At Home Learning Resources

Grade 2 - Week 9

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 9

Your child can complete any of the activities in weeks 1-8. These can be found on the Lowell Public Schools website: https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3798 Activities in weeks 7 & 8 are focused on nonfiction reading and writing and may have resources you can continue to use in Week 9.

This week completes the focus on informational or nonfiction reading and writing. Your child should be reading, writing, talking and writing about reading, and working on learning and matching blends and digraphs 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 finish working on informational books for the next few weeks. The resources in this packet are the same as the last two weeks. 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 sort words using the blends and digraphs that they read and hear. Follow the directions to play with the words and put them in the correct category. Have fun!

As you read the texts, think about what questions you have and write them down. Then find the answers and write those down in the next column. If you can't find the answers in the article, do a little research.

Questions	Answers

GENRE Opinion Piece

Read to find out about community gardens.

Community Gardens Make a Difference

By Jennifer A. Smith

A community garden is a group of smaller gardens. Each small garden is a piece of land. The gardens are close together. Community gardens are in big cities. They are also in small towns.

Community members work together in a garden.

A community garden can have a positive **impact** on you. For example, you will learn about the food you eat. The garden will give you healthier food. You may also meet more of your neighbors.

Community gardeners can sell what they grow at a food stand. Gardens can help people earn money!

Community gardeners **invest** their time in the land. Most community gardeners enjoy it.

Community gardens are a meeting place. They give neighbors a place to visit with one another. Gardeners make new friends.

Community gardeners have the **opportunity** to grow **produce**. Fruits and vegetables are produce. They are an important part of a healthy diet. Garden food is fresher than grocery store food. And fresh food tastes better. Therefore, fresh garden food tastes better.

Community gardens have many benefits. They give members an opportunity to have fun, make friends, and grow healthy food. So join a community garden! Invest in a garden. And invest in your community.

People of all ages can help tend a garden.

Check In How can a community garden make a difference?

© Jim West/Alamy Stock Photo

As you read the texts, think about what questions you have and write them down. Then find the answers and write those down in the next column. If you can't find the answers in the article, do a little research.

Questions	Answers

Science a-z

www.sciencea-z.com

Plants

Written by Kathy Zahler

www.sciencea-z.com

Plants are alive.

What do plants need?

Plants need things to live.

Plants grow in wet places
and dry places.

Plants need a place to grow.

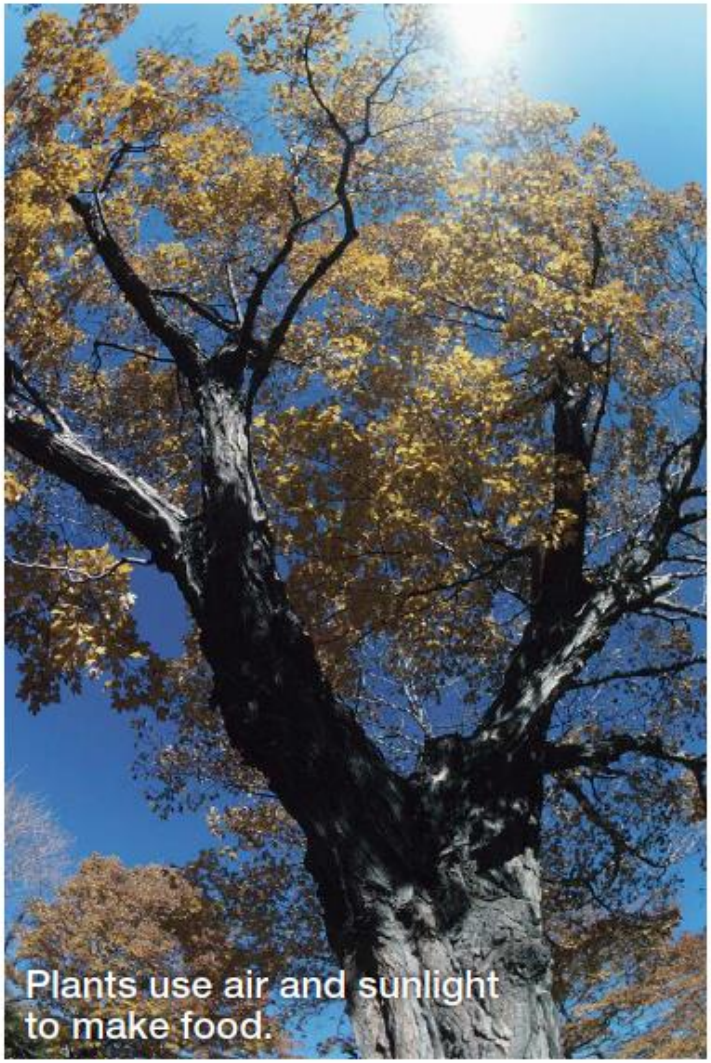
Plants grow in different places.

They grow on land.

They grow in water.

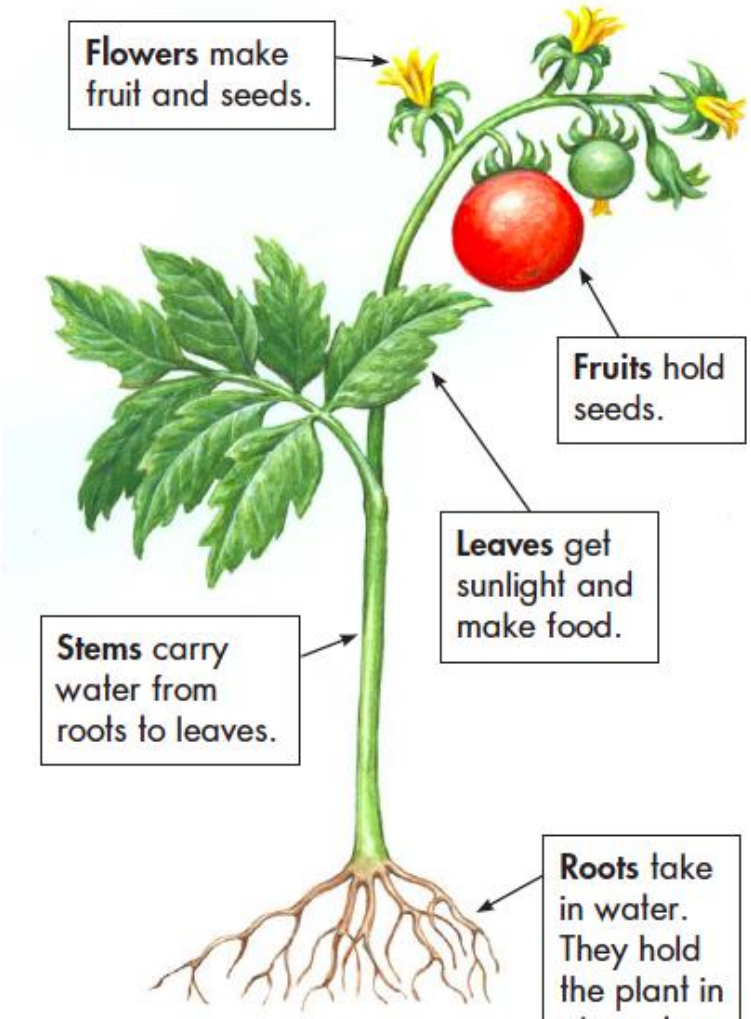
Plants need air and light.

