

2nd Grade At Home Learning Packet

May 4 – May 12

AT HOME LEARNING



MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

5/4

5/5

5/6

5/7

5/8

READING
LANGUAGE
ARTS

Listen to the story
From Seed to Plant
https://www.youtube.com/watch?v=Rb7n_B8kzNY
Identify the main idea and
text features in the text.

Reread the story from
yesterday. Complete
the Main Idea
Organizer about the
text.

Read the passage "What
do Plants Need?" Use a
yellow marker to
highlight 4 details from
the passage.

Reread the
passage "What Do
Plants Need?" Answer
questions about the
passage.

Begin working on 2nd
Grade Memory Book

PHONICS

-Introduce
Consonant-le Endings

-"Card Pop" Multi-
sensory Activity

-Timed Fill-in-the-
Blank C-le ending
Game

-Write the syllables to
create the word to
match each picture

-Sentence Dictation
Cut and Paste

-Online C-le Game
https://www.quia.com/rr/408041.html?AP_rand=422698117&playHTML=-
-"A Little Friend for Purple"
Reading Fluency
Independent Activity

WRITING

Review opinion Oreo
sheet. Write an opinion
letter to **Mrs. Harness**
stating your opinion
about a book you have
read. (No help from
parents please)

Review
narrative sheet. Write
about a "small moment"
that has happened to
you lately. (No help
from parents please)

Review information
sheet. Write a story using
facts about one animal
you have learned about
the past few weeks. (No
help from parents please)

Finish any writing
assignments from this
week! Please write
independently! :-)

MATH

Two sheets on
measuring and
making a tally chart
with the
measurements.

- review of tally charts
with animals
- line plots and
creating line plot
sheet.

How to create a bar
graph, two sheets on
constructing them
with the information
provided.

Allow students to
complete the
assessment on their
own to test
knowledge of graphs.

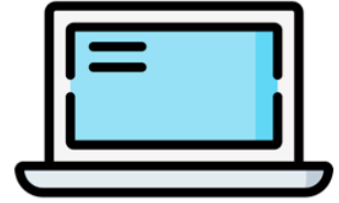
OTHER

Read the study guide
and complete the
handout.

Draw a picture of an
animal of your choice
and conduct research
on that animal.



AT HOME LEARNING



MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

5/11

5/12

5/13

5/14

5/15

READING
LANGUAGE
ARTS

Work on
Memory Book
and any
unfinished
packets.

Work on
Memory Book
and any
unfinished
packets.

Work on
Memory Book
and any
unfinished
packets.

Finish Memory
Book and any
unfinished
packets.

Last day to
turn in all
Distance
Learning
Packets!

PHONICS



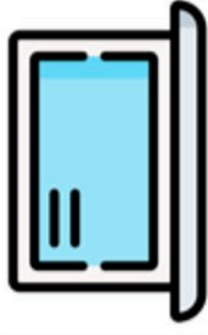
WRITING


MATH

OTHER

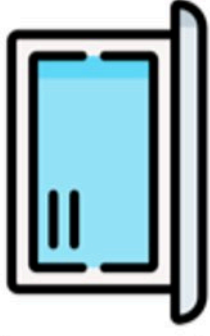
*2nd Grade
Memory Book
does not have to
be turned in.*


AT HOME LEARNING



	Lunes 5/04	Martes 5/05	Miércoles 5/06	Jueves 5/07	Viernes 5/08
Lectura	<p>-Escucha la historia De la semilla a la planta https://www.youtube.com/watch?v=Rb7nB8kzNY</p> <p>-Identifica la idea principal y las características del texto en el texto.</p>	<p>-Vuelve a leer la historia de ayer.</p> <p>-Completa el organizador de ideas principales sobre el texto.</p>	<p>-Lea el pasaje "¿Qué necesitan las plantas?" - Usa un marcador amarillo para resaltar 4 detalles del pasaje.</p>	<p>-Vuelve a leer el pasaje "¿Qué necesitan las plantas?"</p> <p>-Responde preguntas sobre el pasaje.</p>	<p>Comienza a trabajar en el Libro de Memoria de 2do Grado</p>
Fonética	<p>-Introducir terminaciones de Consonant-le</p> <p>- Actividad multisensorial "Card Pop"</p>	<p>-Completa el juego de finalización de relleno de espacios en blanco</p> <p>-Dictado de la Lista de Palabras de una Partedel Tipo de Discurso</p>	<p>-Escribe las sílabas para crear la palabra que coincide con cada imagen</p> <p>-Dictado de enunciados corta y pega</p>	<p>Juego en línea de C-le https://www.guia.com/rr/408041.html?AP_rand=422698117&playHTML=22698117&playHTML=22698117</p> <p>- Actividad independiente de fluidez de lectura "Un pequeño amigo para el morado"</p>	
Escritura	<p>Revisión de opinión hoja de Oreó. Escribe una carta de opinión a la Sra. Harness indicando su opinión sobre un libro que hayas leído. (Sin ayuda de los padres por favor)</p>	<p>Revisar la hoja narrativa. Escribe sobre un "pequeño momento" que te haya sucedido últimamente. (Sin ayuda de los padres por favor)</p>	<p>Revisar la hoja de información. Escribe una historia usando datos sobre un animal que hayas aprendido en las últimas semanas. (Sin ayuda de los padres por favor)</p>	<p>¡Termina cualquier tarea de escritura de esta semana! Por favor escribe de forma independiente! :-)</p>	






AT HOME LEARNING



	Lunes 5/04	Martes 5/05	Miércoles 5/06	Jueves 5/07	Viernes 5/08
Matemáticas	Dos hojas sobre medición y hacer una tabla de conteo con las medidas.	<ul style="list-style-type: none">- revisión de cuadros de conteo con animales- trazados de línea y creación de hoja de trazado de línea.	Cómo crear un gráfico de barras, dos hojas sobre cómo construirlas con la información proporcionada.	Permita que los estudiantes completen la evaluación por su cuenta para evaluar el conocimiento de los gráficos.	
Ciencias		Lee la guía de estudio y completa el folleto.		Haz un dibujo de un animal de tu elección y realiza una investigación sobre ese animal.	

AT HOME LEARNING



	Lunes 5/11	Martes 5/12	Miércoles 5/13	Jueves 5/14	Viernes 5/15
Ciencias					
Matemáticas					
Escritura					
Fónica					
Lectura					
	Trabaja en Memory Book y cualquier paquete sin terminar	Trabaja en Memory Book y cualquier paquete sin terminar	Trabaja en Memory Book y cualquier paquete sin terminar	Finaliza Memory Book y cualquier paquete sin terminar	iÚltimo día para entregar todos los paquetes de aprendizaje a distancia! iEl Libro de Memoria del 2do Grado no tiene que ser entregado!

