. That is longer than a basketball court. How big is a blue whale baby?

"Big!" is the answer. A mother whale gives birth to one baby at a time. The baby is called a calf. A newborn calf weighs between 6,000 and 8,000 pounds. That is as much as three or four elephants weigh! It can be up to 25 feet long. That is about how long two cars are if you line them up.

A calf nurses, or drinks, its mother's milk. The milk is very rich. It is full of nutrients. A calf will gain about 200 pounds a day. It gains that much every day for a year! It will nurse for up to

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12 months. The calf will be about 50 feet long when it stops nursing.

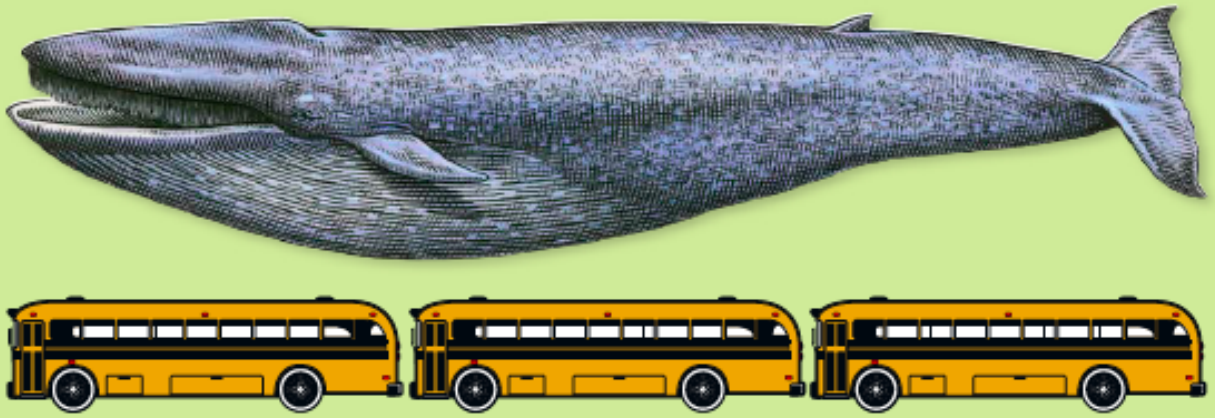
Although whales live in the water, they breathe air. The air comes in through the blowholes at the top of their heads. A newborn calf depends on its mother to help it breathe. The mother pushes the calf up to the surface. The calf breathes out, then takes another breath. Blue whales can stay underwater for about 15 to 20 minutes. Then they need to breathe again.

Blue whales are one of the species of mammals that migrate. They may travel 3,000 miles to find food, but mother whales and their calves do not go as far. Scientists have a theory. They think it is because the calves cannot bear the cold water as much as their mothers can.

DID YOU KNOW?

A blue whale's tongue alone can weigh as much as one elephant!

A blue whale has no predators other than humans. Humans hunted many kinds of whales to near extinction. So what is the biggest danger a mother whale must protect her calf from? A large ocean liner filled with people.



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POLAR BEARS

Do you like to watch the polar bears at the zoo? They are friendly and funny. Some people think polar bear babies are the cutest and most playful mammals of all.

A polar bear that is pregnant eats all she can in August and September. She gains about 400 pounds! She builds a den in the snow when she is done eating. The den has tunnels and chambers. The mother-to-be then crawls in the den. She does not eat or drink the whole time she is there. She does not come out again until her babies are born.

It is important that a pregnant polar bear gets rest. She lowers her body activity. This is called *torpor*. During this time, a pregnant polar bear's temperature drops but not much.

Her body has to stay warm to help her babies grow. She sleeps, but not very deeply.

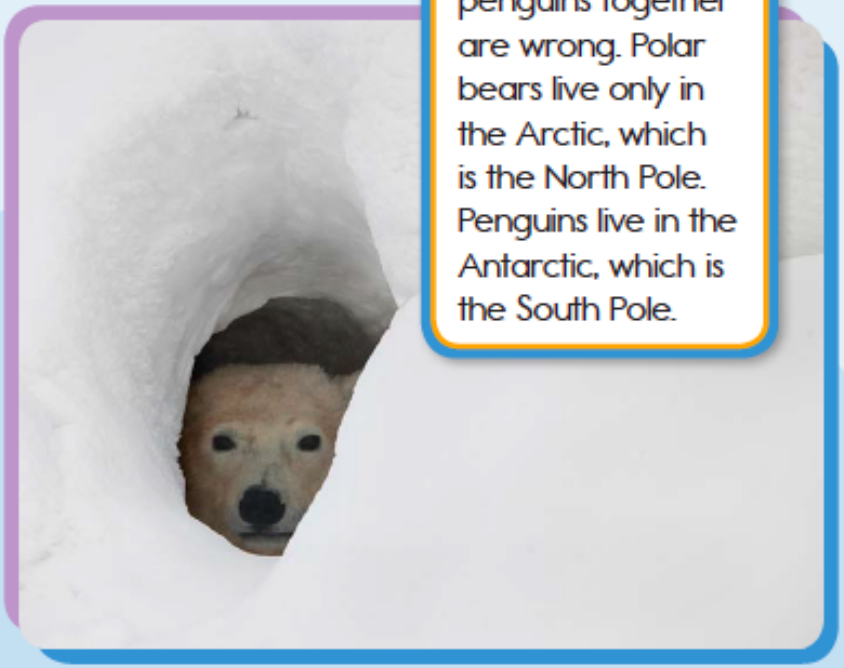
Like other species of bears, polar bear babies are called cubs. A female has a litter of cubs every two to three years. The cubs are born in early January. They weigh about a pound each. They are about 12 inches long. That is the size of a ruler!

The cubs nurse, or drink their mother's milk. They grow quickly. Her milk has all the nutrients they need. The family comes out of the den in March or April. The mother leads her cubs to the sea. Now she can eat again!

The cubs nurse for at least twenty months. During that time, the mother teaches them how to hunt. Seals are their favorite meal. Polar bears have no natural predators but can be killed by wolves. A mother polar bear does her best to keep her offspring safe. She is very protective. Her cubs stay with her until they are between four and eight years old. They leave when they are ready to have families of their own.

DID YOU KNOW?

Pictures that show polar bears and penguins together are wrong. Polar bears live only in the Arctic, which is the North Pole. Penguins live in the Antarctic, which is the South Pole.



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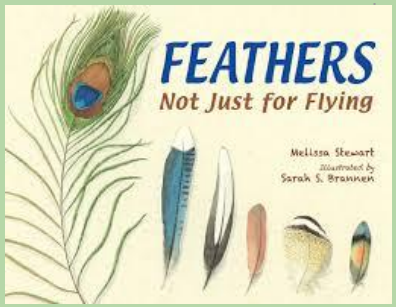
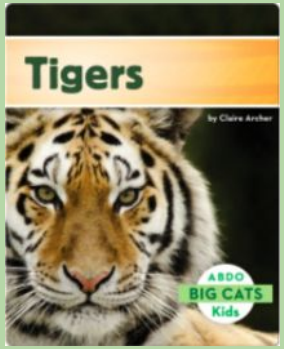
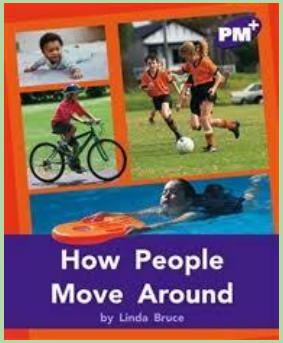
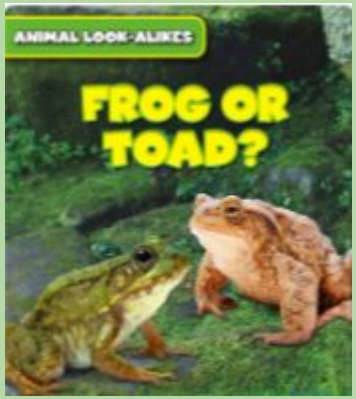
After reading *Blue Whales* and *Polar Bears*, describe how blue whales and polar bears are similar and different.

