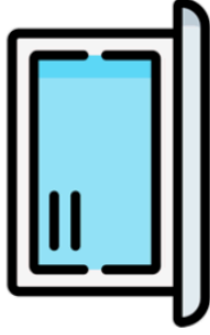


2nd Grade At Home Learning Packet

April 27 – May 1

AT HOME LEARNING



MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

4/27	<ul style="list-style-type: none"> - Listen to the story <u>The Gardener</u> https://www.youtube.com/watch?v=SPw_OxMnI - Take an AR Test on the story
	<ul style="list-style-type: none"> - Read suffix mini-lesson in the box. - Match the word to the definition - Study suffix meanings
	Watch Opinion Writing Episode 3 https://www.youtube.com/watch?v=7kYtkafXMOg Fill in graphic organizer on a book you have read.
	- Students will be telling time to the nearest 5 minute. - Complete the two sheets on telling time.
	Watch Video on Animal Adaptation: https://youtu.be/a85IHqFhyw4

4/28	<ul style="list-style-type: none"> - Reread the story from yesterday. - Study the Moral of a story Anchor Chart. - Identify the moral of the story.
	- Online Suffix Review Game https://www.turacogames.com/games/common-suffixes-game/
	Watch Opinion Writing Episode 4 https://www.youtube.com/watch?v=JmEWpwB85EQ Use 1st draft to write introduction
	- Have students practice counting by 5's. - Complete the two sheets on telling time.

4/29	<ul style="list-style-type: none"> - Reread the story - Complete the Graphic Organizer about the moral of the story
	<ul style="list-style-type: none"> - Play "Partner Spell" with a parent or sibling - Complete the Suffix Word Creation using your dictation word list.
	Watch Opinion Writing Episode 5 https://www.youtube.com/watch?v=X1e8Zg-fYgE Continue 1st draft to write reasons and examples.
	- Complete the sheet on understanding am/pm - Drawing times on clock sheet.
	Read and study the "Animal Adaptation Vocabulary" terms. Also, complete the "Animal Adaptation Sort"

4/30	<ul style="list-style-type: none"> - Read the passage "I Want to Buy a Computer Game" - Explain how individual wants and needs impact the production of goods and service
	<ul style="list-style-type: none"> - Read oral reading passage smoothly and fluently. - Circle words with suffixes - Sort words by suffix - Sentence Dictation Activity
	Write final copy of opinion letter on letter format using correct capitalization and punctuation.
	- Complete the two am and pm sheets.

5/1	<ul style="list-style-type: none"> - Reread the passage from yesterday. Then answer the questions about the passage
	<ul style="list-style-type: none"> - Read "The Selfish King" passage again smoothly and fluently. - Answer comprehension questions about the passage
	Read letter to someone. Do Guide Word worksheet. Use a dictionary or worldbookonline to look up words from this week's science lesson. Are there any words you don't know?
	- Complete Math Assessment ON YOUR OWN.
	Go on a "Scavenger Hunt" (directions/cheat sheet for parents) attached.

READING
LANGUAGE
ARTS

PHONICS

WRITING

MATH

SCIENCE

Phonics Outline (April 27- May 1, 2020)

Skill: "Suffixes: -less, -ness, -ment, -ful, -ish, -en"

Monday – Introduction

Introduce Skill: Begin by telling the student that suffixes are word parts added to the **end** of a base word. Some suffixes are added to words to change or expand the meaning, or even change the part of speech. We have learned the plural suffixes -s/-es, this week you will learn some new suffixes.

Multi-sensory activity: Look at the suffix meanings at the bottom of the dictation word list. Write the suffix on the front of an index card or piece of paper and the definition on the back. Give your child a definition and have them to hold up the card with the correct suffix.

Practice: Look at the dictation word list. Using a pencil, underline the base word and circle the suffix. Then, go and complete the Monday Phonics Matching Sheet.

Tuesday-

Word Review Activity: Begin the suffix review with this online game. Race the online competitor by adding the correct suffixes to the given base words.

<https://www.turacogames.com/games/common-suffixes-game/>

Practice: Complete the Tuesday Suffix Cloud Mobiles Sheet.

Wednesday-

Word Review Activity: Practice your dictation words by playing a game of Partner Spell with your parent or sibling. To play, find a ball or a safe item in your home that you can toss back and forth, each partner giving one letter at a time. At the end of the word, the partner that says the suffix first get a point.

**** For a challenge, see if you or your partner can tell the suffix and the meaning of the suffix.**

Practice: Complete the Wednesday Suffix Word Creation Sheet.

Thursday-

Word Review Activity: Challenge game activity. Challenge yourself to create words using context clues to complete the sentences.

<https://www.quia.com/cb/449184.html>

Practice: Read the Thursday Oral Reading Fluency Passage, circle the words with a suffix and sort the words you circle by their suffixes.

****See if you can do it within 5 minutes.**

Friday- Assessment

Independent: Complete the comprehension questions using evidence from the Thursday Oral Reading Fluency Story. Circle the suffix word in each response.

Dictation Word List

childish

boneless

selfish

careful

pavement

golden

kindness

encampment

thanklessness

blameless

Suffix Meaning:

-less= without

-ment= act of/ state of

-ish=

origin/nature/resembling

-ness= state of

-ful= full of

-en= made of/make

MONDAY

Monday Phonics

Name: _____ Date: _____ #: _____

Suffix Matching

Some suffixes are added to words to change the meaning. For example, *-less* means “without.”

Other suffixes are added to change the part of speech of a word. For example, *watch* is a verb; *watchful* is an adjective that means *full of watch*.

Suffixes change the meaning of a word.

Directions: Match the given dictation words from the word list to the definition. Write the letter on the lines provided.

- | | |
|------------------------|---------------------------------------|
| _____ 1. childish | a. without bones |
| _____ 2. boneless | b. nature of thinking of yourself |
| _____ 3. selfish | c. in a way as a child |
| _____ 4. careful | d. state of being paved |
| _____ 5. pavement | e. full of care |
| _____ 6. golden | f. in a state of being without thanks |
| _____ 7. kindness | g. state of being part of a camp |
| _____ 8. encampment | h. without blame |
| _____ 9. thanklessness | i. state of being kind |
| _____ 10. blameless | j. made of gold |

Suffix Meaning:

-less= without

-ish= origin/nature/resembling

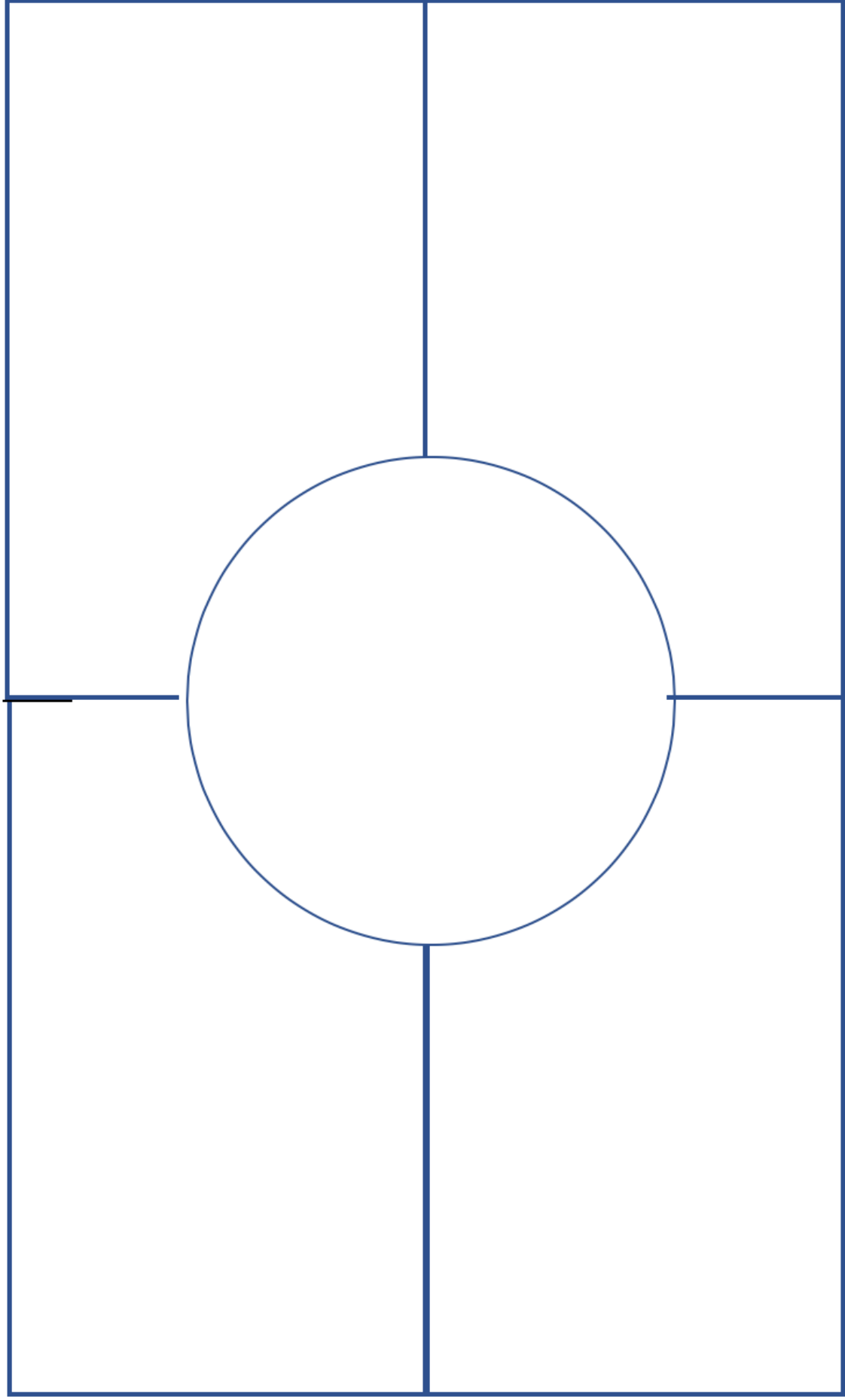
-ful= full of

-ment= act of/ state of

-ness= state of

-en= made of/make

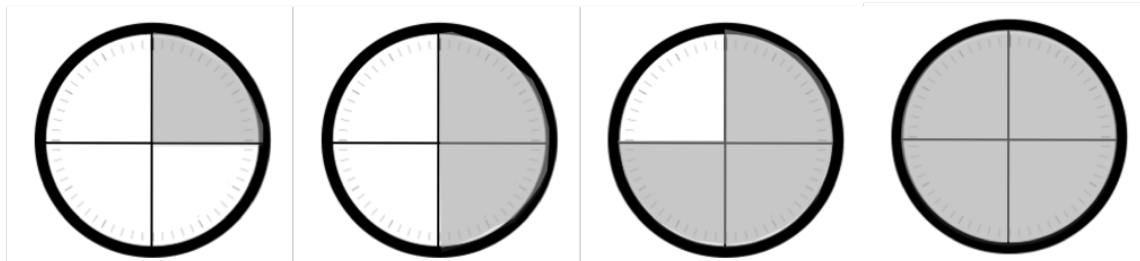
My Plan



Name _____

Date _____

1. Tell what fraction of each clock is shaded in the space below using the words *quarter*, *quarters*, *half*, or *halves*.

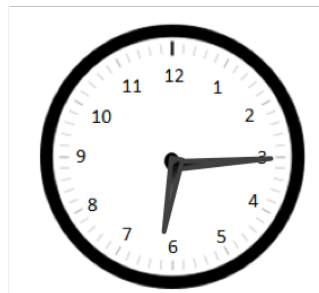


2. Write the time shown on each clock.

a.



b.



c.



d.



3. Match each time to the correct clock by drawing a line.

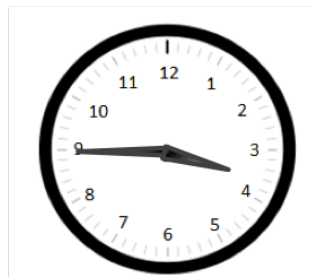
▪ Quarter to 4

▪ Half past 8

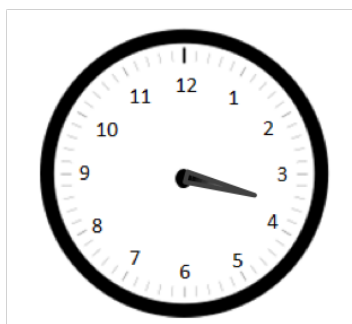
▪ 8:30

▪ 3:45

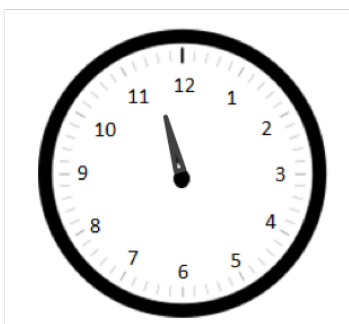
▪ 1:15



3. Draw the minute hand on the clock to show the correct time.



3:45



11:30



6:15

TUESDAY

How do I find the **LESSON** or **MORAL** of the story?

The lesson of the story will:

~ teach us something

~ influence us

~ tell us how to think

~ tell us how to act

My thinking...

1. I have to think about the main character? Is that character good or bad, nice or mean, happy or sad?

(When there is more than one main character, sometimes the good character learns the lesson and sometimes the bad character learns the lesson. You will have to think of both.)

2. I have to think about the B-M-E (beginning, middle and end) of the story. What are the main events? How was the problem solved?

3. How did the character change? What did the character learn?

Tuesday Phonics

Name: _____ Date: _____ #: _____

Suffix Cloud Mobiles

Directions: Look at the suffix clouds. Create one word in each raindrop that ends with the given suffix.

-less

-ment

-ish

-ness

-ful

-en

DRAFT

(Date/heading)

(Greeting)

Body/
Message

Closing

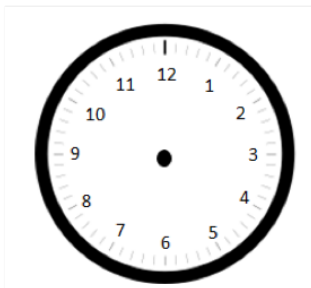
Signature

2. Draw the hands on the analog clock to match the time on the digital clock. Then, circle **a.m.** or **p.m.** based on the description given.

- a. Brushing your teeth after you wake up

7:10

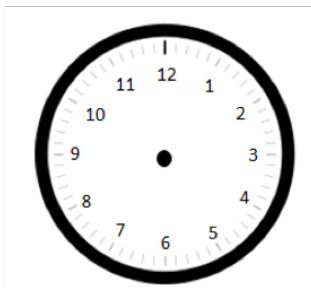
a.m. or p.m.



- b. Finishing homework

5:55

a.m. or p.m.



3. Write what you might be doing if it were **a.m.** or **p.m.**

a. **a.m.** _____

b. **p.m.** _____



4. What time does the clock show?

_____ : _____



WEDNESDAY

Title _____

characters

Is there a character flaw?

Plot

B

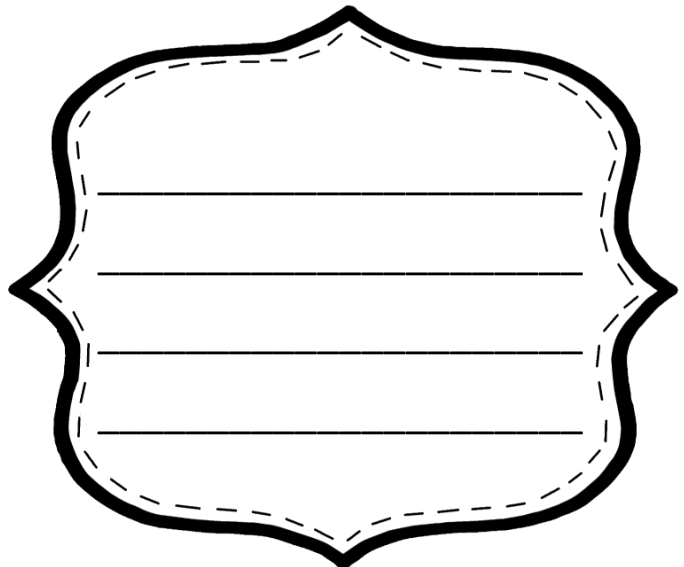
M

E

P
problem

S
solution

**Message or
Moral**



Wednesday Phonics

Name: _____ Date: _____ #: _____

Suffix Word Creation

Directions: Look over the dictation words from this week's dictation word list. Identify the part of speech of each base word. Then, determine the new part of speech of each word once the suffix is added to the end of the base word.

Suffixes to use:

-less= without

-ish= origin/nature/resembling

-ful= full of

-ment= act of/ state of

-ness= state of

-en= made of/make

Base Word	Part of Speech	Suffix Added	New word	New Part of Speech
child	A child is a noun	-ish	childish	childish is an adjective
bone				
care				
self				
pave				
gold				
kind				
use				
thank				
cold				

Name _____ Date _____

1. Decide whether the activity below would happen in the a.m. or the p.m. Circle your answer.

a. Eating breakfast	a.m. / p.m.	b. Doing homework	a.m. / p.m.
c. Setting the table for dinner	a.m. / p.m.	d. Waking up in the morning	a.m. / p.m.
e. After-school dance class	a.m. / p.m.	f. Eating lunch	a.m. / p.m.
g. Going to bed	a.m. / p.m.	h. Heating up dinner	a.m. / p.m.

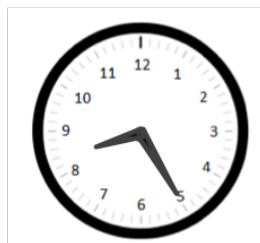
2. Write the time displayed on the clock. Then, choose whether the activity below would happen in the a.m. or the p.m.

- a. Brushing your teeth before school



____:____ a.m. / p.m.

- b. Eating dessert after dinner



____:____ a.m. / p.m.

4. Draw the hour hands on the clocks to match the correct time.



12:30



10:10

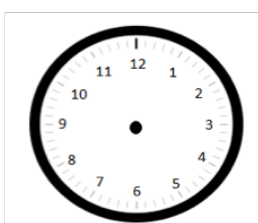


3:45

5. Draw the hour and minute hands on the clocks to match the correct time.



6:55



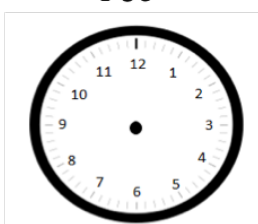
1:50



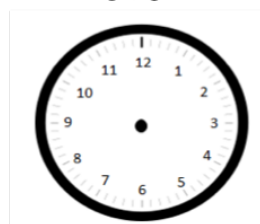
8:25



4:40

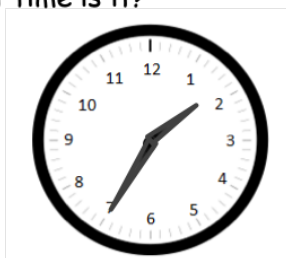


7:45



2:05

6. What time is it?







Adaptions For Survival Study Guide



Adaptation-is anything that helps an animal survive in its environment.

Outer body coverings-help an animal survive by:

1. protecting its internal organs
2. helps regulate body covering
3. sensitive to temperature changes and pain

Fish have scales for outer body coverings

Birds have feathers for outer body coverings

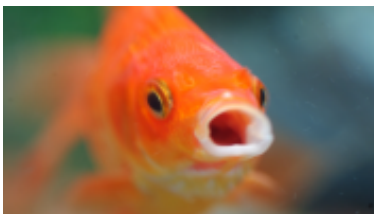
Bears have fur for outer body coverings

Body parts used for protection:

1. Cats have claws for protection.
2. Wolves use their teeth for protection
3. Fish use their scales for protection

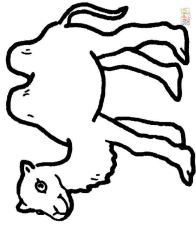
Body parts use for food getting:

1. A bird uses its bill for getting food
2. A snake uses its curved teeth for food getting
3. A bear uses its claws for getting food
4. A fish uses its mouth for getting food



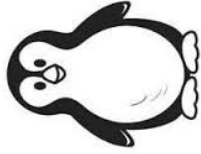
Name: _____

Animal Adaptations



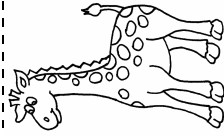
camel

helps pull leaves
off trees



penguin

can live in
cold water
environments



giraffe

keeps them warm



seal

long tongue

keeps sand
out of eyes

Name:-----

[Animal Adaptations]

Animal Body Part Function

THURSDAY

I Want to Buy a Computer Game

by Susan LaBella



Luis was excited. The new computer game he wanted was finally in stores. "The game is here!" he told his mom. "Can we go buy it?"

"How much does it cost?" Luis's mother asked.

"Thirty-five dollars," he replied.

"That is a lot of money, Luis. Do you have enough to buy it yourself?"

He shook his head.

"You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need."

"But I really want this game!" answered Luis. "What can I do?"

"You get eight dollars a week for doing chores," his mom said. "Try to save it. Before long, you will have enough to pay for the game."

"I do not think so," said Luis. "By then, all the games will be sold."

"Try it," replied his mother.

Weeks later, Luis came home very happy. "Guess what, Mama? I did what you said. I saved my chore money. Then I saw the game was on sale. Today I bought it for twenty-eight dollars."

"And," his mother added, "you did it with your own money!"

Oral Reading Fluency

Directions: Read the passage. Circle the words with suffixes.

The Selfish King

Jess was a gal. Her home was filled with riches. She drank from a golden goblet and ate from posh plates. Her dresses were made from woven silk. She was a hopeful child, with a kindness about her, but her dad was quite selfish. He was useless when it came to helping. He was filled with coldness and thanklessness.

Jess liked to help kids who had less than she did. She like to share her belongings with them. On a cold eve, Jess grabbed some of the endless piles of blankets from the closet and walked to the sidewalk where the kids were. She knew the blankets would be helpful and useful to the homeless on a cold eve such as this. As Jess was about to exit, her dad spotted her and demanded she not go.



Jess begged her dad to let her go, but he was so selfish. He did not want to give his blankets to the homeless. Jess went to bed. When she woke, she grabbed the blankets and snuck to where the homeless slept. She was careful to put a blanket on each child who rested on the pavement and wished them all a restful night. Their smiles made her smile inside.

Jess snuck blankets to the homeless every time her dad slept, but when she gave the last blanket, she felt helpless. Jess asked her dad for help, begged her dad for help. At last, Jess tricked her dad! She pretended to be a homeless child in want of a blanket. Her dad looked at her and felt a kindness melt the coldness inside him.

He began to want to help, and he became less careless and thankless. Now any time there is a cold eve, Jess and her dad can be seen handing blankets to the homeless.

Directions: Now sort the words you circled by suffix in the following categories below.

-en	-ful	-ness	-ish	-ment	-less

Sentence Dictation

Directions: Look at the following sentences. Pound each sentence. Then look for the word/words with a suffix added to the end of the base word. Circle that word.

- If the suffix is used correctly, circle yes!
- If the suffix is used incorrectly, circle no and fix the word to have the correct suffix on the line provided.

1. Be careful on that wet paveless. Yes No

2. Thank you for your great kindness. Yes No

3. My goldment goblet is useish. Yes No

(Date/heading)

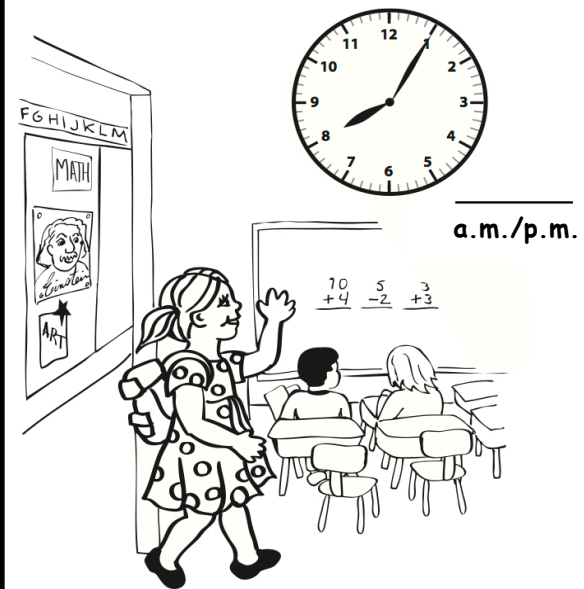
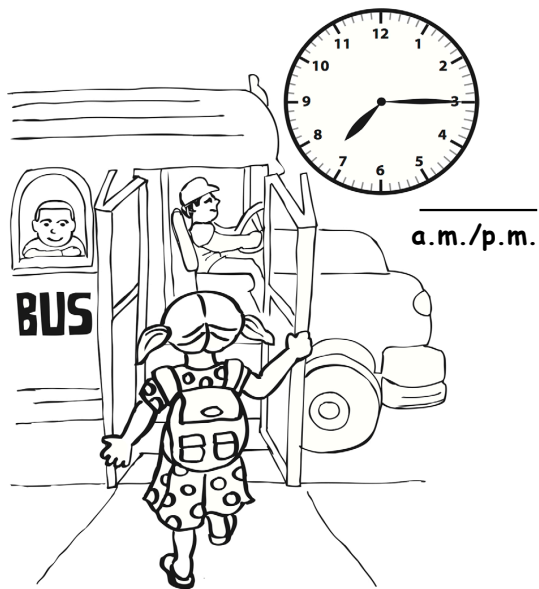
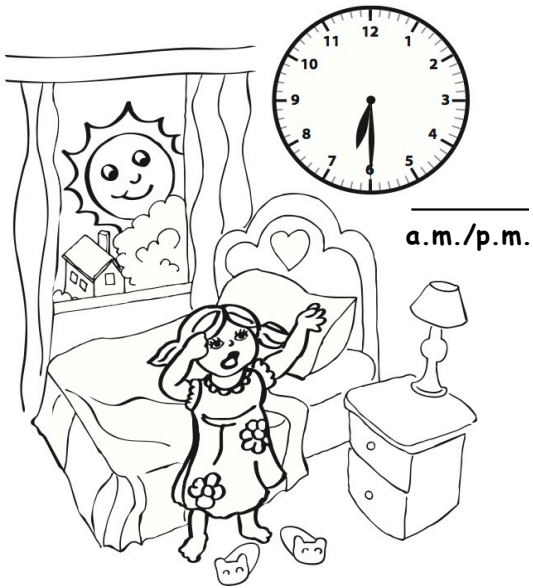
(Greeting)

(Body/
message)

Closing

Signature

Write the time. Circle a.m. or p.m.



telling time story (small!)

Name _____ Date _____

1. Decide whether the activity below would happen in the a.m. or the p.m. Circle your answer.

a. Waking up for school a.m. / p.m.

b. Eating dinner a.m. / p.m.

c. Reading a bedtime story a.m. / p.m.

d. Making breakfast a.m. / p.m.

e. Having a play date after school a.m. / p.m.

f. Going to bed a.m. / p.m.

g. Eating a piece of cake a.m. / p.m.

 a.m. / p.m.

FRIDAY

Name: _____ **Date:** _____

1. Why was Luis excited at the start of the story?

- A. He managed to save up thirty-five dollars.
- B. The new computer game he wanted was in stores.
- C. His mother bought him a computer game as a gift.

2. What is the main problem Luis faces in the story?

- A. He wants a new computer game, but the store has run out of that game.
- B. He wants a new computer game, but he doesn't have enough money to buy it.
- C. He wants a new computer game, but his mother hates all computer games.

3. Read this statement that Luis's mom said to Luis.

"You know, Luis, we have to spend our money carefully. We have to pay for our house and food. We need to buy clothing and books and gas for our car. Our money goes to things we need."

What conclusion can you draw from this evidence?

- A. A house and food are things that Luis's family needs.
- B. Luis's mom doesn't want to buy clothing, books, and gas for the car.
- C. Having clothing, books, and gas is more important than having a house and food.

4. How does Luis's mom most likely feel about the computer game?

- A. She feels excited because she wants to play the game, too.
- B. She feels angry that Luis wants to spend his money on a game.
- C. She feels like the game is not something that Luis really needs.

5. What is the main idea of this story?

- A. The computer game that Luis wants costs thirty-five dollars.
- B. Luis wants a new computer game, so he saves up money to buy it.
- C. Luis's mom has to spend money on things like food, clothing, and the house.

6. Read these sentences from the text.

"Luis was excited. The new computer game he wanted was finally in stores. 'The game is here!' he told his mom. 'Can we go buy it?'"

Why might the author have used an exclamation point when Luis tells his mother that the game is here?

- A. to show that Luis is very excited
- B. to show that Luis's mom is very excited
- C. to show that the game is really fun to play

7. Read these sentences from the text.

"'You get eight dollars a week for doing chores,' his mom said. 'Try to save it. Before long, you will have enough to pay for the game.'"

What does the word "it" in the second sentence refer to?

- A. the chores
- B. the eight dollars
- C. the week

8. Why doesn't Luis's mother buy the computer game when Luis first asks her for it?

9. Read these sentences from the text.

"Weeks later, Luis came home very happy. 'Guess what, Mama? I did what you said. I saved my chore money. Then I saw the game was on sale. Today I bought it for twenty-eight dollars.'

How does Luis's mother probably feel about Luis saving up his money to buy the computer game?

10. This story suggests that it is a good idea to save up your extra money to buy things that you want. Why might this be a good idea? Use evidence from the story to support your answer.

Friday Phonics

Name: _____ Date: _____ #: _____

Directions: Answer the following questions from the story Thursday. Use a word with a suffix in each answer. Please write complete sentences. Don't forget to begin with a capital letter and use punctuation.

1. How was Jess different from her dad in the beginning of the story?

2. Which sentence from paragraph 3 described Jess's dad?

3. What kind of night did Jess wish for each child to have?

4. How did Jess trick her dad?

5. Write the sentence that tells how her dad felt when he looked at Jess and thought she was a homeless child in want of a blanket.

Guide Words

The words on the top of a dictionary page are called **guide words**. These words list the first and last words on a dictionary page. By looking at the guide words, you can tell which words will appear on that page.

hair

292

hand

hair [hēr] *n.* 1 A very thin, threadlike growth on the skin of people and animals. 2 A mass of such growths.

hair-cut [hēr'kut] *n.* The act or style of cutting hair.

hair-y [hēr'ē] *adj.* Covered with hair; having a lot of hair covering the body.

half [haf] 1 *n.* One of two equal parts of something. 2 *n.* Either of two time periods in certain sports. 3 *adv.* Not completely; partly: I was *half* asleep.

pl. halves

half-way [haf'wā'] *adv.* 1 Half the distance; midway: we climbed *halfway* up the mountain. 2 *adv.* Not completely:

ham-ster [ham'stər] *n.* An animal that is like a mouse. It has a plump body, a short tail, and large cheek pouches. A hamster is a rodent.

hand [hand] *n.* 1 The end part of the arm; below the wrist. It is made up of the palm, four fingers, and a thumb. 2 Anything like a hand in shape or use: the *hands* of the clock pointed to three o'clock. 3 **hands** Control or possession: The town is in enemy *hands*. 4 *v.* To give or turn over: he



hamster

Tell whether each word would be found on the dictionary page above. Write **yes** or **no** for each.

1. ham - _____

2. happy - _____

3. hall - _____

4. hello - _____

5. handy - _____

6. Halloween - _____

7. hat - _____

8. handcuff - _____

9. hang - _____

10. halo - _____

11. hare - _____

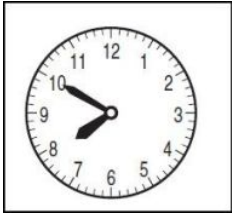
12. hammock - _____

Name: _____

Math Assessment: Time & Calendar

Question #1

Jan woke up in the morning and looked at her clock on the wall.



What time did Jan wake up?

A 7:50 p.m.

C 7:50 a.m.

B 8:10 p.m.

D 8:10 a.m.

Question #2

On Saturday mornings, Luisa likes to go to the park at the time shown on the clock.



What time does Luisa go to the park?

A 9:15 a.m.

C 9:15 p.m.

B 3:45 a.m.

D 3:45 p.m.

Question #3

In the afternoon, Mario leaves school at the time shown on the clock.



What time does Mario leave school?

A 3:30 a.m.

C 13:30 a.m.

B 3:30 p.m.

D 13:30 p.m.

Question #4

Andre's class goes to lunch at the time shown on the clock.



What are two ways to name the time shown on the clock?

A eleven fifteen or half past eleven

B eleven fifteen or quarter until twelve

C eleven fifteen or quarter past eleven

D eleven fifteen or eleven thirty

Question #5 Look at the clock.



What time is shown on the clock?

A eleven fifteen

C quarter past eleven

B eleven twenty-five

D half past eleven

Question #6

Look at the clock.



What time is shown on the clock?

A five fifteen

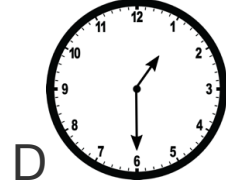
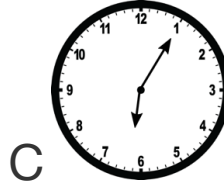
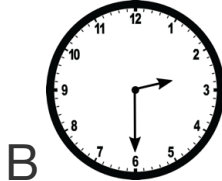
C five forty-five

B five thirty

D five fifty

Question #7

Which clock shows 1:30?



Question #8

The clock shows the time Donald goes jogging in the morning.



At what time does Donald go jogging?

A 6:25 p.m.

C 5:30 p.m.

B 6:25 a.m.

D 5:30 a.m.

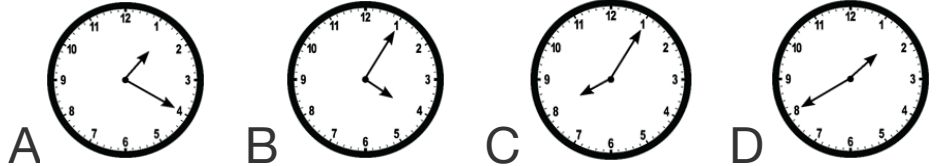
Question #9

The school bell rings at 7:45 in the morning. Which clock shows the time the school bell rings?



Question #10

Jeff and Carmen get picked up from school at 1:40. Which clock shows the time Jeff and Carmen get picked up from school?



Question #11

The clock shows the time that the bus arrives at Dana and Leon's bus stop.



At what time does the bus arrive?

A 6:10

C 7:10

B 6:50

D 7:50

Question #12

Yesterday, Shelly began eating her dinner at the time shown on the clock.



What time did Shelly have dinner last night?

A 8:10 a.m.

B 8:10 p.m.

C 10:08 a.m.

D 10:08 p.m.

Question #13

The clock shows the time when Kevin went to bed.



What time did Kevin go to bed?

A 7:55

B 8:11

C 8:55

D 11:40

Question #14

Gary begins to cook breakfast on Sunday morning at the time shown on the clock.



At what time does Gary begin to cook breakfast?

A 8:40

B 8:45

C 9:40

D 9:45

Xenarthra Adaptation Scavenger Hunt

Find something long and narrow like an Anteater's nose, that could help you to breath while you're swimming!	Find something that could help you camouflage like the Sloth's algae-covered green fur.	Look for something that can help you grip or balance, like an Anteater's tail.
Search for something with many compartments like a Sloth's stomach!	Search for something long and sticky or long and barbed like an Anteater's tongue. Could it help you catch things?	Find something that can help protect your body like the Armadillo's bony plates.
Search for something that helps you to jump or bounce just like an Armadillo does to scare off predators.	Search for something that would help you climb a tree like a Sloth's curved claws. Remember: don't climb a tree without the permission of a grown-up!	Anteaters don't have teeth, but they do have long mouths and strong stomach muscles. Find something that helps you to eat!
Find something that could break apart an ant hill or a termite mound like an Anteater's claws. Remember to be careful and stay safe with what you've found!	Search for something that helps you to dig like an Armadillo's claws.	