Phonics Outline (May 4-8, 2020)

Skill: "Consonant-le Endings" (C-le)

(-ble, -dle, -fle, -gle, -kle, -ple, -tle, -zle)

Monday – Introduction

Introduce Skill: Begin by telling the students that all the words in this week have a closed, first syllable that ends with a different consonant sound than the consonant that begins the C-le syllable. Ex. han-dle. Go through each word on the word list and circle the C-le syllable in each word.

Multi-sensory activity: "Card Pop" Activity. Look at the word cards for Monday. The student will cut apart each Consonant-le sound. Have an adult or older sibling to say the words in the word list. As the word is said, the student will "pop" up that ending syllable sound in the air. For example, if the given word was handle, the student should "pop" the sound -dle up in the air.

Tuesday-

Word Review Activity: To practice the dictation words, the students will be filling in the C-le ending syllables to complete words. Set the student a 3-minute timer to see how many they can complete. Once the timer goes off, write down how many the students completed correctly. Then, allow them to finish any they did not complete.

Complete the Tuesday Timed Fill-in-the-Blank Sheet.

Practice: The students will sort their dictation words by their part of speech. **Complete Tuesday Part of Speech Word Sort Sheet.**

Wednesday-

Word Review Activity: To review our skill and our dictation words, the student will look at the picture and write the syllable parts in the correct box. **Complete the Syllable Picture Sheet.**

Sentence Dictation: To practice sentences with C-le endings, the student will cut out the sentence parts. On the following sheet, you will glue the sentence parts together to create a complete sentence. Circle the C-le word in each sentence. **Complete the Sentence Dictation Match Sheets, Part A and Part B.**

****For a challenge, write what type of sentence you paste together.**

Thursday- Assessment

Word Review Activity: Complete the following game, answering questions to see how much money you can earn!

[https://www.quia.com/rr/408041.html?](https://www.quia.com/rr/408041.html?AP_rand=422698117&playHTML=1)

[AP_rand=422698117&playHTML=1](https://www.quia.com/rr/408041.html?AP_rand=422698117&playHTML=1)

Independent: Read the passage with fluency. Circle all the C-le words. Sort the C-le words. Use 2 of those words in a sentence.

Complete the Thursday Passage Sheet.

Dictation Word List

simple

ankle

jungle

candle

example

twinkle

tangle

tumble

crumble

rectangle

title

handle

Esquema de fonética (4-8 de mayo de 2020)
Habilidad: "Terminaciones con consonante-le" (C-le)
(-ble, -dle, -fle, -gle, -kle, -ple, -tle, -zle)

Lunes – Introducción

Introducir habilidad: Comience diciéndoles a los estudiantes que todas las palabras de esta semana tienen una primera sílaba cerrada que termina con un sonido de consonante diferente al de la consonante que comienza la sílaba C-le. Ejem. han-dle. Revisa cada palabra en la lista de palabras y encierra en un círculo la sílaba C-le en cada palabra.

Actividad multisensorial: Actividad "Card Pop". Mira las tarjetas de palabras para el lunes. El alumno cortará cada sonido Consonante-le. Haga que un hermano mayor o adulto diga las palabras en la lista de palabras. A medida que se dice la palabra, el estudiante "emergerá" ese sonido de sílaba final en el aire. Por ejemplo, si la palabra dada era "handle", el estudiante debe "hacer estallar" el sonido -dle en el aire

Martes –

Actividad de revisión de palabras: para practicar las palabras de dictado, los estudiantes completarán las sílabas finales de C-le para completar las palabras. Establezca al alumno un temporizador de 3 minutos para ver cuántos puede completar. Una vez que el temporizador se apaga, escriba cuántos completaron correctamente los estudiantes. Luego, permítales terminar cualquiera que no hayan completado. Complete la hoja de rellenar el espacio programado para el martes.

Práctica: Los estudiantes ordenarán sus palabras de dictado en la parte del discurso. Complete la Hoja de clasificación de palabras del discurso completo del martes.

Miércoles –

Actividad de revisión de palabras: para revisar nuestra habilidad y nuestras palabras de dictado, el estudiante mirará la imagen y escribirá las partes de la sílaba en el cuadro correcto. Complete la hoja de imagen de Silabas.
Dictado de oraciones: Para practicar oraciones con terminaciones en C-le, el alumno cortará las partes de la oración. En la siguiente hoja, pegará las partes de la oración para crear una oración completa. Encierra en un círculo la palabra C-le en cada oración. Complete las Hojas de coincidencia de dictado de oraciones, Parte A y Parte B.
** Para un desafío, escribe qué tipo de oración pegaste.

Jueves-

Actividad de revisión de palabras: ¡Completa el siguiente juego, respondiendo preguntas para ver cuánto dinero puedes ganar!

https://www.guia.com/rr/408041.html?AP_rand=422698117&playHTML=1

Independiente: lea el pasaje con fluidez. Encierra en un círculo todas las palabras C-le. Ordena las palabras C-le. Usa 2 de esas palabras en una oración. Completa la hoja de pasaje del jueves.

Dictation Word List

simple

ankle

jungle

candle

example

twinkle

tangle

tumble

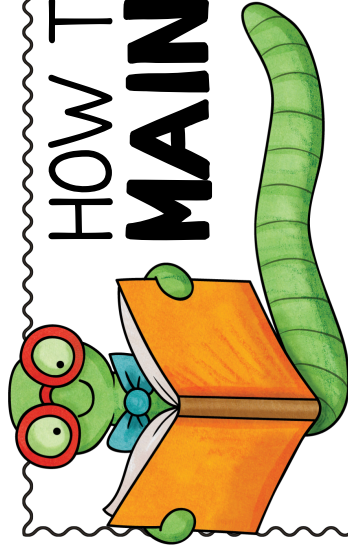
crumble

rectangle

title

handle

MONDAY



HOW TO FIND MAIN IDEA

BEFORE YOU READ:

- ☐ Read the title.
- ☐ What is the text about?
- ☐ What is the topic?