They need water.



Plants use air and sunlight to make food.

Plant Parts



Plants have parts.

Roots dig into soil.

Roots keep plants in place.

Roots find water.

A carrot is a root.

Some plants have tiny roots that grow close together.

Trees have hard stems.

Grass has soft stems.

Stems hold leaves.

Stems bring water to leaves.

The Sun shines on leaves.

Some leaves are big.

Some leaves are small.

Big leaves get lots of sun.

groups of small leaves

long, thin leaves

large, flat leaves

Some leaves are long and thin.

Some leaves are large and flat.

Flowers make seeds.

Some seeds are big.

Some seeds are tiny.

a dandelion

a sunflower plant

a coconut

sunflower seeds

All fruits have seeds.

Some seeds are in fruit.

Some seeds are in nuts.

nuts

Plants grow from seeds.

Hippos like to eat grass.

Animals need food.

Many animals eat plants.

Animals eat leaves.

They eat roots and stems.

They eat fruits and seeds.

Monkeys eat fruit.

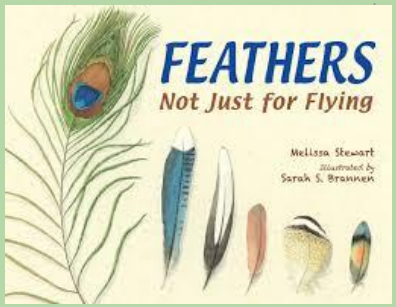
Hamsters like nuts and seeds.

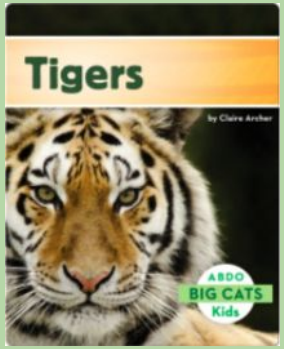
Bread is made from wheat seeds.

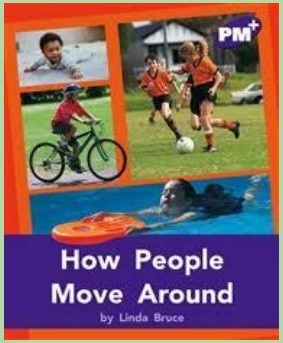
We eat plants, too.

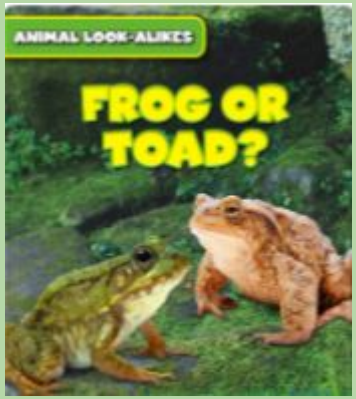
Plants help us grow.

Plants make us strong.

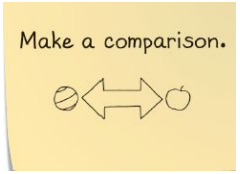


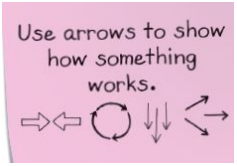


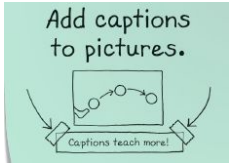




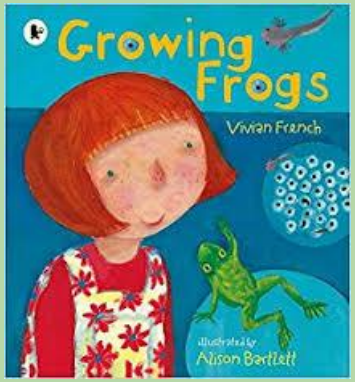
Writing Craft Moves





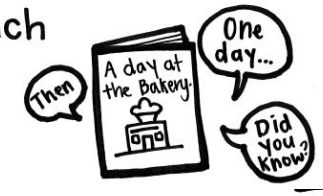


Use this anchor chart to help you write your own nonfiction books. The online version has links and video tutorials.

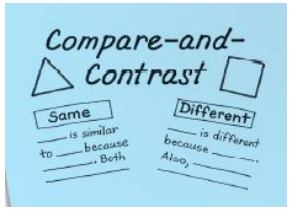


Nonfiction Structures

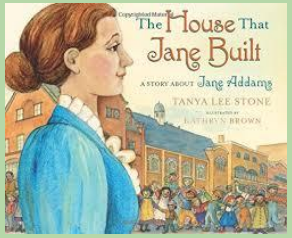
Stories that teach



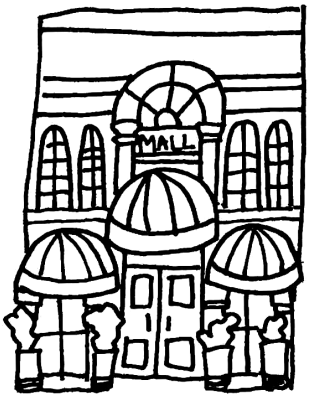
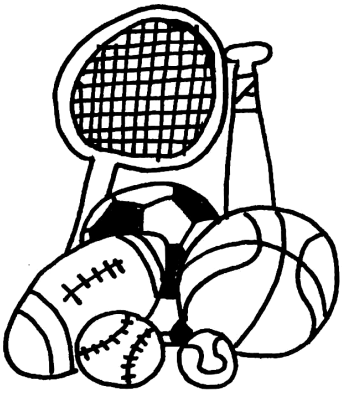
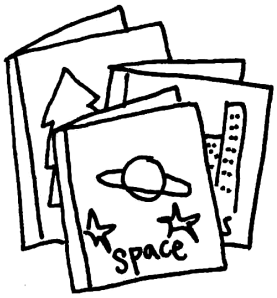
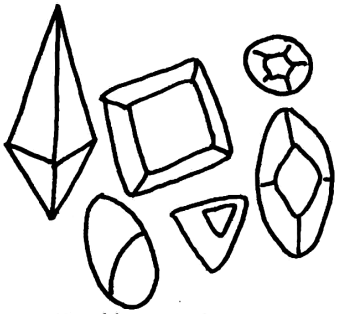
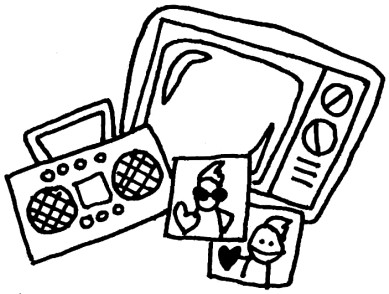
How-to books



