At Home Learning Resources

Grade 2 - Week 7

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 7

Your child can complete any of the activities in weeks 1-6. These can be found on the Lowell Public Schools website: https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3798

This week begins a focus on informational or nonfiction reading and writing. Your child should be reading, writing, talking and writing about reading, and working on their high frequency words each 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 be working 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 last throughout the weeks. Students will be planning their writing, then writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing. Your child might write 1 informational book and work to refine it throughout, or might write multiple books, getting better each time.

Phonics/Word Work: Students can practice their high frequency words. Children in grade 2 should know all of the high frequency words by the end of the year by sight. This will help them as they read more difficult text. Make it a game or a challenge to keep your child interested.

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

Nonfiction Readers Grow Knowledge

Pay attention to details

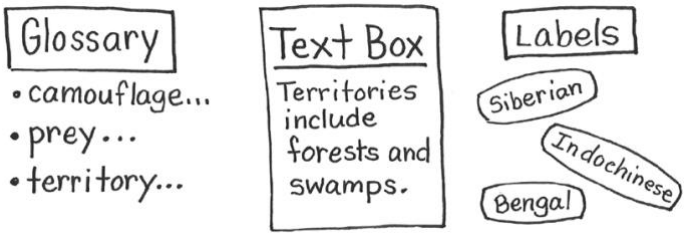
Put the parts of the text together in your mind

Ask questions

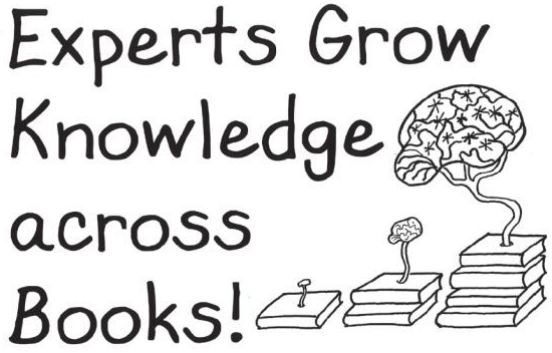
Think, "What is this book (and this part) teaching me?"

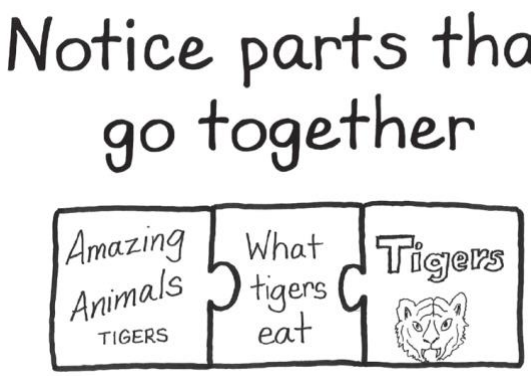
Understand and use keywords

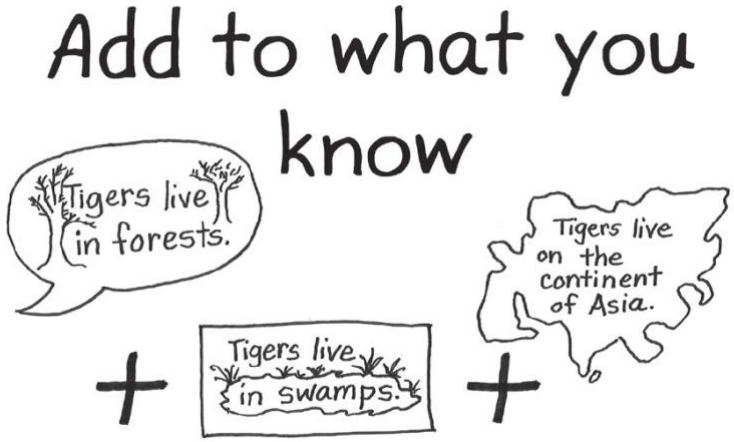
Look for and use features to help

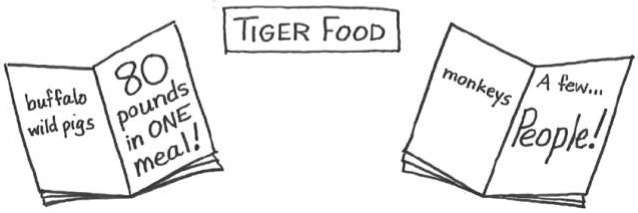


You can also grow knowledge about the same topic across books.









Snakes Are Reptiles

by Mary Schulte

Have you ever seen a turtle, a snake, or a lizard? All of these animals are reptiles. There are lots of ways you can tell an animal is a reptile.

Some reptiles hatch from eggs. This is true of snakes. Some of them hatch from eggs. Snake eggs have a soft shell.

Reptiles have scales. Scales are hard pieces of skin that protect the reptile's body. Snake scales can be large or tiny.

Reptiles molt. This means they shed their skin as they grow. When snakes molt, they rub off their old skin.

Reptiles have backbones. Animals with a backbone are called vertebrates. A snake has a backbone. That means snakes are vertebrates.

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Reptiles are cold-blooded. Their body temperature changes to match the air. Snakes are cold-blooded. If the air is cold, the snake is cold. It must move to a sunny spot to keep warm. If the air is warm, the snake is warm. If it gets too hot, it must move into the shade.

Reptiles live on land and in water. Crocodiles are reptiles. They walk on land. They swim in water. They come up to the top of the water to breathe air. Some snakes live in the water. Others live on land. There are even snakes that live in trees!

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Snakes

by ReadWorks

These snakes blend in with the ground!

Sssssss. What's that sound? It's a snake!

Snakes do not have legs. They are skinny and long. Most snakes live on the ground in warm places. Sometimes you can spot them sneaking through grass! They move across the ground to find food. Many snakes are green and brown. They can blend in with the ground. The colors of these snakes help them hide from other animals.