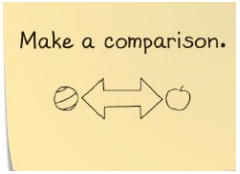


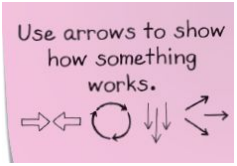


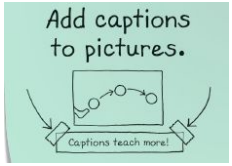




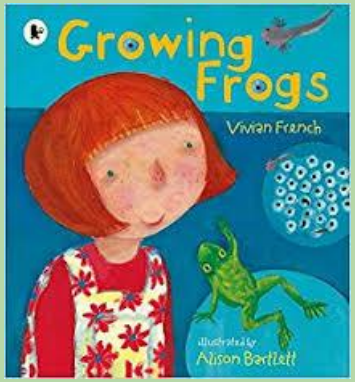
Writing Craft Moves



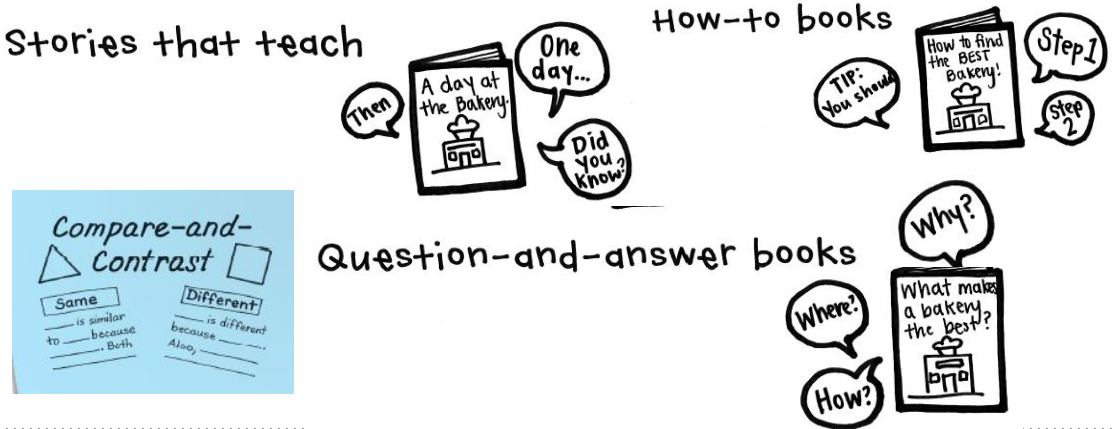


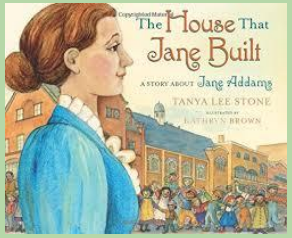


Use this anchor chart to help you write your own nonfiction books. The online version has links and video tutorials.



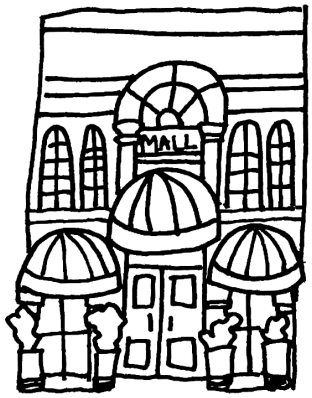
Nonfiction Structures





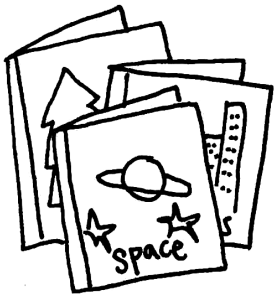
Topics for Nonfiction Writing

Things I do



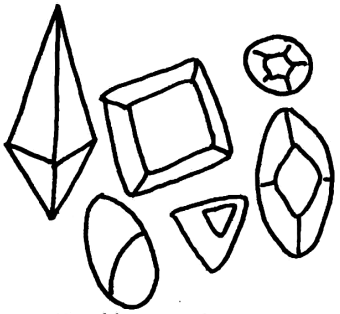
Places I've been

Sports I play



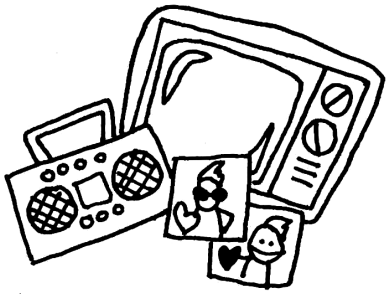
Topics I've studied

Topics for Information Writing



Collections I cherish

Occasions I celebrate

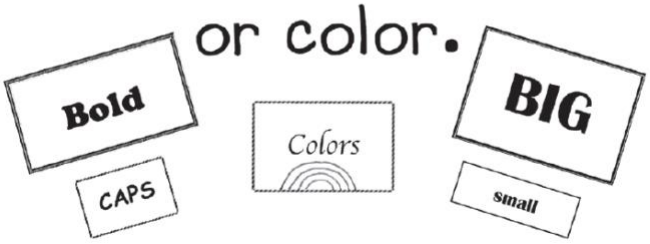


Pop culture I fan over

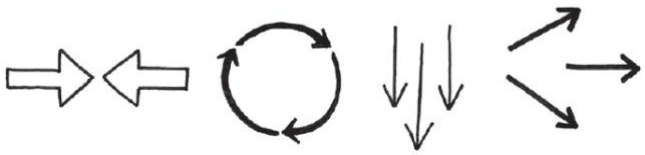
Stuff people rely on me for

Grade 2 Craft Moves For Nonfiction Writing

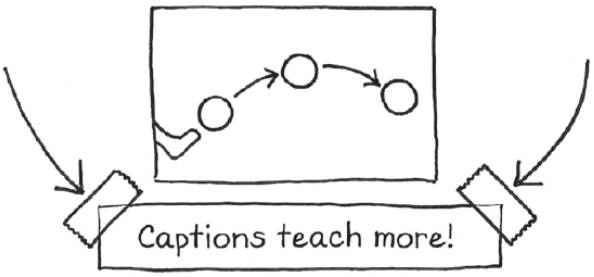
Add a new voice in a different size or color.



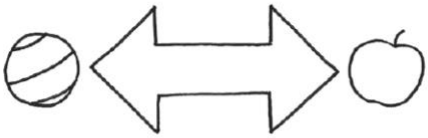
Use arrows to show how something works.



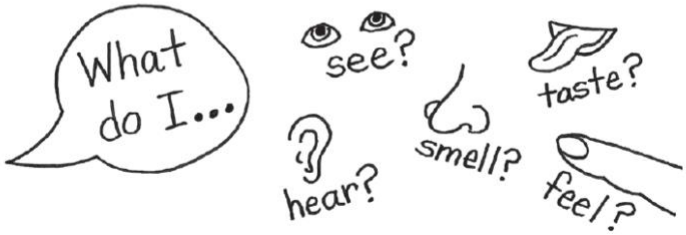
Add captions to pictures.



Make a comparison.



Use your senses to make a description.



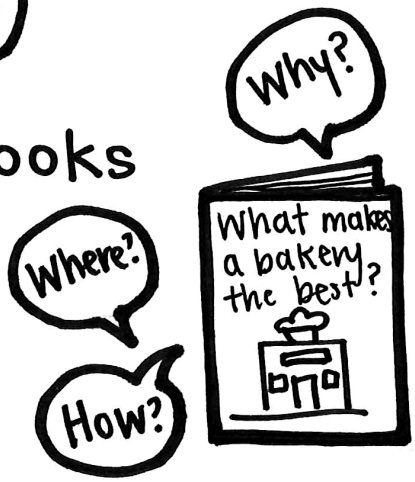
Nonfiction writers can make...