Question-and-answer books

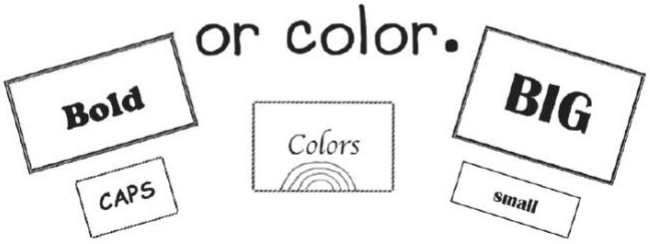


Topics for Nonfiction Writing

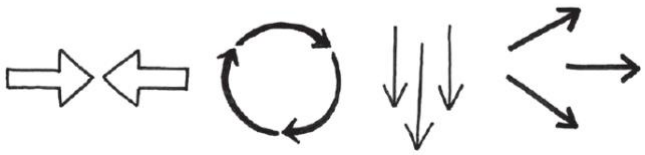
 Things I do	 Places I've been	 Sports I play
 Topics I've studied	**Topics for Information Writing**	 Collections I cherish
 Occasions I celebrate	 Pop culture I fan over	 Stuff people rely on me for

Grade 2 Craft Moves For Nonfiction Writing

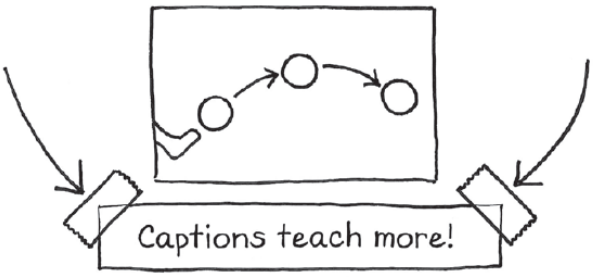
Add a new voice in a different size or color.



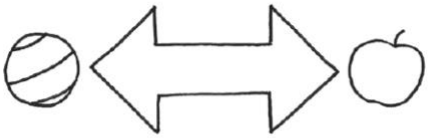
Use arrows to show how something works.



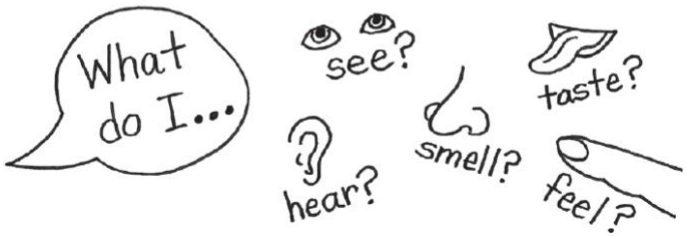
Add captions to pictures.



Make a comparison.



Use your senses to make a description.



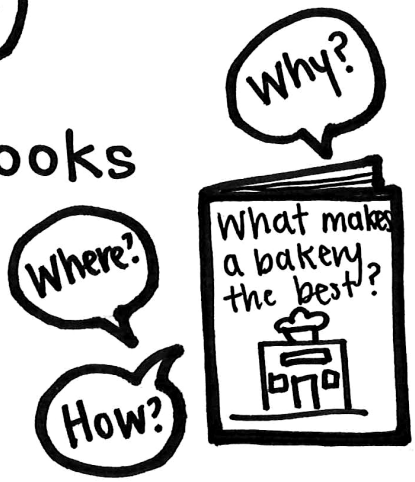
Nonfiction writers can make...

Nonfiction chapter books

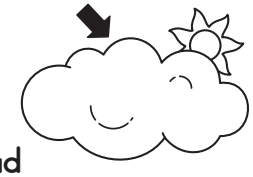
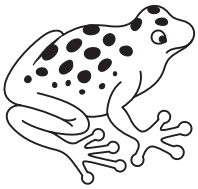
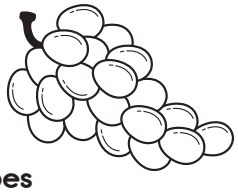
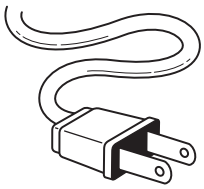
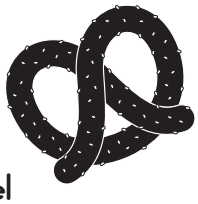
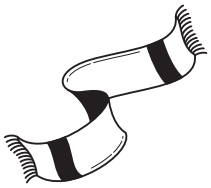
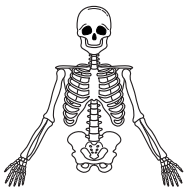
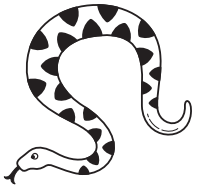
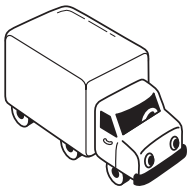
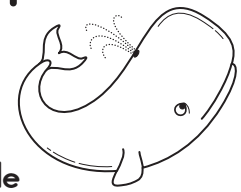
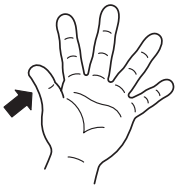
Stories that teach

How-to books

Question-and-answer books



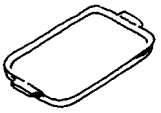
Use this tool to help you with the following pages.

Consonant Clusters and Digraphs			bl  block
br  bridge	cl  cloud	cr  crib	dr  drum
fl  flag	fr  frog	gl  glasses	gr  grapes
pl  plug	pr  pretzel	sc  scarf	sk  skeleton
sl  slide	sm  smoke	sn  snake	sp  spoon
st  stamp	sw  swing	tr  truck	tw 20 twenty
ch  chair	sh  shovel	wh  whale	th  thumb

New Words

1. Cut out the letters at the bottom of the page.

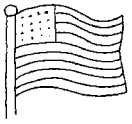
2. Paste a letter to change each word.
Use the picture clues to help you.