Sometimes, snakes make a sound. The sound they make is called a hiss. They make sound to scare away animals that want to eat them. Many birds like to eat snakes. If they hear a snake hiss, they get scared and fly away.

Some humans are scared of snakes, but most snakes can't hurt people! Have you ever seen a snake?

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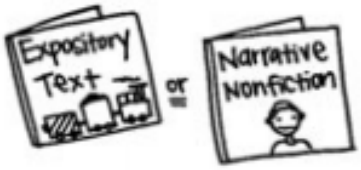
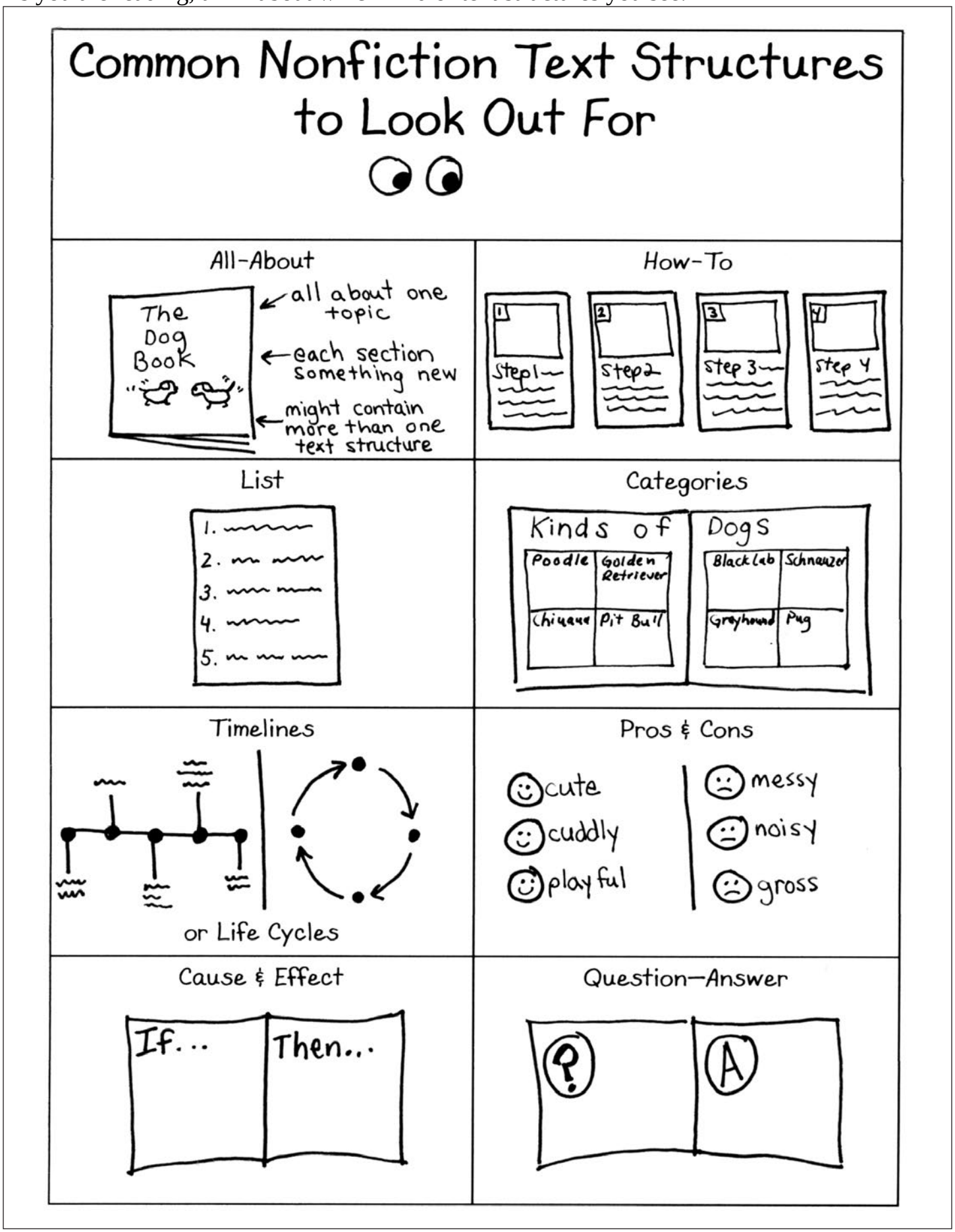
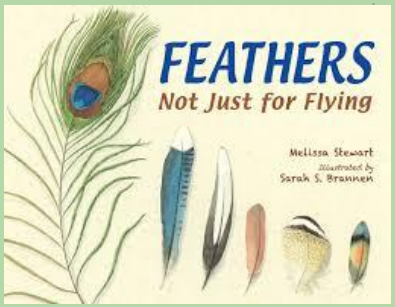
You can use these cards to think, talk, and write about texts. Cut out the cards and play like a game. Choose one and respond.

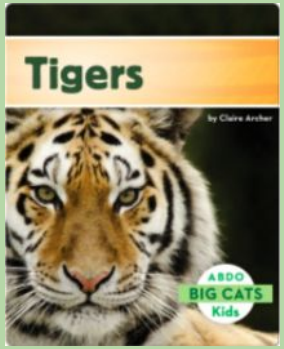
KLM - Nonfiction

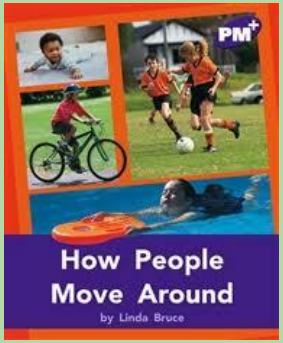
Identify nonfiction texts as expository or narrative. 	Identify the main idea of a specific part of text or subtopic. 	Think about how parts of the text are related or how they fit together. 	Use text features and photos to support understanding.
Use headings to preview sections and help identify main idea.	Preview the text before reading by looking at front and back covers, table of contents, and subheadings. 	Notice when text gets confusing and use strategies to support understanding. 	