Nonfiction chapter books

Stories that teach

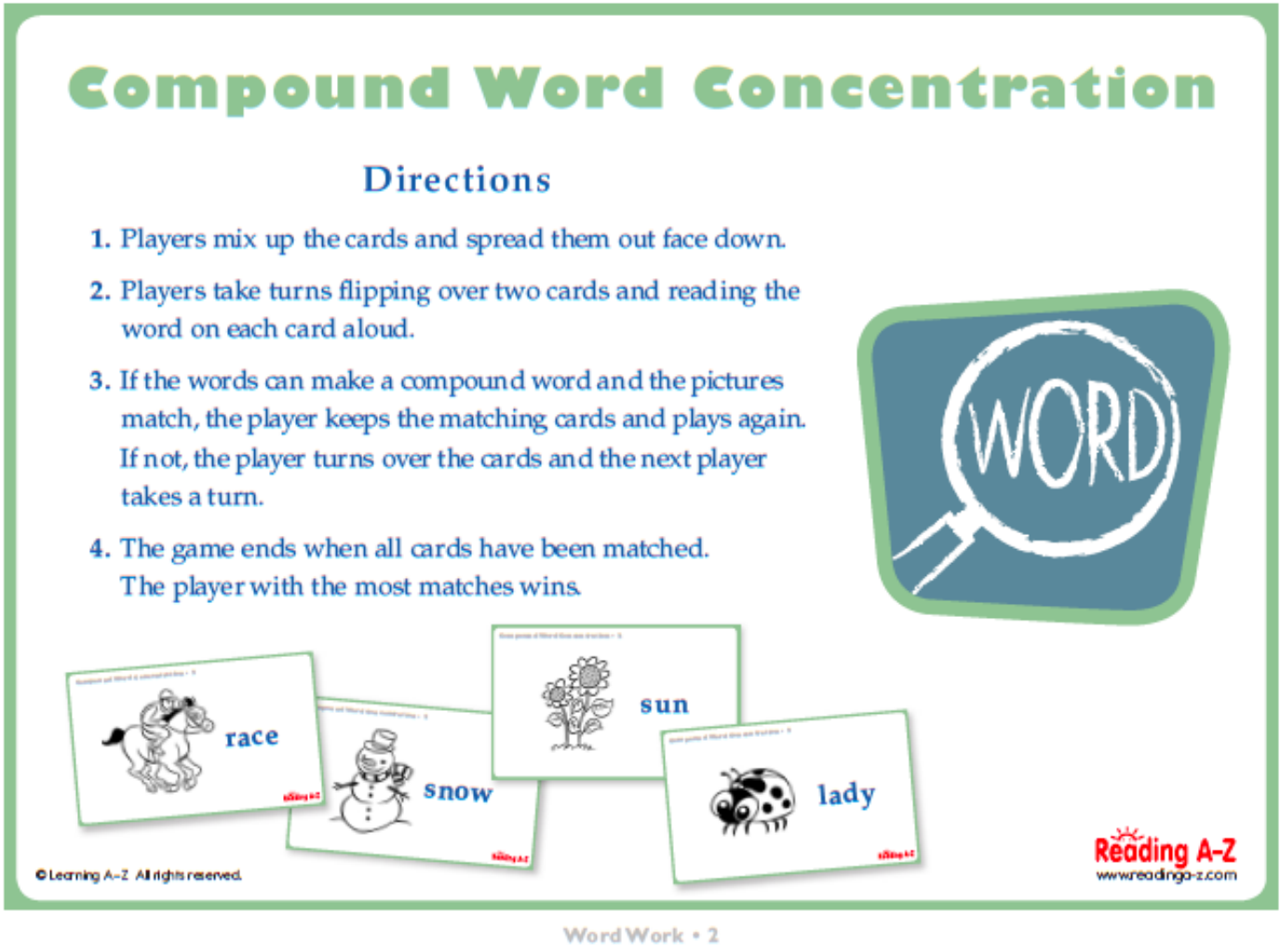
How-to books

Question-and-answer books



Compound words are words that are made by joining two words together to make a new word with a new meaning. One example is snow + man = snowman.

Play this game with your family, then write sentences using compound words.



Compound Word Concentration • 2

bath

Reading A-Z

Compound Word Concentration • 2

tub

Reading A-Z

Compound Word Concentration • 2

birth

Reading A-Z

Compound Word Concentration • 2

day

Reading A-Z

Compound Word Concentration • 2

butter

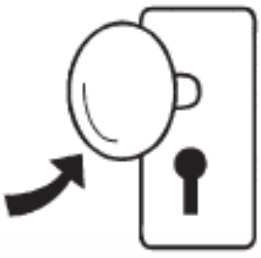
Reading A-Z

Compound Word Concentration • 2

fly

Reading A-Z

Compound Word Concentration • 2



door

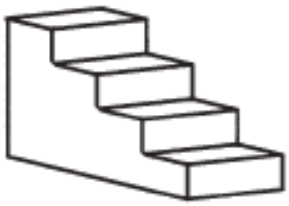
Reading A-Z

Compound Word Concentration • 2

knob

Reading A-Z

Compound Word Concentration - 2



down

Reading A-Z

Compound Word Concentration - 2

stairs

Reading A-Z

Compound Word Concentration - 2

sun

Reading A-Z

Compound Word Concentration - 2

glasses

Reading A-Z

Compound Word Concentration - 2

sun

Reading A-Z

Compound Word Concentration - 2

flowers

Reading A-Z

Compound Word Concentration - 2

fire

Reading A-Z

Compound Word Concentration - 2

fighter

Reading A-Z

Compound Word Concentration • 2

foot

Reading A-Z

Compound Word Concentration • 2

ball

Reading A-Z

Compound Word Concentration • 2

race

Reading A-Z

Compound Word Concentration • 2

horse

Reading A-Z

Compound Word Concentration • 2

bare

Reading A-Z

Compound Word Concentration • 2

foot

Reading A-Z

Compound Word Concentration • 2

rain

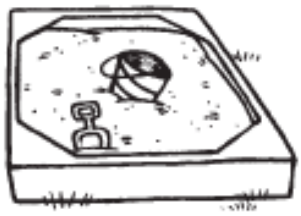
Reading A-Z

Compound Word Concentration • 2

storm

Reading A-Z

Compound Word Concentration • 2



sand

Reading A-Z

Compound Word Concentration • 2

box

Reading A-Z

Compound Word Concentration • 2

snow

Reading A-Z

Compound Word Concentration • 2

man

Reading A-Z

Compound Word Concentration • 2

wish

Reading A-Z

Compound Word Concentration • 2

bone

Reading A-Z

Compound Word Concentration • 2

water

Reading A-Z

Compound Word Concentration • 2

melon

Reading A-Z

Compound Word Concentration • 2

camp

Reading A-Z

Compound Word Concentration • 2

fire

Reading A-Z

Compound Word Concentration • 2

play

Reading A-Z

Compound Word Concentration • 2

ground

Reading A-Z

Compound Word Concentration • 2

sun

Reading A-Z

Compound Word Concentration • 2

light

Reading A-Z

Compound Word Concentration • 2

lady

Reading A-Z

Compound Word Concentration • 2

bug

Reading A-Z

Instructions: Color in the word that completes the compound word from the game. Then, write the compound word on the line below.

butter fly storm man _____	sand box horse flowers _____	bath tub knob day _____
snow stairs foot man _____	sun fly ground light _____	water box melon ball _____
door knob bone day _____	birth fire day flowers _____	fire bug box fighter _____
play ground ball stairs _____	race melon horse box _____	sun fire bone glasses _____

Instructions: Use two of the compound words from the game in a sentence.