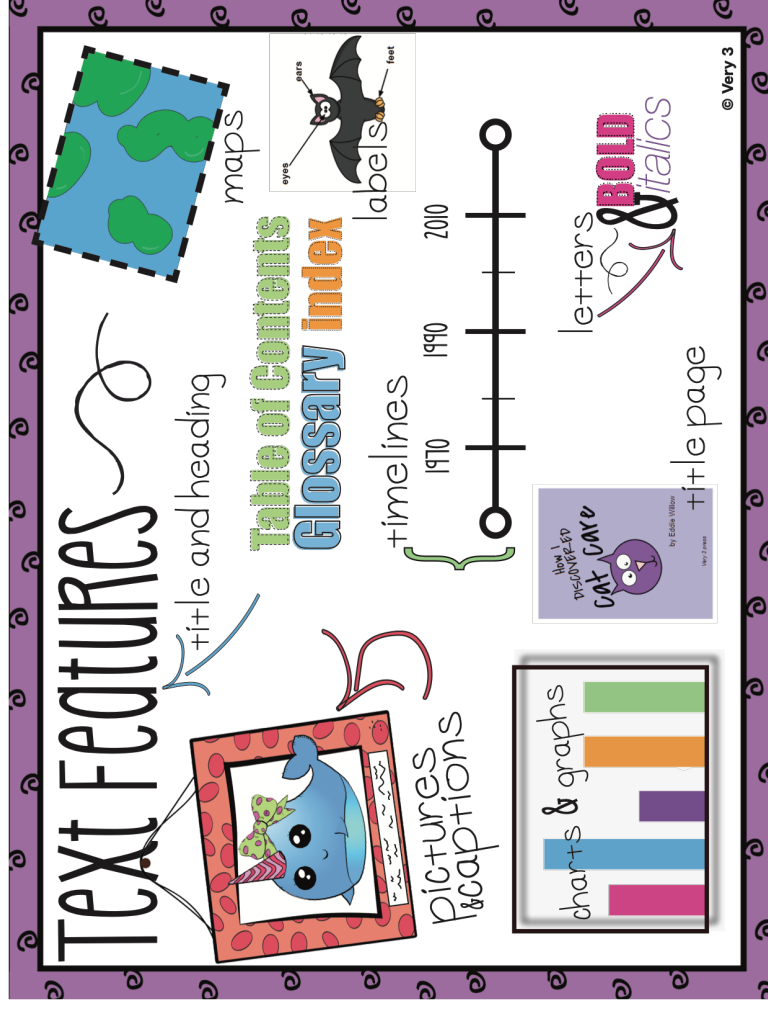
DURING THE READING:

- ☐ Look for and carefully read text features.
- ☐ Is the text fiction, non-fiction...
- ☐ Look for information, words, and pictures that are repeated.

AFTER YOU READ:

- ☐ Think about the most important point about the topic.
- ☐ What details or examples back up and support the main idea?

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Monday Phonics

Name: _____ Date: _____ #: _____

C-le Card Pop

Directions: Cut the word cards apart. Listen as an adult or older sibling say your word list dictation words. "Pop" up the C-le sound when you hear it on the end of each word.

-ble

-dle

-gle

-kle

-ple

-tle

OREO Opinion



What is an opinion?

An opinion is a belief, judgment or way of thinking about something.

How do you as a writer tell about your opinions? Think OREO!

O

Opinion—Tell your readers how you feel about something.

R

Reason—Tell your readers why you feel that way.

E

Examples— Give your readers 1-3 examples of why you feel that way. Use "Because." Give details!

O

Opinion—Tell your readers one more time about your opinion and tell your feeling.

Opinion

sentence starters

I think...

I feel...

I know...

I believe...

In my opinion...

The best thing about...

Everyone should...

...is better than...

because...

If you liked ...

then you will love ...



(Date/heading)

(Greeting)

(Body/
message)

Closing

Signature

Name _____ Date _____

1. Measure the lines below in inches. Record the data using tally marks on the table provided.

Line A _____

Line B _____

Line C _____

Line D _____

Line E _____

Line F _____

Line G _____

Line Length	Number of Lines
Shorter than 5 inches	
Longer than 5 inches	
Equal to 5 inches	

2. How many more lines are shorter than 5 inches than are equal to 5 inches?

3. What is the difference between the number of lines that are shorter than 5 inches and the number that are longer than 5 inches? _____
4. Ask and answer a comparison question that could be answered using the data above.
Question: _____

Switch papers with a partner. Have your partner answer your question on the back.

Name _____ Date _____

1. The lines below have been measured for you. Record the data using tally marks on the table provided, and answer the questions below.

Line A 5 inches _____

Line B 6 inches _____

Line C 4 inches _____

Line D 6 inches _____

Line E 3 inches _____

Line Length	Number of Lines
Shorter than 5 inches	
5 inches or longer	

2. If 8 more lines were measured to be longer than 5 inches and 12 more lines were measured to be shorter than 5 inches, how many tallies would be in the chart?

TUESDAY

MAIN IDEA OF NONFICTION TEXT

TITLE:

DETAIL

DETAIL

DETAIL

MAIN IDEA OF TEXT:

Tuesday Phonics

Name: _____ Date: _____ #: _____

Timed Fill-in-the-Blank

Directions: Set the student a 3-minute timer to see how many words they can complete. Once the timer goes off, write down how many words the student completed correctly. Then allow them to finish any they did not complete.

C-le Endings:

-ble

-gle

-dle

-kle

-ple

-tle

Ready, Set, GO!

bund<u>le</u>	sam_____	han_____	fum_____	jun_____
can_____	twin_____	exam_____	rectan_____	pim_____
an_____	ti_____	tum_____	crum_____	sim_____
tan_____	dim_____	untan_____	grum_____	sprin_____

Number correct after 3-minute timer: _____ / 20

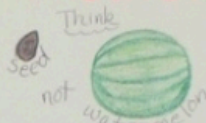
Part of Speech Word Sort

Directions: Sort the words from the dictation word list by their part of speech.

[illegible]

Personal Narratives

- Focus on a small moment from your life.



- Write it the same way you would tell it to someone.
- Start with a catchy lead.
- Use details to tell who, what, where ^{and} how
- Have a beginning, middle and end
- Describe people, places and things.
- Use order words like first, next, last
- Spelling and capitalization matter!
- **REREAD IT!** Would it make sense to a stranger?



narrative

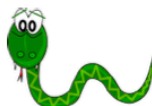
This image shows a full page of primary-ruled paper. It features multiple sets of horizontal lines designed for handwriting practice. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are repeated vertically down the entire page, providing ample space for practicing letter formation and alignment. The paper is otherwise blank, with no margins or additional markings.

Name _____

Date _____

1. Count and categorize each picture to complete the table with tally marks.

No Legs	2 Legs	4 Legs



2. Count and categorize each picture to complete the table with numbers.

Fur	Feathers



Name _____

Date _____

Use the data in the table to create a line plot.

Length of Crayons in a Class Bin

Crayon Length (inches)	Number of Crayons
1	
2	
3	
4	

**Crayon Length (inches)**

Science: Animal Habitats

Tuesday

Glossary

Habitat- home or environment of an animal or plant.

Biome- a large region that has a certain climate and certain living things.

Plants and animals all survive in their own **habitat**. Each habitat is different. However, some have things are very similar. This is why we have **biomes**. There different types of biomes.



Aquatic Biome

- An aquatic biome includes seas and oceans, lakes and rivers, wetlands and marshes, lagoons, and swamps. Only animals that survive in water will live in these types of biomes. The Pacific Ocean is just one example of an aquatic biome.



Desert

- A desert biome is very dry. This is mostly because there is only a little water there and hardly any rain falls in this type of biome.

Science: Animal Habitats



Forest

- A forest biome has many trees. This can also include woodlands which is also land covered with trees. The Amazon Rainforests is one example of a forest.