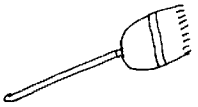
1. Change **ray** to  _____ ray

2. Change **lock** to  _____ lock

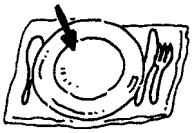
3. Change **love** to  _____ love

4. Change **wing** to  _____ wing

5. Change **lag** to  _____ lag

6. Change **room** to  _____ room

7. Change **rip** to  _____ rip

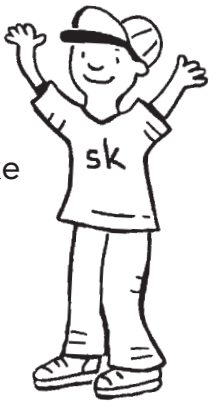
8. Change **late** to  _____ late

d	s	b	t	p	f	g	c

Name _____

Date _____

One for All



Fill in the blanks, but just one of the consonant blends will do. That's because only one of the choices can make a word with each of the three word parts. In each row, fill in the blanks with the **one** consonant blend that makes sense with all three word parts.

1.	sk ip	sk ill	sk ate	**ch pl sk**
2.	_____ ade	_____ ust	_____ ee	**sh bl tr**
3.	_____ ing	_____ eep	_____ im	**sw br st**
4.	_____ ock	_____ own	_____ ap	**tr bl cl**
5.	_____ ush	_____ ain	_____ ick	**cr tr br**
6.	_____ eam	_____ op	_____ ore	**ch pl st**
7.	_____ ow	_____ ide	_____ ip	**gl sl fl**
8.	_____ ot	_____ eed	_____ ell	**bl tw sp**

Students in grade 2 have learned about digraphs. A digraph is a two-consonant combination that works together to produce one sound that is different from either one of the letters. The consonant digraphs that we have been studying are, ch, sh, th and wh. The consonant digraph th can stand for two different sounds (the, through).

Awareness of consonant digraphs is helping the class read words and write more words.

- Cut up the word cards.
- Sort them by the different digraphs.
- Once they are sorted, have your child read them to you, pointing to the two-consonant combination that makes its own sound.

Share in ***th***e fun!

sh
ch
th
wh

she	ship
shirt	shoe

fish	wish

dish	brush
chip	cheese
chili	chart

each	match
peach	teach

this	three

that	third

bath	with
tooth	path

why	when
where	whale
other	weather

teacher	nowhere
elsewhere	mother
brother	

she	wish	chili	teach

beach	coach	pouch
challenge	chain	blush
cash	dash	crush
shoe	ship	shell
shack	shark	chopsticks

A

Number Correct: _____

Addition Crossing a Ten

1.	38 + 1 =	
2.	47 + 2 =	
3.	56 + 3 =	
4.	65 + 4 =	
5.	31 + 8 =	
6.	42 + 7 =	
7.	53 + 6 =	
8.	64 + 5 =	
9.	49 + 1 =	
10.	49 + 2 =	
11.	49 + 3 =	
12.	49 + 5 =	
13.	58 + 2 =	
14.	58 + 3 =	
15.	58 + 4 =	
16.	58 + 6 =	
17.	67 + 3 =	
18.	57 + 4 =	
19.	57 + 5 =	
20.	57 + 7 =	
21.	85 + 5 =	
22.	85 + 6 =	
23.	85 + 7 =	
24.	85 + 9 =	
25.	76 + 4 =	
26.	76 + 5 =	
27.	76 + 6 =	
28.	76 + 9 =	
29.	64 + 6 =	
30.	64 + 7 =	
31.	76 + 8 =	
32.	43 + 7 =	
33.	43 + 8 =	
34.	43 + 9 =	
35.	52 + 8 =	
36.	52 + 9 =	
37.	59 + 1 =	
38.	59 + 3 =	
39.	58 + 2 =	
40.	58 + 4 =	
41.	77 + 3 =	
42.	77 + 5 =	
43.	35 + 5 =	
44.	35 + 8 =	

B

Number Correct: _____

Improvement: _____

Addition Crossing a Ten

1.	28 + 1 =	
2.	37 + 2 =	
3.	46 + 3 =	
4.	55 + 4 =	
5.	21 + 8 =	
6.	32 + 7 =	
7.	43 + 6 =	
8.	54 + 5 =	
9.	39 + 1 =	
10.	39 + 2 =	
11.	39 + 3 =	
12.	39 + 5 =	
13.	48 + 2 =	
14.	48 + 3 =	
15.	48 + 4 =	
16.	48 + 6 =	
17.	57 + 3 =	
18.	57 + 4 =	
19.	57 + 5 =	
20.	57 + 7 =	
21.	75 + 5 =	
22.	75 + 6 =	
23.	75 + 7 =	
24.	75 + 9 =	
25.	66 + 4 =	
26.	66 + 5 =	
27.	66 + 6 =	
28.	66 + 9 =	
29.	54 + 6 =	
30.	54 + 7 =	
31.	54 + 8 =	
32.	33 + 7 =	
33.	33 + 8 =	
34.	33 + 9 =	
35.	42 + 8 =	
36.	42 + 9 =	
37.	49 + 1 =	
38.	49 + 3 =	
39.	58 + 2 =	
40.	58 + 4 =	
41.	67 + 3 =	
42.	67 + 5 =	
43.	85 + 5 =	
44.	85 + 8 =	

Fluency: Place Value

Example: Look at this number: **126**	Say the number. **126**	Which digit is in the tens place? **2**
What's the value of the 2? **2 tens**	What's the value of the 1? **1 hundred**	What's the value of the 6? **6 ones**

Look at this number: **103**	Say the number.	Which digit is in the tens place? _____
What's the value of the 0? _____	What's the value of the 1? _____	What's the value of the 3? _____

Look at this number: **173**	Say the number.	Which digit is in the tens place? _____
What's the value of the 7? _____	What's the value of the 3? _____	What's the value of the 1? _____

Look at this number: **129**	Say the number.	Which digit is in the ones place? _____
What's the value of the 9? _____	What's the value of the 2? _____	What's the value of the 1? _____

Look at this number: **198**	Say the number.	Which digit is in the tens place? _____
What's the value of the 9? _____	What's the value of the 1? _____	What's the value of the 8? _____

Think of a number with 3 digits. **Write it here: _____**	Say the number.	Tell someone about the place value of each digit.

Fluency: Rename the Units

Start your thinking here:	Answer:
10 ones = ___ ten ___ ones.	10 ones = 1 ten 0 ones.

20 ones = 1 ten _____ ones.

24 ones = 1 ten _____ ones.