Write as many sentences with compound words as you can.

Eureka Math™ Tips for Parents

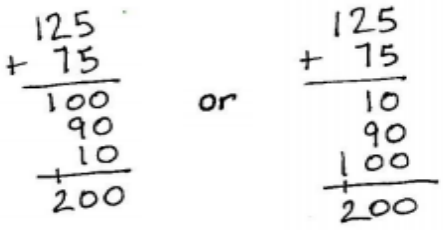
Grade 2 Module 4

Addition and Subtraction Within 200 with Word Problems to 100

In this 31-lesson module, students will work on fluency in addition and subtraction up to 100. They will also build conceptual understanding of adding and subtracting multi-digit numbers to 200, and will apply their skills when solving problems.

Building the number 234 with place value cards showing the following:
2 = 2 hundreds = 200
3 = 3 tens = 30
4 = 4 ones = 4

So 234 = 200 + 30 + 4!



This is a picture of the method known as "***totals below***", in which students decompose multi-digit numbers into like place-value groups as they add.

What Came Before this Module: Students expanded their understanding of unit and of place value by bundling ones, tens, and hundreds with sticks.

What Comes After this Module: In Module 5, we will continue to strengthen and deepen our conceptual understanding of addition and subtraction, working with numbers up to 1000.

Key Vocabulary:

Minuend: A quantity or number from which another number is to be subtracted

Subtrahend: A quantity or number being subtracted from another

Difference: The solution to a subtraction problem

Place value: Referring to the unit value of each digit in a given number

Place Value Chart: (see reverse): A graphic organizer that students can use to see the coherence of place value and operations between different units.

How you can help at home:

- Continue to ask how many ones, tens, and hundreds are in numbers that you and your student come across

- When possible, encourage your student to explain their mathematical thinking by drawing a diagram or picture that links to their addition and subtraction problems

Key Common Core Standards:

- **Represent and solve problems involving addition and subtraction**
- **Use place value understanding and properties of operations to add and subtract, including:**
  - Fluently add and subtract within 100
  - Add and subtract within 200, using concrete models or drawings and strategies based on place value, and explaining chosen strategies in writing

Prepared by Erin Schweng, Math Coach

Place Value Chart Without Headings
(Used with labeled materials such as disks)

Hundreds	Tens	Ones

Place Value Chart with Headings
(Used with unlabeled materials such as base-ten blocks or bundles)

Spotlight on Math Models:

Place Value Charts

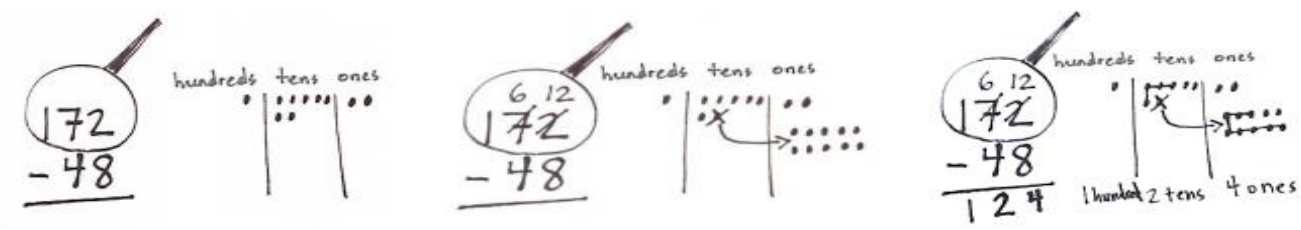
You will see this mathematical representation throughout the grades in *A Story of Units*.

A Story of Units has several key mathematical "models" that will be used throughout a student's elementary years.

The place value chart is a graphic organizer that students can use to see the coherence of place value and operations between different units. It enables students to discover the value of each digit in a given number at the concrete level, as they represent numbers with place value disks or bundles. Use of the place value chart begins in Grade 1 as students learn about tens and ones, and continues through the use of decimals in Grade 5. The place value chart is a flexible tool.

Young students can place chips on the chart, and physically move them as they bundle and group numbers. Older students can quickly create their own place value charts to illustrate their thinking for a problem and show their understanding of more complex numbers. In second grade, students use the chart extensively as they work to build their understanding of numbers up to 1000, and will often be asked to use the chart to illustrate how to compose and decompose numbers.

Module 4 Sample Problem (Lesson 15): Model 172 – 48 using the place value chart.



Sumar y restar dentro de 200 con problemas verbales hasta 100

En este módulo de 31 lecciones, los estudiantes trabajarán en la fluidez de sumas y restas hasta 100. También desarrollarán la comprensión conceptual de sumar y restar números de varios dígitos hasta 200, y aplicarán sus habilidades al resolver problemas.

Construyendo el número 234 con tarjetas de valor posicional mostrando lo siguiente:
2 = 2 centenas = 200
3 = 3 decenas = 30
4 = 4 unidades = 4

¡Por lo que 234 = 200 + 30 + 4!

Vocabulario clave:

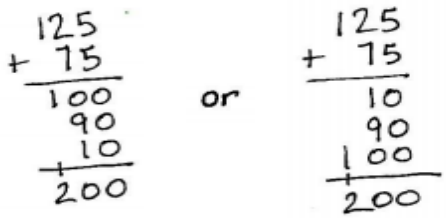
Minuend (minuendo): Una cantidad o número desde el que otro número se va a restar

Subtrahend (sustraendo): Una cantidad o número que se resta de otro

Difference (diferencia): La solución a un problema de resta

Place value (valor posicional): Al referirse al valor unitario de cada dígito en un número dado

Place Value Chart (tabla de valor posicional): (ver al reverso): El organizador gráfico que los estudiantes pueden usar para ver la coherencia del valor posicional y las operaciones entre las distintas unidades.



Esta es una ilustración del método conocido como "***totals below***" ("totales abajo"), en el que los estudiantes descomponen números de varios dígitos como en grupos de valor posicional conforme van sumando.

Lo que vimos antes de este Módulo: Los estudiantes ampliaron su conocimiento acerca del concepto de unidad y del valor posicional al agrupar unidades, decenas y centenas en paquetes.

***Qué veremos después de este Módulo*:** En el Módulo 5, seguiremos reforzando y profundizando nuestro conocimiento conceptual de sumas y restas, trabajando con números hasta 1000.

Cómo puede ayudar en casa:

- Pregunte cuántas unidades, decenas y centenas hay en los números que usted y su estudiante se encuentren

- Cuando sea posible, anime a su hijo a explicar su pensamiento matemático dibujando un diagrama o imagen que se vincule a sus problemas de sumas y restas

Claves de las Normas Académicas *Common Core:*

- ***Representar y resolver problemas de sumas y restas***
- ***Usar el conocimiento del valor posicional y de las propiedades de las operaciones para sumar y restar, incluyendo:***
  - Sumar y restar con fluidez dentro de 100
  - Sumar y restar dentro de 200, utilizando modelos concretos o dibujos y estrategias basadas en el valor posicional, y explicar por escrito las estrategias seleccionadas

Colocar la tabla de valor posicional sin títulos
(Se utiliza con materiales marcados como discos)

Centenas	Decenas	Unidades

Colocar la tabla de valor posicional con títulos
(Se utiliza con materiales no marcados como bloques de 10 unidades o en paquetes (bundles))

Lo más destacado en modelos matemáticos:

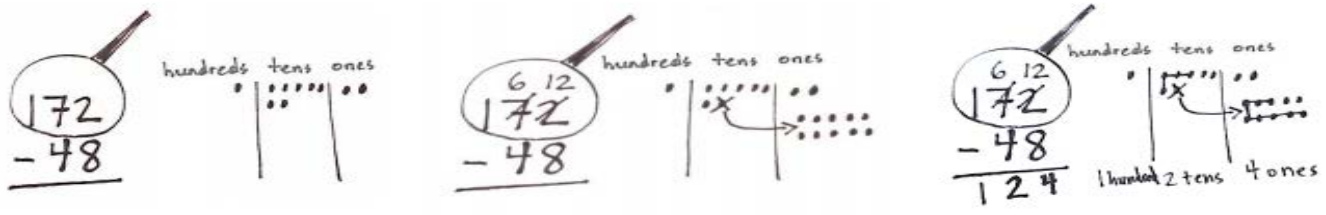
Place Value Charts (Tablas de valor posicional)

Usted verá esta representación matemática en todos los grados de *A Story of Units*.