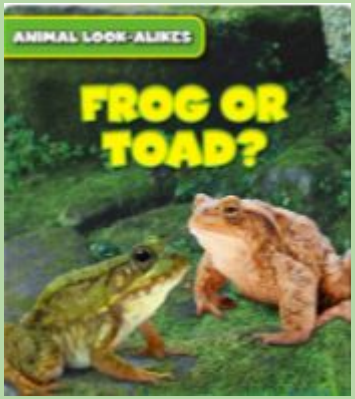
As you are reading, think about which kind of text structures you see.



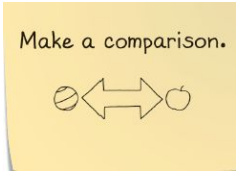


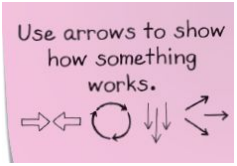


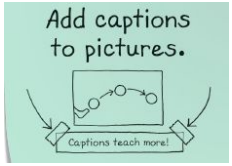




Writing Craft Moves

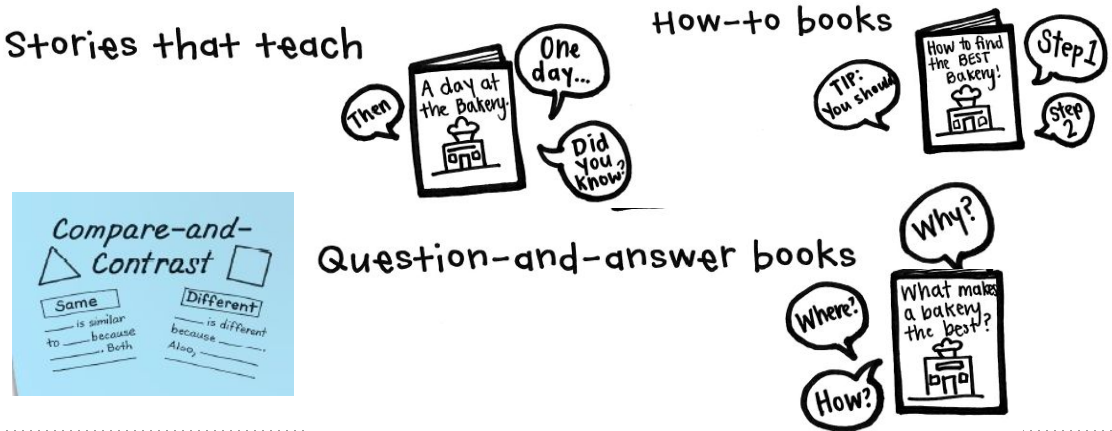


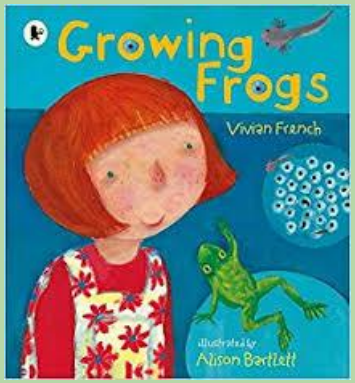


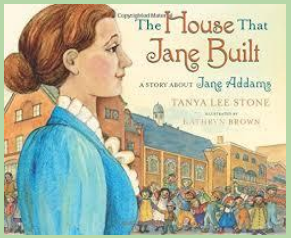


Use this anchor chart to help you write your own nonfiction books. The online version has links and video tutorials.