30 ones = 2 tens _____ ones.

32 ones = 2 tens _____ ones.

38 ones = 2 tens _____ ones.

40 ones = 3 tens _____ ones.

41 ones = 3 tens _____ ones.

46 ones = 3 tens _____ ones.

50 ones = 4 tens _____ ones.

55 ones = 4 tens _____ ones.

60 ones = 5 tens _____ ones.

63 ones = 5 tens _____ ones.

74 ones = 6 tens _____ ones.

88 ones = 7 tens _____ ones.

100 ones = 9 tens _____ 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.

Erasers come in boxes of 10. Henry has 14 boxes. Sean has 5 boxes.

a. How many erasers does Henry have?

b. How many erasers does Sean have?

c. If Sean gets another box, how many erasers do they have in all?

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.

Anthony downloaded 115 songs. 100 of them were rock songs. The rest were hip-hop songs.

a. How many of Anthony's songs were hip-hop?

b. 80 of his rock songs were oldies rock. How many rock songs were new?

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.

Kelvin had 73 balloons. His cat popped 17 of them. His father gives him 18 more balloons. How many balloons does Kelvin have now?

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.

Mason's fish tank has 24 goldfish and some silver fish. In all, there are 59 fish in the aquarium. Mason puts in some more silver fish. Now, there are 51 silver fish. How many silver fish did Mason put in the tank?

Lesson 18 G:2 M:4	EXIT TICKET

Name:_____ **Date:**_____

Complete: ☐ **Class:**_____

Solve using your place value chart and place value disks.

1. 46 + 54 = _____

2. 49 + 56 = _____

3. 28 + 63 = _____

4. 67 + 89 = _____

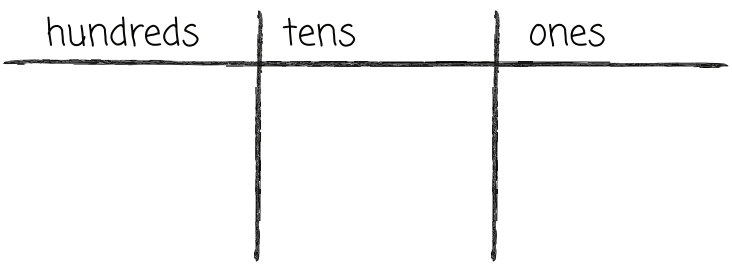
Lesson 20 G:2 M:4	EXIT TICKET

Name:_____ **Date:**_____

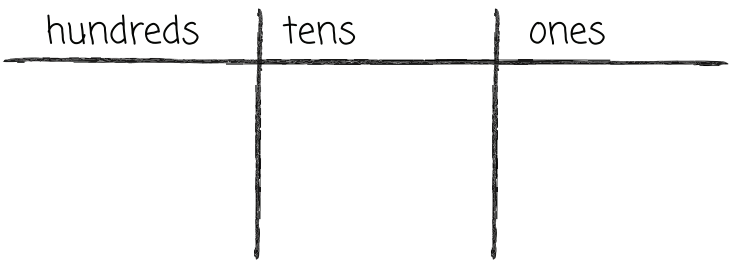
Complete: ☐ **Class:**_____

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

1. 46 + 65 = _____



2. 74 + 57 = _____



Lesson 22 G:2 M:4	Add It Your Way
	ZEARN STUDENT NOTES

Name:_____ Date:_____

Complete: ☐ Class:_____

1 There are 38 flutes, 16 violins, 24 clarinets, and 12 trumpets at the music school.

How many instruments are there in total?

YOUR DRAWING

YOUR WORD SENTENCE

There are _____ instruments at the school in total.

2 Solve 1 + 3 + 9 + 7.

SHOW YOUR WORK

3 Solve 31 + 23 + 19 + 47.

SHOW YOUR WORK

Lesson 22 G:2 M:4	EXIT TICKET

Name:_____ **Date:**_____

Complete: ☐ **Class:**_____

1. Look to make 10 ones or 10 tens to solve the following problems using place value strategies.

a. 17 + 33 + 48

b. 35 + 56 + 89 + 18

Lesson 28 G:2 M:4	Garden Time
	ZEARN STUDENT NOTES

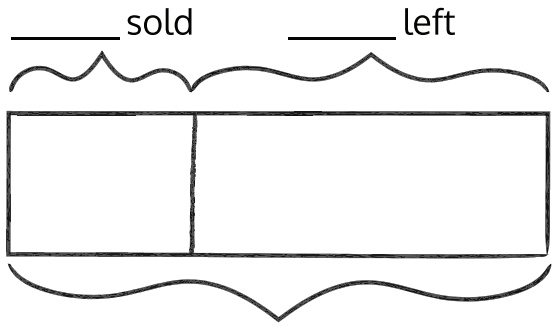
Name:_____ **Date:**_____

Complete: ☐ **Class:**_____

1 Ms. Lawrie had 200 strawberries in her garden. She sold 67 of them and had some left.

How many did she have left?

YOUR DRAWING



YOUR NUMBER SENTENCE

YOUR WORD SENTENCE

Ms. Lawrie had _____ strawberries left.

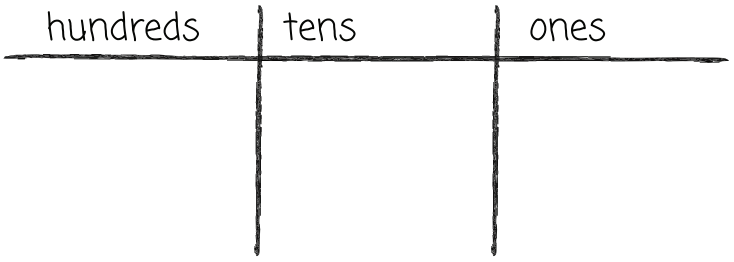
Lesson 28 G:2 M:4	EXIT TICKET

Name:_____ **Date:**_____

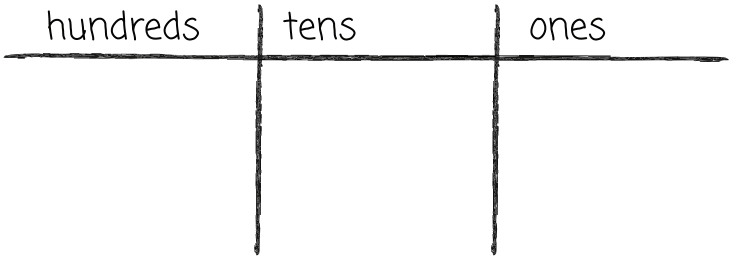
Complete: ☐ **Class:**_____

Solve vertically. Draw disks on the place value chart. Unbundle when needed.