A Story of Units tiene varios "modelos" matemáticos fundamentales que se utilizarán durante los años de primaria del estudiante.

La tabla de valor posicional es un organizador gráfico que los estudiantes pueden utilizar para ver la coherencia del valor posicional y las operaciones entre las distintas unidades. El uso de la tabla de valor posicional comienza en el primer grado, cuando los estudiantes aprenden sobre decenas y unidades, y continúa con el uso de decimales en 5º grado. La tabla de valor posicional es una herramienta flexible. Los estudiantes jóvenes pueden colocar fichas en la tabla, y físicamente moverlas conforme hacen paquetes (*bundles*) y agrupan números. Los estudiantes mayores pueden crear rápidamente sus propias tablas de valor posicional para ilustrar su pensamiento para un problema y demostrar su entendimiento de los números complejos. En el segundo grado, los estudiantes utilizan la tabla de manera constante a medida que trabajan para construir su comprensión de los números hasta 1000, y con frecuencia se les pedirá que usen la tabla para ilustrar cómo componer y descomponer números.

Ejemplo de un problema del Módulo 4 (tomado de la lección 15): Formar 172 – 48 utilizando la tabla de valor posicional.



Grade 2 Fluency: 1 More/10 More

For every number you see, write the number that is **1 more**. If you see 4, you write 5.

5	
6	
8	
9	
11	
16	
19	
28	
38	
39	
44	
49	
54	
60	

For every number you see, write the number that is **10 more**. If you see 40, you write 50.

50	
60	
10	
20	
80	
30	
20	
28	
21	
32	
35	
45	
56	
67	

Fluency Practice **More Than with Multiples of 10**

START HERE	Write the unit form.	Write the number sentence.
6 tens more than 2 tens	8 tens	20 + 60 = 80
7 tens more than 2 tens		
5 tens more than 4 tens		
4 tens more than 2 tens		
2 tens more than 3 tens		
1 ten more than 5 tens		
		number sentence
2 tens more than 6 tens 8 ones	8 tens 8 ones	68 + 20 = 88
3 tens more than 2 tens 5 ones		
6 tens more than 3 tens 5 ones		
3 tens more than 5 tens 7 ones		
5 tens more than 4 tens 9 ones		

Fluency Practice- Less Than: Multiples of 10

START HERE	UNIT FORM	Subtraction number sentence
2 tens less than 6 tens	4 tens	60 - 40 = 20
2 tens less than 8 tens		
3 tens less than 9 tens		
4 tens less than 7 tens		
2 tens less than 3 tens		
4 tens less than 8 tens		
		Subtraction number sentence
2 tens less than 6 tens 8 ones	4 tens 8 ones	68 - 20 = 48
4 tens less than 7 tens 3 ones		
6 tens less than 8 tens 5 ones		
3 tens less than 5 tens 7 ones		
4 tens less than 4 tens 9 ones		

Application Problem

Read, Draw, Write (RDW)

1. **READ** the problem. Read it over and over…. And then read it again.
2. **DRAW** a picture to help make sense of the problem. What can you learn from your drawing?
3. **WRITE** an equation and a statement of the answer.

Mrs. Perry sold 24 raffle tickets on Monday and 4 fewer tickets on Tuesday. How many tickets did she sell in all on both days?

Application Problem

Read, Draw, Write (RDW)

1. **READ** the problem. Read it over and over…. And then read it again.
2. **DRAW** a picture to help make sense of the problem. What can you learn from your drawing?
3. **WRITE** an equation and a statement of the answer.

There are 136 students in the second grade at the Lincoln Elementary School. 27 of them brought bag lunches to school. The rest get the hot lunch. How many students are getting a hot lunch?

Lesson 16 G:2 M:4	Part, Part, Whole
	ZEARN STUDENT NOTES

Name:_____ Date:_____

Complete: ☐ Class:_____

1 Thirty-six books are in the blue bin. The blue bin has 19 more books than the red bin.

How many books are in the red bin?

YOUR DRAWING

_____

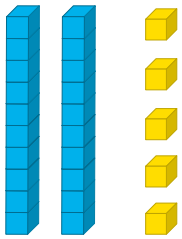
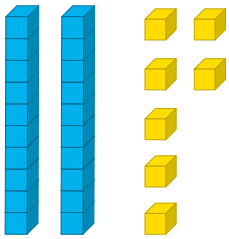
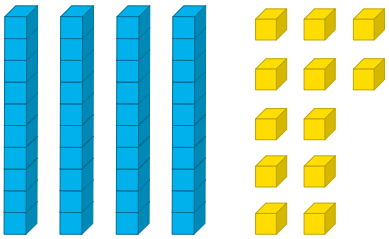
_____

YOUR SOLUTION

There are _____ books in the red bin.

Build each number using Base Ten Blocks. Add by place value.

1. 25 + 27

25	27	Total
		

40 + 12 = 52

2. 51 + 44

51	44	Total

____ + ____ = ____

3. 33 + 66

33	66	Total

____ + ____ = ____

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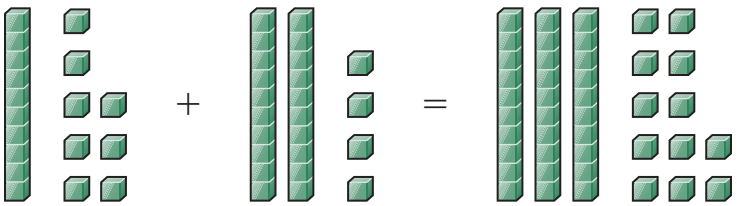
Name: _____

Use Base-Ten Blocks to Add Two-Digit Numbers

Study the example showing how to use base-ten blocks to add two-digit numbers. Then solve Problems 1–7.

Example

Find 18 + 24.



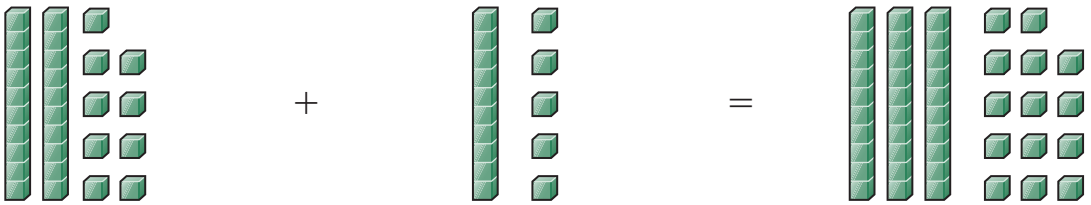
1 ten 8 ones + 2 tens 4 ones = 3 tens 12 ones

3 tens 12 ones = 30 + 10 + 2
= 40 + 2
= 42

They paint 42 pictures.

Max has 29 rocks. Then he finds 15 more rocks.

1 Write the tens and ones. Then add the tens and ones.



_____ tens _____ ones + _____ ten _____ ones = _____ tens _____ ones

2 How many tens and ones are in 14?

14 = _____ ten and _____ ones, or 10 + _____

3 Add the tens. Then add the ones.

30 + 10 + 4 = _____ + _____, or _____

Max has _____ rocks.

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Solve.

Ms. Kottler has 27 black pens and 14 blue pens.

4 Write the tens and ones.

$27 = 20 + _____$

$14 = _____ + _____$

5 Add the tens then add the ones from Problem 4. How many pens does Ms. Kottler have in all?

Show your work.