Nonfiction Structures

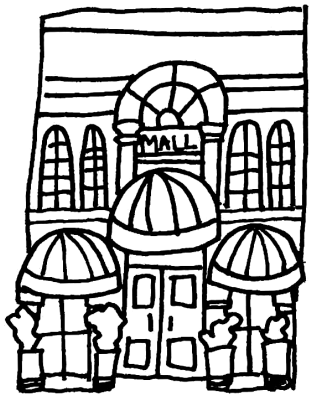






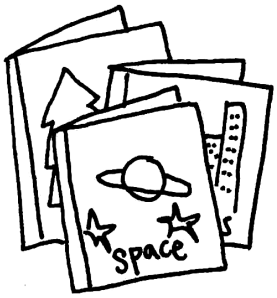
Topics for Nonfiction Writing

Things I do



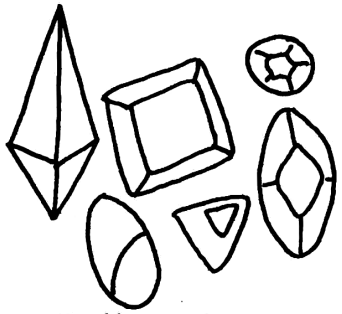
Places I've been

Sports I play



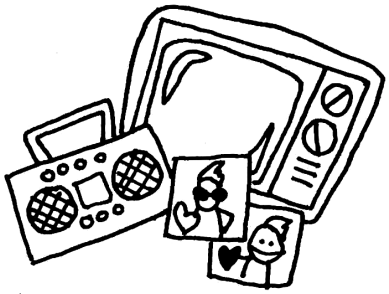
Topics I've studied

Topics for Information Writing



Collections I cherish

Occasions I celebrate

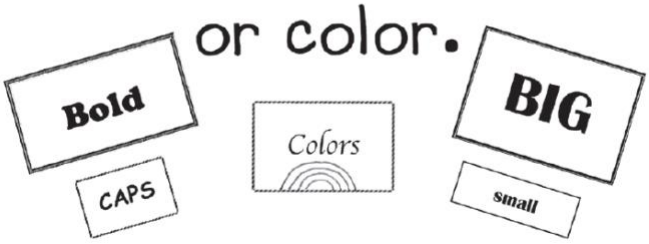


Pop culture I fan over

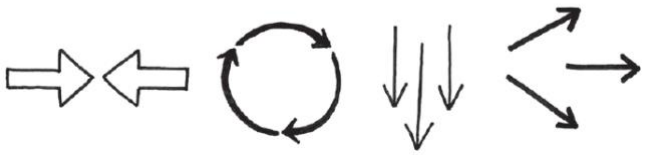
Stuff people rely on me for

Grade 2 Craft Moves For Nonfiction Writing

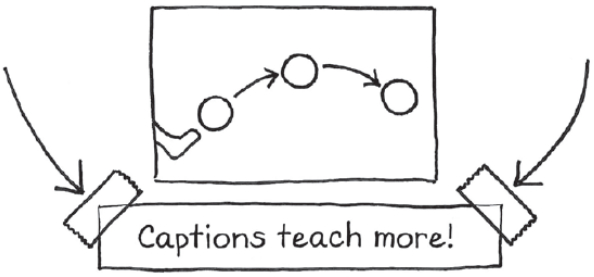
Add a new voice in a different size or color.



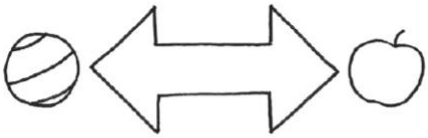
Use arrows to show how something works.



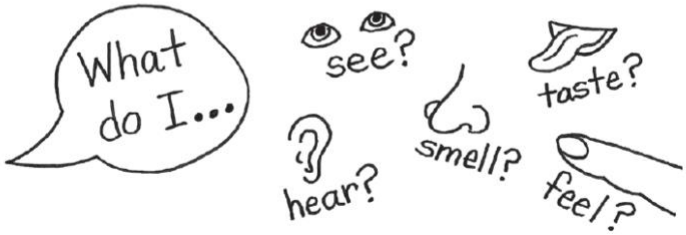
Add captions to pictures.



Make a comparison.



Use your senses to make a description.



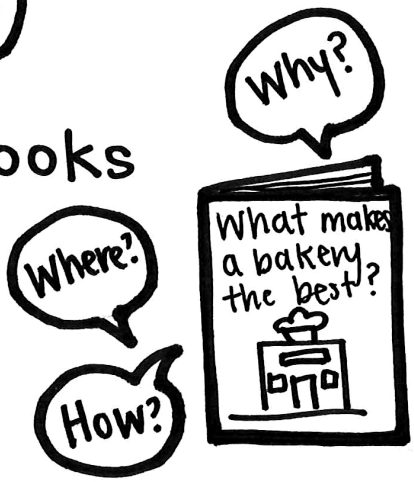
Nonfiction writers can make...

Nonfiction chapter books

Stories that teach

How-to books

Question-and-answer books



Grade 2: Word List E

Practice these words with your child. They should know them by sight by the end of the year. You can make it fun – play a game, or turn them into flashcards. If they know these, feel free to go to Word List F, G, then H and add some new ones from their lists. If these are too tricky, go to Word Lists B, C, or D in the Grade 1 packet or Word List A in the Kindergarten packet.

little	three
two	their
going	where
here	want
but	today
that	home
said	down
over	under

don't	much
our	love
what	know
with	take
	let

Grade 2: Word List F

Practice these words with your child. They should know them by sight by the end of the year. You can make it fun – play a game, or turn them into flashcards. If they know these, feel free to go to Word List G, then H and add some new ones from their lists. If these are too tricky, go to Word List E or Word Lists B, C, or D in the Grade 1 packet or Word List A in the Kindergarten packet.

things	more
school	idea
walk	soon
always	often
great	such
find	best
until	think
last	family

high	never
easy	house
next	wait
pretty	same
	ask

Grade 2: Word List G

Practice these words with your child. They should know them by sight by the end of the year. You can make it fun – play a game, or turn them into flashcards. If they know these, feel free to go to Word List H and add some new ones from their lists. If these are too tricky, go to Word List E or F or Word Lists B, C, or D in the Grade 1 packet or Word List A in the Kindergarten packet.

again	might
each	suddenly
begin	special
goes	beautiful
either	couldn't
does	together
friend	thought

enough	they’re
should	while
you’re	yourself
through	without
ready	probably
themselves	

Grade 2: Word List H

Practice these words with your child. They should know them by sight by the end of the year. You can make it fun – play a game, or turn them into flashcards. If these are too tricky, go to Word Lists E, F, or G or Word Lists B, C, or D in the Grade 1 packet or Word List A in the Kindergarten packet.

near	kind
wanted	against
wouldn't	old
someone	happen
question	several
answer	need
myself	slowly

plan	follow
few	better
being	since
really	
understand	
everything	
everyone	
different	

PLACE VALUE NUMBER BATTLE

2 Players | Grades 2+

This variation of Basic Number Battle reinforces understanding of place value, as it calls on students to form the largest number possible with the cards they have played.

PREPARING TO PLAY

- Remove the 10's, jacks, queens, and kings from the deck, and shuffle the remaining cards (aces through 9's).
- The ace holds a value of 1. The suits are not important; only the numbers matter.
- Decide whether to play the game in the tens, hundreds, or thousands.
- Decide how long the game will last and set a timer. Alternatively, play can continue until one player surrenders or until one player holds all the cards.
- Divide the cards equally between the players. Each player keeps her cards in a single pile, facedown.