1. 108 – 79 = _____



2. 200 – 126 = _____



Lesson 31 G:2 M:4	EXIT TICKET

Name:_____ **Date:**_____

Complete: ☐ **Class:**_____

1. Solve the following word problems by drawing a tape diagram. Then, use any strategy that you've learned to solve.

   Sandra has 46 fewer coins than Martha. Sandra has 57 coins.

   a. How many coins does Martha have?

   b. How many coins do Sandra and Martha have together?

2. There are 32 brown dogs and 19 white dogs at the park. 16 more brown dogs come to the park.

How many dogs are there now at the park?

SHOW YOUR WORK

Create an Equation

openmiddle.com/create-an-equation/

Directions: Use only the digits 1 to 7, at most one time each, fill in the boxes to create a true equation.

Cross out each digit as you use it.

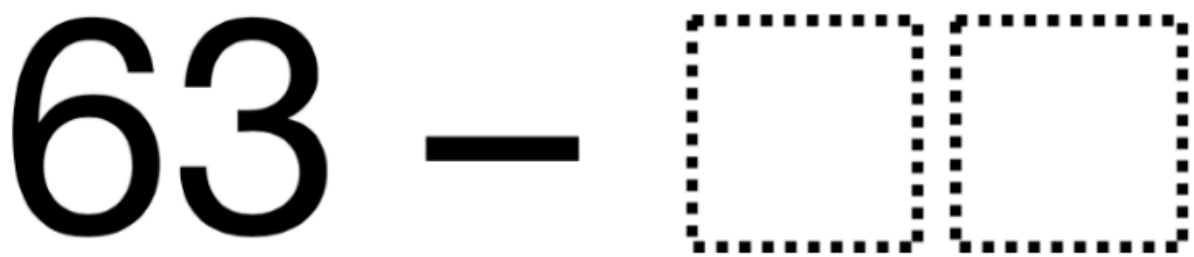
1 2 3 4 5 6 7

Subtraction without Regrouping

openmiddle.com/subtraction-without-regrouping/

Directions: Using the digits 1 to 9, at most one time each, fill in the boxes so that you would not need to regroup when you subtract. Make sure your number is less than 63.

Extension: Explain why you do NOT need to regroup using your number.



Cross out the digits you use.

1 2 3 4 5 6 7 8 9

Adding and Subtracting Two-Digit Whole Numbers

openmiddle.com/adding-and-subtracting-two-digit-whole-numbers/

Directions: Directions: Use the digits 0 to 9, at most one time each, to make a true statement.

Cross out each digit as you use it.

0 1 2 3 4 5 6 7 8 9

Puff Mobile

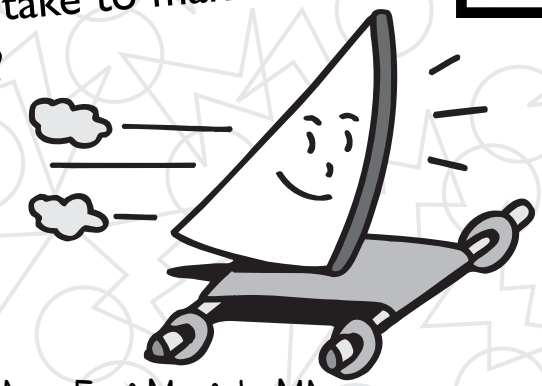
https://mass.pbslearningmedia.org/resource/phy03.sci.phys.mfe.zpuffm/designing-a-puff-mobile/

What You Need

- 3 nonbendable, plastic drinking straws
- 4 Lifesavers™
- 1 piece of paper
- 2 paper clips
- tape
- scissors

1 Make a **car** using only the materials on the list. Here's the catch: to make your car move, you can only **blow** on it!

2 Test it out! How **far** does your car go when you **blow once**? How many puffs does it take to make the car travel **6 feet**?



Engineering Scoop

When you blow, you create **moving air**, or wind. When wind **pushes** against an object, it can make the object **move**. Think about a **sailboat**. Wind pushes against the **sail** and makes the boat move. So a sail is one part of your car that can help it move. **Wheels** can also help your car move. Maybe you have a **bike** at home. What would happen if you took the wheels off and tried to move it? (It takes a lot of force to move something that's **rubbing** along the ground.) What **other parts** did you design to help your car move?

ZOOM on

Redesign your car so that it will travel the **same** distance with **fewer** puffs. What happens if you change the **size** of the car? What happens if you use **fewer materials**? Or, what happens if you add a **new material** like thread spools? Choose one thing to change (that's the **variable**) and make a **prediction**. Then **test it** and **send** your results to ZOOM.

Sent in by Reba C. and Lee Anne F. of Medfield, MA

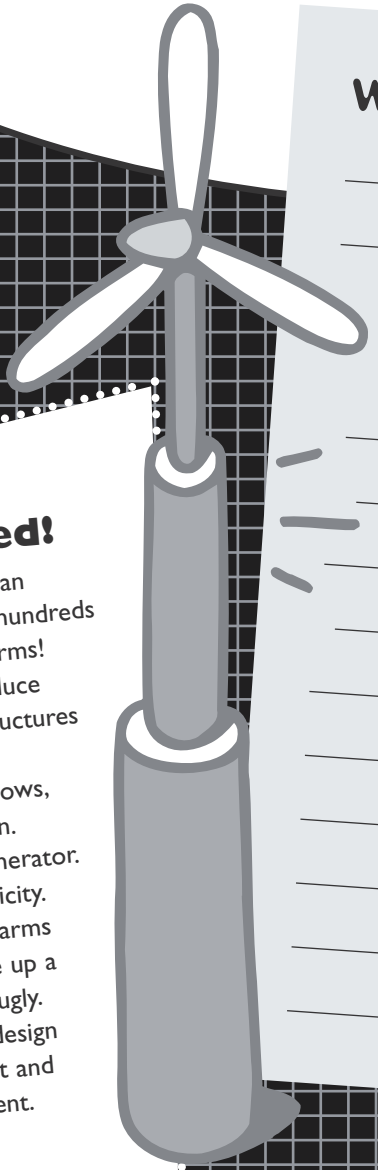
ZOOM INTO ENGINEERING is a partnership of WGBH and National Engineers Week. National Engineers Week 2002 chairs: DuPont and the American Society of Civil Engineers. ZOOM is produced by WGBH Boston. Funding for ZOOM is provided by the National Science Foundation, the Corporation for Public Broadcasting, the Arthur Vining Davis Foundations, and public television viewers. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

Puff Mobile

Engineer's Notebook

My Prediction

What Happened



Engineers Wanted!

