At Home Learning Resources

Grade 2 - Week 12

https://2020census.gov/
Grade 2 ELA Week 12

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

This week completes a focus on fiction reading and narrative writing. Your child should be reading, writing, talking and writing about reading, and working on word endings this week.

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

**Talking and Writing about Reading**: As students are reading, they can think about their reading and get ready for summer. Students can also reflect back on the school year and write a bit about what they liked or learned.

**Writing**: Students will finish working on narrative stories this week. These resources are charts with examples to help your child write. They are available online in an interactive form with video tutorials here: [Grade 2 Narrative Writing Choice Board](https://www.lowell.k12.ma.us/site/Default.aspx?PageID=3798). Click on the images to watch the video tutorials. This writing should finish this week. Students will be writing, then making it even better by revising, writing some more, and at the end, fixing it up by editing.

**Phonics/Word Work**: Students can practice word endings. Students will sort the words and listen for the sounds in each word.

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**Word Endings**

Base word stays the same: -ing, -ed

Base word changes: Now, Happening, Already

**Pronunciation of -ed endings**

Voiced sounds: /d/ - add

Unvoiced sounds: /t/ - add

Voiced sounds: /b/ - add

Unvoiced sounds: /t/ - add

Voiced sounds: /g/ - add

Unvoiced sounds: /k/ - add

Voiced sounds: /l/ - add

Unvoiced sounds: /p/ - add

Voiced sounds: /n/ - add

Unvoiced sounds: /m/ - add

Voiced sounds: /n/ - add

Unvoiced sounds: /n/ - add

Voiced sounds: /n/ - add

Unvoiced sounds: /n/ - add
My Summer Reading Plan

Books/Authors I want to read:

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Where I will get books:

☐ Borrow from the library  ☐ Read online  ☐ Trade books with friends
☐ Buy at a bookstore  ☐ Buy Online  ☐ Other ___________

Where I will read:

☐ In my bedroom  ☐ In the living room  ☐ Outside
☐ In my car  ☐ At the beach  ☐ Other ___________

Log all of the books that you read. If you read 1 book, write it down. If you read 100, write them down. You can write them here. If you run out of room, add another piece of paper.

OR

Looking for an even easier way to log your books, do it online. Click here to enter your book titles online. Your school will keep a list of all of the books that you read.

Remember, you only need to log your books on paper or online. NOT BOTH!

Happy Summer Reading!
The Last Day of School

Written by Jessica Malordy
Illustrated by Chelen Ecija

www.readinga-z.com

Focus Question

Who is telling the story? What does this character do on the last day of school?
It was the last day of third grade, and my classmates and I had finished cleaning out our desks. Our teacher, Mr. Brown, had passed out the summer reading lists. We had even shared our goals for the summer—mine was to go fishing during my family’s camping trip.

What next? I wondered, tapping my feet impatiently under my desk. Mr. Brown stood up and cleared his throat loudly. “Now’s the time you’ve all been waiting for,” he announced.
“Is it summer now?” I asked, and my classmates burst out laughing.

Mr. Brown chuckled, too, but shook his head at me. “Almost,” he said, “but first, it’s time to hand out yearbooks!”

Everyone cheered, including me. I had completely forgotten about the yearbook! Last year, I only asked the other kids in my own class to sign. This year, my goal was to collect all the third graders’ signatures. I watched excitedly as Mr. Brown produced a tall stack of yearbooks from a box under his desk.
Once Mr. Brown handed me my copy, I skimmed through the pages. I spotted a picture of Marisol next to me at recess. I hurried over to her desk and asked, “Marisol, will you sign my yearbook?”

“Of course,” Marisol replied. She took her special pink pen out of her backpack just for the occasion. She even dotted the i in her name with a heart.

Not everyone’s signature was as fancy as Marisol’s. Still, pretty soon, I got my whole class and Mr. Brown to sign my yearbook. Their signatures crisscrossed every page, like footprints on a hiking trail.