PLAYING THE GAME

- Each player picks the designated number of cards off the top of her pile—three cards if playing in the tens, three for hundreds, four for thousands—and places them faceup in the middle of the playing area.
- Each player arranges her cards in place value order to form a number with the greatest value possible. For example, if the game is in hundreds and a player has a 2, a 3, and a 9, she should form 932. (Optionally, provide each student with a sheet of paper that illustrates place value locations—ones, tens, etc.—to help her arrange her cards.) When players finish arranging their cards and say "ready," the player who formed the number with the greatest value takes all the cards played and places them at the bottom of her pile.
- If players create numbers with the same value, a battle ensues: Each player places three cards facedown in the playing area, followed by a new set of cards faceup, and works to arrange the new faceup cards to form a number with the greatest possible value. The player whose new number has the greatest value collects all the cards in the playing area, placing them at the bottom of her pile.

WINNING THE GAME The player with the most cards at the end of the designated time wins.

EUREKA MATH™ CARD GAMES

Math is everywhere. It's in everything we do, whether we're estimating the money we'll make this summer or the number of stars in the sky. That's why *Eureka Math*™ teaches students to experience math, to understand it conceptually and in application. We feel it's best to teach students math the way they use it in the real world. Our *Eureka Math* card games are intended to help build fluency in math in a fun and engaging way.

Here you will find the rules and instructions for a wide range of mathematics skills games using our *Eureka Math* deck or any standard deck of playing cards. We have assembled 12 games for skill levels from Grades K–12, all with an educational math twist.

For a great counting and numeric table game, try One More, One Fewer. For a game to help students develop efficient addition and subtraction strategies, check out Make Ten. To build fluency with the order of operations, try Hit the Target. And for all kinds of math exercises, look at the many number battle games.

Purchase our exclusive *Eureka Math* playing cards from our manipulatives partner, Didax.

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A

Number Correct: _____

Sums—Crossing Ten

1.	9 + 1 =	
2.	9 + 2 =	
3.	9 + 3 =	
4.	9 + 9 =	
5.	8 + 2 =	
6.	8 + 3 =	
7.	8 + 4 =	
8.	8 + 9 =	
9.	9 + 1 =	
10.	9 + 4 =	
11.	9 + 5 =	
12.	9 + 8 =	
13.	8 + 2 =	
14.	8 + 5 =	
15.	8 + 6 =	
16.	8 + 8 =	
17.	9 + 1 =	
18.	9 + 7 =	
19.	8 + 2 =	
20.	8 + 7 =	
21.	9 + 1 =	
22.	9 + 6 =	

23.	7 + 3 =	
24.	7 + 4 =	
25.	7 + 5 =	
26.	7 + 9 =	
27.	6 + 4 =	
28.	6 + 5 =	
29.	6 + 6 =	
30.	6 + 9 =	
31.	5 + 5 =	
32.	5 + 6 =	
33.	5 + 7 =	
34.	5 + 9 =	
35.	4 + 6 =	
36.	4 + 7 =	
37.	4 + 9 =	
38.	3 + 7 =	
39.	3 + 9 =	
40.	5 + 8 =	
41.	2 + 8 =	
42.	4 + 8 =	
43.	1 + 9 =	
44.	2 + 9 =	

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B

Number Correct: _____

Improvement: _____

Sums—Crossing Ten

1.	8 + 2 =	
2.	8 + 3 =	
3.	8 + 4 =	
4.	8 + 8 =	
5.	9 + 1 =	
6.	9 + 2 =	
7.	9 + 3 =	
8.	9 + 8 =	
9.	8 + 2 =	
10.	8 + 5 =	
11.	8 + 6 =	
12.	8 + 9 =	
13.	9 + 1 =	
14.	9 + 4 =	
15.	9 + 5 =	
16.	9 + 9 =	
17.	9 + 1 =	
18.	9 + 7 =	
19.	8 + 2 =	
20.	8 + 7 =	
21.	9 + 1 =	
22.	9 + 6 =	

23.	7 + 3 =	
24.	7 + 4 =	
25.	7 + 5 =	
26.	7 + 8 =	
27.	6 + 4 =	
28.	6 + 5 =	
29.	6 + 6 =	
30.	6 + 8 =	
31.	5 + 5 =	
32.	5 + 6 =	
33.	5 + 7 =	
34.	5 + 8 =	
35.	4 + 6 =	
36.	4 + 7 =	
37.	4 + 8 =	
38.	3 + 7 =	
39.	3 + 9 =	
40.	5 + 9 =	
41.	2 + 8 =	
42.	4 + 9 =	
43.	1 + 9 =	
44.	2 + 9 =	

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Number Correct: _____

A

Differences

1.	3 – 1 =	
2.	13 – 1 =	
3.	5 – 1 =	
4.	15 – 1 =	
5.	7 – 1 =	
6.	17 – 1 =	
7.	4 – 2 =	
8.	14 – 2 =	
9.	6 – 2 =	
10.	16 – 2 =	
11.	8 – 2 =	
12.	18 – 2 =	
13.	4 – 3 =	
14.	14 – 3 =	
15.	6 – 3 =	
16.	16 – 3 =	
17.	8 – 3 =	
18.	18 – 3 =	
19.	6 – 4 =	
20.	16 – 4 =	
21.	8 – 4 =	
22.	18 – 4 =	

23.	7 – 4 =	
24.	17 – 4 =	
25.	7 – 5 =	
26.	17 – 5 =	
27.	9 – 5 =	
28.	19 – 5 =	
29.	7 – 6 =	
30.	17 – 6 =	
31.	9 – 6 =	
32.	19 – 6 =	
33.	8 – 7 =	
34.	18 – 7 =	
35.	9 – 8 =	
36.	19 – 8 =	
37.	7 – 3 =	
38.	17 – 3 =	
39.	5 – 4 =	
40.	15 – 4 =	
41.	8 – 5 =	
42.	18 – 5 =	
43.	8 – 6 =	
44.	18 – 6 =	