Answer: _____ pens

There are 36 girls with red shirts. There are 19 boys with red shirts. There are 16 girls with blue shirts.

6 How many girls are there?

Show your work.

Answer: _____ girls

7 How many children have red shirts?

Show your work.

Answer: _____ red shirts

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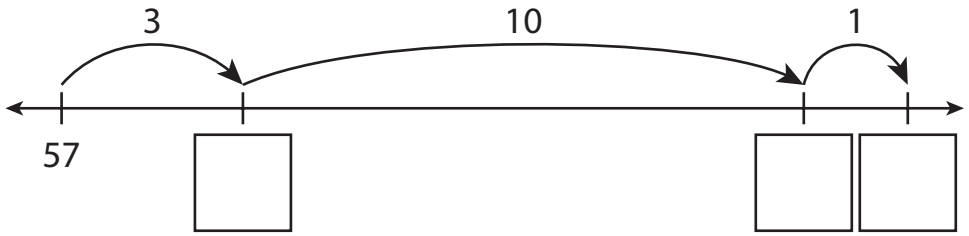
Solve.

3 57 + 14 is the same as _____ + _____.

4 Fill in the missing numbers in the open number line. Then solve 57 + 14.



57 + 14 = _____

5 Mia has 49 red beads and 36 yellow beads. How many beads does Mia have in all?

Show your work.

Answer: _____

6 Write three different number sentences with a sum of 51.

22 + 29 = 51

_____

_____

_____

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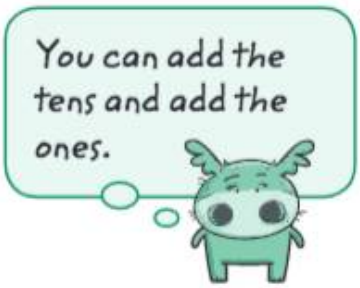
Name: _____

Solve the problems.

1 Diego read 48 pages of a book one day. The next day he read 23 pages. How many pages did Diego read in all? Circle the correct answer.



A 61 **C** 71

B 62 **D** 75

Solve.

4 A fruit salad has 37 green grapes and 45 red grapes. How many grapes are in the fruit salad?

A 72 **C** 82

B 81 **D** 712

Tim chose **A**. This is wrong. How did Tim get his answer?

_____

_____

_____

_____

_____

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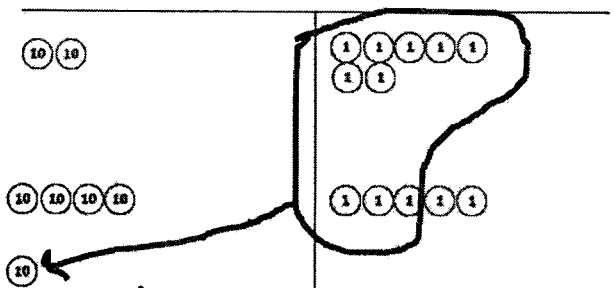
G2-M4-Lesson 8

Solve vertically. Draw and bundle place value disks on the place value chart.

1. $27 + 45 = 72$

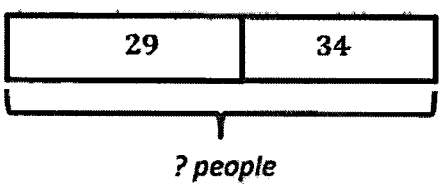
$$\begin{array}{r} 2\ 7 \\ +\ 4\ 5 \\ \hline 7\ 2 \end{array}$$

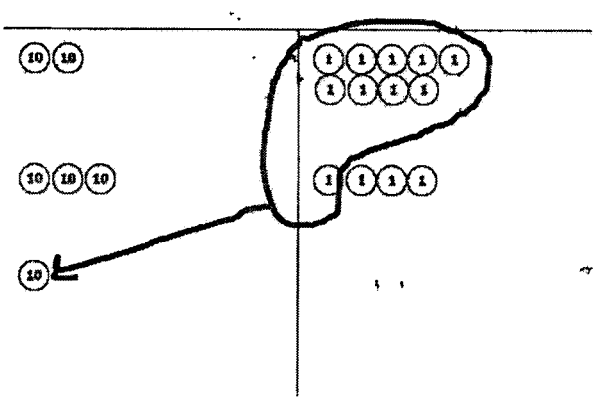
I show each step I make with the place value disks vertically using new groups below.



I draw place value disks to show each addend. 7 ones plus 5 ones is 12 ones, or 1 ten 2 ones. I bundle 10 ones to make 1 ten. Now I just add the tens. 2 tens plus 4 tens plus 1 more ten is 7 tens. So 27 plus 45 is 72.

2. Santiago counted the number of people on two buses. Bus 1 had 29 people, and bus 2 had 34 people. How many people were on the two buses?





$$\begin{array}{r} 2\ 9 \\ +\ 3\ 4 \\ \hline 6\ 3 \end{array}$$

63 people were on the two buses.

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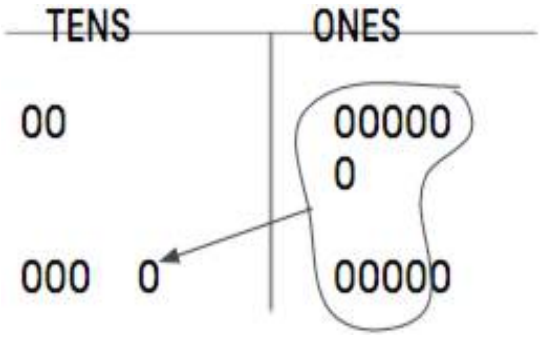
G2-M1-HWH-1.3.0-07.2015

Name _____ Date _____

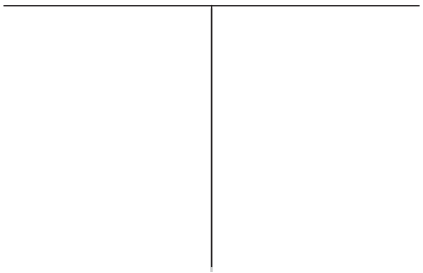
1. Solve vertically. Draw and bundle place value disks on the place value chart.

a. 26 + 35 = _____

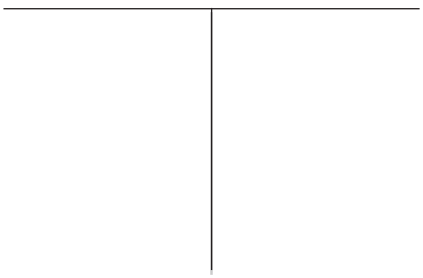
```
  2 6
+ 3 5
---1---
  6 1
```



b. 28 + 14 = _____



c. 35 + 27 = _____



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Lesson 8 G:2 M:4	EXIT TICKET

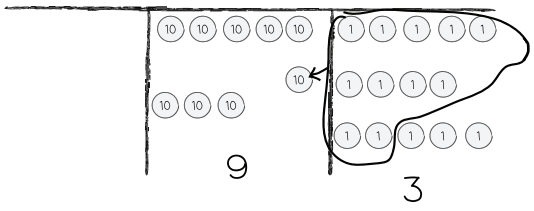
Name:_____ **Date:**_____

Complete: ☐ **Class:**_____

1. Use place value language to explain Zane's mistake. Then, solve using the vertical form. Draw and bundle place value disks on your place value chart.