Wind makes your car go—it can also **make electricity** for hundreds of homes. How? With wind farms! Wind farms use wind to produce electricity. Engineers build structures called turbines that look like pinwheels. When the wind blows, the blades of the turbine spin. Then the turbine turns a generator. The generator makes electricity. Some problems with wind farms are that they are noisy, take up a lot of space, and may look ugly. Engineers like **you** could design new turbines that are quiet and blend into their environment.

Send It to ZOOM™!
Tell us about your results at
pbskids.org/zoom/sendit

Where do plants grow best?

Click on this link to practice thinking like gardeners. In this activity, you'll play Plant Survivor, a game that will encourage you to think about what plants need and how habitats change over time. Cut out the plant cards on the following pages to play the game. Play with someone at home!

https://mysteryscience.com/plants/mystery-5/adaptations-habitat/88?code=NzYzNzIwNDg&t=student

Name: _____
Date: _____

End of Mystery Assessment

1. Did your plant survive in the game each round? If so, explain why it survived.

_____

_____

_____

_____

_____

2. Did your plant ever die during a round? If so, explain what happened.

_____

_____

_____

_____

_____

Aloe

Needs
- Bright light
- Not much water

Aloe stores water in its thick, juicy leaves. Aloe juice has long been used to help heal burns, insect bites, and itchy skin.

Where are you putting this plant? #_____

One year later, did your plant get:

- Bright light — Yes — No
- Not much water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Jumping Cholla

Needs
- Bright light
- Not much water

This cactus is covered with sharp spines. Its branches break off at the slightest touch, making it seem like the branch jumped!

Where are you putting this plant? #_____

One year later, did your plant get:

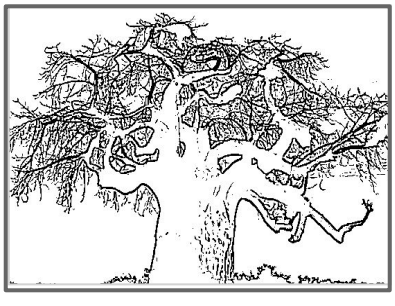
- Bright light — Yes — No
- Not much water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Baobob trees



Needs
- Bright light
- Not much water

This tree stores water in its thick trunk. In the dry season, it loses its leaves. Because its bare branches look like roots growing upward, it's sometimes called the upside-down tree.

Where are you putting this plant? #_____

One year later, did your plant get:

- Bright light — Yes — No
- Not much water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Agave

Needs
- Bright light
- Not much water

This plant stores water in its thick, spine-tipped leaves. Some kinds of agave are called "century plants," because they bloom so rarely.

Where are you putting this plant? #_____

One year later, did your plant get:

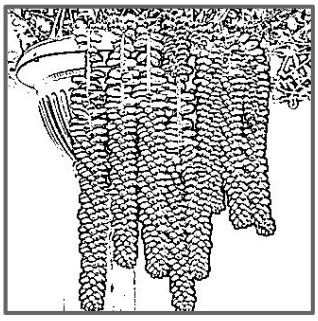
- Bright light — Yes — No
- Not much water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Donkey Tail



Needs
* Bright light
* Not much water

When it rains, this plant soaks up water and stores it in plump, waxy leaves. The trailing stems look like tails, which give the plant its name.

Where are you putting this plant? #_____

One year later, did your plant get:

- Bright light — Yes — No
- Not much water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Barrel Cactus

Needs
* Bright light
* Not much water

Found in the deserts of the American Southwest, this prickly plant has sharp thorns to discourage hungry animals.

Where are you putting this plant? #_____

One year later, did your plant get:

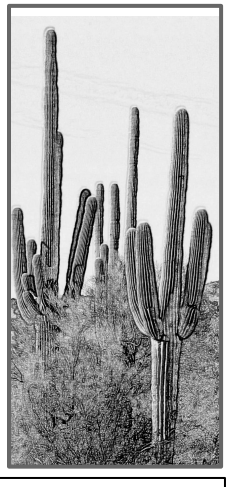
- Bright light — Yes — No
- Not much water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Saguaro Cactus



Needs
• Bright light
• Not much water

This giant cactus can grow up to 60 feet tall and can live for 150 years.

Where are you putting this plant? #_____

One year later, did your plant get:

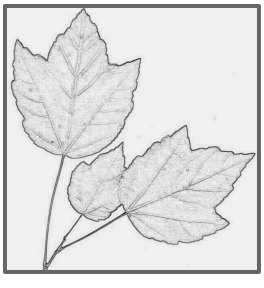
- Bright light — Yes — No
- Not much water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Maple Tree Sapling



Needs
• Bright light
• Plenty of water

The word *sapling* means “baby tree.” This very young maple tree sprouted from a seed that spun like a helicopter, trying to land far away from the parent tree.

Where are you putting this plant? #_____

One year later, did your plant get:

- Bright light — Yes — No
- Plenty of water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Begonia

Needs
- Dim light
- Plenty of water

This flowering plant is found growing beneath the trees in jungles all over the world. It's also found growing in pots in many offices and homes.

Where are you putting this plant? #_____

One year later, did your plant get:

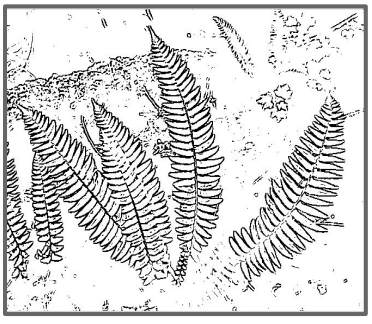
- Dim light — Yes — No
- Plenty of water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Sword Fern



Needs
- Dim light
- Plenty of water

This fern is also known as the Christmas Fern, because it's often used in Christmas wreaths. It often found on the forest floor in the American Northwest.

Where are you putting this plant? #_____

One year later, did your plant get:

- Dim light — Yes — No
- Plenty of water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Coleus

Needs
- Dim light
- Plenty of water

Coleus plants are native to Africa and Southeast Asia. Traders brought them to Europe and America, where they became popular garden plants.

Where are you putting this plant? #_____

One year later, did your plant get:

- Dim light — Yes — No
- Plenty of water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Hostas

Needs
- Dim light
- Plenty of water

Hostas range in size from 4 inches across to more than 6 feet across. Native to northeast Asia, gardeners like the showy leaves that come in many shapes and colors.

Where are you putting this plant? #_____

One year later, did your plant get:

- Dim light — Yes — No
- Plenty of water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Dandelion

Needs
- Bright light
- Plenty of water

Today, many people think of the dandelion as a weed. But for more than a thousand years, healers used the leaves of this plant to cure toothache, sores, and fevers.