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B

Number Correct: _____

Improvement: _____

Differences

1.	2 – 1 =	
2.	12 – 1 =	
3.	4 – 1 =	
4.	14 – 1 =	
5.	6 – 1 =	
6.	16 – 1 =	
7.	3 – 2 =	
8.	13 – 2 =	
9.	5 – 2 =	
10.	15 – 2 =	
11.	7 – 2 =	
12.	17 – 2 =	
13.	5 – 3 =	
14.	15 – 3 =	
15.	7 – 3 =	
16.	17 – 3 =	
17.	9 – 3 =	
18.	19 – 3 =	
19.	5 – 4 =	
20.	15 – 4 =	
21.	7 – 4 =	
22.	17 – 4 =	

23.	9 – 4 =	
24.	19 – 4 =	
25.	6 – 5 =	
26.	16 – 5 =	
27.	8 – 5 =	
28.	18 – 5 =	
29.	8 – 6 =	
30.	18 – 6 =	
31.	9 – 6 =	
32.	19 – 6 =	
33.	9 – 7 =	
34.	19 – 7 =	
35.	9 – 8 =	
36.	19 – 8 =	
37.	8 – 3 =	
38.	18 – 3 =	
39.	6 – 4 =	
40.	16 – 4 =	
41.	9 – 5 =	
42.	19 – 5 =	
43.	7 – 6 =	
44.	17 – 6 =	

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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.

Your class is collecting stickers. Addie collected 263 stickers, Jade collected 293 stickers, and Dean collected 463 stickers.

a) How many more stickers did Dean collect than Addie?
b) How many less stickers did Addie collect than Jade?

Application Problem

Read, Draw, Write (RDW)

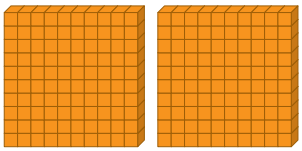
1. **READ** the problem. Read it over and over…. And then read it again.
2. **DRAW** a picture to help make sense of the problem. What can you learn from your drawing?
3. **WRITE** an equation and a statement of the answer.

Mrs. Ryan's second-grade class is collecting cans for recycling. Angel collected 362 cans, Jaxson collected 392 cans, and Nushe collected 562 cans.

a. How many more cans did Nushe collect than Angel?

Extension: How many fewer cans did Angel collect than Jaxson?

Draw each number. Then, use < or > to complete each inequality.

Number	Hundreds	Tens	Ones
210			
315			

210 ___ 315

Number	Hundreds	Tens	Ones
123			
321			

123 ___ 321

Number	Hundreds	Tens	Ones
589			
523			

589 ___ 523

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Draw each number. Then, use < or > to complete each inequality.

Number	Hundreds	Tens	Ones
912			
199			

912 ___ 199

Number	Hundreds	Tens	Ones
549			
455			

549 ___ 445

Number	Hundreds	Tens	Ones
612			
621			

612 ___ 621

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Select a symbol from the inequality bank to complete the expression.

222 ___ 333	999 ____ 888
510 ___ 615	215 ___ 125
754 ___ 745	612 ___ 512
318 ___ 381	500 ___ 951
457 ___ 157	310 ____ 350
103 ___ 303	529 ___ 528

Inequality Bank

< < < < < <

> > > > > >

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Use the 3 Digits to make two numbers. One number should be the largest possible number and one number should be the smallest possible number.

3 Digits	Smallest Number	Largest Number
1, 3, 3	**133**	**331**
8, 6, 1		
4, 1, 9		
3, 2, 9		
1, 6, 3		
2, 9, 7		
7, 7, 2		
5, 6, 1		
3, 7, 4		

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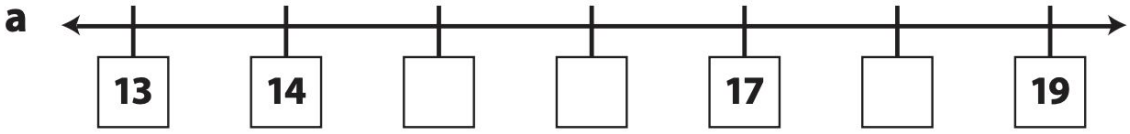
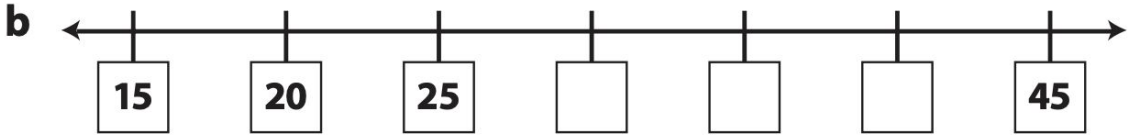
Number line (Source: mathlearningcenter.org)

Fill in the missing numbers on each number line below.

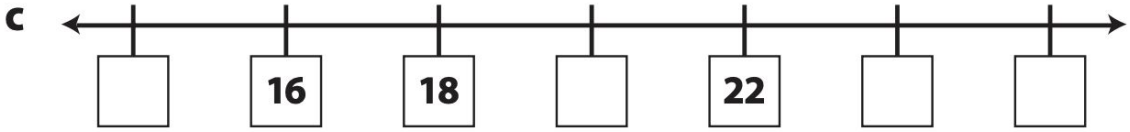
a



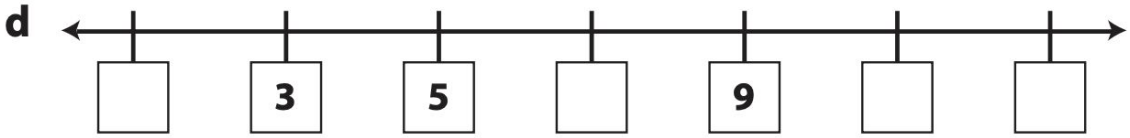
b



c



d



Sorting Numbers (Source: mathlearningcenter.org)

Read the numbers in the box. Then write them in order on the lines from least to greatest.