ZANE'S ANSWER

1. **59 + 35 = ____**



ZANE'S MISTAKE

YOUR ANSWER

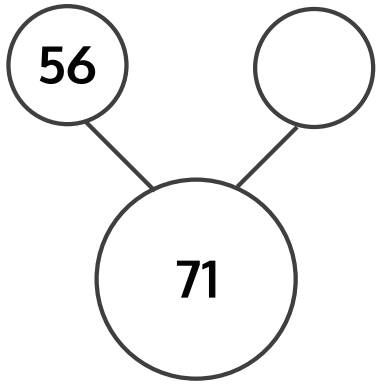
Lesson 11 G:2 M:4	EXIT TICKET

Name:_____ Date:_____

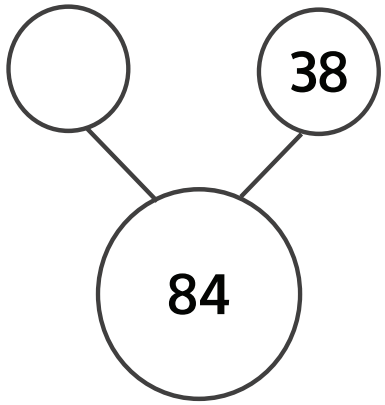
Complete: ☐ Class:_____

1. Solve for the missing part. Use your place value chart and place value disks.

a.



b.



Check out the website below for inspiration for creating your own chain reaction machine like Rube Goldberg. Send a video of the results to your teacher!

RUBE GOLDBERG MACHINE

https://tinkerlab.com/engineering-kids-rube-goldberg-machine/

THINGS THAT ROLL

Marbles
Balls: Tennis, Baseball, Bowling, etc.
Toy Cars
Dominoes
Skateboard
Roller Skate

RECYCLABLES

Cardboard
Cereal Boxes
Cardboard Rolls
Plastic Water Bottles
Cans
Aluminum Foil

THINGS THAT MOVE

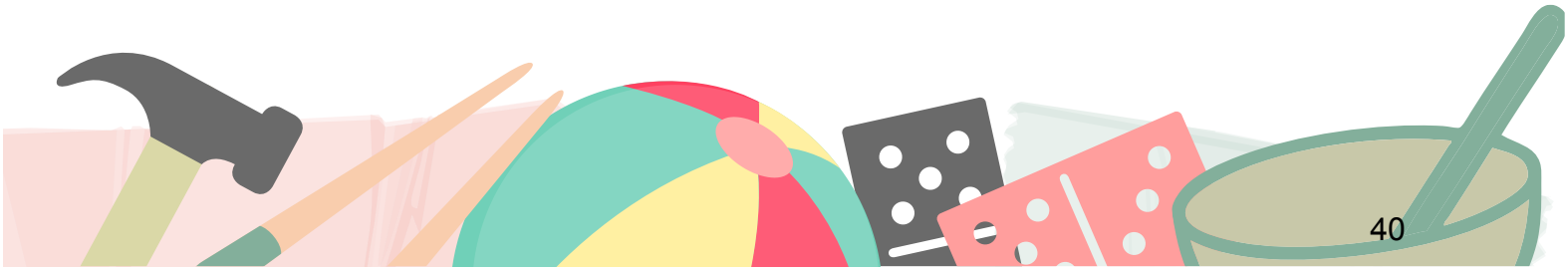
Mousetrap
Dominoes
Toaster
Fan

EVERYDAY MATERIALS

Chopsticks
Popsicle Sticks
Ruler
Wooden Blocks
Bowl
String
Tape
Sand
Pins
Hammer
Balloons
Water
Fan
Vinegar and Baking Soda

RAMPS

Toy Train Tracks
Marble Runs
Books
Trays
PVC pipe
Plastic tubing
Gutters



How many different kinds of animals are there?

Click on this link to learn how scientists organize animals into groups based on their characteristics. That helps scientists figure out how to make decisions about animals that don't neatly fit into those categories.

https://mysteryscience.com/biodiversity/mystery-1/biodiversity-classification/174?code=NzYzNzIwNDg&t=student

Penguin

Has bones inside its body

Lays eggs

Has feathers

MYSTERY science

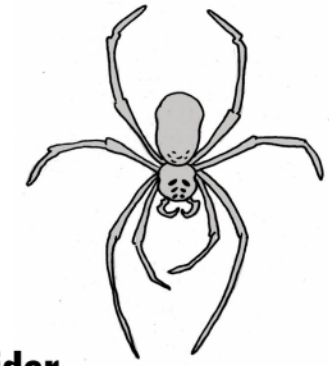
Squirrel

Has bones inside its body

Gives birth (doesn't lay eggs)

Has hair or fur

MYSTERY science



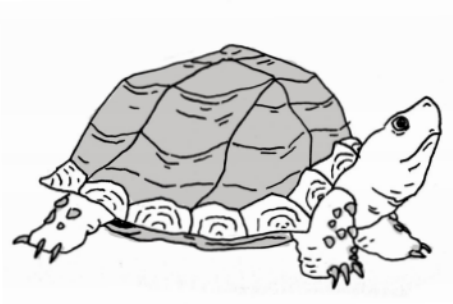
Spider

Doesn't have any bones at all

Lays eggs

Doesn't have fur or feathers or scales

MYSTERY science



Turtle

Has bones inside its body

Lays eggs

Has scales

MYSTERY science

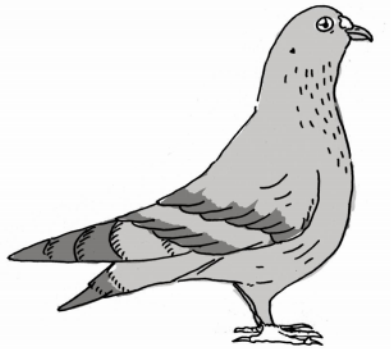
Ladybug

Doesn't have any bones at all

Lays eggs

Doesn't have fur or feathers or scales

MYSTERY science



Pigeon

Has bones inside its body

Lays eggs

Has feathers

MYSTERY science

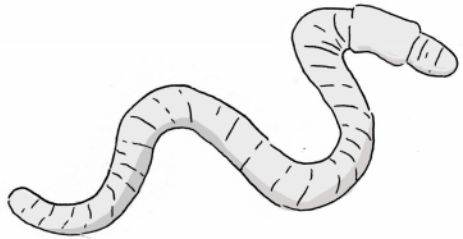
Snake

Has bones inside its body

Lays eggs

Has scales

MYSTERY science



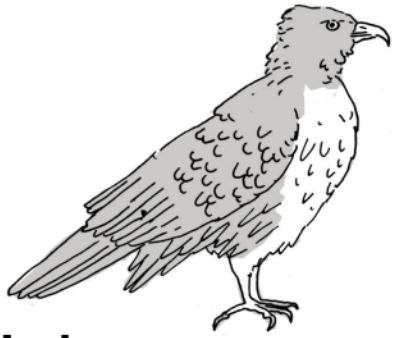
Earthworm

Doesn't have any bones at all

Lays eggs

Doesn't have fur or feathers or scales

MYSTERY science



Hawk

Has bones inside its body

Lays eggs

Has feathers

MYSTERY science

Bat

Has bones inside its body

Gives birth (doesn't lay eggs)

Has hair or fur

MYSTERY science

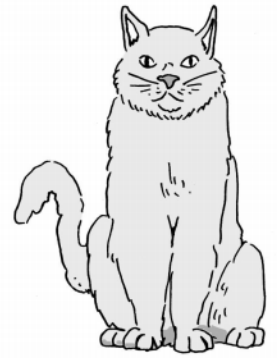
Monarch butterfly

Doesn't have any bones at all

Lays eggs

Doesn't have fur or feathers or scales

MYSTERY science



Cat

Has bones inside its body

Gives birth (doesn't lay eggs)