Grasslands

- A grassland biome has mostly grass but only a few trees. The climate can be either be wet or dry.



Tundra

- A tundra biome is very cold. There aren't many plants that grow in this type of biome.

Science: Animal Habitats

Think about what you have learned so far about animal habitats. Look at the list of animals. What type of habitat do you think each animal lives in? Write the name of the habitat that each animal would live in. You can use each name more than once.

Tundra Aquatic Forests Desert Grassland
--

1. Elephant _____
2. Tiger _____
3. Polar Bear _____
4. Fish _____
5. Rattlesnake _____
6. Lion _____
7. Shark _____
8. Penguin _____
9. Howler monkey _____
10. Poison dart frog _____

WEDNESDAY

What Do Plants Need?

by Rachelle Kreisman

Plants are living things. They depend on water and light to help them grow. But how do plants find what they need? They get it from the world around them!

Plants get water from the soil. They get light from the sun.

Many plants have roots, stems, and leaves. Roots keep a plant attached to the soil and help the plant take in water. Water moves up the plant's stem to the leaves. The stem also supports the plant so it stays up straight.

Leaves take in light energy from the sun. The leaves use water, light energy, and a gas called carbon dioxide to make glucose. Glucose is a kind of sugar. It is food for the plant. Yes, plants make their own food! They use it to grow.



Wednesday Phonics

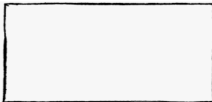

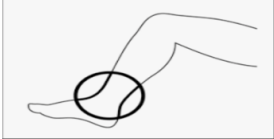




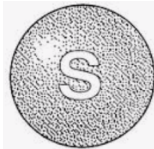
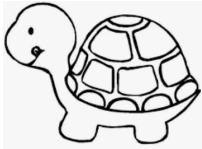



Name: _____ Date: _____ #: _____

Syllable Pictures

Directions: Look at each picture. Write the syllable parts in the correct box.

Word List:

puddle marble candle castle table turtle ankle
circle jungle crumble rectangle skittle

 <div>rec</div> <div>tan</div> <div>gle</div>	 <div></div> <div></div>	 <div></div> <div></div>	 <div></div> <div></div>
 <div></div> <div></div>	 <div></div> <div></div>	 <div></div> <div></div>	 <div></div> <div></div>
 <div></div> <div></div>	 <div></div> <div></div>	 <div></div> <div></div>	 <div></div> <div></div>

Sentence Dictation Practice, Part A

Directions: Cut out the sentence parts. Match the sentence parts together and glue them on the next page to create a complete sentence.

Crumble your lunch bag

Watch the flames on the candle

twinkle.

I know that bundle of string

Can you handle

into a bundle.

simple?

is in a tangle.

Is that sample problem

a rumble of in jungle?

Sentence Dictation Practice, Part B

Directions: Glue your sentence parts here to create a complete simple sentence. Do not forget to circle the C-le word in each sentence. For a challenge, write what type of sentence you paste together.

Declarative	Imperative	Interrogative	Exclamatory
-------------	------------	---------------	-------------

1.

2.

3.

4.

5.

Informative Writing

- tells about a person, place, thing, event, or idea.

Each paragraph:

- has a topic sentence.
- has sentences that give facts, details, examples, or explanations.
- has a conclusion.

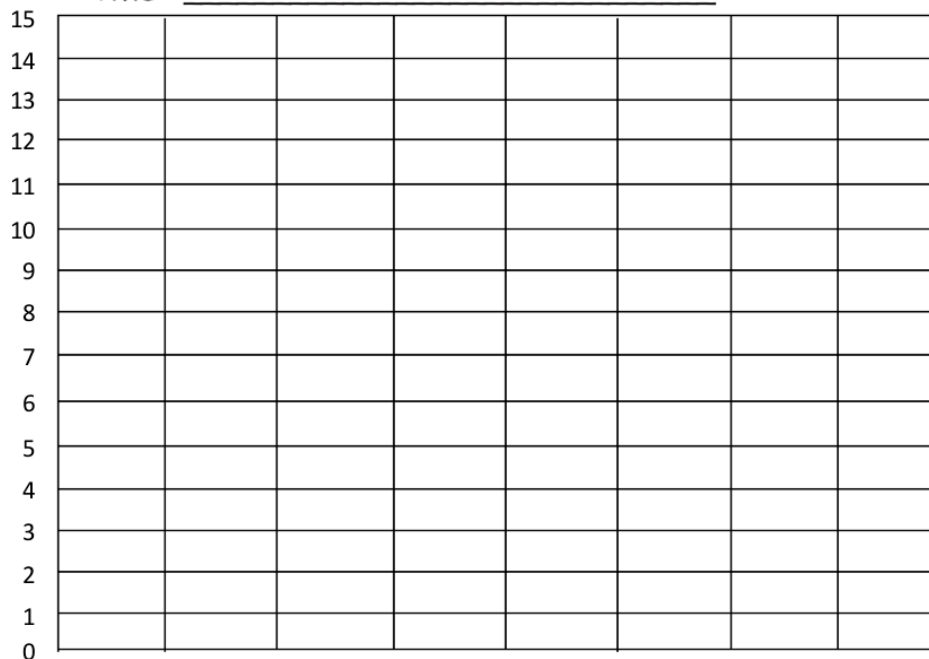
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Name _____ Date _____

Callista saved pennies. Use the table to complete the bar graph. Then, answer the following questions.

Pennies Saved			
Saturday	Sunday	Monday	Tuesday
15	10	4	7

Title: _____



- How many pennies did Callista save in all? _____
- Her sister saved 18 fewer pennies. How many pennies did her sister save? _____
- How much more money did Callista save on Saturday than on Monday and Tuesday? _____
- How will the data change if Callista doubles the amount of money she saved on Sunday? _____
- Write a comparison question that can be answered using the data on the bar graph.

Name _____ Date _____

1. Use grid paper to create a picture graph below using data provided in the table. Then, answer the questions.

Central Park Zoo Animal Classification			
Birds	Fish	Mammals	Reptiles
6	5	11	3

Title: _____

- a. How many more animals are mammals than fish? _____
- b. How many more animals are mammals and fish than birds and reptiles? _____
- c. How many fewer animals are reptiles than mammals? _____

Legend: _____

- d. Write and answer your own comparison question based on the data.

Question: _____

Answer: _____

THURSDAY

1. Plants depend on water to help them grow. What else do they depend on to help them grow?

- A. people
- B. animals
- C. light

2. A stem supporting a plant is a cause. What is an effect of a stem supporting a plant?

- A. The plant takes in light energy from the sun.
- B. The plant stays up straight.
- C. The plant makes glucose.

3. Plants get what they need from the world around them.

What evidence in the article supports this statement?

- A. Glucose is a kind of sugar that plants use for food.
- B. Plants get the water they need from the soil they are in.
- C. Plants are living things that need water to help them grow.