261	107	67	113	204

least _____ , _____ , _____ , _____ , _____ greatest

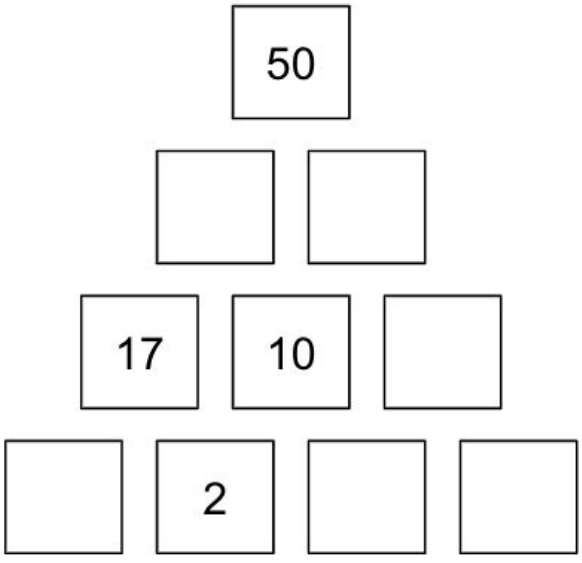
Large Numbers (Source: mathlearningcenter.org)

Read each number. Then write it in expanded form.

ex three hundred twenty-nine 329 = 300 + 20 + 9	**a** four hundred thirty-eight
b two hundred sixteen	**c** five hundred seventy-three
d one hundred ninety-eight	**e** six hundred three
f nine hundred sixty-seven	**g** eight hundred seventeen

Pyramid Puzzle #4 (Source: mathforlove.org)

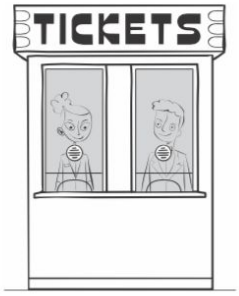
Each number in the Pyramid is the sum of the two numbers below it. Fill in the missing numbers in the Pyramid. Numbers may repeat.



Base Ten Pieces (Source: mathlearningcenter.org)

The carnival in our town started last week. The chart below shows how many tickets they sold each day.

Day	Number of Tickets
Saturday	978 tickets
Sunday	995 tickets
Monday	932 tickets
Tuesday	905 tickets
Wednesday	937 tickets



A. Which day did they sell the most tickets? _____

B. Which day did they sell the least tickets? _____

C. Put the number of tickets they sold each day in order from least to greatest.

_____ , _____ , _____ , _____ , _____

least greatest

Counting by 10s and 100s (Source: mathlearningcenter.org)

Count by 10s, either forward or backward, to fill in the missing numbers.

A. 10, 20, 30, 40, _____, _____, _____, 80, _____, 100, 110, _____, _____

B. 280, 270, 260, _____, _____, 230, _____, _____, 200, _____, _____

C. 203, 213, 223, _____, _____, 253, _____, _____, _____, 293, _____

D. 567, 557, 547, 537, _____, _____, 507, _____, 487, _____, 467

Count by 100s, either forward or backward, to fill in the missing numbers.

A. 100, 200, 300, _____, _____, _____, 700, _____, _____

B. 950, 850, 750, _____, _____, _____, 350, _____, _____

C. 203, 303, 403, _____, _____, _____, 803, _____, 1003

D. 914, 814, 714, _____, _____, 414, _____, _____, _____

Bag of Marbles (Source: mathlearningcenter.org)

Jose has a bag of marbles. There are 8 red marbles in the bag. There are twice as many green marbles as red marbles. There are 2 fewer blue marbles than green marbles. There are half as many white marbles as blue marbles.

How many marbles are in the bag? Show your work.

Which strategy did you use to solve this problem? (Circle one.)

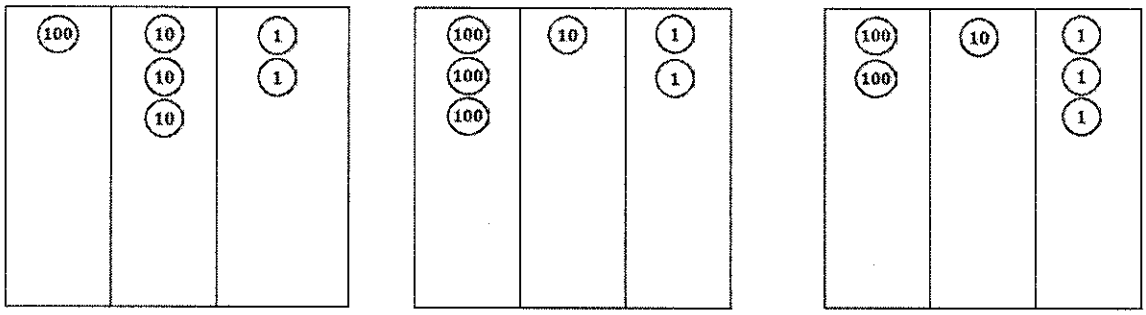
Draw a picture	Act it out with cubes	Make a list	Other

G2-M3-Lesson 16

Drawing the numbers with disks on the place value chart makes it easy to compare them.

1. Draw the following numbers using place value disks on the place value charts. Answer the questions below.

   a. 132 b. 312 c. 213



   d. Order the numbers from least to greatest: 132, 213, 312

Hundreds are the biggest unit here, and 312 has more hundreds than the other numbers. 132 is the smallest number because it only has 1 hundred.

You could also compare all the tens in each number. 132 has 13 tens, 213 has 21 tens, and 312 has 31 tens.