Has hair or fur

MYSTERY science

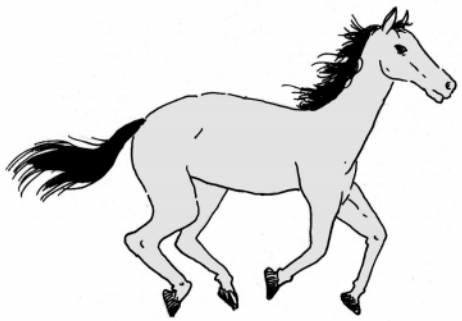
Elephant stag beetle

Doesn't have any bones at all

Lays eggs

Doesn't have fur or feathers or scales

MYSTERY science



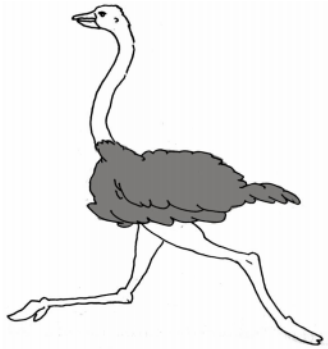
Horse

Has bones inside its body

Gives birth (doesn't lay eggs)

Has hair or fur

MYSTERY science



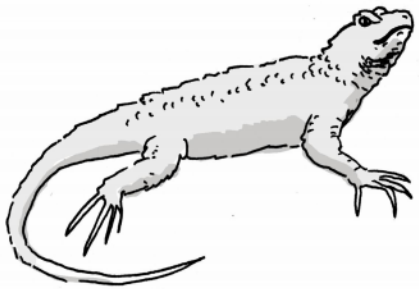
Ostrich

Has bones inside its body

Lays eggs

Has feathers

MYSTERY science



Lizard

Has bones inside its body

Lays eggs

Has scales

MYSTERY science

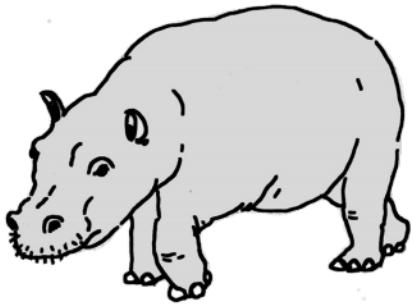
MYSTERY science
Animal Adventures | Mystery 1

Challenge Cards

#1.

#2.

#3.



Name: _____

bones / no bones

lays eggs / gives birth

hair / feather / scales / none

MYSTERY science

Name: _____

bones / no bones

lays eggs / gives birth

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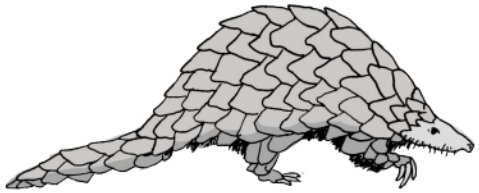
MYSTERY science



Name: _____

bones / no bones

lays eggs / gives birth

hair / feather / scales / none

MYSTERY science

Animal Adventures

Mystery 1: How many different kinds of animals are there?

Name: _____

Date: _____

End of Mystery Assessment

1. Match the group of animals with its characteristics.

___ Invertebrates	a. Bones, scales, lays eggs
___ Reptiles	b. Bones, hair or fur, gives birth to live young
___ Birds	c. Bones, feathers, lays eggs
___ Mammals	d. Bones, moist skin, lays eggs
___ None of the above	e. No bones

2. Put an **X** next to the characteristics that scientists use to group animals.

___ Whether it has bones or no bones

___ What color it is

___ Whether it lays eggs or gives birth to live young

___ What it eats

___ Where it lives

___ Whether it has scales, feathers, or hair

3. TRUE or FALSE? (circle one) Scientists only look at the <u>outsides</u> of animals' bodies to figure out which group they belong to.

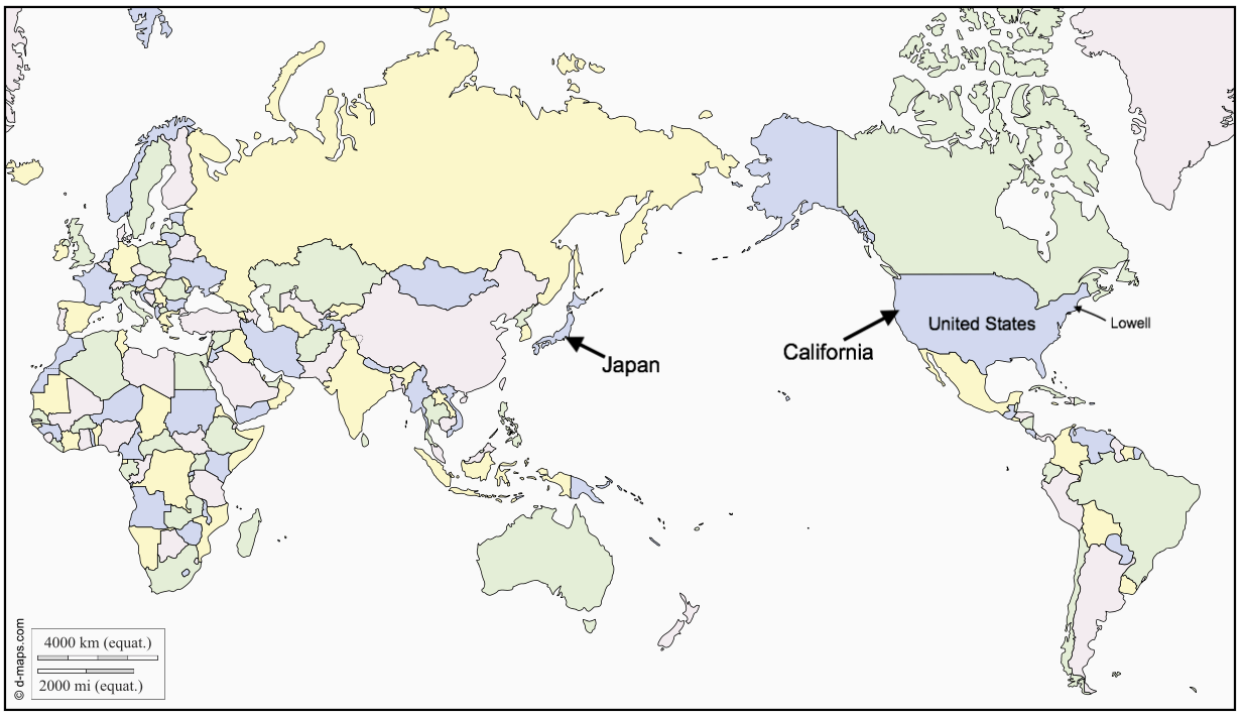
4. Bats have wings and can fly, but scientists do not group them with birds. Why is that?

5. Tarantulas are covered in hair, but scientists do not group them with mammals. Why is that?

Can two different countries be home?

Last week you learned about a country outside the United States. Maybe you learned about many countries by sharing with your classmates.

Is it possible for two different countries to be home? In this week's story, you'll meet a character who lives in Japan for part of his life, and in California for part of his life. California is in the United States. Here's a map showing where those two places are:



Watch this read-aloud of *Grandfather's Journey* by Allen Say.
https://www.youtube.com/watch?v=P74W-JbcAjw

While you listen to the story, write down what Grandfather loves about each country. You can use the chart on the next page.

What grandfather loves about Japan	What grandfather loves about California

ESL at Home Gr. K-2 Weeks 7-8

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

Monday	Tuesday	Wednesday	Thursday	Friday
Choose a book page, magazine, or newspaper article. Tally how many times you find the words: The a or an Is	Go on a shape hunt. Find five things in your house for each shape: Circle Square Rectangle Triangle	How many words can you make from this dinosaur name? triceratops	Can you find 5 things in your home that are **magnetic**?	Imagine two of your toys went to your school when no one was there. Write or draw their adventure.
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Hide something in your home. Make a treasure map and let a family member try to find it.	Find four things in your home that are **purple**. Find four things in your home that are **orange**. Find four things in your home that are **green**.	If you ran a zoo, what animals would you have? Draw and label your zoo. 	Line up all the soap, shampoo, and lotion in your house from smallest to tallest.	Put a little bit of soap into a cup. Fill the cup with water. Count how many minutes it takes for the bubbles to disappear.