4. Which parts of a plant help the plant get what it needs?

- A. the stem and leaves ONLY
- B. the roots, stem, and leaves
- C. the leaves ONLY

5. What is the main idea of this article?

- A. Glucose is a kind of sugar that plants use for food.
- B. The leaves of a plant take in light energy from the sun.
- C. Plants use water and light to help them grow.

6. Read these paragraphs from the article.

"Plants are living things. They depend on water and light to help them grow. But how do plants find what they need? They get it from the world around them!"

What does the phrase "depend on" mean here?

- A. avoid
- B. need
- C. move

7. Choose the answer that best completes this sentence.

Plants need water, _____ they take in water from the soil.

- A. so
- B. because
- C. but

8. What is food for a plant?

9. What three things do plant leaves use to make glucose?

10. Summarize how a plant makes its own food.

Thursday Phonics

Name: _____ Date: _____ #: _____

Oral Reading Fluency Passage

Directions: Circle the words with Consonant-le and write the words in the blanks below. (If the word is repeated, only write it once.)

"A Little Friend for Purple"

Purple was new to Ridgeland, MS. She just moved her a little over a week ago. She didn't know anyone yet, so she just spent a lot of time with her turtle, Buckle. He made her giggle because he had a big head. Buckle loved to wiggle around his cage all day.

Purple really wanted to have friends. She used to sit in the middle of her bedroom and eat one skittle after another while talking to her long-distance friend Kelly. Other days, she would play games like Uno, Jenga, or Scrabble. If Purple didn't do that, she would watch TV, eating lemon heads; she loved the sour lemon middle!

One night, Purple heard a knock on the door. She tripped over her welcome rug trying to open the door. Who could it be? It was Grace from work! Grace loved to chew bubble gum, and she was also so nice to Purple. "Hi Purple! My family and I are going to Spinners tomorrow and I was trying to see if you wanted to join us?" Purple couldn't believe it! She was so shocked! She looked up at the night sky and saw a twinkle, twinkle little star! It was a miracle! "I would love too," Purple let out with a little giggle. I can't wait!

1. _____

7. _____

2. _____

8. _____

3. _____

9. _____

4. _____

10. _____

5. _____

11. _____

6. _____

12. _____

Directions: Sort the words you wrote on the lines above by c-le ending.

-ple	-tle	-gle	-dle	-kle	-ble	-cle

Directions: Use 2 of the words in a sentence. Don't forget your capitalization and punctuation.

1. _____

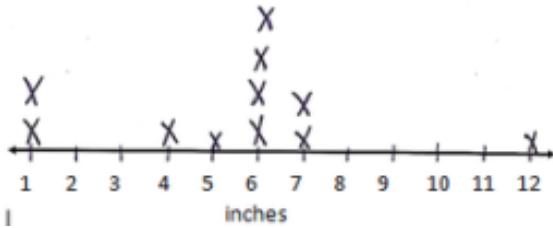
2. _____

Name: _____

Math Assessment: Graphs

Question #1

Each student in Fran's class measured the length of a leaf they brought in for a science activity. They displayed their measurement in a line plot.



How many leaves measured *less than* 6 inches?

A 1 leaf

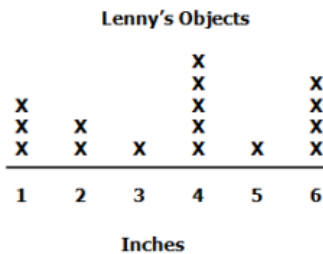
C 7 leaves

B 4 leaves

D 12 leaves

Question #2

Lenny measured several objects and made a line plot.



How many objects were 1 or 2 inches long?

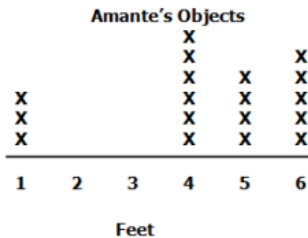
A 10 objects

C 5 objects

B 8 objects

D 3 objects

Question #3



Amante measured several objects and made a line plot. How many objects did Amante measure?

A 21 objects

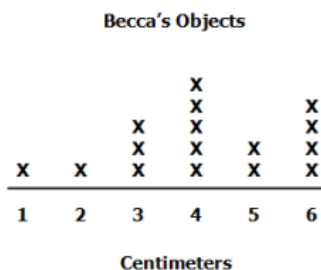
C 18 objects

B 19 objects

D 15 objects

Question #4

Becca measured several objects and made a line plot.



What does the data in the line plot show?

A Becca measured 5 objects that are 4 centimeters long.

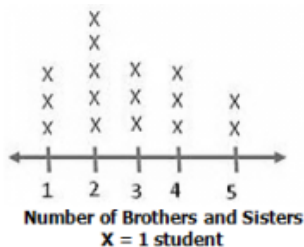
B Becca measured 4 objects that are 5 centimeters long.

C Becca measured 5 objects that are 2 centimeters long.

D Becca measured 6 objects that are 4 centimeters long.

Question #5

Look at the line plot.



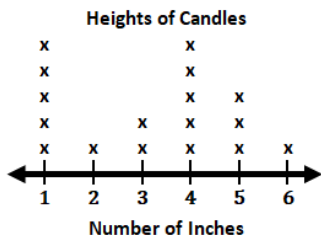
How many students had 3 brothers and sisters?

A 3 students C 8 students

B 6 students. D 16 students

Question #6

The dot plot shows the heights of candles in a store, in inches. Each x represents a candle.



How many candles measure 5 inches?

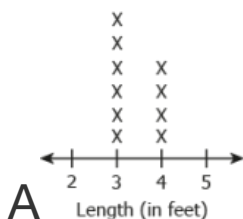
A 2 candles C 4 candles

B 3 candles D 5 candles

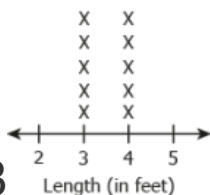
Question #7

Henry and his friends measured the length of desks (in feet). Which line plot represents the length of the desks?

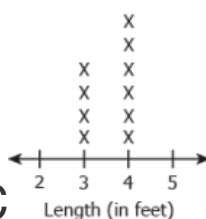
3, 3, 3, 4, 4, 4, 4, 3, 3, 3



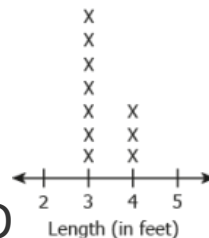
A



B



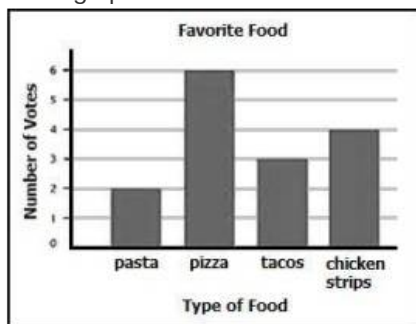
C



D

Question #8

Ms. Johnson asks the students in her class to vote for their favorite types of food. She uses the results to make the bar graph shown.