2. Circle *less than* or *greater than*. Whisper the complete sentence.

a. $300 + 60 + 5$ is (less than) / greater than 635.
b. 4 tens and 2 ones is less than / (greater than) 24.

$300 + 60 + 5 = 365$. 365 is less than 635 because it only has 3 hundreds. 635 has 6 hundreds. I could also think of it as 36 tens is less than 63 tens.

In this problem, tens are the greatest unit. 4 tens and 2 ones equals 42. 42 is greater than 24 because it has 4 tens, and 24 only has 2 tens. I could also think of it as 40 is greater than 20.

EUREKA MATH

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3. Write >, <, or =. Whisper the complete number sentences as you work.

a. 419 (<) 491

Place value helps me compare the numbers, especially when the digits are all the same. Both numbers have 4 hundreds, so I'm careful to notice which digit is in the tens place. 1 ten is less than 9 tens, so 419 is less than 491.

b. 908 (<) nine hundred eighty

980

When the problems are written in word form or unit form, I just rewrite them in standard form. Then, it's easy to see the digits in their places. 908 is less than 980. The hundreds are the same, but 0 tens is less than 8 tens.

c. 4 tens 2 ones (=) 30 + 12

42

4 tens 2 ones equals 42, and 30 + 12 = 42. That's easy! 42 equals 42.

d. 36 − 10 (>) 2 tens 5 ones

25

36 − 10 = 26. 2 tens 5 ones equals 25. 26 is greater than 25.

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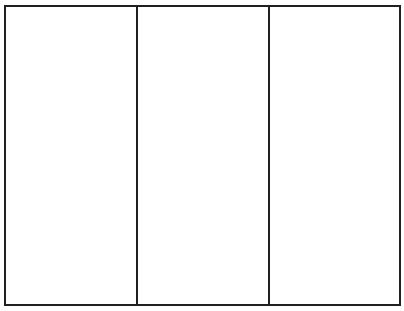
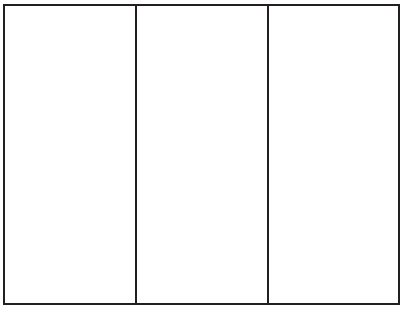
Name _____ Date _____

1. Draw the following numbers using place value disks on the place value charts. Answer the questions below.

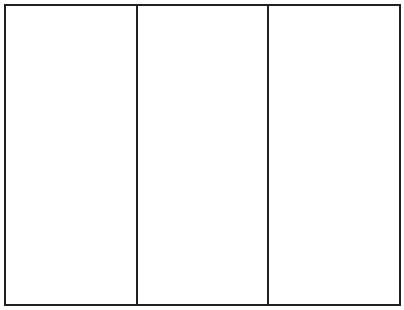
a. 241



b. 412



c. 124



d. Order the numbers from least to greatest: _____, _____, _____

2. Circle *less than* or *greater than*. Whisper the complete sentence.

a. 112 is less than / greater than 135.	d. 475 is less than / greater than 457.
b. 152 is less than / greater than 157.	e. 300 + 60 + 5 is less than / greater than 635.
c. 214 is less than / greater than 204.	f. 4 tens and 2 ones is less than / greater than 24.

3. Write >, <, or =.

a. 100 ◯ 99

b. 316 ◯ 361

c. 523 ◯ 525

d. 602 ◯ six hundred two

e. 150 ◯ 90 + 50

f. 9 tens 6 ones ◯ 92

g. 6 tens 8 ones ◯ 50 + 18

h. 84 – 10 ◯ 7 tens 5 ones

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Name: _____

Who's Calling?

This is an activity about frog habitats. Use this link for the activity.

https://mysteryscience.com/biodiversity/mystery-2/biodiversity-habitats-species/175?code=NzYzNzIwNDg&t=student

1. Learn to identify frogs by their calls:

	Kind of frog	Write a few words to remind yourself of what it sounds like.
	Wood Frog	
	Spring Peeper	
	American Bullfrog	
	Northern Leopard Frog	
	American Toad	

2. What kind of frog do you hear in Challenge #1?

_____

3. What kind of frog do you hear in Challenge #2?

_____

Name: _____

How Many Kinds of Frogs?

4. Listen to which kinds of frogs each place has:

OAKWOOD POND

In spring, this tiny pond is a shallow puddle in the woods. In summer, it dries up. There are no flowing streams or swamps here.

Oakwood Pond: check off what kinds of frogs you hear	
Wood Frog	
Spring Peeper	
American Bullfrog	
Northern Leopard Frog	
American Toad	

SWEDE LAKE

This lake has swampy places with many plants, places with shallow water, and streams flowing into the lake. There's water here all year long.

Swede Lake: check off what kinds of frogs you hear	
Wood Frog	
Spring Peeper	
American Bullfrog	
Northern Leopard Frog	
American Toad	

5. Which place has more kinds of frogs?

My claim is that _____ has more kinds of frogs. My evidence is that _____

_____.

Second Grade – Social Studies

What are some interesting countries in the world?

Think of a country outside the United States that interests you. It could be:

- A country where you, your family, or your ancestors lived
- A country where you have friends or relatives
- A country you have visited or would like to visit
- A country that is the setting of one of your favorite stories
- A country that has interesting animals or plants

Use the websites below to find information about the country you picked. Fill in the following sheet with information that you find.

https://www.kids-world-travel-guide.com/

https://kids.nationalgeographic.com/explore/countries/

https://countries.mrdonn.org/

Languages:

Flag:

Landforms:

Bodies of Water:

Capital City:

Other Major Cities:

Natural Resources:

Country:

Report by:

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.