READING/ELA 2ND GRADE

INSECTS

Fluency/Phonics	Vocab/Writing	Informational Text
A SILENT E Read the phonics passage 3 times, highlighting the silent E words. Complete the reading comprehension questions. When you are finished, write or record a video of yourself explaining how you would teach this important skill to a new reader such as a kindergartener!	**B VOCABULARY** Using the provided or notebook paper, write a matching synonym, definition, and sentence for each of the following vocabulary words: • DECAYING • FOSSILS • MANEUVER • METAMORPHOSIS • PREHISTORIC • VANISH	**C STOP & JOT RL.2.2** Good readers "stop and jot" information they want to hold onto as they are reading. Writing about non-fiction helps us hold onto information and ideas as we read. Stop and Jot information you want to hold onto as you read a nonfiction book or article this week. It can be about insects, a specific type of insect, or any other nonfiction topic of your choice! You can jot on sticky notes, in a notebook, or on the attached page!
D SIMILE **Similes** are found in poetry and **children's** books. A simile is a sentence that makes a comparison using the words like or as, such as "it was as big as an elephant!" Create an acrostic poem using your name or your favorite insect and include similes. Example: Sweet like candy Artistic like Picaso as Radiant as the sun Amazing as icecream	**E CONCRETE POETRY** Also known as a shape poem, a concrete poem looks like the topic of the poem. This form of poetry allows the poet to express their thoughts in words and pictures. Create an outline sketch of a shape related to your topic. After you write your poem, fill in the shape with the words of your poem, or write your poem around the perimeter of your shape. Try to include a simile in your poem this week!	**F INSECT EXPERTS RI2.2** Did you know there are over 925,000 different species of insects around the world? Head to National Geographic Kids or Pebble Go and search for an interesting insect of your choice! Collect notes on sticky notes, notebook paper, or the attached handout! Create a final project such as a PowerPoint, Chatterkid, PicCollage, Seesaw Video, model, or more in order to teach others what you've learned.

a_e

Name: _____

Cake at the Lake

Dave and Jake went to the lake. Jane was at the lake, too. Jane's mom gave her a cake to take to the lake. Dave, Jake, and Jane looked for a place to have cake. They found a cave. They got out of the sun in the shade of the cave. They put the cake on plates and ate. You could see frosting on Jake's face!

☺ ☺ ☺

① Who went to the lake?

② What did Jane take to the lake?

③ Why did they eat cake in a cave?

A

© A Teachable Teacher 2016

Name _____

B

Vocabulary Connection

Word & Synonym	Definition	Sentence
decaying		
fossils		
maneuver		

©Tara West

Name _____

Vocabulary Connection

Word & Synonym	Definition	Sentence
metamorphosis		
prehistoric		
vanish		

©Tara West

WE CAN STOP & JOT WHEN WE...

*Learn new information.

*See an important image.

*Wonder about something.

*Encounter new words.

*Finish a box or bullet section and want to remember

*Have a reaction to what you read or an idea you want to remember.

Name _____

Stop and Jot

Stop and Jot #1:

Stop and Jot #2:

Stop and Jot #3:

Stop and Jot #4:

Stop and Jot #5:

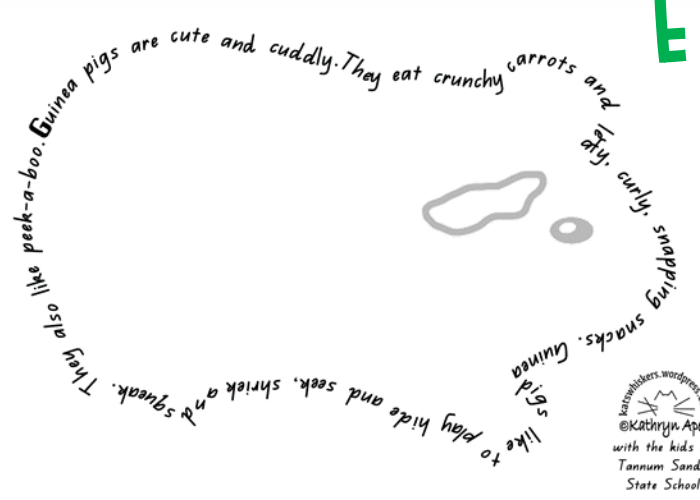
Stop and Jot #6:

©Tara West

acrostic

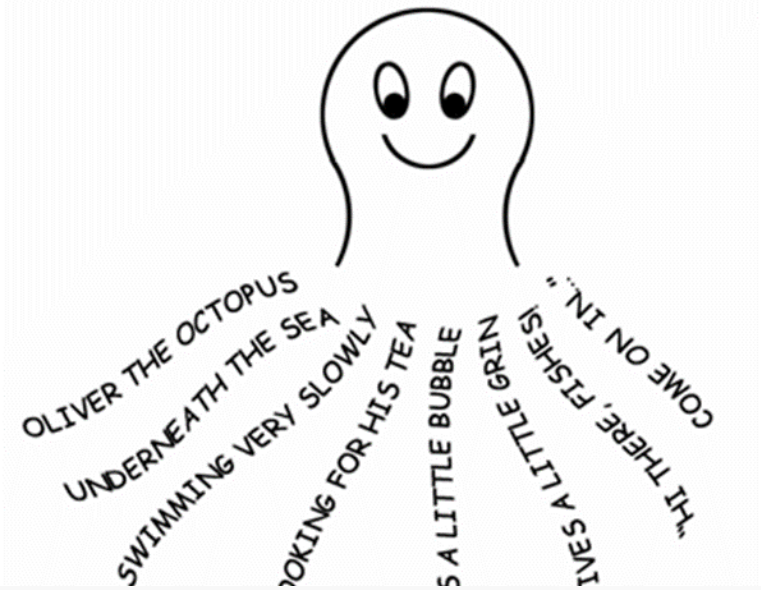
D

CONCRETE POEMS – EXAMPLES



In a twist

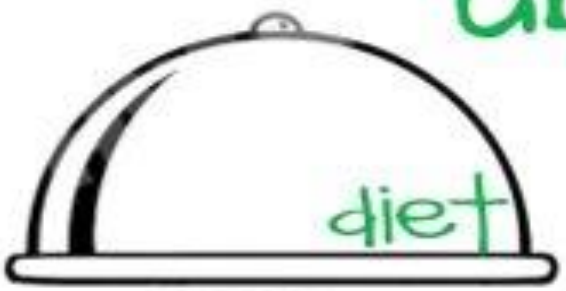
We felt the rain, wind, and hail, and
Then the thunder and lightning came.
The winds gathered up and began to spin
Like a spinning top, sucking up dust like a vacuum cleaner.
The twister went around and around, like a merry-go-round.
The gusts of air were picking up dust.
It continued to roar loudly,
Destroying everything
Along the way.
Soon it was
Gone.

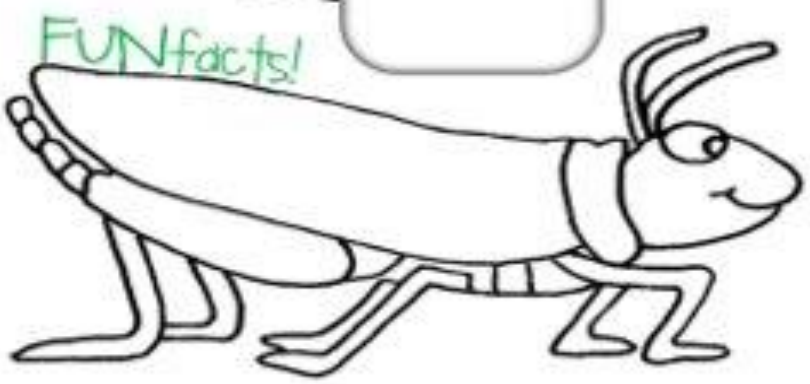


concrete

buggin' out!

about





MULTIPLICATION! 2.1

ON LEVEL MATH

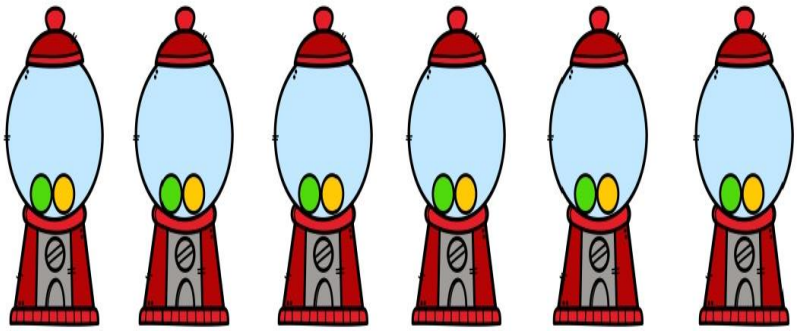
Fluency/Review	Repeated Addition and Multiplication	Patterns in Multiplications
A REPEATED ADDITION Create arrays and write the multiplication sentence for the following repeated addition sentence: 4+4+4+4+4= 2+2+2= 3+3+3+3= 2+2+2+2+2= 6+6+6= 2+2+2+2= 7+7= 3+3+3= 1+1=	**B GUMBALLS AND GOLDFISH-OA.4** There are several strategies you can use to solve multiplication problems. One of the strategies is repeated addition. If you had the problem 3 x4, you could use repeated addition to help solve the problem- 4 + 4 =4. Complete the worksheets using repeated addition to solve multiplication problems	**C 100S CHART OA.9** There are patterns in multiplication that we can see when using a 100's chart. Multiplication, simply put, is repeated addition, and repeated addition is skip counting! Complete the attached worksheet to see the patterns.
D MONEY REVIEW MD.8 Using the information on page D. Answer the following questions. 1) How much money does each piece of candy cost and the candy shop? 2) Which candy costs the least? 3) Which piece of candy costs the most?	**E ARRAYS- OA.4** Draw the following arrays on graph paper or your own paper. 1) 3 rows, 4 columns 2) 6 rows, 2 columns 3) 5 rows, 4 columns 4) 7 rows, 4 columns 5) 2 rows, 8 columns After drawing each array, write the repeated addition and the multiplication problems for each array.	**F. CHALLENGE OA.9** Put your multiplication pattern skills to the test by completing this challenging sheet! What did you notice? How do patterns help us solve multiplication problems?

Name _____ Making Arrays A

Directions: Draw an array for each addition sentence below. Write the sum for each.

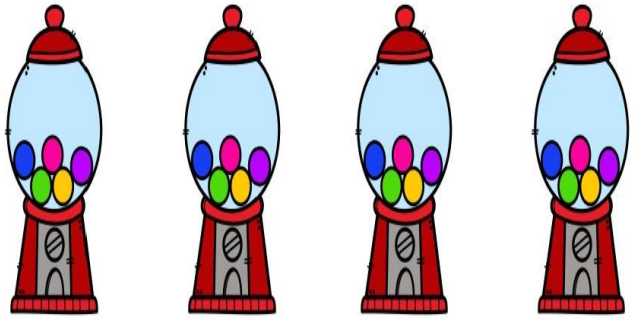
4+4+4+4 = _____	2+2+2 = _____	3+3+3+3 = _____
2+2+2+2+2= ___	6+6+6= _____	2+2+2+2 = _____
7+7= _____	3+3+3 = _____	1+1= _____

B



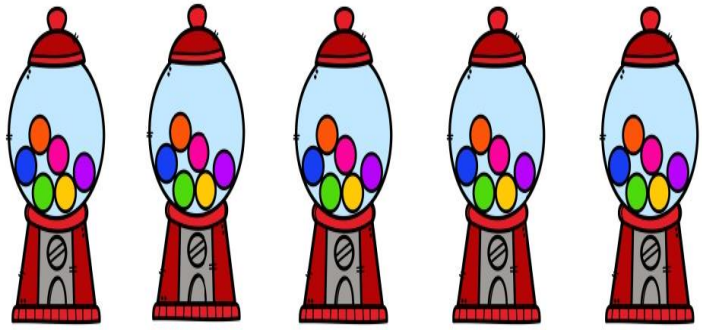
___ X ___ = ___

____ + ____ + ____ + ____ + ____ + ____ = _____



___ X ___ = ___

____ + ____ + ____ + ____ = _____

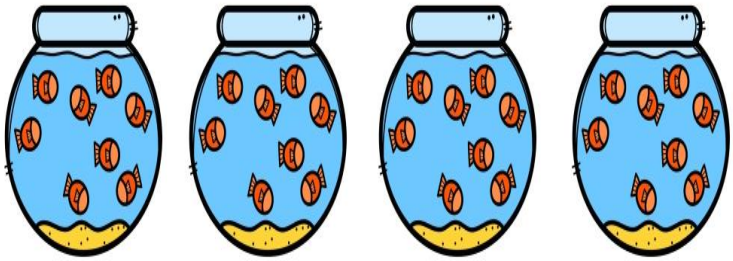


___ X ___ = ___

____ + ____ + ____ + ____ + ____ = _____

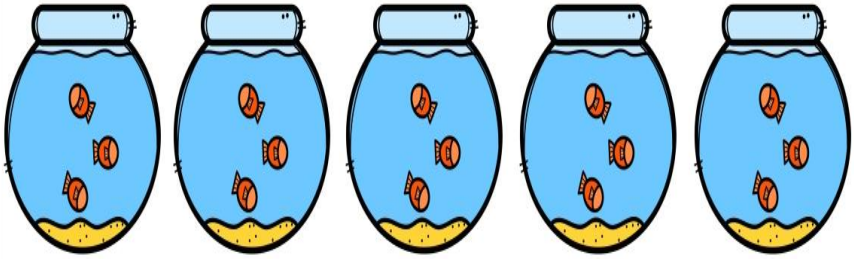
©Stuckey in Second 2018

B



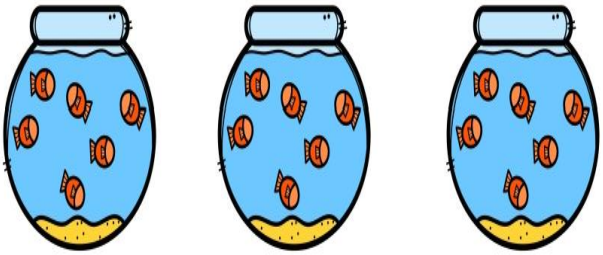
__ X __ = __

____ + ____ + ____ + ____ = ____



__ X __ = __

____ + ____ + ____ + ____ + ____ = ____



__ X __ = __

____ + ____ + ____ = ____

©Stuckey in Second 2018

SKILL BUILDING

Patterns in Multiplication
3.OA.9

NAME: _____ DATE: _____

1. Skip count by 2s. Lightly shade the numbers you count in green.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What pattern do you see?

_____

2. Skip count by 10s. Lightly shade the numbers you count in purple.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What pattern do you see?

_____

3. Skip count by 4s. Lightly shade the numbers you count in red.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What pattern do you see?

_____

4. Skip count by 5s. Lightly shade the numbers you count in orange.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What pattern do you see?

_____

© Erica Egan, yayEIOU 2016

SKILL BUILDING

Patterns in Multiplication
3.OA.9

NAME: _____ DATE: _____

5. Skip count by 3s. Lightly shade the numbers you count in green.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What pattern do you see?

_____

6. Skip count by 9s. Lightly shade the numbers you count in purple.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What pattern do you see?

_____

7. Skip count by 6s. Lightly shade the numbers you count in red.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What pattern do you see?

_____

8. Skip count by 8s. Lightly shade the numbers you count in orange.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What pattern do you see?

_____

© Erica Egan, yayEIOU 2016

SKILL BUILDING

Patterns in Multiplication
3.OA.9

NAME: _____ DATE: _____

9. Skip count by 7s. Lightly shade the numbers you count in green.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What pattern do you see?

_____

10. Complete the pattern:

+2 +2 +2 +2

6, _____, _____, _____, _____

11. Complete the pattern:

+3 +3 +3 +3

9, _____, _____, _____, _____

12. Complete the pattern:

+6 +6 +6 +6

18, _____, _____, _____, _____

13. Complete the Rule Box

Rule: Add 7	
14	
	56
21	
	35
	77
63	
77	

14. Complete the Rule Box

Rule: Add 4	
	4
12	
	24
	48
	8
16	
	32

15. Complete the Rule Box

Rule: Add 9	
63	
	36
81	
45	
99	
9	
	90

© Erica Egan, yayEIOU 2016

ACTIVITY D

D

USE INFORMATION TO ANSWER THE QUESTIONS.

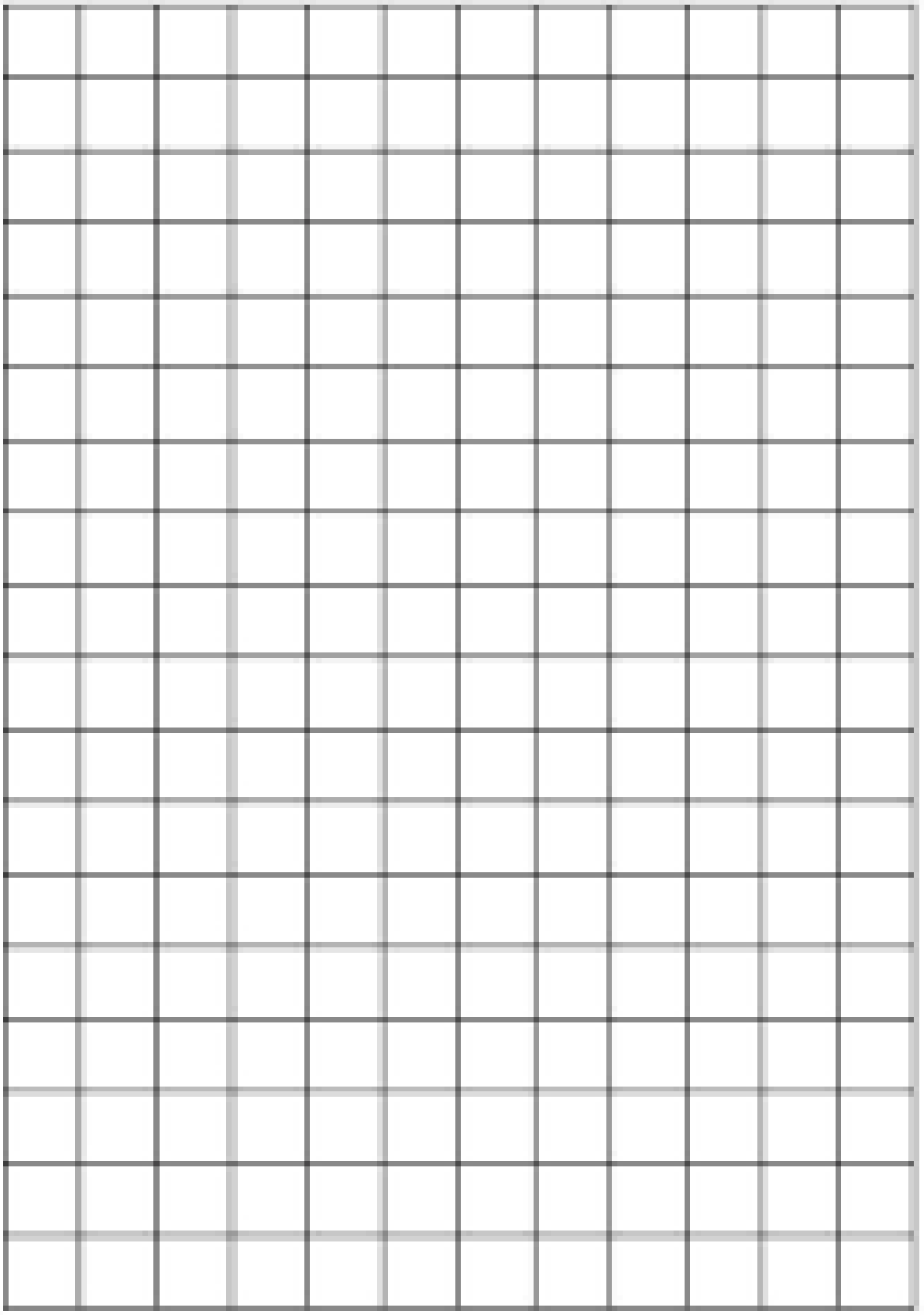
Candy at the candy shop	Cost for each piece of candy
M&M's	2 pennies, 3 nickels, and 1 quarter
Skittles	6 pennies, 2 nickels and 2 dimes
Bubble gum	5 nickels, 3 dimes, and 1 quarter
Starburst	5 pennies,5 nickles,5dimes, andl quarter
Kit-Kats	7 pennies,3nickles,2dimes, and 3 quarters
Lollipops	5 pennies, 5dimes, 5 quarters
Chocolate Bar	3 pennies, 3 nickels, 3 quarters

1) HOW MUCH MONEY DOES EACH PIECE OF CANDY COST AND THE CANDY SHOP?

2) WHICH CANDY COSTS THE LEAST?

3) WHICH PIECE OF CANDY COSTS THE MOST?

C–31 Half-Inch Grid Paper

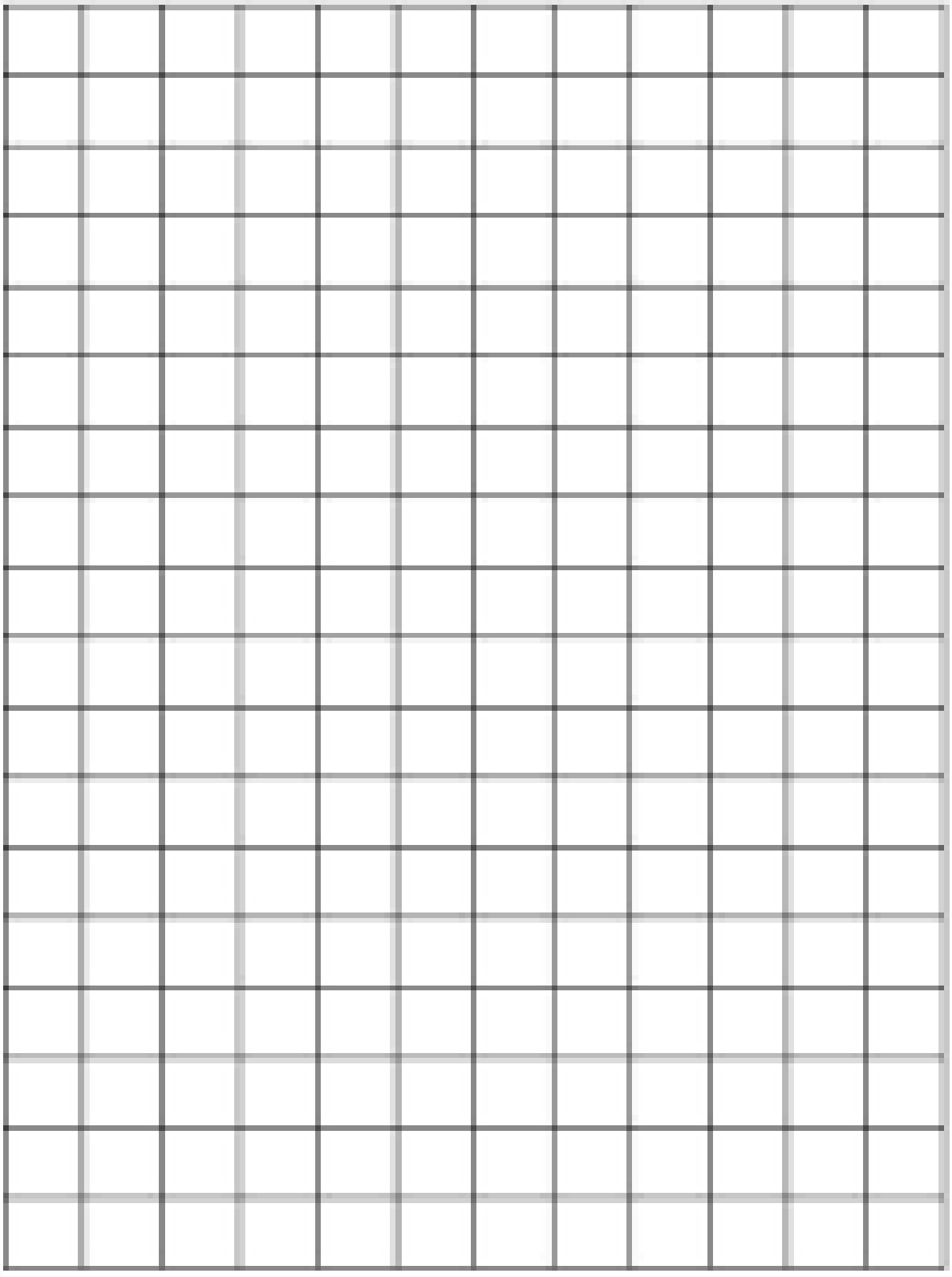


Reys et al., Helping Children Learn Mathematics, 9E, copyright © 2009 by John Wiley & Sons, Inc.

ADVANCED MATH 2.2

Fluency/Review	Multi-Step word problems	Graphing
A AREA-MD.6 Draw 6 rectangles that have the areas of the following: 1) 6 square units 2) 30 square units 3) 18 square units 4) 24 square units 5) 45 square units 6) 100 square units **You may use loose leaf paper or graph paper.	**B MULTISTEP WORD PROBLEMS OA.9** Solve the problems for B on provided paper or on loose leaf paper. Remember to use the CUBES strategy when solving multi-step problems.	**C BAR GRAPH** Following directions on the following page to Answer the questions on the graph on page C.
D FIND THE PERIMETER When finding the perimeter, we are measuring the outside of the shape. We find the p by adding up the sides. Using provided paper or on a sheet of paper, find the perimeter of each shape.	**E AREA ACTIVITY-OA.8** You are going to create your dreamhouse. Use the sheets below or draw on piece of loose leaf Directions: 1) Outline your dreamhouse by drawing the outside walls. 2) Partition your dream house into rooms. Each room should be a rectangle. 3. Label and color each room. (Examples of possible rooms- bedroom, kitchen,, etc) 5. Find the area of each room, then find the total area of your dream house.	**F PICTOGRAPH** Create a pictograph. Choose a multiple-choice survey question eg. Favorite book genre, favorite board game. Come up with for possible choices. Collect data from your family. Create a pictograph with data. Remember pictograph should include label, key representing how many, and title.

C–51 Half-Inch Grid Paper



Kopp et al., Helping Children Learn Mathematics, PE, copyright © 2009 by John Wiley & Sons, Inc.

STORY PROBLEMS

B

1. A pet store has 5 bird cages. If each cage has 9 parrots and 7 parakeets in it, how many birds does the pet store have in total?

Show your work with either numbers, words, or models.

Answer _____

2. Will bought 3 boxes of books at a yard sale. Each box had 7 books. If each book cost $3, how much money did he pay in all?

Show your work with either numbers, words, or models.

Answer _____

STORY PROBLEMS CONTINUED

B

3. Victor was working as a bagger at a grocery store where he made 13 dollars an hour. On Monday, he worked 4 hours and on Tuesday, he worked 2 hours. How much money did Victor make in two days?

Show your work with either numbers, words, or models.

Answer _____

4. Briana had 44 songs on her phone. If she deleted 15 old songs from it and then added 20 new songs. How many songs does she have on her phone now?

Show your work with either numbers, words, or models.

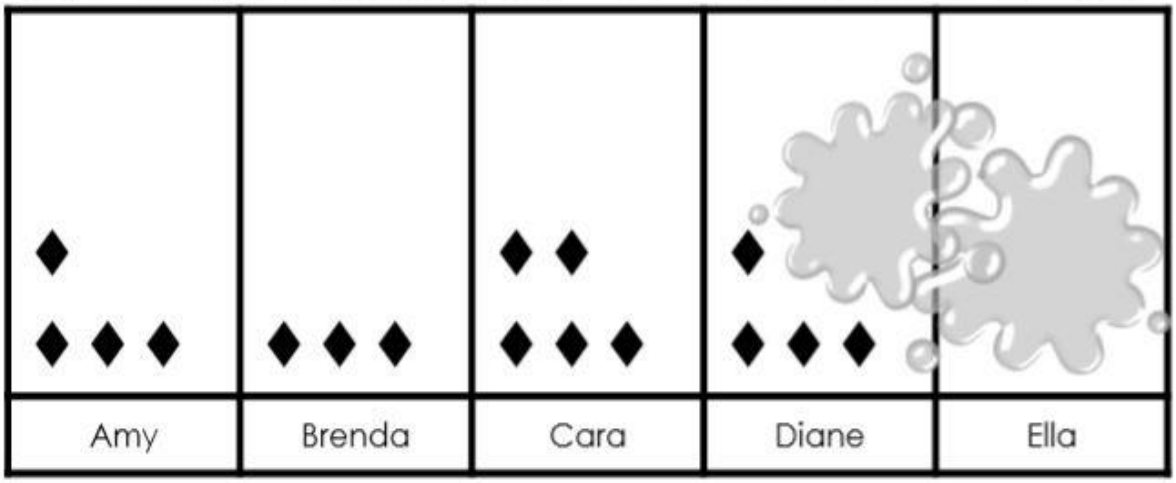
Answer _____

Lesson 13.5 Name: _____

Directions: Amy and her friends compare how many cookies they sold at the bake sale by drawing a picture graph. She accidently spilled something on the graph.

Number of Cookies Sold

Key ♦ = 2 boxes



1. How many boxes of cookies did Cara sell? _____
2. How many more boxes did Cara sell than Brenda?

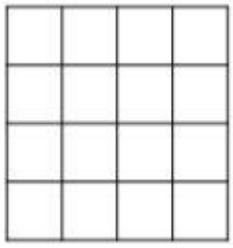
   _____
3. Ella sold 12 boxes of cookies. How many ♦ should there be on the graph? _____
4. Diane sold 10 boxes of cookies. How many more ♦ should there be on the graph? _____
5. How many boxes of cookies did Ella and Brenda sell in all? _____
6. How many boxes were sold in all? _____

©Tara West

Name _____ Date _____

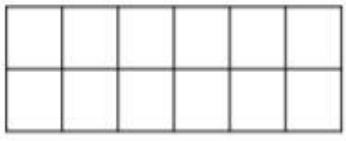
Find the Perimeter

D

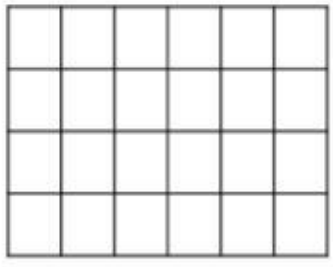


Perimeter=_____

Perimeter=_____



Perimeter=_____



Perimeter=_____

8ft.

5ft.

Perimeter=_____

11 ft.

3ft.

Perimeter=_____

15ft.

4ft.

Perimeter=_____

20ft.

5ft.

Perimeter=_____

_____'s Dream House

DIRECTIONS:

- ☐ Outline your dream house by drawing the outside walls. Your dream house should be a compound figure with all right angles.
- ☐ Partition your dream house into rooms. Each room must be a rectangle.
- ☐ Label and color each room.
- ☐ Find and record the area of each room.
- ☐ Add the area of all of your rooms to find the total area of your dream house.

Record Your Work:

© Blair Turner 2013

_____'s Dream House

© Blair Turner 2013

ACTIVITY F

USE DATA TO CREATE PICTOGRAPH.

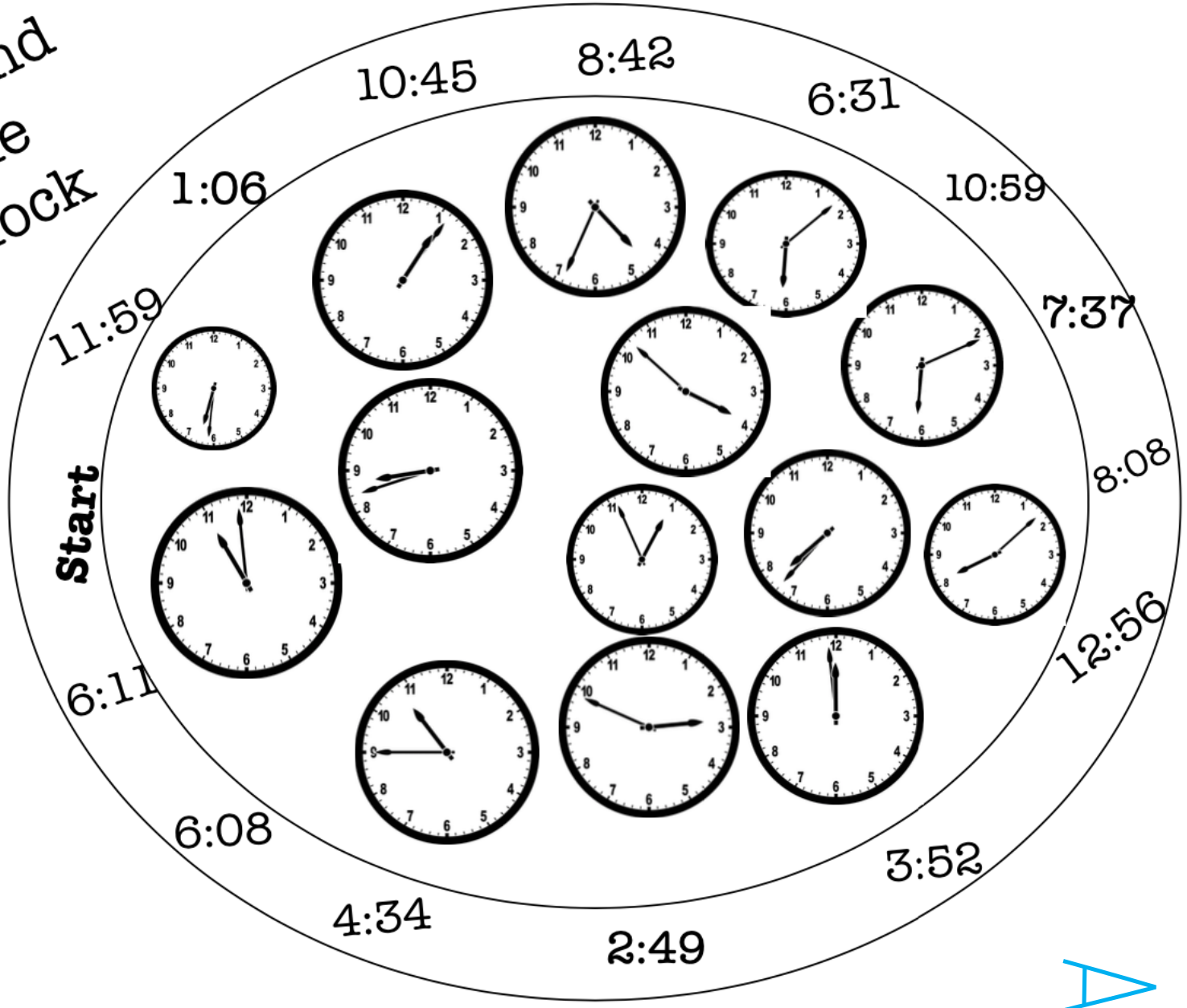
WHAT ARE YOUR FINDINGS BASED ON THE DATA?

MEASURING FRACTIONS

ACCELERATED MATH 3.1

Fluency/Review	Measuring to a ¼ inch	Line Plots using Measurement Data
A. AROUND THE CLOCK 3MD1 Let's review telling time! Remember, as the minute hand moves closer to the next hour, so does the hour hand! Color each time around the circle a different color. Find the matching clock and color it to match! Optional: Print out the clock on cardstock and secure the hands with a brad or check out the addition resource for a total paper version!	**B. PRACTICE MD4** When measuring, we want to be as accurate as possible. We know that fractions represent part of a whole, so we can measure fractions on an inch too! Imagine your ruler like a number line and see if you can measure the objects on the page to the nearest quarter inch. Remember to separate your whole inches from the fraction. For example 3 ¼ inches Next, practice measuring things around your house to the nearest quarter inch using a ruler.	**C. LINE PLOTS MD4** A line plot is a graph that displays data as points or check marks above a number line, showing the frequency of each value. Complete the attached sheet or make your own by measuring ten pencils to nearest quarter inch and plot the data.
D. FRACTIONS GREATER THAN 1 NF 3 What happens when we have number lines that have more than 1 fractional whole? We're going to have an improper fraction. Practice your improper fraction skills using the number lines attached.	**E. MEASURE ME MD4** Lay down and have an adult trace your body in chalk or markers on large paper if you've got it! Make sure you spread your arms and legs out. Use a ruler to measure the length of your feet, legs, and head. Write the results of each measurement on the cutout of your body to the nearest quarter of an inch. When you finish recording your measurements, decorate your traced self with clothing and accessories. :) Can you think of anything else you can measure, like your height or arm span? Extension: Change your measurements greater than 12 inches into feet!	**F. LINE PLOTS MD4** Let's play a dice game to show our knowledge of line plots! Remember, you may need to use your equivalent fraction skills :)

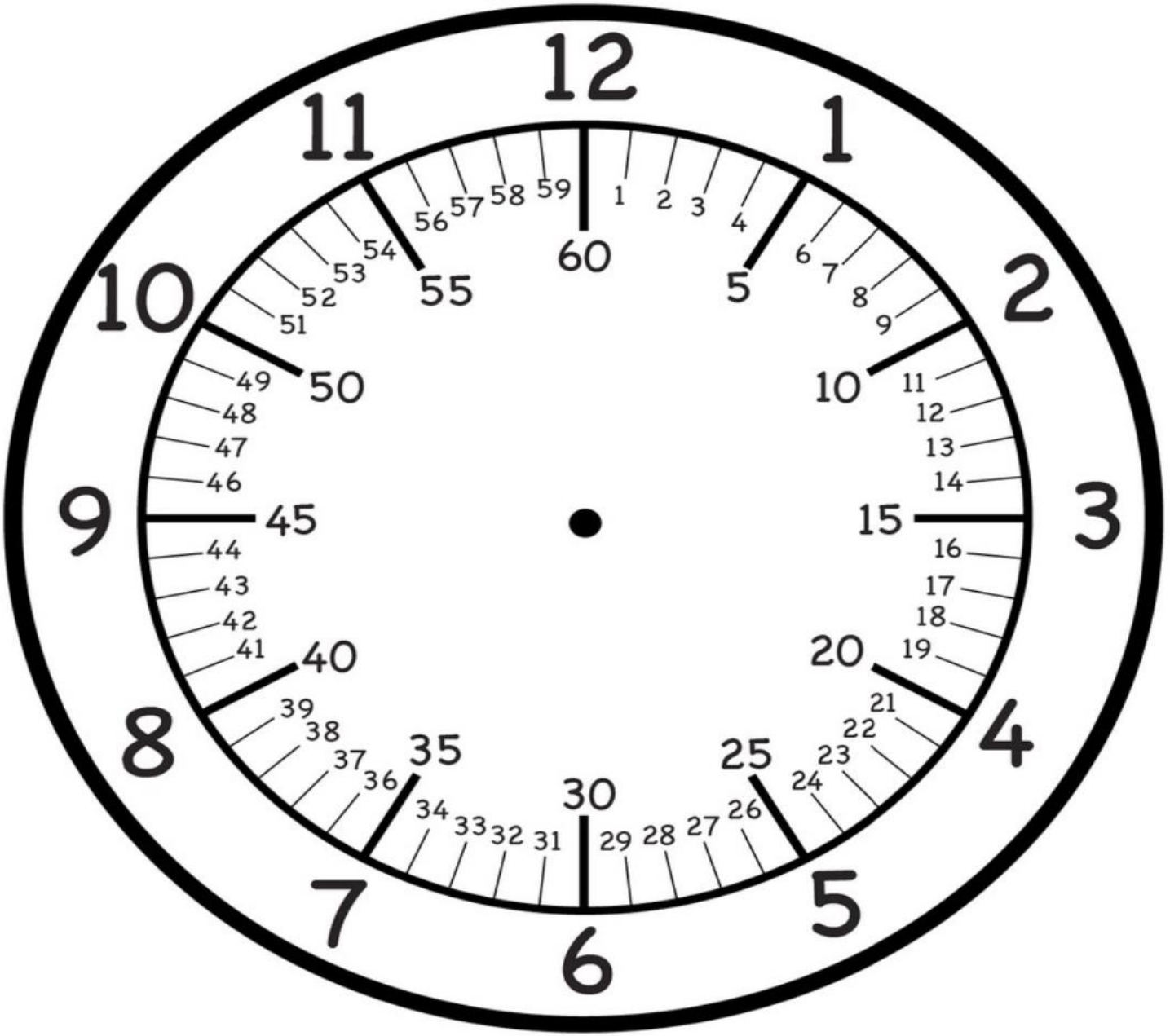
Around the Clock



A

Hour Hand

Minute Hand

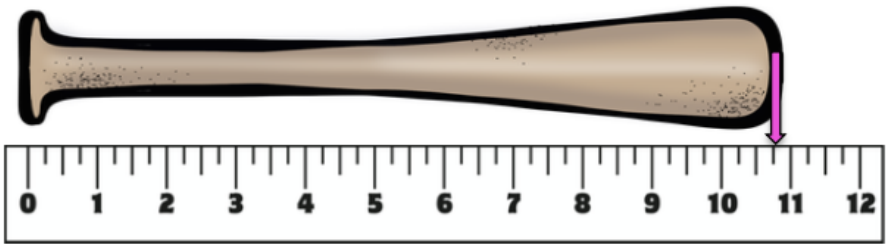


Name _____ Date _____

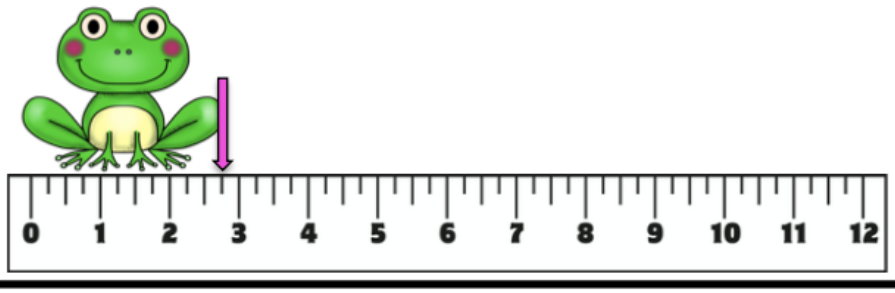
Measure It!

B

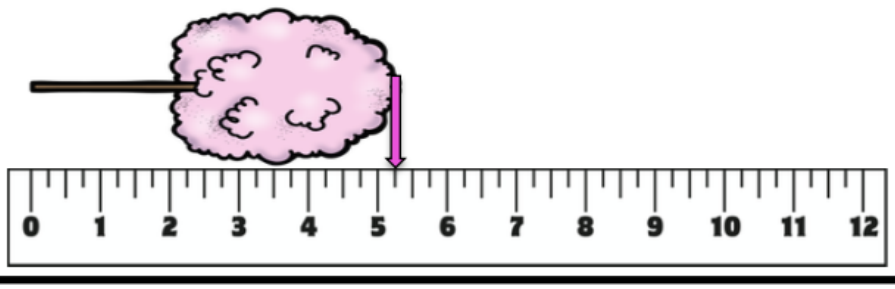
Measure to the nearest quarter inch!



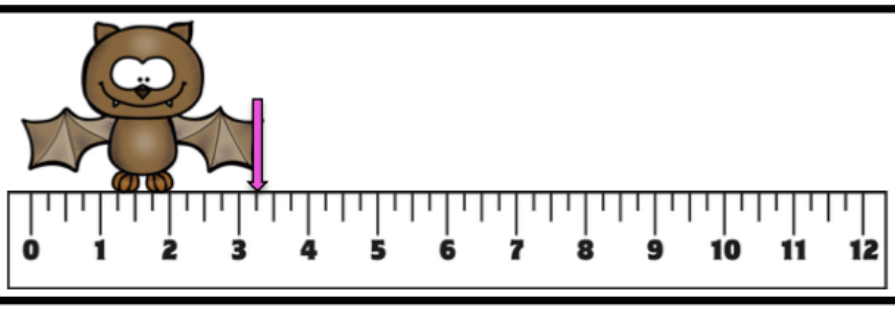
_____ in.



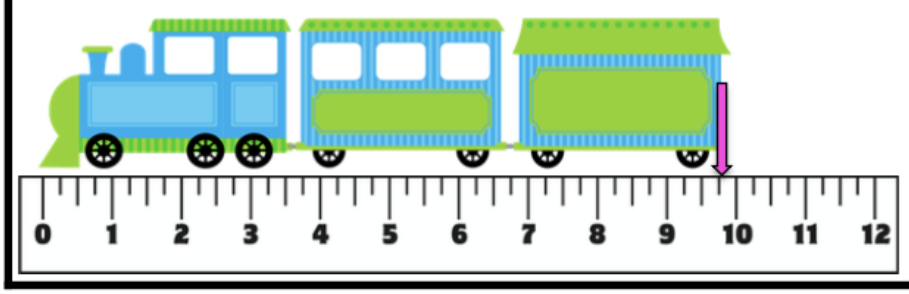
_____ in.



_____ in.



_____ in.



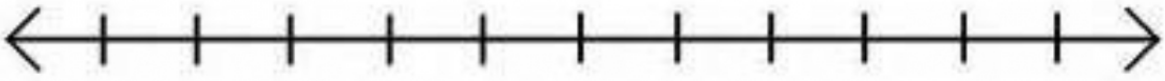
_____ in.

Name: _____ Date: _____ Grade 3

Pencil Plot

Measure ten pencils from your table to the nearest quarter inch. Each time you measure a pencil, place an x above the measurement on the line plot.

Our Pencils

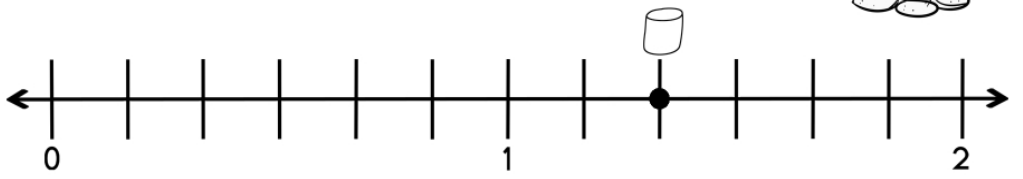


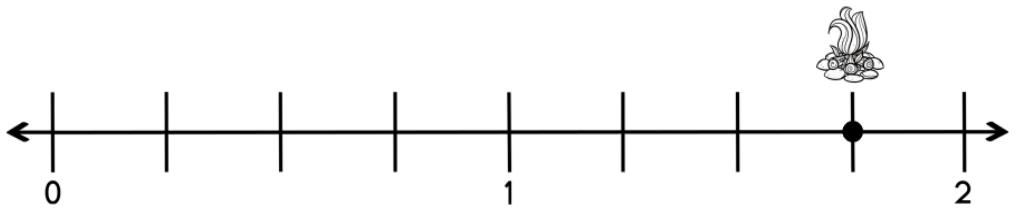
0-2
Label the Points

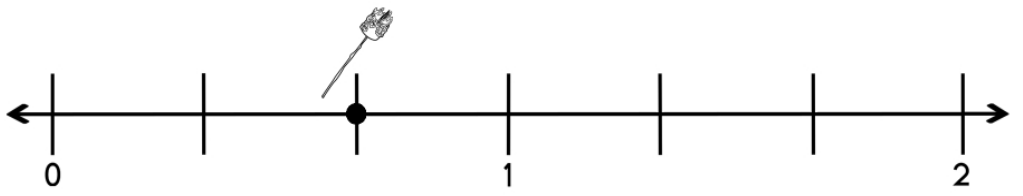
Name: _____

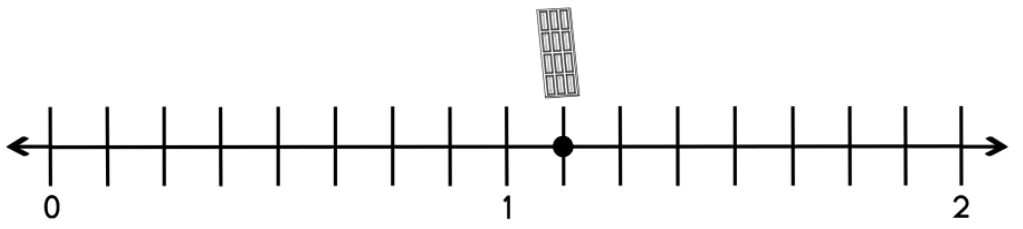
Date: _____

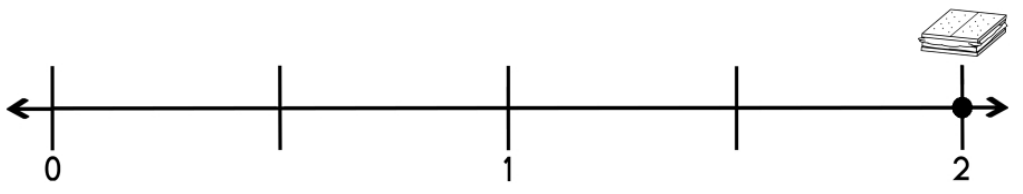
Directions: Write the fraction in the box that names the location of each object.

1. 

2. 

3. 

4. 

5. 

MEASURING ME!

TRACE YOURSELF IN CHALK OR ON PAPER! USE A RULER TO MEASURE TO THE NEAREST ¼ INCH.

Head:_____ inches

Left Foot: _____ inches

Left Leg: _____ inches

Total height: _____ inches

_____ : _____inches

Right Foot:_____ inches

Right Leg:_____ inches

Arm Span:_____ inches

Line Plots

Line Plot total

Directions: Each student will roll the dice 6 times and record the number rolled in the chart. After the student records their 6 rolls, they will create a line plot displaying their data. Use the information from the line plot to find the total number of points earned.

F

Points Earned

0

1

Fraction Rolled

# Rolled	Tally Marks
= $\frac{1}{2}$	
= $\frac{2}{3}$	
= $\frac{1}{3}$	
= $\frac{1}{6}$	
= $\frac{5}{6}$	
= 1	

I heart 4th grade