Billy writes 4 sentences about the bar graph. Ms. Johnson tells him only one of the sentences he writes is correct. Which one of Billy's sentences about the bar graph is correct?

A There were 4 more people who voted for pizza than tacos.

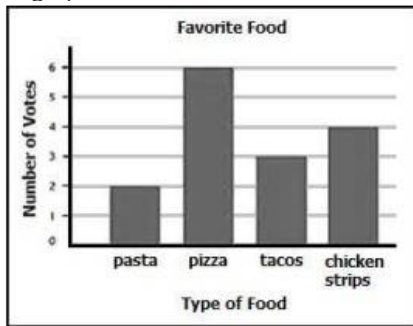
B There were 5 people who voted for chicken strips and pasta.

C There were 6 more people who voted for pizza than pasta.

D There were 8 people who voted for pizza and pasta.

Question #9

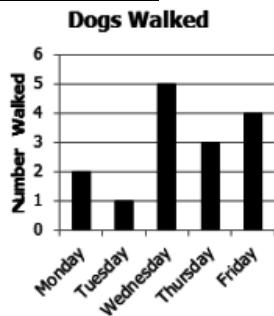
Ms. Johnson asks the students in her class to vote for their favorite types of food. She uses the results to make a bar graph.



Which type of food received the most votes?

- A chicken strips
- B pasta
- C pizza
- D tacos

Question #10



Danny walks dogs after school. Which day does Danny walk the **fewest** dogs?

- A Monday
- B Tuesday
- C Wednesday
- D Thursday

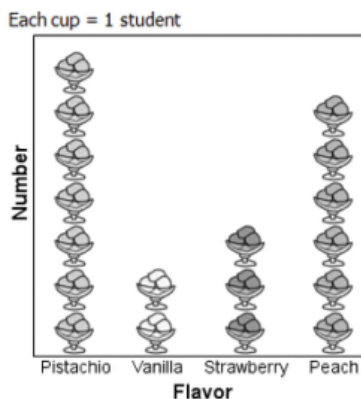
Question #11

Danny walks dogs after school. Using the graph on Question #10, Which day does Danny walk the **most** dogs?

- A Tuesday
- B Wednesday
- C Thursday
- D Friday

Question #12

The pictograph shows a second grade class's favorite ice cream flavors.

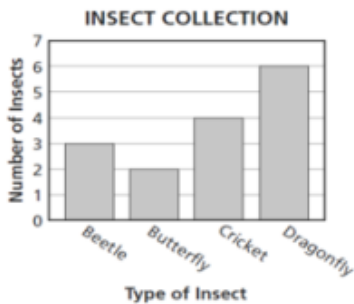


How many students chose pistachio or vanilla as their favorite ice cream flavors?

- A 2 students
- B 3 students
- C 7 students
- D 9 students

Question #13

The bar graph shows the number of each type of insect Elizabeth has in her insect collection.

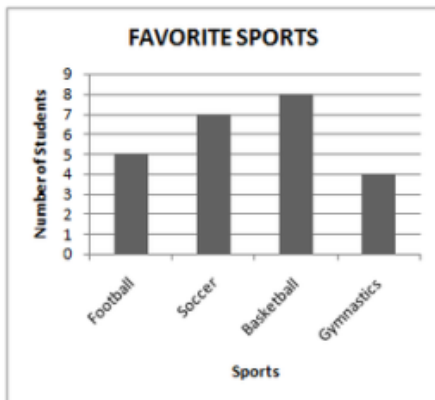


How many more crickets than butterflies does Elizabeth have?

- A 0
- B 2
- C 4
- D 6

Question #14

The bar graph shows the favorite sports of a second grade class.













How many students chose football or gymnastics as their favorite sport?

- A 15 students
- B 13 students
- C 11 students
- D 9 students

Question #15

The number of skateboards sold at a store in three months is shown in the pictograph.

SKATEBOARDS SOLD	
Month	Number of Skateboards
April	  
May	 
June	   

KEY	
	= 1 Skateboard

How many skateboards were sold in all 3 months?

- A 2 skateboards
- B 4 skateboards
- C 6 skateboards
- D 9 skateboards


Thursday

Choose one animal to draw. Your picture must show the animal in its habitat. Think about the plants and other animals that may live in its habitat. Write down facts about the animal.

Facts must include:

- Animal class (amphibian, mammal, insect, reptile, fish, or bird)
- What it eats (herbivore, omnivore, carnivore)
- Type of habitat
- Adaptations that it may have
- Three cool facts about the animal

Science: Animal Habitats

[illegible]

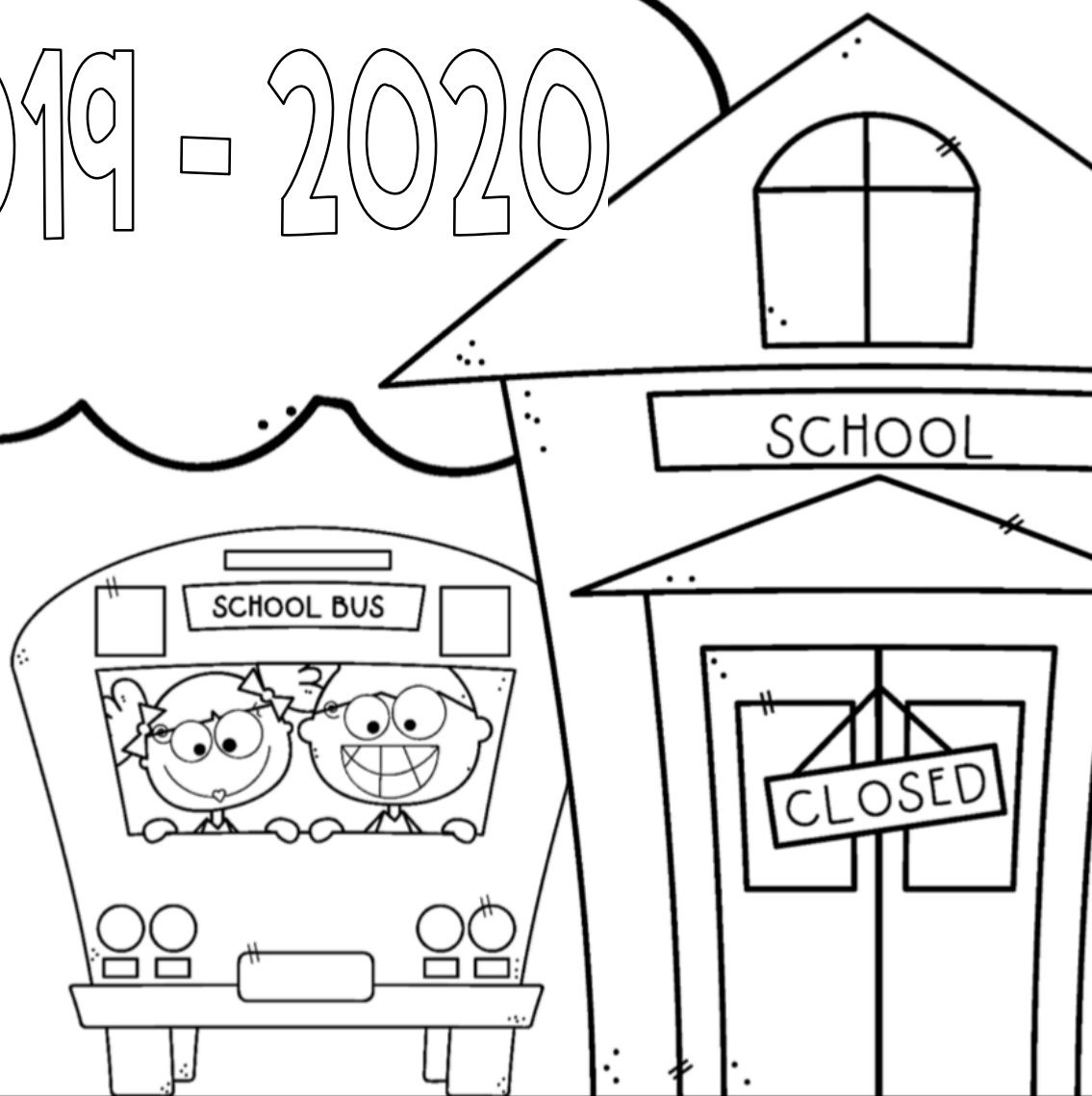
[illegible]

