

Second Grade

September 21-25, 2020

Student Name: _____

School: _____ Teacher: _____

Monday

English Language Arts: ELAGSE2RF3 and ELAGSE2RL3 Parent [Parent Overview](#), [Tips](#), and [Lesson Notes](#)

NOTES:

- Take out the stories titled [The Blue Coyote](#), [The Boy Who Cried Wolf](#), and [The Monkey and the Peas](#).
- Take out the word fluency pages for [ch](#), [sh](#), [th](#), [tch](#), [dge](#), and [wh](#).

[Monday Lessons](#)

Phonics: You will use word fluency pages for [ch](#), [sh](#), and [th](#).

Reading: You will read the story [The Blue Coyote](#).

Math: MGSE2.OA.1, MGSE2.NBT.5, and MGSE2.OA.2 [Parent Notes](#)

Complete Lesson 2 Solve One-Step Word Problems on [pages 11-14](#). Complete [Add and Subtract within 20](#).

Social Studies: SS2H1a

Through a video, article, and discussion, students will learn about Mary Musgrove and her contributions to the founding of Georgia. Students will identify essential dates in her lifetime, contributions she made to the establishment of Savannah, and similarities and differences to their lives.

Physical Education:

Complete the [Alphabet Fitness](#) activity.

Tuesday

English Language Arts: ELAGSE2RF3, ELAGSE2RF4, and ELAGSE2RL3 [Tuesday Lessons](#)

Phonics: You will need the [wh](#) word fluency page.

Reading: You will read the story [The Boy Who Cried Wolf](#).

Math: MGSE2.OA.1, MGSE2.NBT.5, and MGSE2.OA.2

Complete Lesson 2 Solve One-Step Word Problems on [pages 15-18](#). Complete [Addition Fact Practice \(1-10\)](#).

Science: S2P1c

Students will obtain information about temperature change in matter. Students will use the [Tuesday Tasks](#) document for this activity.

Art: VA2.CR.2b

Today we will learn about the space *around* a shape or object in a work of art. This space is called negative space. What is Negative Space? In art, NEGATIVE space is the space around and between the subject(s), (or shapes) of an image. What is Positive Space? In art, POSITIVE space is the subject or main object/shape in an image. [Assignment:](#) Students will fill in the white spaces between the shapes on the worksheet to design the Negative space.



Second Grade

September 21-25, 2020

Wednesday

English Language Arts: ELAGSE2RF3, ELAGSE2RF4, ELAGSE2RL3, ELAGSE2W3, and ELAGSE2W8

Wednesday Lessons

Phonics: You will use the [tch](#) word fluency page.

Reading: You will read [The Monkey and the Peas](#).

Writing: You will need pencil and paper.

Math: MGSE2.OA.1, MGSE2.NBT.5, and MGSE2.OA.2

Complete Lesson 2 Solve One-Step Word Problems on [pages 8-11](#). Complete [Add and Subtract within 20](#).

Social Studies: SS2H1a

Students will continue to learn about Mary Musgrove through a discussion and an activity that requires them to complete a timeline of her life. Students will then use the events in the timeline to explain how Musgrove showed she was trustworthy.

Physical Education:

Complete the [Alphabet Fitness](#) activity.

Thursday

English Language Arts: ELAGSE2RF3 and ELAGSE2RL2 **Thursday Lessons**

Phonics: You will need the [dge](#) word fluency page.

Reading: You will reread and summarize [The Monkey and the Peas](#).

Math: MGSE2.OA.1, MGSE2.NBT.5, and MGSE2.OA.2

Complete Lesson 2 Solve One-Step Word Problems on [pages 12-15](#). Complete [Addition Fact Practice \(1-10\)](#).

Science: S2P1c

Students will read fictional text to make connections with temperature change and matter. Students will use the [Thursday Tasks](#) document for this activity.

Music: ESGM2.CN.1b

Introduce sixteenth notes and write rhythms for speech patterns.

Friday

English Language Arts: ELAGSE2RF3, ELAGSE2RL2, ELAGSE2RL3, ELAGSE2W8, and ELAGSE2W5 **Friday Lessons**

Phonics: You will need to cut out the squares from the [ch](#), [sh](#), [th](#), [tch](#), and [dge](#) word fluency pages. You will also need pencil and paper.

Reading: You will need a book. It may be your own book, a library book, or one of the stories you have received in the Learning Bundles: *Crazy Daisies*, *A Puppy for Oscar*, *The Snowstorm*, *Stone Soup*, *The Lion and the Mouse*, *Pecos Bill and the Mountain Lion*, *The Wolf in Sheep's Clothing*, [The Blue Coyote](#), [The Boy Who Cried Wolf](#), or [The Monkey and the Peas](#).

Writing: You will edit the writing you began on Wednesday, or you may use a writing piece from earlier weeks.

Math: MGSE2.OA.1, MGSE2.NBT.5, and MGSE2.OA.2

Complete Lesson 2 Solve One-Step Word Problems on [pages 16-17](#). Complete [Lesson 2 Quiz](#).

Social Studies: SS2H1a

Students will synthesize the learning they have done about Oglethorpe, Tomochichi, and Musgrove by working through an activity that identifies each person's contribution to the founding of Georgia. The goal for this session is for students to understand that the founding of Georgia was a process therefore, Oglethorpe, Tomochichi, and Musgrove needed to use their leadership skills to work collaboratively.

Social Emotional Learning/Health:

We are all good at certain things and have things that we need to improve on. [Take some time to think about your talents and what you want to develop](#). Circle your strengths and put a box around your weaknesses if you do not have a highlighter.

Grade 2 ELA Unit 1 Parent Overview

These ELA units are organized into 6-week units and include reading foundational, reading literary and informational, and writing standards. These standards will be addressed in multiple units throughout the year; therefore, mastery of the standards is not expected until the end of the year.

Phonics: Over the course of the year, students will engage in learning sounds that consonants and vowels make and blending those sounds to read and write words. The phonics concepts build upon each other and mastery is expected of each concept at the end of each unit.

Reading: Over the course of the year, students will engage in learning both literary (fiction) and informational (non-fiction) standards. In literary texts, students will be taught how to describe the ways characters respond to events and challenges and determine the central message, lesson, or moral in a story. In informational texts, students will be taught how to describe connections between events, ideas, or procedures and identify the main topic in a multi-paragraph text.

Writing: Over the course of the year, students will engage in writing 3 text types: narrative, informational, and opinion. Narrative writing is the telling of a story. Informational writing is a type of nonfiction writing that contains facts. Opinion writing is a type of writing where the writer states an opinion or preference and provides reasons to support their opinion or preference.

Your child will engage in lessons for **Unit 1** from **August 17 - September 25**. **Unit 1** will focus on reading foundational standards, reading literary standards, and narrative writing.

Reading Foundational Standards

Your child will engage in lessons aligned to the following reading foundational standards throughout this unit:

- **RF3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF4:** Read with sufficient accuracy and fluency to support comprehension.

Reading Literary Standards

Your child will engage in lessons aligned to the following reading standards throughout this unit:

- **RL1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in the text.
- **RL2:** Recount stories, including, fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RL3:** Describe how characters in a story respond to major events and challenges.
- **RL4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **RL5:** Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.
- **RL7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Independent Reading

Every day students should independently read books of their choice. Second grade readers will need to build up stamina, or the ability to read for stretches of time without becoming distracted or distracting others. Set a timer for 7 minutes. As your child works to build up stamina, increase the timer by 1 - 2 minutes. How many minutes can they read independently each day? A goal for the end of the unit is 15 minutes.

Parent Tips



While second graders read independently, they benefit greatly from being read aloud to by an adult. This allows them to hear what a fluent reader sounds like (and nothing is better than cuddling up and reading with a caregiver).



Encourage your child to reread books. This is a great way to build fluency!



Phonics concepts your child will be working on in this unit include consonant blends and long vowels.



Online Access to Books



| | | |
|---|--|--|
| <p>Fulton County Library Website</p> <p>http://fulcolibrary.org/</p>  | <p>Register for a library card online</p> <p>https://bit.ly/30xCLCT</p>  | <p>Fulton County Library Curbside Service</p> <p>https://bit.ly/3jumRBC</p>  |
|---|--|--|

MackinVIA

Students have access to a complete eResource management system providing eBooks, read-alongs, audiobooks, databases, and videos.

1. Go to www.fultonschools.org.
2. Find Classlink. [Your child's username is their student ID and their password is their birthdate (MMDDYYYY).]
3. Click the e-library app folder. Click on MackinVIA.



Looking for some great books?

| | | |
|--|--|---|
| <p>Author: Shelley Sateren Max and Zoe Series: <i>Max and Zoe: Too Many Tricks</i></p> | <p>Author: Fran Manushkin Pedro Series: <i>Pedro: Pedro's Big Goal</i> Katie Woo series: <i>Katie Woo and Friends</i></p> | <p>Author: Albin Sadar Hamster Holmes series: <i>Hamster Holmes: Combining for Clues</i></p> |
| <p>Author: Dori Chaconas Cork & Fuzz Series: <i>Cork & Fuzz: No Fooling</i></p> | <p>Author: Saadia Faruqi Yasmin Series: <i>Meet Yasmin!</i></p> | <p>Author: Melissa Thomson Keena Ford series: <i>Keena Ford and the Second-Grade Mix-Up</i></p> |

Narrative Writing and Language Standards

Your child will engage in lessons aligned to the following writing and language standards throughout this unit:

- **W3:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **W8:** Recall information from experiences or gather information from provided sources to answer a question.
- **L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
- **L6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adverbs to describe.

Writing Tips



Your child can plan out their writing. One way to do this is to think of the story they want to write and jot down the sequence of events. Then, for each event, they can add details regarding the actions that occurred as they write their story.



Second grade students have a wealth of information about phonics, specifically, the variety of ways to spell words with long vowel sounds. For example, the long a sound can be: ai (drain), ay (day), or silent e (date). Encourage them to be flexible when spelling. If a word is spelled incorrectly, ask them to think of other patterns that might spell that same sound.

1 Have conversations before, during, and after reading together

These activities are typically appropriate for children in kindergarten through third grade.

Having conversations when reading with children helps them develop higher-level thinking and language skills, such as predicting, problem solving, or contrasting. While reading books aloud, ask the child questions and talk about the content of the story together before, during, and after reading.

- Use open-ended questions to ask the child to think about the book's messages and what is happening. See the box below for examples of questions to ask children when reading different types of books.
- Ask the child to apply the book's messages to the world around him by connecting events to his own life.
- Ask more and more complex questions, so the child continues to build her vocabulary and language skills.

Example questions for informational books

that explain facts about the world, such as books about animals

- Why do birds fly south for winter?
- What would happen if you planted a tree in the desert?
- Why is it important to recycle?



Example questions for narrative books

that are about a series of events, whether fictional or nonfictional, such as stories



- Why did the character do what he did?
- What else could she have done?
- If you were in that story, what would you have done?

What skills will this practice help build?

Having conversations about what they are reading helps children build vocabulary and develop skills using language typically found in school settings. Building their skills to think and connect ideas from many contexts allows children to follow more complex language, which they might find in stories, instructions, and descriptions of historical events or nature.

Lesson Notes

Phonics

What is a digraph?

- A digraph is two consonants that come together and form a new sound.
- The digraphs ch, sh, and th can be in the beginning, middle, and end of a word.
- The digraph wh can be at the beginning of a word.

Examples of digraphs:

| | | | |
|---------------|--------------|---------------|--------------|
| <u>ch</u> in | sh <u>in</u> | th <u>in</u> | <u>wh</u> en |
| be <u>ach</u> | fi <u>sh</u> | with <u>h</u> | |

What is a trigraph?

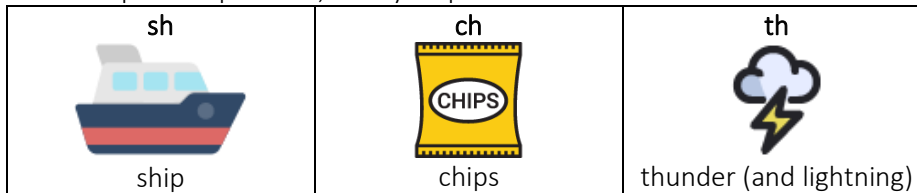
- A trigraph is three consonants that come together and form a new sound.
- The trigraphs tch and dge follow a short vowel sound and come at the end of the word.

Examples of trigraphs:

| | |
|---------------|---------------|
| fe <u>tch</u> | fud <u>ge</u> |
|---------------|---------------|

Parent Tips

Many children can read these digraphs and trigraphs but have difficulties spelling them correctly. As your child begins to spell word with these phonics patterns, it may help for them to have a visual reminder.



Reading

How do readers determine the central message or lesson?

- Readers pay attention to what characters think, do, and say.
- They also pay attention to how characters respond to events.
- They think about the lesson the character may have learned.

Examples of a central message or lesson.

- In the story of *The Little Red Riding Hood*, Red Riding Hood doesn't follow her mother's instructions, meets a wolf, and is almost eaten by the wolf.
- The lesson Red Riding Hood may have learned was the importance of following directions.

Parent Tips

As you are reading aloud to your child, point out the events in the story. Ask the child how he/she would feel in this situation. Ask the child how he/she thinks the character may feel in this situation.

Writing

How do writers signify time order?

- Writers use temporal words to let the reader know the time order of events.
- Examples of these words include first, next, then, finally.

Examples of temporal words:

My grandmother and aunt took me to the library. **First**, I had to get a library card. I signed my name on the card. **Then**, we went to the fiction section. I looked at books. **Next**, I chose three books to checkout. **After**, I went to the counter where the librarian scanned my books and my card. **Finally**, we went home, and I curled up in a comfy chair and began to read.

Parent Tips

Have students include temporal words when they are talking about events. For example, if your child is describing going to the grocery, remind them to say the words that indicate the order: First, we got a cart. Then, we went to the fruits and vegetables. After that, I got a cookie from the bakery. I ran to the ice cream aisle. Then, I chose my favorite flavor of ice cream. Finally, we loaded the bags in the car.

The Blue Coyote

from a Native American fable

1 Long ago, there lived a hungry coyote. One day, he found a juicy bone! He grabbed it and ran away.

2 When he jumped over a fence, he landed in a big tub filled with blue ink. Now his fur was bright blue!



3 The coyote went to the forest. The animals had never seen such a strange blue creature. They were scared and ran away. The sneaky coyote thought of a plan to make the animals give him all the food he wanted.

4 He told the animals he was their new king. They believed him! They also brought him all the food he wanted.

5 One night, he heard coyotes howling at the moon. He could not stop himself. He started howling, too!

6 When the other animals heard him, they knew he was really just another coyote. They were angry at being tricked! They chased the blue coyote right out of the woods.

Close Reader Habits

Underline words or sentences that tell why the animals become angry at the blue coyote.

The Boy Who Cried

Wolf

an Aesop fable

1 Long ago, a boy sat watching a farmer's sheep. He was bored, so he decided to play a trick. "Wolf! Wolf!" he shouted. "A wolf is chasing the sheep!"

2 The villagers came running, but instead of a wolf, they found the boy laughing. "There really isn't any wolf! I just wanted to fool you," he said.

3 The angry villagers returned to the village.

4 However, the boy quickly grew bored again. "Wolf!" he shouted. "A wolf is chasing the sheep!"

5 Again, the villagers came running, and they were furious to find that the boy had tricked them a second time.

6 At the end of the day, the boy saw a real wolf. "Wolf!" he shouted. "There's a wolf after the sheep!" But no one came, and the boy ran to the village crying.

7 "There was a wolf, and no one came!" he said.

"We didn't believe you," the villagers said. "No one believes a liar, even when he tells the truth."

Close Reader Habits

Which events help you figure out the central message of the story? **Underline** words and sentences that tell what the villagers do each time the boy cries "Wolf!"

Read

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **sights**
- **gain**

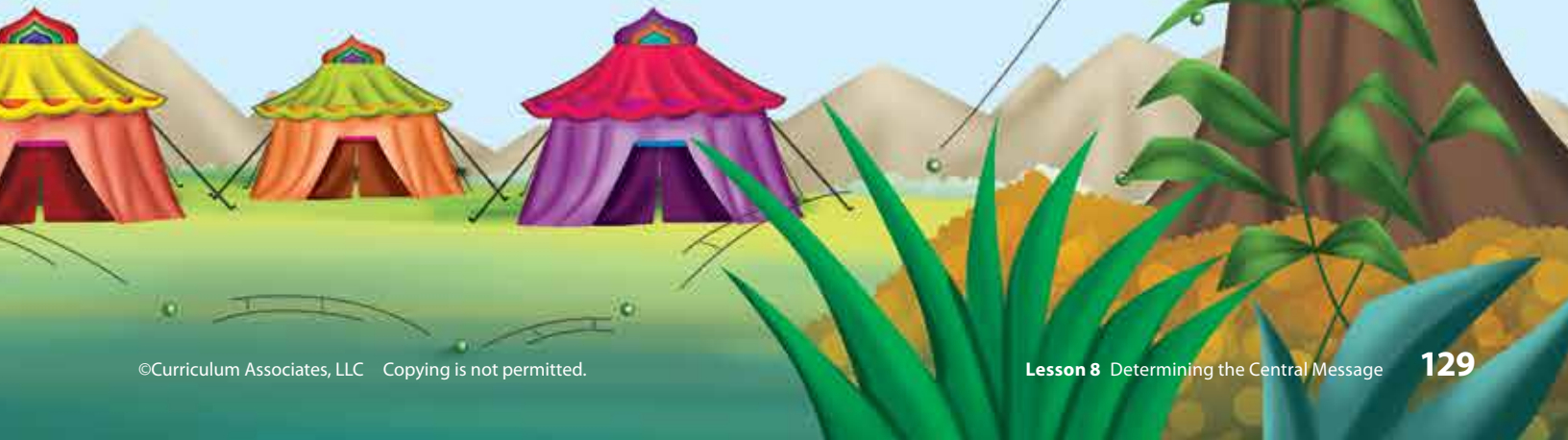
The Monkey and the Peas

a folktale from India

- 1 Once upon a time, there was a king who loved to travel. But he didn't like to visit places in his own country. He thought that more beautiful sights could only be seen in other lands.
- 2 One day, the king and his army were riding their horses through another strange new land. When they became tired, they set up a camp to rest. The horses were hungry, so the soldiers fed them peas.
- 3 A monkey who lived in the forest was watching the king's men from a high tree. He saw the horses eating peas. So he jumped down from the tree to get some of the peas for his dinner.



- 4 He quickly filled his mouth and hands with peas. Then he climbed back up the tree. There he sat down to eat the peas.
- 5 As he ate the peas, one pea fell from his hand to the ground. The monkey dropped all the peas he had in his hands. He ran down to look for the lost pea.
- 6 The monkey could not find the one lost pea. The other peas the monkey had dropped rolled away. He climbed up the tree again and lay on its trunk, looking sad. The monkey was very disappointed.
- 7 The king was watching the monkey from the camp. He said to himself, “To get one pea, that monkey threw away the rest. I would not be like this foolish monkey. He lost everything while trying to gain so little. I will go back to my own country. I will enjoy what I already have.”
- 8 So the king and his army rode back to their country. The king found many beautiful sights in his own land.



ch word fluency

| | | | | |
|---|--------|--------|---------|----------|
| 1 | chin | chip | chill | chick |
| 2 | chap | Chad | chat | champ |
| 3 | chop | chock | chum | chuck |
| 4 | chuck | chore | chain | chase |
| 5 | chump | chunk | chimp | cheese |
| 6 | speech | coach | couch | touch |
| 7 | beach | peach | reach | preach |
| 8 | pouch | slouch | teacher | bleacher |

sh word fluency

| | | | | |
|---|---------|---------|----------|----------|
| 1 | shot | shop | ship | shin |
| 2 | mash | cash | fish | dish |
| 3 | shed | shag | shark | shard |
| 4 | sash | rash | fish | rush |
| 5 | blush | brush | flash | flush |
| 6 | shake | shame | shake | shine |
| 7 | bashful | fishing | seashell | seashore |

th word fluency

| | | | | |
|---|--------|--------|---------|----------|
| 1 | than | then | thin | third |
| 2 | thorn | teeth | tooth | booth |
| 3 | thing | them | path | moth |
| 4 | with | bath | both | thunder |
| 5 | thick | think | thank | thankful |
| 6 | mother | father | brother | bother |
| 7 | three | throw | third | thirst |
| 8 | throne | South | Smith | worth |

th word fluency

tch word fluency

| | | | | |
|---|---------|---------|--------|--------|
| 1 | batch | hatch | patch | latch |
| 2 | match | catch | watch | swatch |
| 3 | ditch | hitch | glitch | Mitch |
| 4 | itch | stitch | witch | pitch |
| 5 | fetch | hutch | crutch | clutch |
| 6 | stretch | scratch | snatch | sketch |

dge word fluency

| | | | | |
|---|--------|--------|--------|--------|
| 1 | badge | budge | bridge | ridge |
| 2 | fudge | nudge | grudge | smudge |
| 3 | hedge | wedge | ledge | sledge |
| 4 | dodge | lodge | ridge | pledge |
| 5 | budget | fidget | gadget | midget |

wh word fluency

| | | | | |
|---|-------|------------|----------|------------|
| 1 | what | when | why | where |
| 2 | which | whisper | whisk | whistle |
| 3 | wheat | white | while | whale |
| 4 | wheel | wheelchair | whenever | whiteboard |

Subject: Mathematics

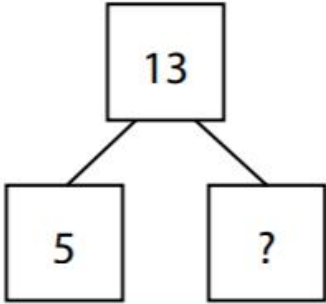
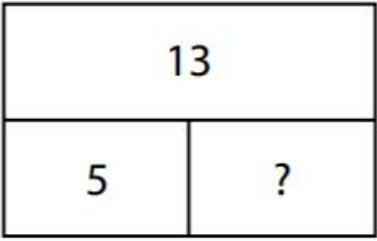
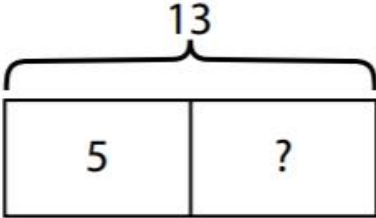
Grade: 2nd

Week 6 (September 21 - 25)

Important notes for parents:

Consider the following word problem: Alex has 13 carrot sticks. He eats 5 carrot sticks. How many carrot sticks does he have left?

You can model this problem many different ways.

| | |
|--|--|
| <p>You can write what you know and what you don't know.</p> <p>Total carrot sticks: 13 Carrot sticks eaten: 5 Carrot sticks left: ?</p> | <p>You can use a number bond.</p>  |
| <p>You can use a bar model.</p>  | <p>You can use a tape diagram.</p>  |

Each of these models will help you write all the facts of the fact family.

| | | | |
|--------------|--------------|--------------|--------------|
| $13 - 5 = ?$ | $13 - ? = 5$ | $5 + ? = 13$ | $? + 5 = 13$ |
|--------------|--------------|--------------|--------------|

You can solve to find that Alex has 8 carrot sticks left.

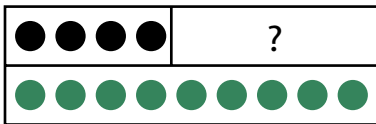
Prerequisite: Use Models to Solve Problems

Study the example showing how to use a bar model to solve a word problem. Then solve Problems 1–6.

Example

Ed has 4 black crayons and 9 green crayons.
How many more green crayons are there?

Draw a picture to show what you know.



Use the picture to write a number sentence. Solve.

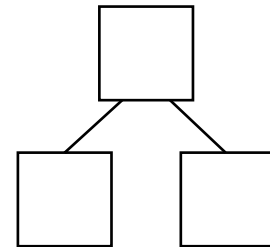
$$4 + ? = 9$$

$$4 + 5 = 9$$

There are 5 more green crayons.

- 1** Use a number bond to model the Example problem. Write each number or symbol in the correct box.

| | | |
|---|---|---|
| ? | 4 | 9 |
|---|---|---|



- 2** Write a complete fact family for the Example problem.

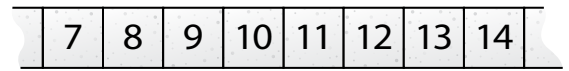


Solve.

- 3 Troy has 8 points in a game. Then he gets more points. Now he has 12 points. How many more points does he get?

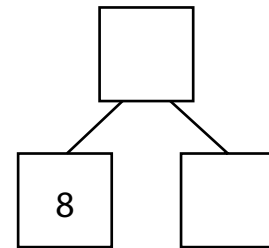
$$8 + \underline{\quad\quad} = 12$$

Troy gets more points.



- 4 Look at Problem 3. Model it using a number bond. Then write a subtraction sentence.

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$



- 5 Liz has 15 CDs. 9 are music CDs. The rest are story CDs. How many are story CDs?

Show your work.

Number sentence: _____

There are story CDs.

- 6 There are 13 cartons of milk and 6 straws. How many fewer straws are there?

Show your work.

Number sentence: _____

There are fewer straws.

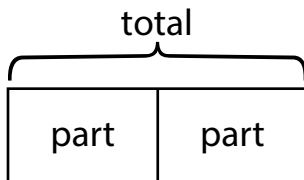
Solve Take-Apart Word Problems

Study the example showing one way to solve a take-apart word problem. Then solve Problems 1–5.

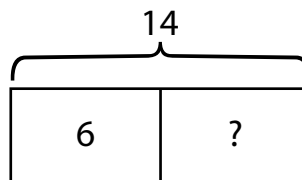
Example

A cart has 14 books. There are 6 on the bottom shelf. The rest are on the top shelf. How many books are on the top shelf?

You can use a tape diagram.



Write what you know.



Write a number sentence. Solve.

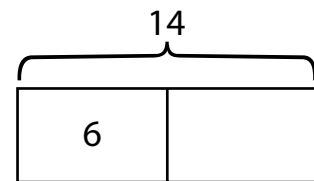
$$14 - 6 = ?$$

$$14 - 6 = 8$$

There are 8 books on the top shelf.

- 1** Complete the tape diagram for the Example problem. Then complete the number sentence.

$$14 = \underline{\quad\quad} + \underline{\quad\quad}$$



- 2** Look at the number sentence you wrote in Problem 1. Explain what your number sentence says about the books in the Example.



Solve.

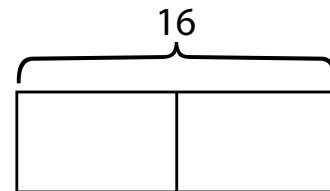
- 3 Rik picked 16 apples. He keeps 9 apples. He gives the rest to friends. How many apples does Rik give his friends?

Circle *Yes* or *No* to show if the information is given in the problem.

- a. the number of apples Rik picked Yes No
- b. the number of apples Rik gives his friends Yes No
- c. the number of apples Rik ate Yes No
- d. the number of apples Rik keeps Yes No

- 4 Look at Problem 3. Complete a tape diagram and solve the problem. Tell how you found your answer.

Rik gave his friends _____ apples.



- 5 There are 11 frogs at the pond. There are 5 frogs in the water. The rest are in the mud. How many frogs are in the mud?

Show your work.

Answer: _____

Add and Subtract within 20 (Monday – Part B)

Use any strategy to solve the following addition and subtraction problems:

$$8 + \underline{\quad} = 20$$

$$\underline{\quad} + 15 = 19$$

$$6 + 12 = \underline{\quad}$$

$$20 - 4 + \underline{\quad}$$

$$3 + \underline{\quad} = 13$$

$$16 + \underline{\quad} = 18$$

$$\underline{\quad} + 11 = 16$$

$$5 + 7 = \underline{\quad}$$

$$14 - \underline{\quad} = 7$$

$$\underline{\quad} - 5 = 15$$

$$16 + 4 = \underline{\quad}$$

$$\underline{\quad} - 9 = 4$$

Social Studies, Grade 2
Week 6 (September 21-25, 2020)

Monday

Step 1: Your student will view the 3-minute *Mary Musgrove* PBS Georgia Studies video. You can access the video using the QR code or link below.



After viewing the video on Mary Musgrove, ask your student the following questions:

- Who was Mary Musgrove?
- Describe her early childhood.
- What role in the deerskin trade did she play?
- How did her skills contribute to linking the “new” and “old world” of the colonists and Native Americans?

Note to parents: The goal of the prompting questions is to guide your student in understanding Mary Musgrove’s most significant contributions to the founding of Georgia: served James Oglethorpe as an interpreter and negotiator; helped maintain peace between the English and Native Americans; and found the Cowpens, the center of the 18th Century English-Indian deerskin trade.

Step 2: To deepen your student’s understanding of Mary Musgrove and her accomplishments, have him/her read the following article, highlighting the ways she contributed to the establishing of Georgia and why it was unique for a woman in the 18th century to have participated in such ways.

Guiding questions:

- What made Mary’s accomplishments usual and special for the time?
- What kind of person can you deduce Mary was based on her actions?
- How is Mary Musgrove like James Oglethorpe? Tomochichi?
- What similarities/differences do you have with Mary Musgrove?

Mary Musgrove (1700 – 1763)



Mary Musgrove was born to a Creek Indian mother and an English trader father from the South Carolina Colony. Her Creek Indian name was Coosaponakeesa. Mary was born at Coweta, along the Ocmulgee River in present day Georgia. When Mary was growing up, she spent time in Coweta with her mother and South Carolina with her father. Mary could do something that many people could not do. She could speak English and her Creek language.

Mary Musgrove married John Musgrove, an English trader. Together, they started a trading post business at Yamacraw Bluff. A trading post is where English settlers (people who came from England to live in America) and Native Americans go to trade things. For example, they would trade deerskin, tools, food, and clothing. Mary helped her husband by translating for him at their trading post. She helped her husband speak to the Creek Indians during trading.

Mary Musgrove also helped start the Georgia Colony. When the English settler, James Oglethorpe, came to America to start the colony of Georgia, he needed someone to help him speak to the Creek Indian leader, Tomochichi. Mary Musgrove became an important part of starting the city of Savannah and the colony of Georgia, because she translated for Oglethorpe and Tomochichi. She helped the two men talk and keep peace between the English settlers and the Creek Indians.



During Mary Musgrove's time, not many women owned businesses or land. Mary Musgrove had both of these things. She was a strong businesswoman. In 1993, Mary Musgrove was inducted into the Georgia Women of Achievement to honor her for her hard work.

Step 3: After engaging your student in the viewing, reading, and discussion, guide him/her in completing the following graphic organizer on Mary Musgrove's life.

| | | |
|------------------------|-------------------------|------------------------|
| Important Dates | Our Similarities | Our Differences |
| Illustration | <i>Mary Musgrove</i> | Contributions |
| | Character Traits | |

Physical Education - Monday

Standard: PE2.1.a *The physically educated student demonstrates competency in a variety of motor skills and movement patterns.*

Alphabet Fitness: Using the Alphabet Fitness sheet, create and perform a 20 min. fitness circuit using your name, to make the workout longer try doing your first and last name, or even adding your middle name.

Example: M-U-S-C-L-E

M - 5 Burpees

U - 15 Squats

S - 15 Mountain Climbers

C - 10 Squats

L - 10 Walking Lunges

E - 20 Mountain Climbers

A - 20 Jumping Jacks

B - 20 Crunches

C - 10 Squats

D - 10 Pushups

E - 20 Mountain Climbers

F - 10 Burpees

G - 10 Arm Circles

H - 15 Squats

I - 5 Push-ups

J - 20 High Knees

K - 10 Push-ups

L - 10 Walking Lunges

M - 5 Burpees

O - 20 Jumping Jacks

P - 10 Arm Circles

Q - 15 Crunches

R - 5 Pushups

S - 15 Mountain Climbers

T - 20 High Knees

U - 15 Squats

V - 10 Burpees

W - 30 Jumping Jacks

X - 15 Crunches

Y - 20 Jumping Jacks

Z - 20 Plank Shoulder Tap

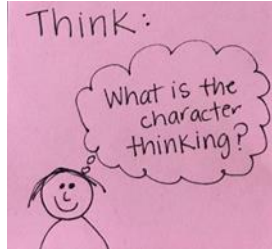
English Language Arts - Tuesday, September 15, 2020

Phonics

Another digraph is 'wh', and it makes the sound /w/ as in when.

- Read lines 1 – 4 on the wh word fluency page.
- Which word means to speak quietly? [whisper]
- Which word can be found on a bike and in a car? [wheel]
- Which word can be found in the ocean? [whale]
- Which word can be found in the kitchen? [whisk]

Readers learn about a character by imagining what the character might be thinking.



You can keep track of what a character is thinking by recording the event and noting what the character might be thinking. Put yourself in the character's shoes – if the event happened to you, what would you think?

Read, or have a caregiver read aloud *The Boy Who Cried Wolf*. While you are reading, keep track of the events and what the characters might be thinking.

| Event | The boy is thinking... | The villagers are thinking... |
|--|------------------------|-------------------------------|
| The boy is watching the sheep and cries that there is a wolf. | | |
| The boy is watching the sheep and cries that there is a wolf a second time. | | |
| The boy is watching the sheep and sees a wolf and cries that there is a wolf a third time. | | |

Based on this information, what do you think the character may have learned?

Solve Comparison Word Problems

Study the example showing a way to solve a comparison word problem. Then solve Problems 1–4.

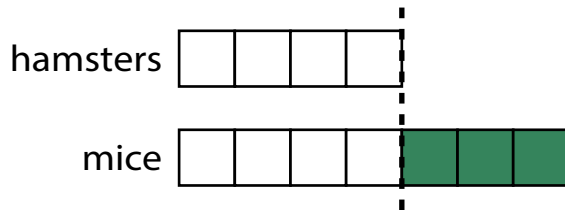
Example

Maya has 4 hamsters and some mice. She has 3 fewer hamsters than mice. How many mice does Maya have?

Think about what you know.

There are **3 fewer hamsters** than mice.
That means there are **3 more mice** than hamsters.

Draw a picture.



Write a number sentence. $4 + 3 = 7$

Maya has 7 mice.

- 1** There are 4 fewer markers than crayons. Circle *fewer* or *more* to complete each sentence.

There are 4 **fewer/more** markers than crayons.

That means there are 4 **fewer/more** crayons than markers.



Solve.

- 2 There are 4 fewer markers than crayons. There are 6 markers. How many crayons are there?

Show your work.

Answer: _____

- 3 There are 8 children standing. There are 3 fewer children standing than sitting. How many children are sitting? Circle the correct answer.

A 3

C 8

B 5

D 11

- 4 Dara has 12 red counters. She has 7 more red counters than yellow counters. How many yellow counters does Dara have?

Show your work.

Answer: _____

Solve Different Kinds of Word Problems

Solve the problems.

- 1** Sid has 17 flowers. There are 8 blue flowers. The rest are yellow. How many flowers are yellow?

Circle *Yes* or *No* to show if the information is given in the problem.

- | | | |
|--|-----|----|
| a. the number of yellow flowers | Yes | No |
| b. the number of red flowers | Yes | No |
| c. the number of blue flowers | Yes | No |
| d. the total number of flowers | Yes | No |

It could be helpful to underline the information given in the problem.



- 2** Sid has 17 flowers. There are 8 blue flowers. The rest are yellow. How many flowers are yellow?

Circle the correct answer.

- | | |
|------------|-------------|
| A 8 | C 17 |
| B 9 | D 20 |

You can add or subtract to find the answer.



Solve.

- 3** There are 9 dancers in a play. There are 3 more dancers than singers in the play. How many singers are in the play?

Show your work.

Are there more dancers or singers in the play?



Answer: _____

- 4** Lin has 4 pinecones and some acorns. She has 7 fewer pinecones than acorns. How many acorns does Lin have? Circle the correct answer.

A 3 **C** 7
B 4 **D** 11

Does Lin have more pinecones or acorns?



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

Addition Fact Practice (Tuesday)

See how quickly you can solve these problems. You want to get the answers correct too. 😊

$5 + 3 =$

$8 + 1 =$

$7 + 0 =$

$6 + 2 =$

$4 + 5 =$

$5 + 4 =$

$1 + 1 =$

$0 + 0 =$

$2 + 2 =$

$1 + 4 =$

$7 + 1 =$

$4 + 1 =$

$1 + 8 =$

$2 + 1 =$

$3 + 2 =$

$2 + 5 =$

$0 + 6 =$

$5 + 2 =$

$6 + 3 =$

$7 + 2 =$

$3 + 1 =$

$4 + 4 =$

$0 + 1 =$

$8 + 0 =$

$9 + 0 =$

$6 + 0 =$

$2 + 3 =$

$0 + 5 =$

$1 + 6 =$

$0 + 8 =$

$1 + 7 =$

$4 + 3 =$

$0 + 4 =$

$0 + 3 =$

$1 + 2 =$

$2 + 7 =$

$5 + 1 =$

$0 + 7 =$

$6 + 1 =$

$3 + 4 =$

$0 + 9 =$

$1 + 5 =$

$2 + 6 =$

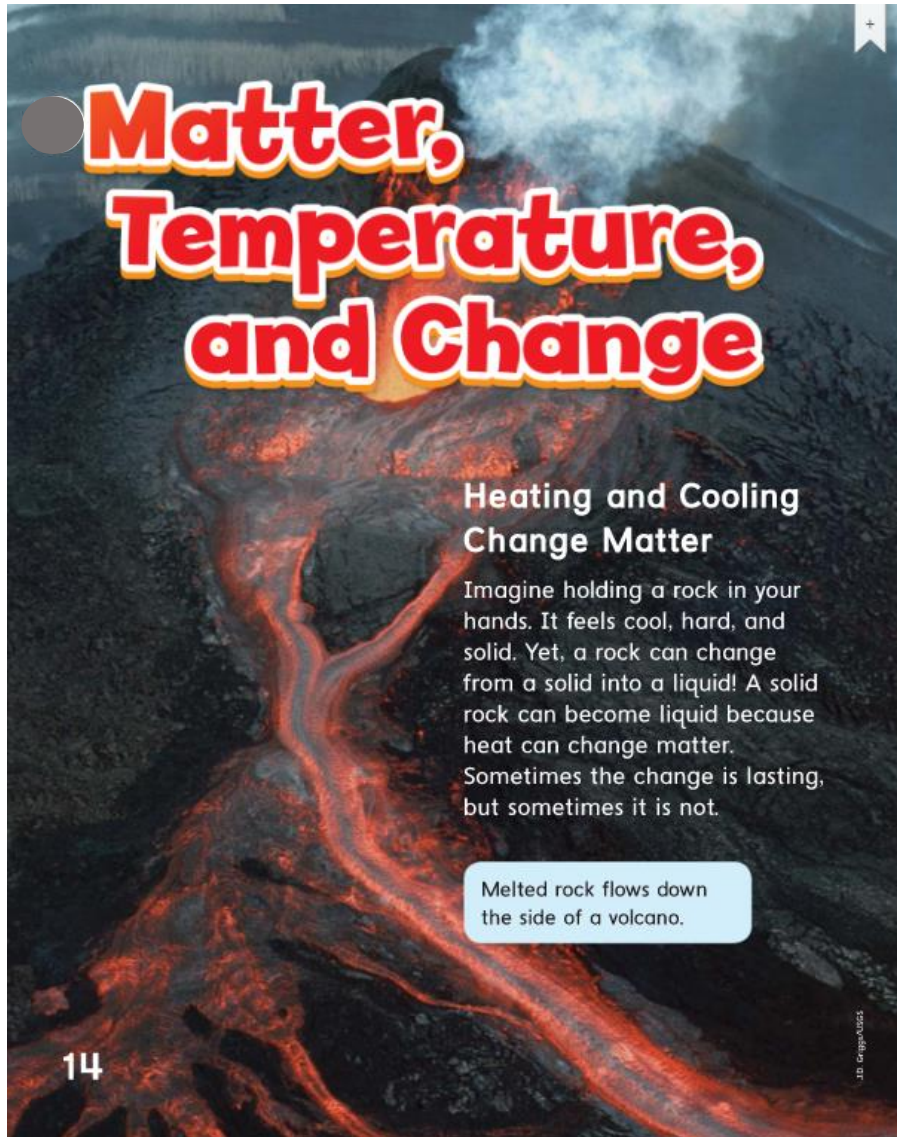
$0 + 2 =$

$3 + 6 =$

$2 + 4 =$

$1 + 3 =$

$3 + 3 =$



Matter, Temperature, and Change

Heating and Cooling Change Matter

Imagine holding a rock in your hands. It feels cool, hard, and solid. Yet, a rock can change from a solid into a liquid! A solid rock can become liquid because heat can change matter. Sometimes the change is lasting, but sometimes it is not.

Melted rock flows down the side of a volcano.



Melted rock cools and becomes solid rock.

Temperature is a measurement of how hot or cold something is. A **thermometer** is used to measure temperature. Inside a volcano, the temperature gets so hot that some rock melts. The melted rock flows down the sides of a volcano when it erupts like a hot river. When the liquid rock cools, it changes back into solid rock.



Water evaporates into the air.

Hot Matter Can Evaporate

To **evaporate** is to change from a liquid to a gas and go into the air. Water evaporates from oceans, rivers, lakes, and moisture on the land. Heat is needed for a liquid such as water to change to a gas.



The steam is water turning into gas.



The higher the temperature, the faster a liquid evaporates. For example, a rain puddle evaporates more quickly when it is hot outside than when it is cool. Just as heating a liquid changes it into a gas, cooling a gas can change it back to a liquid.



Gas condenses into liquid.

Cold Matter Can Condense

You may have seen water drops appear on the inside of a window on a cool day. The warmer air indoors holds water vapor. Water vapor is water that has evaporated and gone up into the air as a gas. When that air is cooled against a cold window, the gas changes back into a liquid.



The gas in the warm air turns back into water when it touches the cool glass.

When a gas changes to a liquid, it **condenses**. Water condenses outdoors, too. When water evaporates into water vapor, it mixes with air. When air containing water vapor cools, the vapor condenses back into a liquid.

Cold Freezes and Heat Melts

Water also can become a solid. When a liquid becomes very cold, it changes into a solid, or **freezes**. Ice is the solid form of water.

An iceberg is solid water.



Water freezes into ice and icicles.

Heat from the Sun causes solid objects to melt.



Heat is a kind of energy that makes objects feel warm. Heat causes solid objects to **melt**, or change from a solid to a liquid. Snow and ice will melt from the warmth of the Sun. Even an iceberg will melt when the temperature rises for a long time. Very little heat is needed to melt matter such as chocolate and butter. Too much heat can **burn**, or damage and change an object.



Some Changes Last

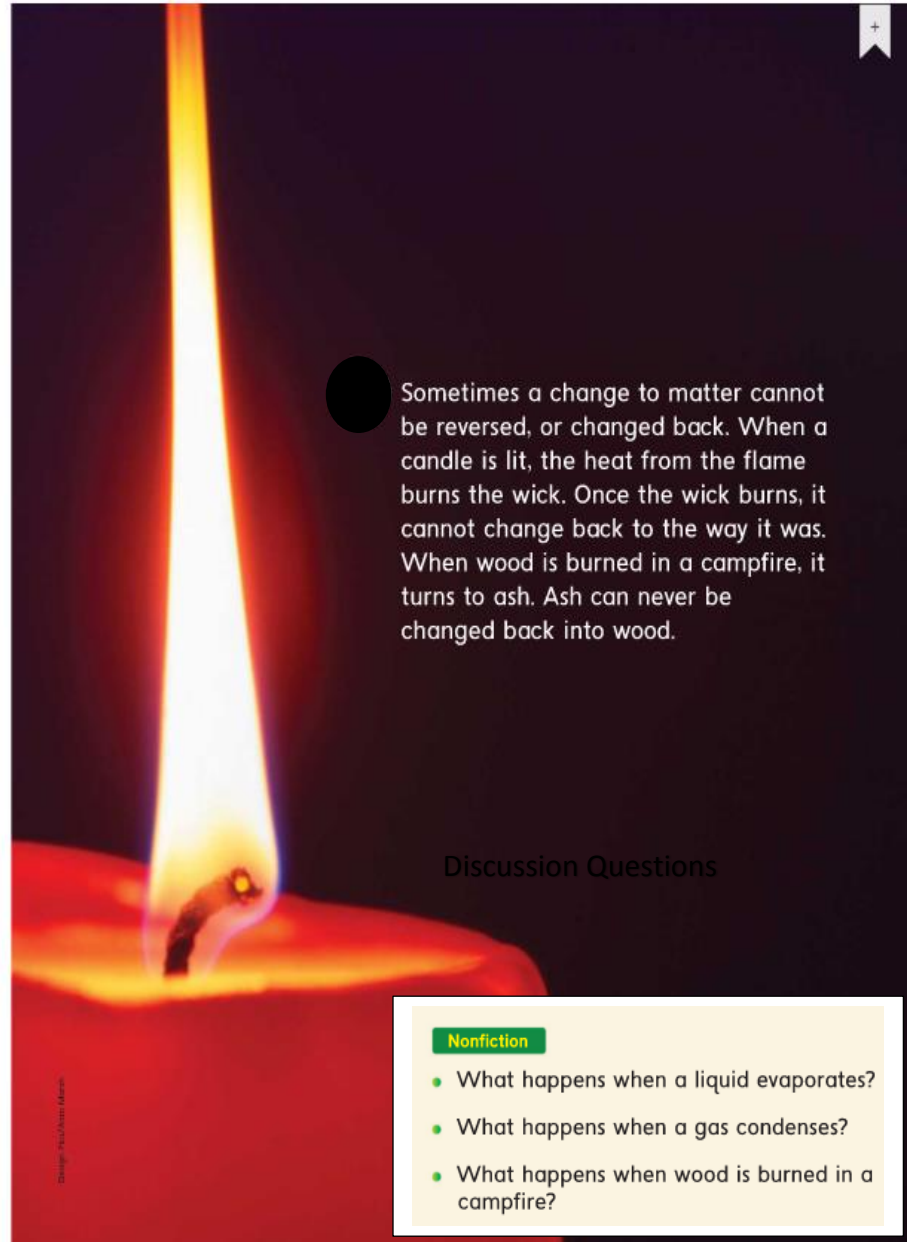
Heating and cooling matter can change it. Wax is melted to make a crayon or a candle. The liquid wax is poured into a mold to shape it. Then the mold is cooled with cold water. Now the wax changes back to a solid.



Hot wax is liquid.



Cool wax is solid.



Sometimes a change to matter cannot be reversed, or changed back. When a candle is lit, the heat from the flame burns the wick. Once the wick burns, it cannot change back to the way it was. When wood is burned in a campfire, it turns to ash. Ash can never be changed back into wood.

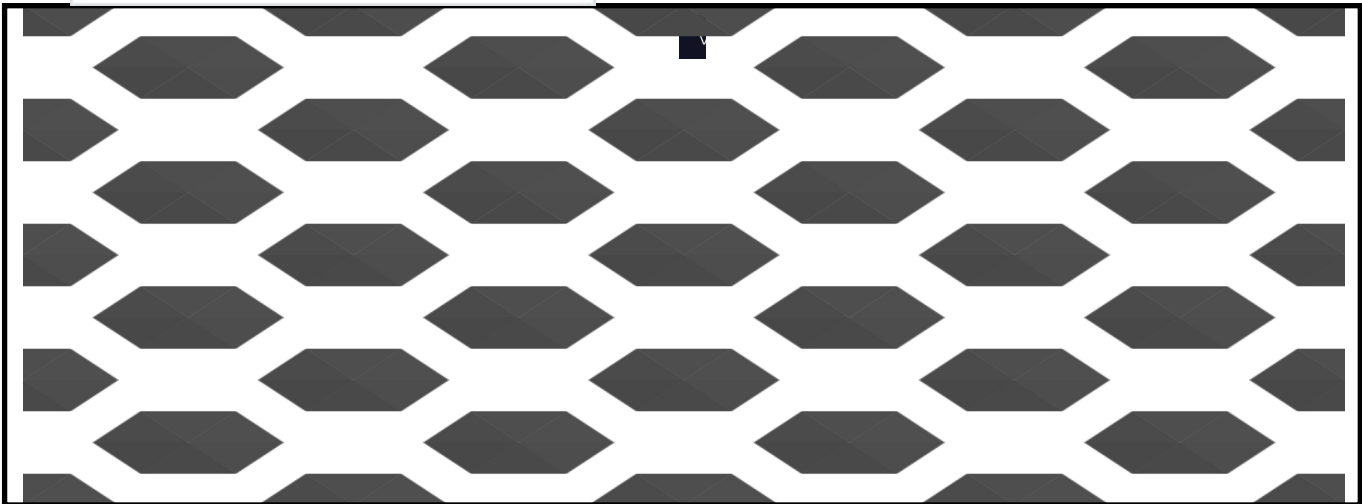
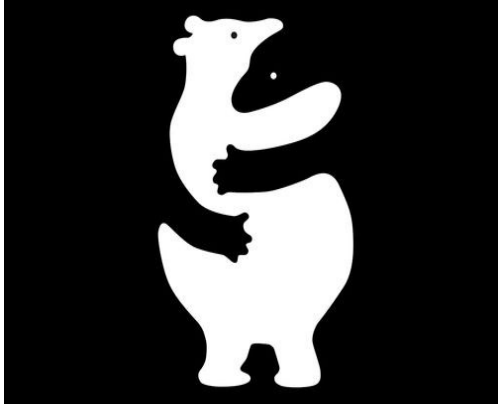
Discussion Questions

Nonfiction

- What happens when a liquid evaporates?
- What happens when a gas condenses?
- What happens when wood is burned in a campfire?

Week 6– 2nd Grade Art—Worksheet—

Name _____ Teacher _____



English Language Arts - Wednesday, September 16, 2020

Phonics

A trigraph is 3 consonants that are right next to each other and make a unique sound. One trigraph is tch.

-tch

Use **-tch** in a one syllable word,
with a short vowel sound,
followed by /ch/.

| | |
|---------|--------|
| catch | blotch |
| stretch | hutch |
| itch | |

- Use the tch word fluency page.
- On lines 1 and 2, highlight the first vowel.
- Now, read lines 1 and 2 aloud.
- Read lines 3 and 4 aloud.
- Which word means can be found in baseball and in music? [pitch]
- Which word means an error? [glitch]
- Read lines 5 and 6.
- Explain why the words end in tch.

Reading

Often characters change in a book or story. Readers learn about a character's change by paying attention to how the character responds to events.

- Read, or have a caregiver read aloud, *The Monkey and the Peas*.
- Stop at each of the parts noted in this chart. How does the character respond to each event?

| Event | The character responds by... |
|--|------------------------------|
| The monkey jumped down to get some peas. | |
| One pea fell from the monkey's hand to the ground. | |
| All the peas fall from the monkey's hands. | |
| The king saw the monkey lose the peas. | |

- What does this tell you about the monkey?
- What does this tell you about the king?

Writing

Writers organize their stories in different ways. One way is to tell the events in the order they occurred. This is called sequencing the story. When writers do this, they use words to show the order.



- Decide on a story to tell.
- Use different pieces of paper to sketch out the events.
- Organize the events so they are in the correct order.
- Add in the words that will help the reader remember the order.



Solve One-Step Word Problems

Use What You Know

Solve a one-step word problem.

Seth ate 9 grapes. Then his dad gave him more grapes, and he ate them. Seth ate 15 grapes in all. How many grapes did Seth’s dad give him?



a. What is the total number of grapes Seth ate?
Write this number in the top box.

b. How many grapes did Seth eat first?
Write this number in the bottom left box.

c. What does the $\boxed{?}$ stand for?

d. Write an equation using the numbers in the model.

_____ + ? = _____

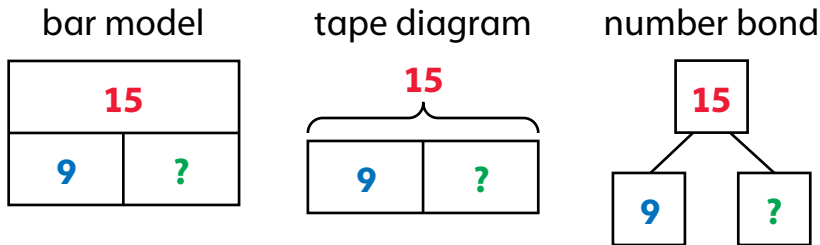
e. How many grapes did Seth’s dad give him?

| | |
|--|---|
| | |
| | ? |



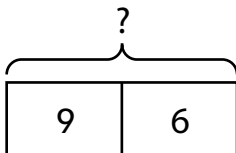
Find Out More

You can use models to show the problem on the previous page.



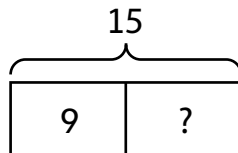
The ? can be in different places in the models and **equations**.

Find the total.



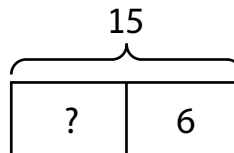
$$\begin{aligned} 9 + 6 &= ? \\ ? - 9 &= 6 \\ ? - 6 &= 9 \end{aligned}$$

Find the change.



$$\begin{aligned} 9 + ? &= 15 \\ 15 - 9 &= ? \\ 15 - ? &= 9 \end{aligned}$$

Find the start.



$$\begin{aligned} ? + 6 &= 15 \\ 15 - ? &= 6 \\ 15 - 6 &= ? \end{aligned}$$

Reflect Work with a partner.

- Talk About It** Ronin had 11 marbles. He gave some away. Now he has 6 left. How could you use a model and equation to find how many marbles Ronin gave away?

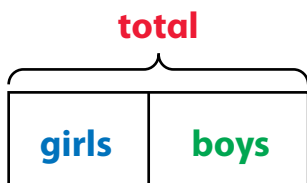
Write About It _____

Learn About Solving Take-Apart Word Problems

Read the problem. Then you will explore different ways to solve word problems.

There are 15 players on a team. There are 7 girls. The rest of the players are boys. How many boys are on the team?

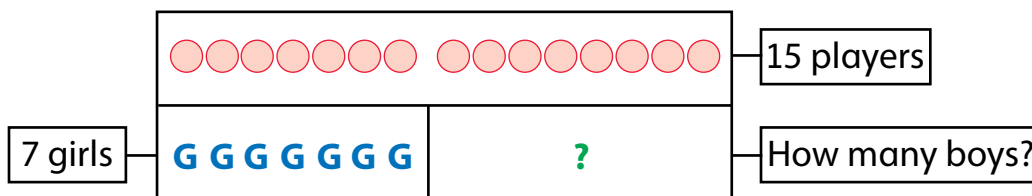
Model It You can use words in a tape diagram.



Understand It You can write what you know and don't know.

- Total players: 15
- Number of girls: 7
- Number of boys: ?

Picture It You can draw a picture.

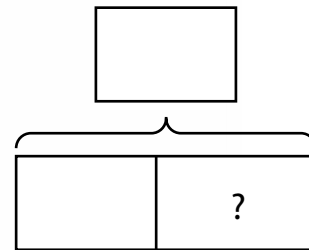


▶ Connect It Use a model and equation to solve the problem.

2 What number is the total? What part do you know?
Complete the model at the right.

3 Write two equations for the model.

_____ + ? = 15 15 - _____ = ?



4 Explain what the equations show.

5 How many boys are on the team? Tell how you know.

6 Talk About It Why can you add or subtract to solve the problem on the previous page?

Write About It _____

▶ Try It Try another problem.

7 Jen has 12 pencils. 7 are blue and the rest are white.
How many white pencils does she have?
Write an equation to solve.

Add and Subtract within 20 (Wednesday – Part B)

Use any strategy to solve the following addition and subtraction problems:

$$2 + \underline{\quad} = 17$$

$$\underline{\quad} + 6 = 12$$

$$5 + 13 = \underline{\quad}$$

$$18 - 4 + \underline{\quad}$$

$$4 + \underline{\quad} = 20$$

$$11 + \underline{\quad} = 15$$

$$\underline{\quad} + 9 = 16$$

$$6 + 7 = \underline{\quad}$$

$$15 - \underline{\quad} = 7$$

$$\underline{\quad} - 4 = 15$$

$$6 + 14 = \underline{\quad}$$

$$\underline{\quad} - 9 = 1$$

Social Studies, Grade 2
Week 6 (September 21-25, 2020)

Wednesday

Step 1: Remind your student of the learning s/he did yesterday with the video and text on Mary Musgrove. Share the following facts with your student:

- Mary Musgrove was born to a Creek Indian mother and an English father and grew up straddling these two cultures.
- John Wesley, a founder of Methodism, described her this way in 1736: “Tomochichi’s interpreter was one Mrs. Musgrove. She understands both languages, being educated amongst the English. She can read and write and is a well-civilized woman. She is likewise to teach us the Indian tongue.”
- Her Creek name was Coosaponakeesa, and she is most well known for her role as translator between Oglethorpe and Tomochichi. Her fluency in English and Muskogee languages was a great asset to her and to the founding of Georgia.
- She married an English fur trader and was a successful businesswoman and trader, especially with the deerskin trade. She managed to make profit and own land in a time when few women did that.
- She was honored as a Georgia Woman of Achievement.