Where are you putting this plant? #_____

One year later, did your plant get:

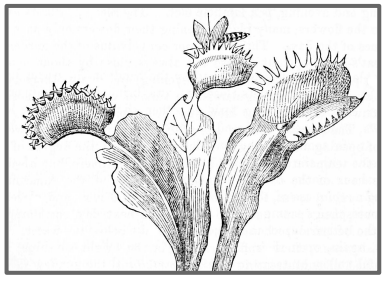
- Bright light — Yes — No
- Plenty of water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Venus Fly Trap



Needs
- Bright light
- Plenty of water

Most plants absorb minerals from the soil. The Venus Fly Trap usually lives where the soil lacks minerals. So it gets minerals by eating bugs, trapping them in leaves that snap shut.

Where are you putting this plant? #_____

One year later, did your plant get:

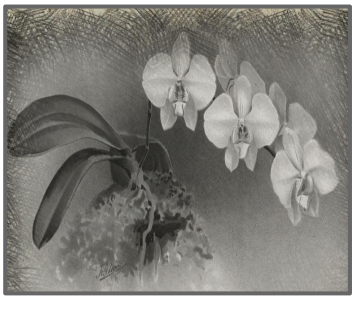
- Bright light — Yes — No
- Plenty of water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Moth Orchid



Needs
- Dim light
- Plenty of water

In the wild, this orchid can be found in the shade of forest trees, where it is protected from direct sunlight. It has been a favorite of orchid growers since 1833.

Where are you putting this plant? #_____

One year later, did your plant get:

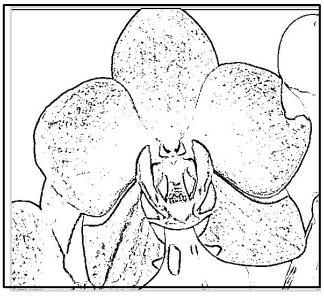
- Dim light — Yes — No
- Plenty of water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Vanilla Orchid



Needs
- Dim light
- Plenty of water

This plant is native to tropical jungles. It grows a bean that smells great and tastes even better. That bean gives vanilla ice cream its flavor.

Where are you putting this plant? #_____

One year later, did your plant get:

- Dim light — Yes — No
- Plenty of water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Aloe

Needs
- Bright light
- Not much water

Aloe stores water in its thick, juicy leaves. Aloe juice has long been used to help heal burns, insect bites, and itchy skin.

Where are you putting this plant? #_____

One year later, did your plant get:

- Bright light — Yes — No
- Not much water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Jumping Cholla

Needs
- Bright light
- Not much water

This cactus is covered with sharp spines. Its branches break off at the slightest touch, making it seem like the branch jumped!

Where are you putting this plant? #_____

One year later, did your plant get:

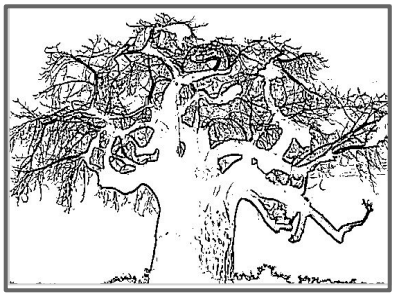
- Bright light — Yes — No
- Not much water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Baobob trees



Needs
- Bright light
- Not much water

This tree stores water in its thick trunk. In the dry season, it loses its leaves. Because its bare branches look like roots growing upward, it's sometimes called the upside-down tree.

Where are you putting this plant? #_____

One year later, did your plant get:

- Bright light — Yes — No
- Not much water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

Agave

Needs
- Bright light
- Not much water

This plant stores water in its thick, spine-tipped leaves. Some kinds of agave are called "century plants," because they bloom so rarely.

Where are you putting this plant? #_____

One year later, did your plant get:

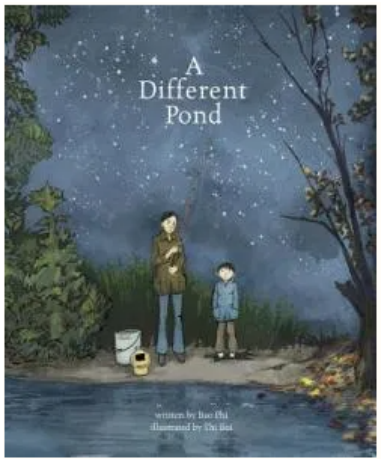
- Bright light — Yes — No
- Not much water — Yes — No

Did you mark YES on both?

YES! 10 Points
Your plant lives!

NO
Your plant dies.
Try again.

What do people bring with them from other countries?



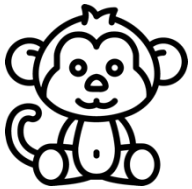
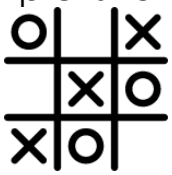
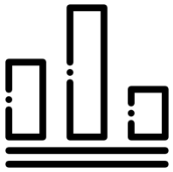
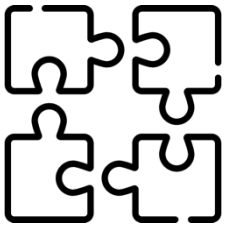
Read Aloud: *A Different Pond* by Bao Phi
https://www.youtube.com/watch?v=3HheAD0FHbU

After listening to this read-aloud, talk with someone about traditions the family in this story brings with them from Vietnam. Write your ideas in the boxes below. Draw a picture next to each one.

Ideas	Picture

ESL at Home K-2 Weeks 9-10

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

Monday	Tuesday	Wednesday	Thursday	Friday
Write about what you would would do with a pet monkey. What would you name it? If I had a pet monkey... 	Create a tic-tac-toe board out of sticks or dried spaghetti. Use household items like buttons or stickers for "O" and spaghetti or toothpicks for "X". 	Talk to your family to see what is their favorite food, color and pet. Graph the results to find out what food, color and pet had the most votes. 	Pretend you are a frog. Only move by hopping. Hop and then measure how far you hopped. Do this 3 times. See who can hop the farthest in your family. 	Find 10 things in your house that are a rectangular prism. 
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Imagine you found a pot of gold. Write or draw what you would buy. 	Create a paper airplane. Measure how far it goes. Challenge your family to see who can fly their plane the farthest. 	Build a fort with pillows and blankets. Read under the fort with a flashlight. 	Draw a picture of anything you like. Cut the picture up in pieces. Then put the pieces together like a puzzle. 	Make a card for someone special using pictures and words. If they live in your home give them the card. If they don't have a parent, mail the card.