2nd Grade Memory Booklet

***Don't turn this in! keep it for
yourself 😊***

My Second Grade MEMORIES

2019 - 2020



These memories belong to:

ALL ABOUT ME

Birthdate

Age

My Name is:

How I get to
school:



bike



walk



car



bus

Where I Live

#SELFPORTRAIT

My friends call me

ME, MYSELF, AND I



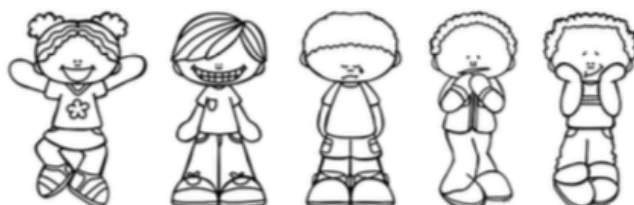
#MYHANDPRINT

TODAY'S DATE

MY FEELINGS

On the first day of school, I felt...

#FIRSTDAY



excited

happy

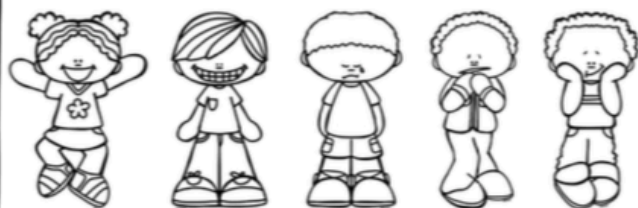
sad

scared

shy

This is how I feel about the end of the school year...

#ENDOFtheyear



excited

happy

sad

scared

shy

I CAN DO IT!

When I started school I
could not:

#IWASTRYING

I didn't give up and
now I can:

#ICANDOHARDTHINGS

SELF REFLECTION

Something I'm good at:



Something I'm working on:

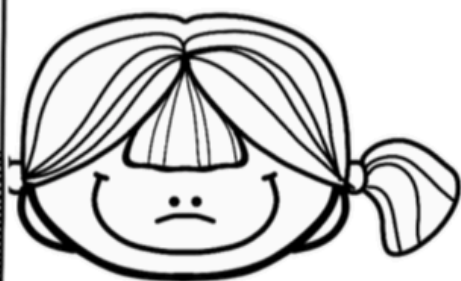


My Favorite **MEMORY**

This is what
happened



Why this memory is my favorite:



#MEMORIES

Some Things I **LEARNED**

Three things I learned this year:

3

This is the best thing
I learned:

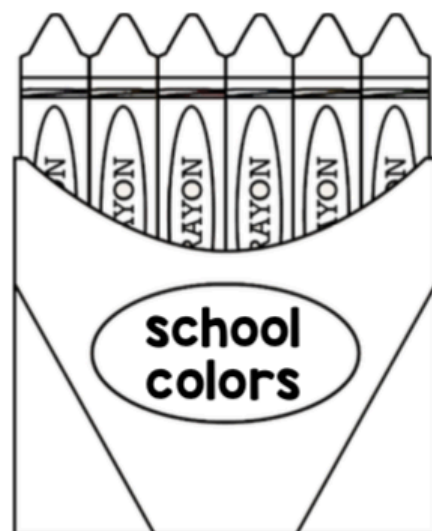
#LOVETOLEARN

MY SCHOOL

(name of your school)



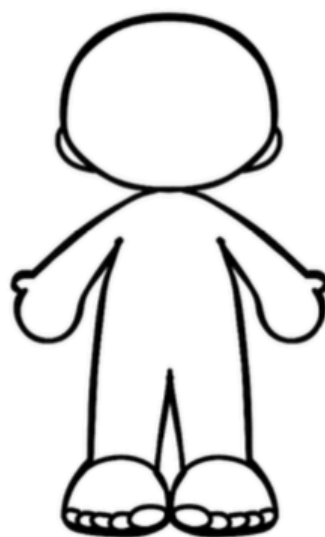
Go _____!



My grade

OUR MASCOT

My principal



#ILOVEMY SCHOOL

MY TEACHER



#MYTEACHERROCKS

Describe Your Teacher:

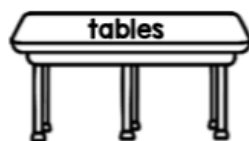
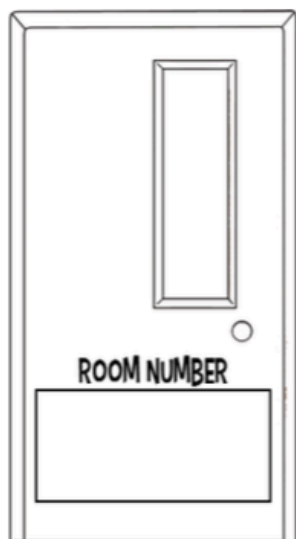
My teacher's name is:

THE BEST THING I LEARNED FROM
MY TEACHER:



One of my teacher's rules.