Tell your student that Mary Musgrove was inducted into the Georgia Women’s Hall of Fame in 1993 because of the great service she provided to General Oglethorpe and the English Crown in founding the colony of Georgia.

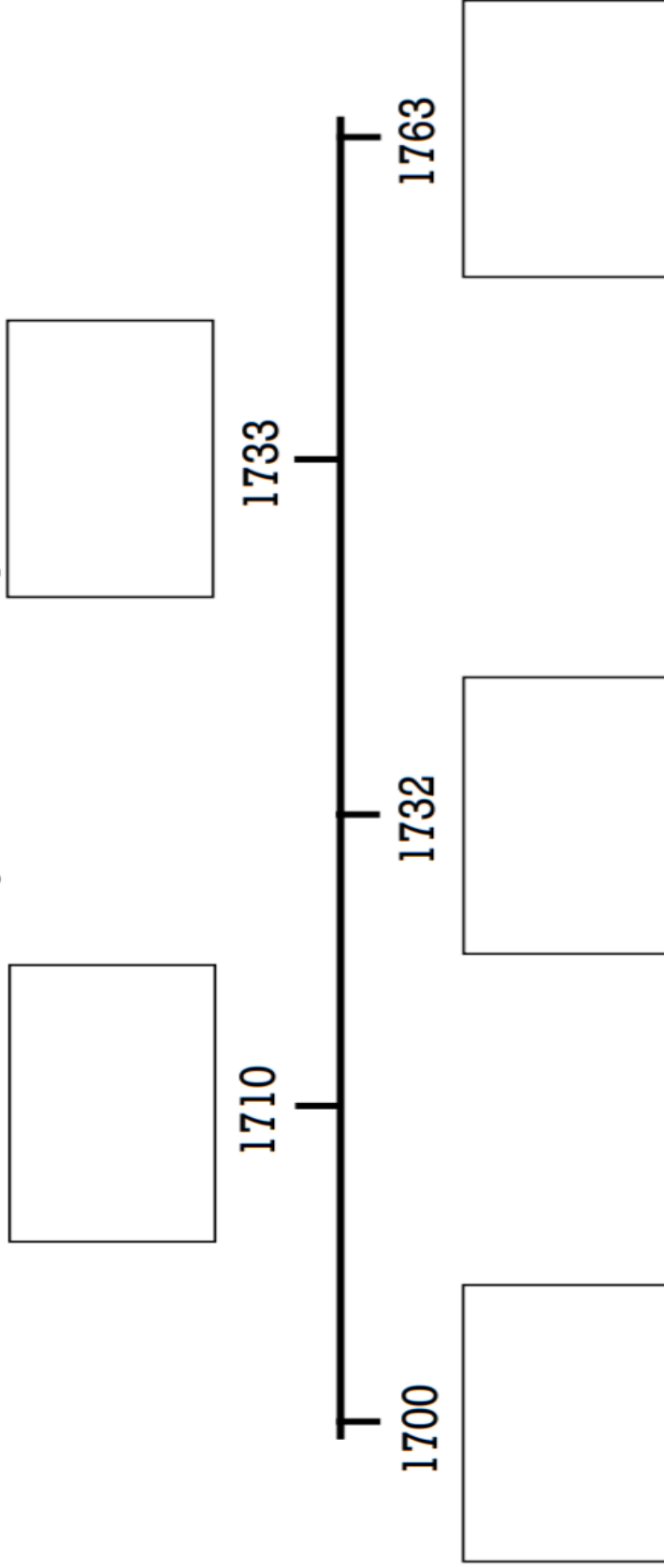
Note to parents: For more information on the Georgia Woman of Achievement award, you can your student visit <https://www.georgiawomen.org/mary-musgrove-bosomworth>.

Step 2: Provide your student with the Timeline of Mary Musgrove’s Life activity below. To complete the activity, your student will cut the events off the bottom and glue them into the correct open space on the timeline. Guide your student to read each event and place each an order prior to gluing. Once finished, your student can answer the question: **How did Mary show that she was trustworthy?**

Timeline of Mary Musgrove's Life

Name: _____

Cut the events off the bottom and glue them into the correct place on the timeline.



How did Mary Musgrove show that she was trustworthy? _____

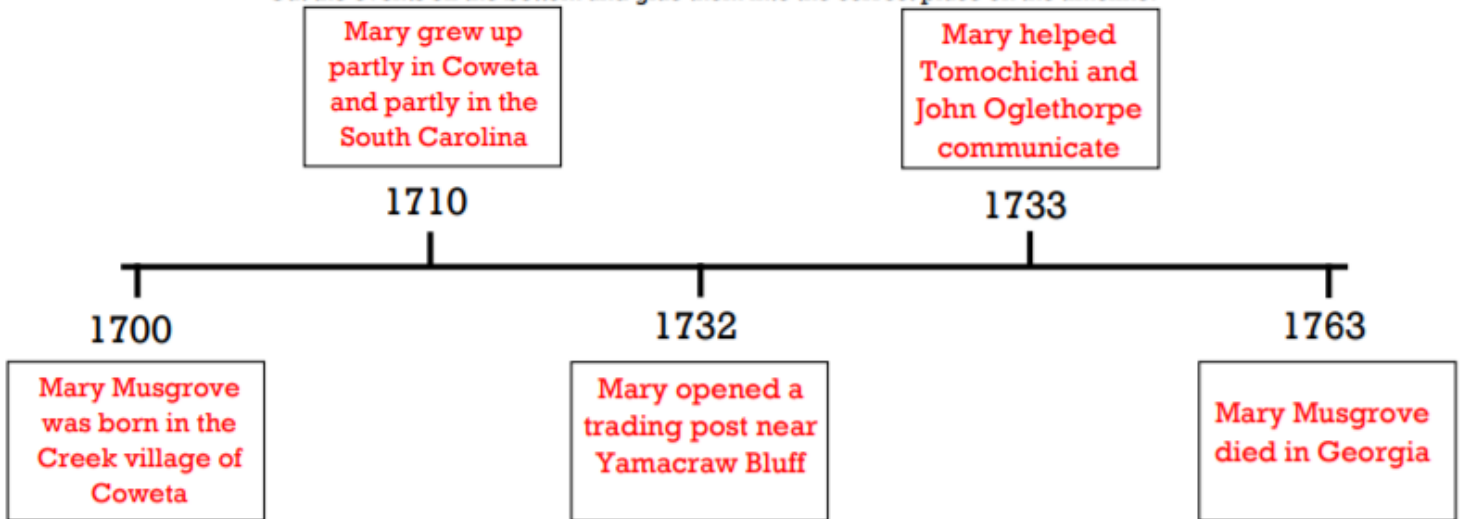
| | | | | |
|--|---|-------------------------------|---|---|
| Mary opened a trading post near Yamacraw Bluff | Mary Musgrove was born in the Creek village of Coweta | Mary Musgrove died in Georgia | Mary helped Tomochichi and James Oglethorpe communicate | Mary grew up partly in Coweta and partly in the South Carolina colony |
|--|---|-------------------------------|---|---|

Step 3: Share the answer key with your student after s/he has completed the activity. Then discuss: *What other qualities Mary must have had to play such a significant role in the founding of Georgia?* Some examples may include patient (She taught the language of the Natives to the English and taught English to the Native Americans), influencer (She played a key role in keeping the Creeks on the English side, helping them maintain control over the colony against Spanish invasion), and smart (She was successful in the trading business).

Timeline of Mary Musgrove's Life

Answer Key

Cut the events off the bottom and glue them into the correct place on the timeline.



How did Mary Musgrove show that she was trustworthy? Mary was trustworthy
because she helped the Creek and the English settlers trade and communicate.

| | | | | |
|--|---|-------------------------------|---|---|
| Mary opened a trading post near Yamacraw Bluff | Mary Musgrove was born in the Creek village of Coweta | Mary Musgrove died in Georgia | Mary helped Tomochichi and James Oglethorpe communicate | Mary grew up partly in Coweta and partly in the South Carolina colony |
|--|---|-------------------------------|---|---|

Physical Education - Wednesday

Standard: PE2.1.a *The physically educated student demonstrates competency in a variety of motor skills and movement patterns.*

Alphabet Fitness:

Using the Alphabet Fitness sheet, create and perform a 20 min. fitness circuit. This week instead of using your name, use the name of your school. Try adding in your school and mascot (ex. Ocee Otters).

A - 20 Jumping Jacks

B - 20 Crunches

C - 10 Squats

D - 10 Pushups

E - 20 Mountain Climbers

F - 10 Burpees

G - 10 Arm Circles

H - 15 Squats

I - 5 Push-ups

J - 20 High Knees

K - 10 Push-ups

L - 10 Walking Lunges

M - 5 Burpees

O - 20 Jumping Jacks

P - 10 Arm Circles

Q - 15 Crunches

R - 5 Pushups

S - 15 Mountain Climbers

T - 20 High Knees

U - 15 Squats

V - 10 Burpees

W - 30 Jumping Jacks

X - 15 Crunches

Y - 20 Jumping Jacks

Z - 20 Plank Shoulder Taps

English Language Arts - Thursday, September 17, 2020

Phonics

Another trigraph is dge.

-dge

Use **-dge** in a one syllable word,
with a short vowel sound,
followed by /j/

| | |
|--------|--------|
| badge | dodge |
| pledge | smudge |
| bridge | |

On the dge word fluency page:


- On lines 1 and 2, use a highlighter or crayon and highlight the vowels.
- Read lines 1 and 2 aloud. Say why the /j/ sound is spelled with dge.
- Now read lines 3 – 4 aloud.

Reading

Stories can teach us lessons about life.

Reread, or have a caregiver read aloud *The Monkey and the Peas*. To figure out the lesson, readers think: What are the most important events in the story?

- Use your hand to tell the important events in the story.

| First... | Then... | Next... | Also... | Finally... |
|--|--|--|---|--|
|  |  |  |  |  |

- The king learns an important lesson by watching the monkey. What lesson does he learn?

Learn About  **Solving Comparison Word Problems**

Read the problem. Then you will explore different ways to solve word problems.

A small bag holds 3 fewer soccer balls than a big bag.
The small bag holds 9 soccer balls. How many soccer balls does the big bag hold?

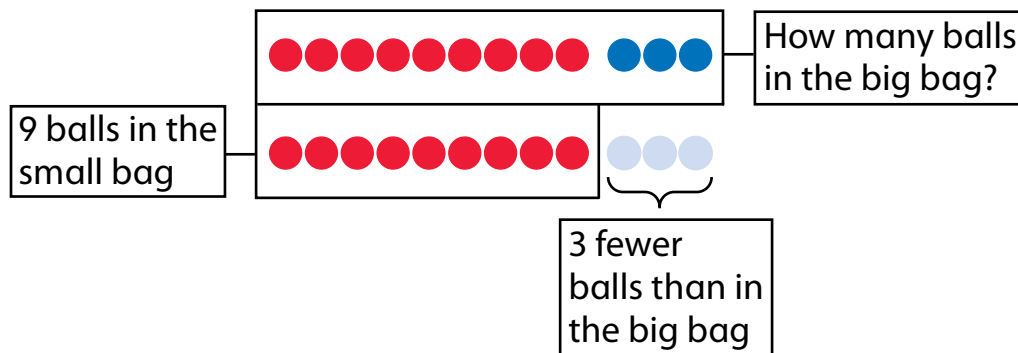
Understand It You can write what you know and don't know.

Know: small bag = 9 balls

Know: small bag + 3 = big bag

Find: How many balls in the big bag?

Picture It You can draw a picture.



▶ Connect It Write an equation to solve the problem.

8 The small bag holds _____ fewer balls than the big bag. So, the big bag holds _____ more balls than the small bag.

9 How many balls does the small bag hold? _____

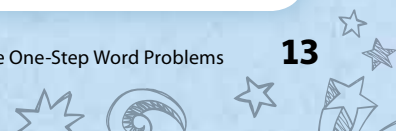
10 Write an addition equation to solve the problem. What does the equation show?

11 **Talk About It** Can you write a subtraction equation to find the answer to this problem? Explain.

Write About It _____

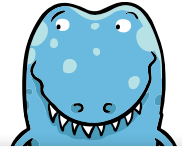
▶ Try It Try another problem.

12 Ted has 8 white balloons and some red balloons. There are 2 fewer white balloons than red balloons. How many red balloons does Ted have?



- 14** Kim had 12 stickers. She gave some to her sister. Now Kim has 6 stickers left. How many stickers did Kim give her sister?

Show your work.

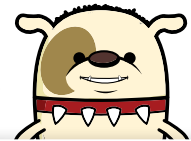


You can add or subtract to find the answer.

Answer _____

- 15** Kyle has 7 fish. He has 4 fewer fish than Ana. How many fish does Ana have?

- A** 3
- B** 4
- C** 11
- D** 12



Who has more fish?

Deb chose **A** as the answer. This answer is wrong. How did Deb get her answer?

Addition Fact Practice (Thursday)

See how quickly you can solve these problems. You want to get the answers correct too. 😊

$1 + 1 =$

$8 + 1 =$

$1 + 7 =$

$6 + 2 =$

$7 + 1 =$

$5 + 1 =$

$0 + 6 =$

$1 + 4 =$

$3 + 3 =$

$4 + 4 =$

$2 + 3 =$

$7 + 0 =$

$2 + 7 =$

$2 + 6 =$

$2 + 2 =$

$0 + 2 =$

$1 + 2 =$

$5 + 4 =$

$7 + 2 =$

$0 + 5 =$

$0 + 1 =$

$6 + 3 =$

$9 + 0 =$

$0 + 9 =$

$1 + 5 =$

$1 + 8 =$

$4 + 3 =$

$4 + 2 =$

$0 + 8 =$

$4 + 1 =$

$2 + 1 =$

$6 + 1 =$

$3 + 6 =$

$3 + 5 =$

$1 + 3 =$

$0 + 0 =$

$5 + 3 =$

$2 + 5 =$

$2 + 4 =$

$4 + 5 =$

$3 + 2 =$

$0 + 4 =$

$6 + 0 =$

$1 + 6 =$

$3 + 1 =$

$8 + 0 =$

$5 + 2 =$

$0 + 3 =$

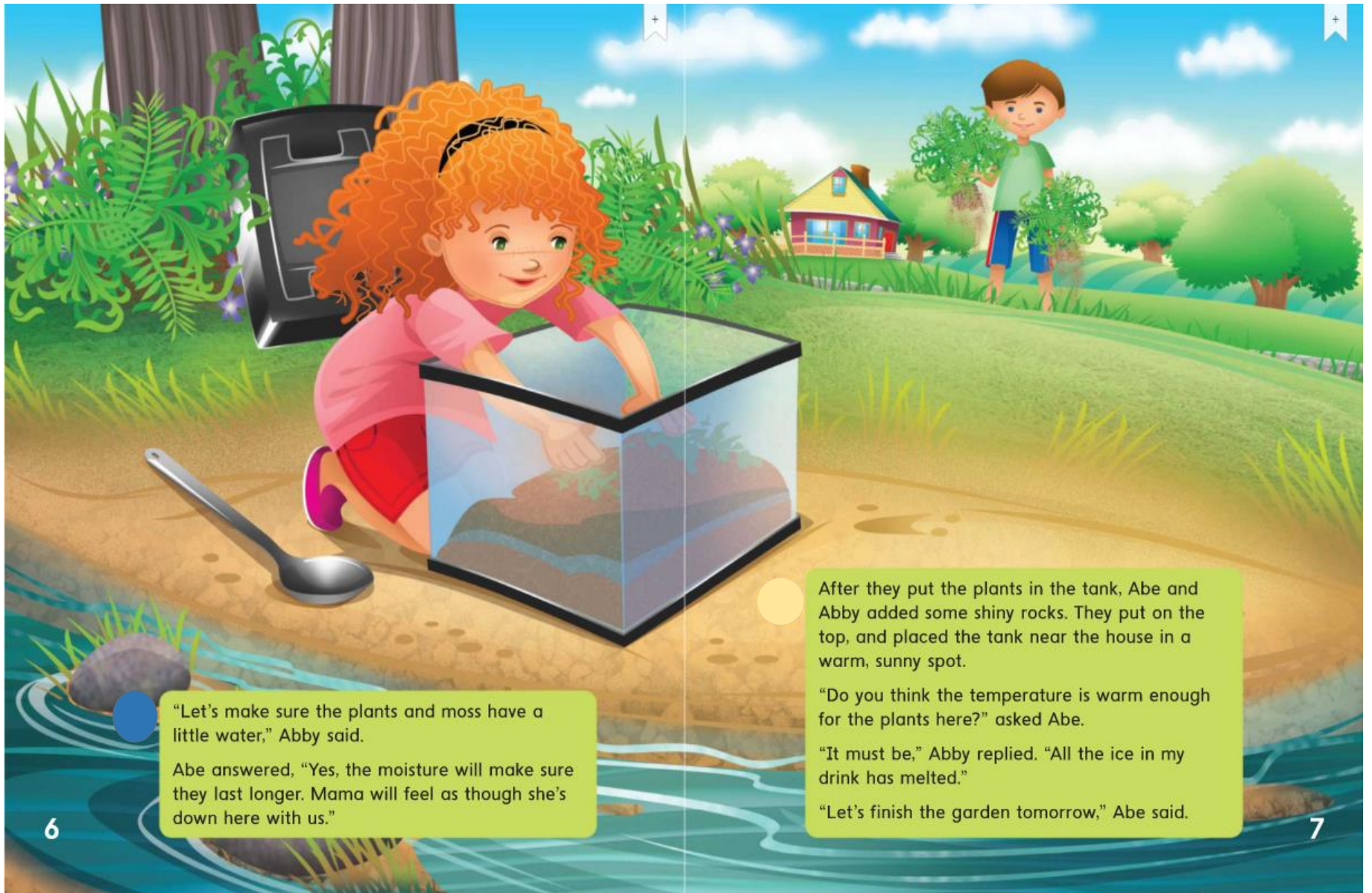
Abe and Abby's Big Surprise

"Mama sure is bored having to stay in bed," Abby said, as she added ice to their cups of iced tea.

Abe sighed, "I know. And it's until our baby brother is born. It will be another week, at least!" They walked outside thinking about what they could do.

Abe had an idea. "Let's make her a garden she can have indoors! We can use our old fish tank."

"That is a good idea. It will remind her of the smells and sights by our little creek," Abby said. "Let's keep it a secret so we can surprise her."



“Let’s make sure the plants and moss have a little water,” Abby said.


Abe answered, “Yes, the moisture will make sure they last longer. Mama will feel as though she’s down here with us.”

After they put the plants in the tank, Abe and Abby added some shiny rocks. They put on the top, and placed the tank near the house in a warm, sunny spot.

“Do you think the temperature is warm enough for the plants here?” asked Abe.

“It must be,” Abby replied. “All the ice in my drink has melted.”

“Let’s finish the garden tomorrow,” Abe said.



The next morning, Abe and Abby checked their tank. It was filled with mist!

Abe looked at it carefully and then said, "We could see inside the tank yesterday. Now it is all fogged up! How can we make it so that we can see the garden again?"

"I don't know what happened," Abby said. "It's pretty shady and cool, but it was warm and sunny when we left the tank here yesterday. Maybe that has something to do with it."

"Let's try taking off the lid and then put the tank back in the Sun again," Abe suggested. "Maybe that will help dry out the water on the sides of the tank."

"Well, at least it wasn't cold enough last night to freeze. Now, the mist is gone, and I can see all the plants and rocks," said Abby.

Abe said, "I knew the water would dry up! Now let's add more color to this garden."

"Let's look for some flowers," Abby said.



Off they went to gather flowers to add to their garden.

After they planted the flowers, Abby cried, "Now it looks perfect!"

"Yes, she'll love having an indoor garden," Abe said, smiling.



"What have you two been doing?" their mother asked.
"We felt bad that you can't go outside, so we thought of a way to bring the outside in," said Abe.

Abe and Abby put the indoor garden right beside their mother's bed.

"It's beautiful," she said. "Now I can feel as though I'm right out there playing with you all day long. What a nice surprise!"

Discussion Questions

Fiction


- Why is Abe and Abby's mother in bed?
- What do they make to surprise her?
- What happens to their surprise overnight?

Name: _____

Classroom Teacher: _____



What is the name of this fruit? Watermelon! How many syllables (sounds) does the word “watermelon” have?

The rhythm tiri tiri  matches the sounds of the word watermelon!



Wa-ter-me-lon



What is the name of this fruit? Apple! How many syllables (sounds) does the word “apple” have?

Since it has 2 syllables, the rhythm titi  matches the sounds of the word!



Ap - ple



What is the name of this fruit? Grapes! How many syllables (sounds) does the word “grapes” have?

Since it has 1 syllable, the rhythm ta  matches the sound of the word!

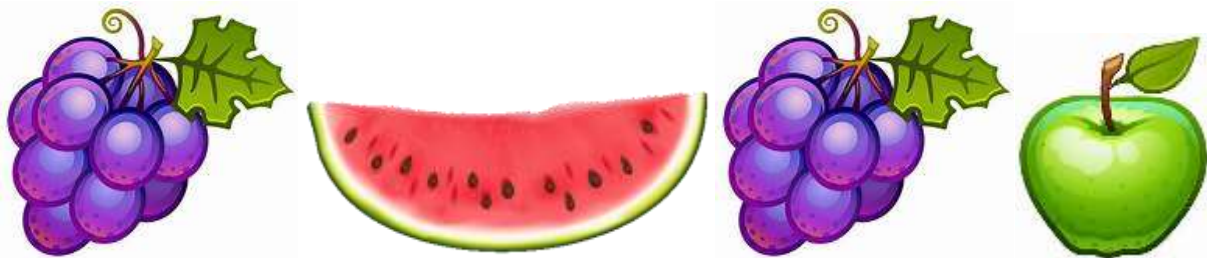


Grapes

What rhythm patterns would match the syllables in this set of fruits?



What is the rhythm pattern for this set of fruit?





Here is a new fruit? A pineapple!

How many syllables does the word "pineapple" have?

It has three. Let's combine notes to create a rhythm pattern for the word "pineapple."

Pineapple.....ta titi would fit!



Pine ap ple

Here are some new fruits. Can you figure out which pattern would match the fruit?

Draw a line to match the fruit with the correct rhythm pattern.



Strawberry



Cherries



Pomegranate



Pear



Write a rhythm pattern using any of the following notes.



| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

What fruit names match your rhythm pattern?



Can you think of other fruit? Draw some different types of fruit in the boxes below then write it's matching rhythm pattern below each fruit!

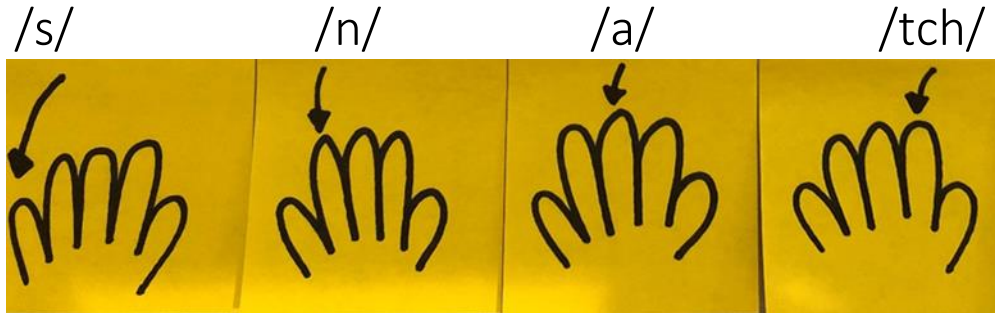
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English Language Arts - Friday, September 18, 2020

Phonics

You have learned about digraphs and trigraphs. Digraphs and trigraphs are 2 or 3 consonants that are immediately next to each other and make a unique sound.

- Now that you have learned how to read words with digraphs and trigraphs, you are going to practice spelling them.
- Cut out the squares from the word fluency pages: ch, sh, th, wh, tch, and dge.
- Mix them up.
- Pick a card and read the word aloud.
- Repeat the word.
- Tap out each sound. For example, the word is snatch [when letters are enclosed in //, it means it is the sound and not the name of the letter]:



- Turn the card over so you cannot see the word.
- Then, spell the word.
- Turn the card back over and check, letter by letter, to make sure you spelled it correctly.
- You will spell 15 words.

Reading

Readers use all the strategies they know when they are reading.

- Choose a book to read. It may be your own book, a library book, or one of the stories you have received in the learning bundles: *Crazy Daisies*, *A Puppy for Oscar*, *The Snowstorm*, *Stone Soup*, *The Lion and the Mouse*, *Pecos Bill and the Mountain Lion*, *The Wolf in Sheep's Clothing*, *The Blue Coyote*, *The Boy Who Cried Wolf*, or *The Monkey and the Peas*.
- Use all the strategies you have learned about understanding characters, reading fluently, and determining the lesson as you read the story.

Writing

- Reread the story that you began on Wednesday or choose a story that you wrote from another week.
- Think about the characters.
- In what ways can you let the reader know how they were feeling?
- Can you add dialogue?
- In what ways can you let the reader know how the character responded to different events?
- Remember to use temporal words to show the order of events.
- Go back and add in these details.
- Then, reread your story.
- Can the reader understand how the characters are feeling based on your revisions?

Practice  **Solving Different Kinds of Word Problems****Solve the problems.**

- 1** Rick has 13 marbles. 4 marbles are blue. The rest are white. How many white marbles are there?

Fill in the blanks. Then circle the letter for all the equations that can be used to solve the problem.

A $13 - 4 = \underline{\hspace{2cm}}$ **C** $13 + 4 = \underline{\hspace{2cm}}$

B $13 - \underline{\hspace{2cm}} = 4$ **D** $4 + \underline{\hspace{2cm}} = 13$

- 2** There are 5 cows in the barn. There are 8 fewer cows in the barn than in the field. How many cows are in the field? Circle the correct answer.

A 3 **C** 12

B 8 **D** 13

- 3** Jin has 9 markers. He has 5 more markers than pencils. How many pencils does Jin have?

Circle *Yes* or *No* to tell if each equation can be used to solve the problem.

a. $9 - 5 = 4$ Yes No

b. $9 + 5 = 14$ Yes No

c. $14 - 5 = 9$ Yes No

d. $5 + 4 = 9$ Yes No

4 There were 4 children on a rug. More children joined them. Now there are 10 children on the rug. How many children joined the first 4 children? Circle the correct answer.

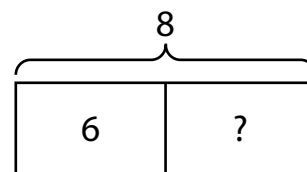
A 4

C 6

B 5

D 14

5 Write a problem that can be solved using the tape diagram at the right.



6 Show how to solve the problem you wrote in Problem 5. Then ask a partner to solve the problem a different way. Show how your partner solved it.

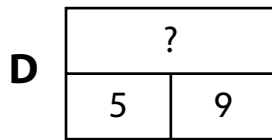
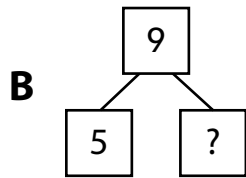
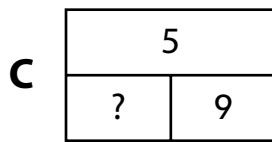
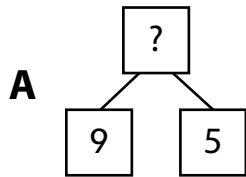
✓ Self Check Now you can solve one-step problems.
Fill this in on the progress chart on page 1.

Ready® Mathematics**Lesson 2 Quiz****Solve the problems.**

- 1** Mrs. Diaz has 9 eggs. She cooks 5 eggs for breakfast. How many eggs are left?

Which model shows the problem?

Circle the correct answer.



- 2** Hana sees 3 birds in the morning. She sees some birds at night. Hana saw 12 birds in all.

How many birds did Hana see at night?

Show your work.

Answer: Hana saw _____ birds at night.



Lesson 2 Quiz continued

3 Some children visit a farm. 7 children go inside the barn. Then 8 more children go inside. How many children are inside the barn now?

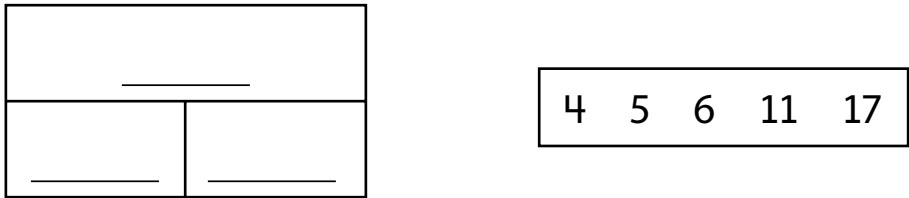
Circle *Yes* or *No* to tell if each equation can be used to solve the problem.

- a. $7 + 1 = 8$ Yes No
- b. $8 + 7 = 15$ Yes No
- c. $7 + 8 = 15$ Yes No
- d. $8 - 7 = 1$ Yes No

4 There are 6 toy trucks in a box. There are some toy cars in the box. There are 11 toy trucks and cars in all. How many toy cars are in the box?

Part A

Complete the model. Choose a number from the box for each place in the model.



Part B

Write an equation that can be used to solve the problem.

Equation: _____



Social Studies, Grade 2
Week 6 (September 21-25, 2020)

Friday

Step 1: Summarize the learning your student has engaged in during the last three weeks of Social Studies. Use the following points to help your student understand that the founding of Georgia was a process and necessitated cooperation, friendship, and leadership amongst Oglethorpe, Tomochichi, and Musgrove. This collaborative work also led to the establishment of Savannah as Georgia's first city because of its prime location and economic prospects.

Use some of the following points to guide your student in synthesizing the information that s/he has learned:

- James Oglethorpe, an English settler, was interested in setting up a new colony to provide a way for poor men to avoid debt and prison and be able to live a good life.
- Ultimately, military and economic issues were the main factors for creating a new colony, and King George II granted a charter for starting an English colony.
- James Oglethorpe and other English settlers, who had skills necessary for the colony's success, sailed to America.
- James Oglethorpe wanted to settle on land that belonged to the Creek Indians.
- Tomochichi, Chief of the Yamacraw Indians, became friends with Oglethorpe and allowed colonists to settle on Yamacraw Bluff near Savannah River to trade with the English.
- Tomochichi traveled to England and convinced his people the English had good intentions of colonizing the land in Georgia.
- Oglethorpe and Tomochichi worked together to develop the major city of Savannah, located on Yamacraw Bluff.
- Mary Musgrove, daughter of an English trader and Creek Indian mother, served as a translator for Tomochichi and Oglethorpe and helped the peaceful relationship between Indians and colonists by operating a trading post in Savannah.
- Musgrove was a successful businesswoman and trader who managed to make a profit and own land in a time when few women did that.

Step 2: Next, have your student divide a separate sheet of paper into three sections and label each section Tomochichi, James Oglethorpe, and Mary Musgrove. Then, have him/her cut out each statement on the activity below and the statements in the correct section.

Step 3: Once your student has completed the activity, ask him/her to support the claims using evidence from the text and visual resources used to learn about the three individuals.

Note to parents: To support your student with the last part of Step 2, refer to videos and activities provided in the last two weeks of Social Studies homework. You can also visit www.pbslearningmedia.org for biographies on Oglethorpe, Tomochichi, and Musgrove.

| | | |
|---|--|--|
| I was an English settler. | I lived with the Creek and English as a child. | I named the new city I built Savannah. |
| I was a Creek Indian Chief. | My father was English and my mother Creek so I learned both languages. | I needed help to communicate with the English settlers. |
| The King of England gave me a charter to start the colony of Georgia. | I helped the English settle on my land. | The colonists were good neighbors to my tribe. |
| I had a trading post near Yamacraw Bluff. | I could not speak the Creek language. | I translated so the English and Creek could communicate. |

Founding of Georgia Sort Answer Key

| <u>James Oglethorpe</u> | <u>Tomochichi</u> | <u>Mary Musgrove</u> |
|---|---|--|
| I was an English settler. | I needed help to communicate with the English settlers. | I had a trading post near Yamacraw Bluff. |
| I named the new city I built Savannah. | The colonists were good neighbors to my tribe. | I lived with the Creek and English as a child. |
| The King of England gave me a charter to start the colony of Georgia. | I helped the English settle on my land. | My father was English and my mother Creek so I learned both languages. |
| I could not speak the Creek language. | I was a Creek Indian Chief. | I translated so the English and Creek could communicate. |

Who Am I?

Instructions: Highlight your strengths (what you are good at) with a yellow highlighter. Highlight things that are hard for you or that you want to improve or get better at with the pink highlighter. Ask your teacher if you don't know what something is on this list.

| | | | |
|---------------------|--------------------|-----------------------------|-----------------------------|
| Soccer | History | Organization | Hairstyling |
| Tennis | Piano | Scheduling | Doing Make-Up |
| Basketball | Guitar | Planning | Shopping |
| Baseball | Singing | Memory | Giving Presentations |
| Hockey | Violin | Study Skills | Asking for Help |
| Swimming | Cello | Test Taking | Being Kind |
| Gymnastics | Flute | Listening | Being Funny |
| Running | Clarinet | Conversations | Being Respectful |
| Dance | Drums | Shaving | Dating |
| Martial Arts | Trumpet | Conflict Resolution | Going to Parties |
| Golf | Tuba | Science | Hula Hoop |
| Bowling | Trivia | Making Friends | Thinking of Others |
| Yoga | Board Games | Family Relationships | Being Focused |
| Ping Pong | Puzzles | Finance/Money | Doing Homework |
| Video Games | Building | Sewing | Studying |
| Social Media | Cleaning | Keyboarding | Skiing |
| Writing | Cooking | Interview Skills | Volleyball |
| Drawing | Driving | Job Skills | Trying New Things |