“Okay, class, now it’s time for the kickball game!” Mr. Brown said.

Perfect! I thought, leaping up from my chair. The rest of the third graders can sign my yearbook at the game.
We all lined up on the playing field and waited for our turn to kick. As the game went on, I asked the other third graders for their signatures. I was so focused on my goal that I hardly noticed when Frankie scored the winning run. By then, I had all the third graders’ signatures in my yearbook except one.

John Morgan had hurt his knee sliding into home plate at the start of the game. He had gone to see the school nurse and had not come back.
“All right, kids, school’s out for summer!” Mr. Brown exclaimed. “Thanks for a great year, and have a wonderful vacation, everyone!”

I could see parents’ cars lining up in the parking lot for pickup. Suddenly, I wasn’t ready for summer vacation yet. Instead, I ran like the wind to the nurse’s office. John was sitting on the cot with his head in one hand. With the other, he held a bag of ice on his knee.

“Hi, John,” I said, skidding noisily into the nurse’s office.

John looked up and gave me a tiny, feeble smile.

“Would you please sign my yearbook?” I asked, thrusting the book forward.

John’s little smile transformed into a broad grin.

“Yes, but only if you sign mine,” he bargained, and I nodded.
We traded our books. I opened his and saw only a few names scattered here and there. When I looked over at John, he was running his fingers over all my signatures.

“I wanted to have everyone sign mine this year,” he said sadly, “and then I got stuck in here.” His shoulders slumped in disappointment. His smile had turned back into a frown.

“I know what we can do,” I told him. “My parents said I can have a big birthday party in July. If you come, you can have lots of kids sign it then.”

“Really?” John asked, and his whole face lit up again.

“Definitely!” I declared, nodding with enthusiasm.

“That would be great!” he said.
Together, John and I walked out of the nurse’s office—and into our long-awaited summer vacation. I left school this year with a full yearbook and a new friend. Not a bad way to start the summer, don’t you think?

Glossary

disappointment (n.) a feeling of sadness or being let down because one’s hopes or expectations were not met (p. 13)

enthusiasm (n.) strong excitement or interest (p. 14)

kickball (n.) a game similar to baseball in which a player kicks a large rubber ball and then runs the bases (p. 8)

sign (v.) to mark one’s name on something; to autograph (p. 6)

transformed (v.) changed in form or appearance (p. 12)

yearbooks (n.) books published by a school to show pictures of people and activities from one school year (p. 5)
Date

Dear __________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Signed

© Teacher’s Friend, a Scholastic Company
Tell your story to someone in your house or act it out before you write it.
Writers grow a whole story from a tiny moment, by telling the story across their fingers!
Crafting Powerful Small Moments

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

I went towards my basket. I was like, "What the heck?" I didn't know what I was doing. So by accident . . .

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

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

I put the beans in someone else's basket. I was really embarrassed. My mom said, "That's someone else's basket." I took out the beans and ran to my mom.

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

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

Zoom in! Write with LOTS of details.

...weave setting details throughout the story.

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

...include dialogue and dialogue tags to show exactly what the character says and how he/she says it.
Suspense
For one minute, three minutes, maybe even a hundred minutes, we stared at one another.

Onomatopoeia or Sound Effects
The LEAVING happened on a soupy, misty morning, when you could hear the street sweeper. Ssshhhhshshsh...
One day I went shopping with my mom, dad and sister. I went to the supermarket. I helped my mom do all the groceries. The sun was shining really bright. The tall grass was beneath us. We hurried into the supermarket.

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

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

I PUT THE BEANS IN someone else's basket! I was really embarrassed. My mom said, 'That's someone else's basket.' I took out the beans and ran to my mom.
Match the words to the correct column for each ending. Read the words out loud. Try adding your own words. Use the words in a sentence.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>-s</th>
<th>-ed</th>
<th>-ing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
The ending –ed makes 3 different sounds in words. Sometimes –ed sounds like /d/, /t/, or /id/. Use the chart to help you figure out when –ed makes the different sounds. Then match the words to the correct column. Read the word out loud. See if you can add more words to the lists.

**Pronunciation of -ed Endings**

<table>
<thead>
<tr>
<th>Voiced /d/</th>
<th>Unvoiced /t/</th>
<th>Voiced /id/</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/ robbed</td>
<td>/tʃ/ watched</td>
<td>/d/ ended</td>
</tr>
<tr>
<td>/dʒ/ judged</td>
<td>/ʃ/ laughed</td>
<td></td>
</tr>
<tr>
<td>/ɡ/ plugged</td>
<td>/k/ talked</td>
<td></td>
</tr>
<tr>
<td>/l/ pulled</td>
<td>/p/ dropped</td>
<td></td>
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<tr>
<td>/m/ named</td>
<td>/s/ missed</td>
<td></td>
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<tr>
<td>/n/ cleaned</td>
<td>/ʃ/ pushed</td>
<td></td>
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<td>/ŋ/ banged</td>
<td></td>
<td></td>
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<tr>
<td>/r/ offered</td>
<td></td>
<td></td>
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<tr>
<td>/ð/ breathed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/v/ loved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/z/ closed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Voiced sounds**
  - involve a strong vibration of the vocal chords
  - clean, love, close, name, pull
  - feel the vibration of the vocal chords in your throat

- **Unvoiced sounds**
  - less vibration of the vocal chords
  - watch, laugh, talk, kiss, ask
  - sounds are made closer to the mouth
<table>
<thead>
<tr>
<th>ed</th>
<th>ed</th>
<th>ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>/id/</td>
<td>/d/</td>
<td>/t/</td>
</tr>
<tr>
<td>called</td>
<td>jumped</td>
<td>added</td>
</tr>
<tr>
<td>clapped</td>
<td>asked</td>
<td>spilled</td>
</tr>
<tr>
<td>acted</td>
<td>yelled</td>
<td>buzzed</td>
</tr>
</tbody>
</table>
Complete the sentence with the missing word. Read the sentence out loud. Write your own sentence using words with -ed.

The cow ________ over the moon.
She ________ the ball.
We ________ some seeds.
The dog ________ a lot.
We ________ in the park.
A bunny ________ across the road.
hopped  planted  jumped  kicked  walked  barked
Lesson 6: Combine shapes to create a composite shape; create a new shape from composite shapes.

**Addition and Subtraction Patterns**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>8 + 3 =</td>
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<tr>
<td>2.</td>
<td>11 - 3 =</td>
</tr>
<tr>
<td>3.</td>
<td>9 + 2 =</td>
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<tr>
<td>4.</td>
<td>11 - 2 =</td>
</tr>
<tr>
<td>5.</td>
<td>6 + 5 =</td>
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<tr>
<td>6.</td>
<td>11 - 6 =</td>
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<tr>
<td>7.</td>
<td>7 + 4 =</td>
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<tr>
<td>8.</td>
<td>11 - 7 =</td>
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<tr>
<td>9.</td>
<td>8 + 4 =</td>
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<tr>
<td>10.</td>
<td>12 - 4 =</td>
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<tr>
<td>11.</td>
<td>9 + 3 =</td>
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<td>12.</td>
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<td>13.</td>
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<td>14.</td>
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<td>15.</td>
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<td>16.</td>
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<td>17.</td>
<td>8 + 6 =</td>
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<tr>
<td>18.</td>
<td>14 - 8 =</td>
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<tr>
<td>19.</td>
<td>9 + 4 =</td>
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<tr>
<td>20.</td>
<td>13 - 9 =</td>
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<tr>
<td>21.</td>
<td>8 + 7 =</td>
</tr>
<tr>
<td>22.</td>
<td>15 - 8 =</td>
</tr>
</tbody>
</table>

| 23. | 8 + 8 = |
| 24. | 16 - 8 = |
| 25. | 9 + 6 = |
| 26. | 15 - 9 = |
| 27. | 9 + 9 = |
| 28. | 18 - 9 = |
| 29. | 7 + 7 = |
| 30. | 14 - 7 = |
| 31. | 8 + 9 = |
| 32. | 17 - 8 = |
| 33. | 7 + 9 = |
| 34. | 16 - 7 = |
| 35. | 19 - 6 = |
| 36. | 6 + 7 = |
| 37. | 17 - 6 = |
| 38. | 11 - 7 = |
| 39. | 7 + 6 = |
| 40. | 13 - 7 = |
| 41. | 19 - 7 = |
| 42. | 3 + 8 = |
| 43. | 5 + 8 = |
| 44. | 18 - 5 = |
**Lesson 14: Tell time to the nearest five minutes.**

**A**

**Adding and Subtracting by 5**

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<tr>
<td>1</td>
<td>0 + 5 =</td>
<td>23</td>
<td>0 + 5 =</td>
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<td>2</td>
<td>5 + 5 =</td>
<td>24</td>
<td>15 + 5 =</td>
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<tr>
<td>3</td>
<td>10 + 5 =</td>
<td>25</td>
<td>20 + 5 =</td>
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<td>4</td>
<td>15 + 5 =</td>
<td>26</td>
<td>25 + 5 =</td>
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<td>5</td>
<td>20 + 5 =</td>
<td>27</td>
<td>30 + 5 =</td>
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<td>6</td>
<td>25 + 5 =</td>
<td>28</td>
<td>35 + 5 =</td>
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<td>7</td>
<td>30 + 5 =</td>
<td>29</td>
<td>40 + 5 =</td>
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<td>8</td>
<td>35 + 5 =</td>
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<td>45 + 5 =</td>
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<td>9</td>
<td>40 + 5 =</td>
<td>31</td>
<td>50 + 50 =</td>
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<td>10</td>
<td>45 + 5 =</td>
<td>32</td>
<td>55 + 5 =</td>
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<tr>
<td>11</td>
<td>50 – 5 =</td>
<td>33</td>
<td>50 + 5 =</td>
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<td>12</td>
<td>45 – 5 =</td>
<td>34</td>
<td>55 + 5 =</td>
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<td>13</td>
<td>40 – 5 =</td>
<td>35</td>
<td>60 – 5 =</td>
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<td>14</td>
<td>35 – 5 =</td>
<td>36</td>
<td>55 – 5 =</td>
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<td>30 – 5 =</td>
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<td>16</td>
<td>25 – 5 =</td>
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<td>65 + 5 =</td>
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<td>17</td>
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<td>39</td>
<td>70 – 5 =</td>
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<td>18</td>
<td>15 – 5 =</td>
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<td>65 – 5 =</td>
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<td>19</td>
<td>10 – 5 =</td>
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<td>100 + 50 =</td>
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<td>20</td>
<td>5 – 5 =</td>
<td>42</td>
<td>150 + 50 =</td>
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<td>21</td>
<td>5 + 0 =</td>
<td>43</td>
<td>200 – 50 =</td>
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<td></td>
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<td>22</td>
<td>5 + 5 =</td>
<td>44</td>
<td>150 – 50 =</td>
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</tbody>
</table>
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.

Jason collected 30 shells at the beach. He gave half of the shells to his sister, Ellie. Now Ellie has 15 shells. How many shells does Jason have left?

Ellie collected 50 stamps. She gave half of them to her brother, Jason. How many stamps does Ellie have left?
Tim made two pizzas for himself and his 3 friends to share. He wants everyone to have an equal share of the pizza. Should he cut the pizzas into halves, thirds, or fourths?

Tim made 3 pans of brownies for himself and his 5 friends to share. He wants everyone to have an equal share of brownies. Should he cut the brownie pans into halves, thirds, or fourths?
Identify numerators and denominators

Grade 2 Fractions Worksheet

Fill in the table.

<table>
<thead>
<tr>
<th>Fraction</th>
<th>Numerator</th>
<th>Denominator</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\frac{1}{2})</td>
<td><img src="circle.png" alt="Image" /></td>
<td>2</td>
</tr>
<tr>
<td>(\frac{1}{3})</td>
<td><img src="triangle.png" alt="Image" /></td>
<td>3</td>
</tr>
<tr>
<td>(\frac{1}{4})</td>
<td><img src="square.png" alt="Image" /></td>
<td>4</td>
</tr>
<tr>
<td>(\frac{2}{5})</td>
<td><img src="pentagon.png" alt="Image" /></td>
<td>5</td>
</tr>
<tr>
<td>(\frac{5}{6})</td>
<td><img src="circle.png" alt="Image" /></td>
<td>6</td>
</tr>
<tr>
<td>(\frac{3}{8})</td>
<td><img src="circle.png" alt="Image" /></td>
<td>8</td>
</tr>
<tr>
<td>(\frac{2}{7})</td>
<td><img src="circle.png" alt="Image" /></td>
<td>7</td>
</tr>
</tbody>
</table>
# Writing fractions from numerators and denominators

## Grade 2 Fractions Worksheet

Write the fractions in the first column.

<table>
<thead>
<tr>
<th>Fraction</th>
<th>Numerator</th>
<th>Denominator</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Fraction 1" /></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><img src="image2.png" alt="Fraction 2" /></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><img src="image3.png" alt="Fraction 3" /></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><img src="image4.png" alt="Fraction 4" /></td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><img src="image5.png" alt="Fraction 5" /></td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td><img src="image6.png" alt="Fraction 6" /></td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>
Re-write each fraction in words.

<p>| | | | |</p>
<table>
<thead>
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<td>3</td>
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<td>6</td>
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<td>1</td>
<td>8</td>
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<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>
Parts of a set

Grade 2 Fractions Worksheet

Answer the questions with fractions.

1. What fraction of the kids are boys?

2. What fraction of the kids have glasses?

3. What fraction of the kids are smiling?

1. What fraction of the shapes are stars?

2. What fraction of the shapes are shaded?

3. What fraction of the shapes are shaded hearts?
# Fraction word problems – Slicing up the Pizza

## Grade 2 Fractions Worksheet

Place a check mark beside the pizza which is sliced up correctly.

| Sean, Emma and Dave shared a pizza.  
The pizza was cut into equal parts.  
They each ate one part.  
No pizza was left.  
How did they cut the pizza? | ![Pizza](images/pizza1.png) | ![Pizza](images/pizza2.png) |
|---|---|---|
| Ashley, Morgan, Chris and Liz shared a pizza.  
The pizza was cut into equal parts.  
They each ate one part.  
No pizza was left.  
How did they cut the pizza? | ![Pizza](images/pizza3.png) | ![Pizza](images/pizza4.png) |
| Jack and Ric shared a pizza.  
The pizza was cut into equal parts.  
They each ate one part.  
One part of pizza was left.  
How did they cut the pizza? | ![Pizza](images/pizza5.png) | ![Pizza](images/pizza6.png) |
| Dave and Jack shared a pizza.  
The pizza was cut into equal parts.  
They each ate one part.  
Two parts of pizza was left.  
How did they cut the pizza? | ![Pizza](images/pizza7.png) | ![Pizza](images/pizza8.png) |
| Chris, Ric, Maddy and Jack shared a pizza.  
The pizza was cut into equal parts.  
They each ate one part and each took one part home.  
No pizza was left.  
How did they cut the pizza? | ![Pizza](images/pizza9.png) | ![Pizza](images/pizza10.png) |
Determine which letter best describes the shaded portion.

1) A. one-third  
   B. two halves  
   C. one half

2) A. four quarters  
   B. one quarter  
   C. one half

3) A. three-thirds  
   B. two-thirds  
   C. one half

4) A. one half  
   B. two-thirds  
   C. one quarter

5) A. three-thirds  
   B. one quarter  
   C. one half

6) A. two-thirds  
   B. one half  
   C. two halves

7) A. three quarters  
   B. two-thirds  
   C. one half

8) A. three-thirds  
   B. one quarter  
   C. one-third

9) A. three-thirds  
   B. one-third  
   C. two-fourths

10) A. one-third  
    B. two quarters  
    C. two-thirds

11) A. four quarters  
    B. one half  
    C. two quarters

12) A. one-third  
    B. three-fourths  
    C. four quarters
1. Circle the shapes that show thirds.

[Image of shapes]

2. Circle the shapes that show fourths.

[Image of shapes]
1. Draw a line to partition the circle into 2 halves.

2. Partition one circle in half and shade 1 half.
   Partition the other circle into thirds and shade 1 third.
1. Partition and shade the following shapes as indicated. Each rectangle or circle is one whole.

- a. 2 halves
- b. 2 thirds
- c. 1 third
- d. 1 half
- e. 2 fourths
- f. 1 fourth
1. What fraction do you need to color so that 1 whole is shaded?

   a. 
   
   b. 
   
   c. 
   
   d. 

   ____________   ____________
Lesson 12  
G:2 M:8

Same but Different

ZEARN STUDENT NOTES

Name:______________________________  Date:______________
Complete: [ ]  Class:______________

1. Partition each square into two halves.
   Try to do each in a different way!

SHOW YOUR WORK
Partition each square into fourths.
Try different ways to make 4 equal shares!

SHOW YOUR WORK

Use scissors to cut out the 2 squares on the next page.
Lesson 12
G:2 M:8

EXIT TICKET

Name:___________________________ Date:__________

Complete: □ Class:___________

1. Partition the rectangle in 2 different ways to show equal shares.

   a. 2 halves

   b. 3 thirds

   c. 4 fourths
Create a pinball-like marble maze game using a paper plate, some basic craft supplies, and marbles.

Tilt your plate to make it run!

Materials:
- Paper plate (the kind with high edges works best)
- Scissors
- Construction paper
- Tape
- Markers
- Marble
- Optional: Wikki Stix, chenille stems, and/or straws

Start with building some paper arches and taping them to your plate. You can create pockets, ramps, and even assign point values for different arches! Keep designing and testing until you have a paper plate marble run that is fun to play. Share it with your family!
How are insects and flowers dependent on each other?

Have you ever seen a bee outside? What was the bee doing? Bees fly from flower to flower to feed on the flowers’ nectar. Nectar is a sweet liquid produced by plants. Bees use nectar to make honey. While bees are moving from plant to plant, they spread pollen between the plants. Plants need pollen in order to make seeds. Seeds make new plants.

To see how this works, you will be making a model of a bee feeding on a flower. A model is not a perfect example of an event. It is a small copy of something that helps us understand science concepts and how things relate to each other. In this case, you’ll make a model of a bee out of a cotton ball and a chenille stem. The cotton ball is the bee’s body, and the chenille stem will be the legs. You’ll also be making three paper flowers.

Materials:

- Cinnamon or corn starch
- 1 chenille stem (pipe cleaner)
- 1 large cotton ball
- 3 plastic or paper cups
- 1 printed flower template
- scissors
- clear tape
1. Cut the chenille stem into 3 pieces, each about 3 inches long.
2. Wrap each of the pieces around the cotton ball. The chenille stem pieces will represent the bee’s legs. (How many legs does an insect have?)
3. Color the flowers and the circles representing nectar if you wish.
4. Cut the flowers out using the templates on the following page. Be sure to cut the “X” in the middle of each one.
5. Cut out the circles representing nectar.
6. Place a nectar circle in the bottom of each cup. Remember, bees will be trying to collect nectar from flowers.
7. Tape a flower cutout to the top of each cup.
8. Sprinkle cornstarch or cinnamon into just one cup to represent pollen.

So now you have your model! What does each part represent? (The cotton ball is the bee’s body, the chenille stems are the bee’s legs, the cup plus paper flower petals is the flower, the circle is the nectar, the cornstarch or cinnamon is the pollen.)

Now it’s time to use your model to demonstrate how bees pollinate flowers. “Fly” your bees from one flower to another several times to gather nectar. Go back and forth from flower to flower, just as a bee does.

What do you notice about your bee afterwards? Is it covered with pollen? What do you notice about the flowers that didn’t start off with pollen? Do they have pollen now?

Talk with your teacher or someone at home:

What do you think would happen if there were no bees?

Why do the plants need bees?

What about the bees – what do they get from the plants?
Pollinators

nectar
Pollinators

nectar
Meeting Friends from Around the World

Pretend you have six new classmates from around the world. Each new friend shares a picture and tells you a little about himself or herself.

Now it’s your turn. Pick one of the new friends, and write a letter welcoming them to your class. Write about how learning from home is different from learning in the classroom, and how it is the same.

Dear ____________,

___________________________________________
___________________________________________
___________________________________________
___________________________________________
___________________________________________
___________________________________________

Your friend,
My name is Gilbert.

I am from the Democratic Republic of Congo. I am 8 years old. My family had to leave our home because of a war. Now we live in Massachusetts.

This is me playing soccer with my friend Robert where I used to live.
My name is Marie. I am 7 years old. I am from Haiti. My family came to Massachusetts after a big earthquake destroyed our home in Haiti.

This is me on the beach near my home in Haiti.
My name is Trang.
I am 7 years old. I am from Vietnam. I moved to Massachusetts with my mother to be with my father who is going to college here.

This is a picture of me and my grandfather.
My name is Adriana. I am from Brazil. I moved to Massachusetts with my family when my mother got a new job. I am 7 years old.

This is me with my swim team friends.
My name is Raúl.

I am from **El Salvador**. My mother sent me and my older brother to live in Massachusetts so that we could go to school. I am 8 years old.

Me with my mom and brother in front of our house.
My name is Farah.
I am from **Iraq**. I am 8 years old. My family moved to Massachusetts because there was a war in my country.

Here’s a picture of me with my parents and brothers and sisters.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Use the following letters to create as many words as you can: a, c, d, e, g, l, o, n, r, s, t  Example: cat</td>
<td>Do 10 of each exercise to get to 50.</td>
<td>Build a catapult using a spoon, rubber bands, paper clips and any other household items.</td>
<td>Go outside and look around. List 6 living things and and 6 nonliving things.</td>
<td>Find at least 10 items in your home that are cylinders. Place them from shortest to tallest.</td>
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<tr>
<td>10 jumping jacks</td>
<td>10 high knees</td>
<td>10 toe touches</td>
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<td>10 windmill arms</td>
<td>10 frog hops</td>
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<td>Monday</td>
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<tr>
<td>Build a house using only household items:</td>
<td>Have a word race!</td>
<td>Draw a candy house using squares, triangles and rectangles. Color the house and label the shapes.</td>
<td>Make a math word problem about fruit. Use addition or subtraction. Write it down and have a family member solve it. Let them know if their answer is correct.</td>
<td>Learn your phone number and address. Practice and tell your parent/guardian what it is.</td>
</tr>
<tr>
<td>2 sheets of paper</td>
<td>Pick a letter with a family member and see who can list the most words that begin with that letter in 2 minutes.</td>
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<td>2 band aids</td>
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<td>2 paper clips</td>
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<tr>
<td>2 sticks of gum</td>
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<td>Monday</td>
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