Fun Facts About MY CLASSROOM



OR



I sat next to:

Total number of kids in my class:

of girls



of boys



#MYCLASSROOM

MY BEST FRIEND



My best friend's favorite color

Age

Favorite subject

My best friend is:

Our favorite thing to do together:

#BFF

RECESS TIME

These are friends I like to
play with at recess:



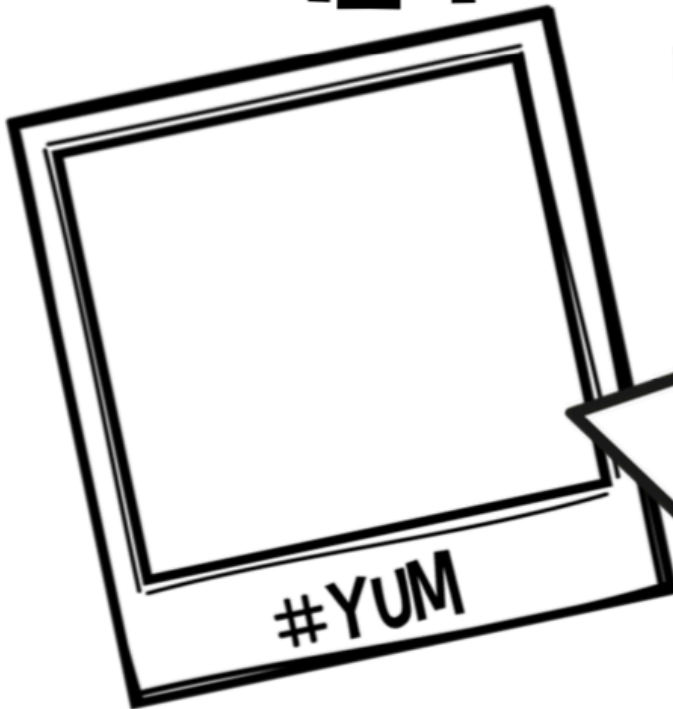
**MOST FAVORITE RECESS
ACTIVITY OR GAME**

**LEAST FAVORITE RECESS
ACTIVITY OR GAME**

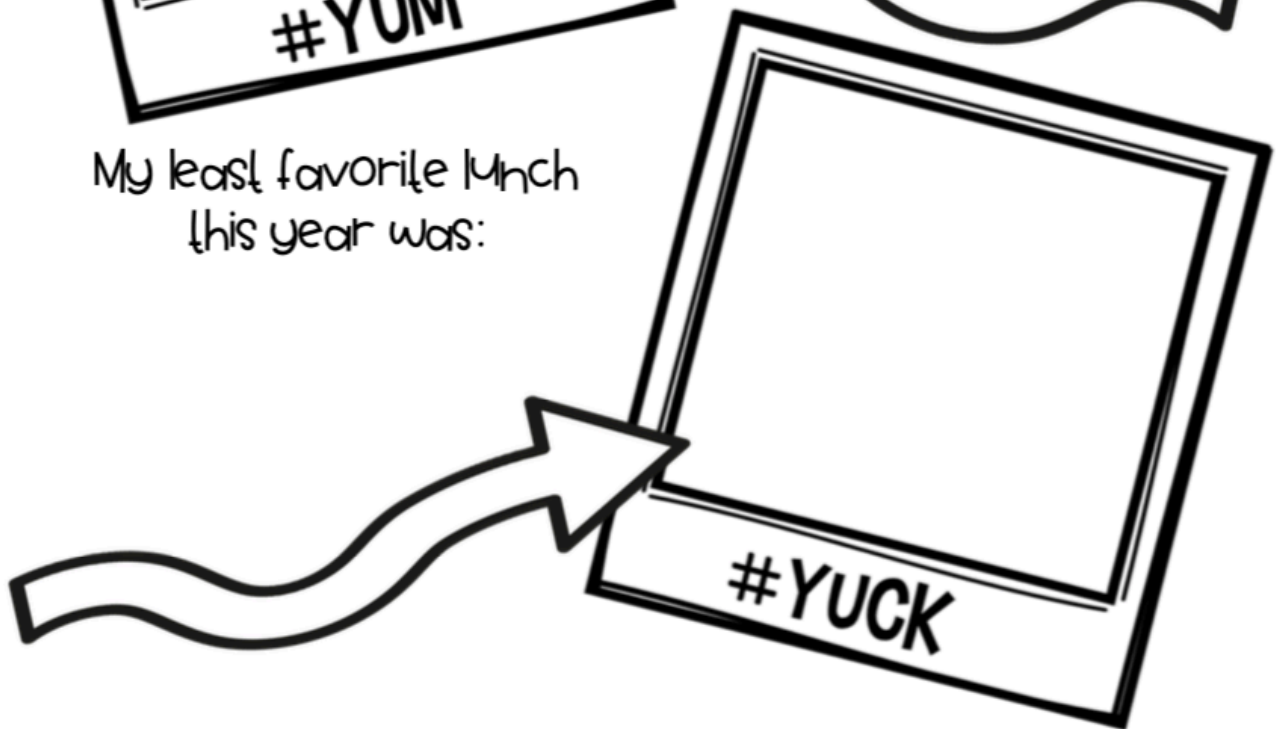


TIME FOR LUNCH

My most favorite lunch
this year was:



My least favorite lunch
this year was:



I liked sitting
next to these
friends at
lunch:



FAVORITE BOOK



Title: _____

PROBLEM



SOLUTION



LOOKING AHEAD

I want to learn

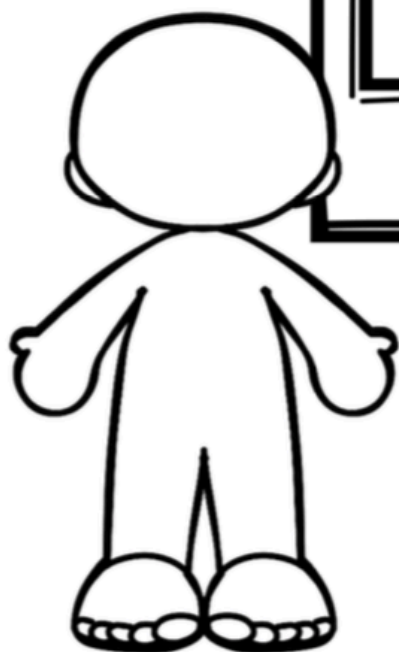
Grade

I hope my teacher is:



#NEXTYEAR

I hope these friends
are in my class:



I'VE GOT GOALS

Something I
Want to try

Something I want
do better

Something I want
to learn:

#GOALS

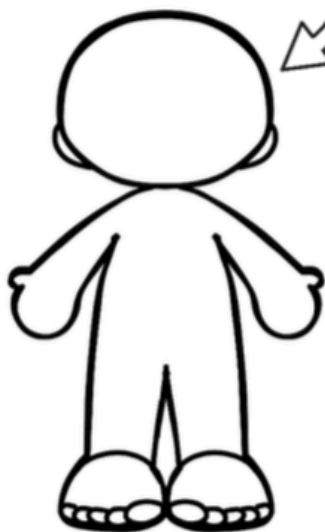
WHEN I GROW UP



I want to have:

#ALLGROWNUP

I want to be:



I want to live:

