| | MATH | READING | WORD WORK | SCIENCE & SOCIAL STUDIES |
|---|---|---|---|---|
| April 29 (Day 21) | Find a collection of objects (pennies, beads, marbles, beans, etc.).  Count them by placing objects in groups of ten.  Write the total number of objects in expanded form, word form and number form in your journal or on paper. (NC.2.NBT.2)<br><br>Charlie has a bag of 504 pennies.  As he takes one out of the bag, he counts backwards.  What are the next six numbers that he will  say?  (NC.2.NBT.2)<br><br>_____, _____, _____, _____, _____, _____<br><br>Charlie has 504 pennies in a pile.  He puts 10 in a bag. How many pennies are not in the bag?  Explain your reasoning in your journal or on paper. (NC.2.NBT.8)<br><br>Complete Day 21 Exit Ticket on pg. 5. | **Optional:** Watch the reading lesson video for Day 21 (https://bit.ly/2ndModules).<br><br>Listen to "How Bats Help Out". See pg. 11.<br>● Think and talk about the author's opinion about bats.<br>● In our Journal, answer questions about the text. See pg. 12. (RI.2.8) | **Optional:** Watch the instructional video for Day 21 (https://bit.ly/2ndgradeskills).<br><br>**Color It:** Write each word from your Cycle 21 word list.  Use a colored pencil or marker to underline the schwa 'a' at the beginning or ending of each word.  Read your words out loud on pg. 14. (RF.2.4.e) | **Social Studies Topic: Producers**<br>Producers are people who make or provide goods and services for consumers. Producers receive income for their work. People's choices about which goods and services they want and need determine what producers make.<br>**Activity:** Divide a piece of paper into four sections and identify and illustrate four different kinds of producers.  Be sure to include the services or goods they provide. (2.E.1.2)<br>**Optional Enrichment Resource:**<br>Producers and Consumers - Social Studies for Kids - Kids Academy https://bit.ly/2UBTMKh |
| April 30 (Day 22) | Write a number in every blank to make each comparison a true statement. (NC.2.NBT.4)<br><br>a)  3 hundreds + 15 ones = _____<br><br>b)  4 hundreds + 3 ones > _____<br><br>c)  2 hundreds + 9 tens + 4 ones < _____<br><br>Annie has some stickers.  She gives 140 of her stickers to Claire.  Now, Annie has 220 stickers.  How many stickers did Annie have? (NC.2.NBT.7)<br><br>Complete Day 22 Exit Ticket on pg. 5. | **Optional:** Watch the reading lesson video for Day 22 (https://bit.ly/2ndModules).<br><br>Listen to "How Bats Help Out". See pg. 11.<br>● Think and talk about the reasons the author makes to support his/her opinion.<br>● Write notes about the reasons the author gives to support his/her opinion. See pg. 12. (RI.2.8) | **Optional:** Watch the instructional video for Day 22 (https://bit.ly/2ndgradeskills).<br><br>**Decodable Text:** Read the decodable text "The Life Cycle of Moths and Butterflies."  Focus on reading smoothly, with expression, and at just the right speed. Using a highlighter, search for high frequency words (another, inside, isn't, process, similar, usually, you're) on pg. 14. (RF.2.5) | **Social Studies Topic: Consumers**<br>Consumers are people who buy and use services and goods. Consumers have many choices to make about what to buy. Consumers cannot buy everything they would like to because money is limited.<br>**Activity:** Illustrate an imagined shopping center. Once your drawing is complete, label the consumers in your picture and identify the goods or services they purchase.  (2.E.1.2)<br>**Optional Enrichment Resource:**<br>Producers and Consumers for Kids - Classroom Video https://bit.ly/3bEaWfO |
| May 1 (Day 23) | Find ten objects shaped like a rectangle inside of your house. Draw and label each rectangular shaped object in your math journal or on paper. Describe how they are alike and different.<br><br>Make a Ruler using the handout on pg. 7. Draw a rectangular flower garden in your math journal or or on paper. Measure and label the length of the sides of your garden in inches. How long are the sides altogether? Store your ruler in a safe place. (NC.2.MD.1)<br><br>Complete Day 23 Exit Ticket on pg. 5. | **Optional:** Watch the reading lesson video for Day 23 (https://bit.ly/2ndModules).<br><br>Listen to "Bats' Roosts in Danger!" See pg. 11.<br>● Think and talk about the author's opinion about bats.<br>● In your Journal, answer questions about the text. See pg. 13. (RI.2.8) | **Optional:** Watch the instructional video for Day 23 (https://bit.ly/2ndgradeskills).<br><br>**Writing:** Create at least 5 silly sentences using the Cycle 21 Word List.  The sillier the better! When you're done, read the sentences out loud to a friend, family member, or stuffed animal on pg. 14. (RF.2.4.e) | **Social Studies Topic: Supply and Demand**<br>Supply is the quantity of a good or service that producers are willing and able to offer. Demand is the quantity of a good or service that consumers are willing and able to buy.<br>**Activity:** What effect do you think the law of supply and demand has on your life? Come up with ideas about how supply and demand affects the prices of four specific items you want  (for example video games, sports equipment, Legos ® , stuffed animals, etc)  (2.E.1.2)<br>**Optional Enrichment Resource:**<br>Introduction to Supply and Demand https://bit.ly/3dOu38P |

| May 4 (Day 24) | Make a Yardstick (pg. 7) by taping six more 6-inch rulers to your ruler from Day 23. Make a start line. Jump as far as you can from the start line. Mark your jump (back of heel) and measure it from the start line using your yardstick. Record the length of your jump in feet in your math journal or on paper. Repeat. (NC.2.MD.4)<br><br>Use your farthest jump to answer the questions below in your math journal:<br>1) Rabbits can jump 9 feet. How much farther can rabbits jump than you?<br>2) Red Kangaroos can jump 25 feet. How many fewer feet can you jump than a Red Kangaroo?<br>3) Combine the jumps of the Red Kangaroo, rabbit and you. How many total feet are there? (NC.2.MD.5)<br><br>Complete Day 24 Exit Ticket on pg. 5. | **Optional:** Watch the reading lesson video for Day 24 (https://bit.ly/2ndModules).<br><br>Listen to "Bats' Roosts in Danger!" See pg. 11.<br>● Think and talk about the reasons the author gives to support his/her opinion.<br>● Write your opinion about bats' roosts and add two reasons. See pg. 13. (W.2.1) | **Optional:** Watch the instructional video for Day 24 (https://bit.ly/2ndgradeskills).<br><br>**Homophones:** Homophones are words that sound the same but are spelled differently! An example: where and wear. Make a list of as many homophones as you can. Then, turn them into sentences! (**Where** can you **wear** your jacket?) on pg. 14. (RF.2.4) | **Science Topic: Parents and Offspring**<br>Parents pass on characteristics and traits to their offspring. These characteristics and traits cause the offspring to resemble the parents. Exactly what do these words mean? Create a 3 flap foldable where you will record the vocabulary words below on the outside of the flap and the definition of the word on the inside of the flap (see photo for example).<br>**Resemblance:** a way in which two or more things are alike.<br>**Characteristics:** features that make up and distinguish an individual<br>**Traits:** physical characteristics passed from a parent to their baby (offspring)<br>Examples: eye color, hair, skin color, curly hair, straight hair, dimples, freckles, short, tall<br>(2.L.2.1) |
| May 5 (Day 25) | Draw your dream roller coaster. Does it have a loop? corkscrew? dips? How tall is your roller coaster in meters? (Your roller coaster must be less than 100 meters tall. *1 meter is about the same as 1 yard.)<br><br>The Fury 325 Giga Coaster at Carowinds is about 99 meters tall. Write two word problems comparing the height of your roller coaster to the height of the Fury giga coaster in meters. Then, solve the problems in your math journal or on paper. (NC.2.MD.5)<br><br>Complete Day 25 Exit Ticket on pg. 5. | **Optional:** Watch the reading lesson video for Day 25 (https://bit.ly/2ndModules).<br><br>Listen to "Bats' Roosts in Danger!" and "How Bats Help Out". See pg. 11<br>● Think and talk about the similarities and differences between the two texts.<br>● Write: Identify main points from each text. See pg. 14. (RI.2.2) | **Optional:** Watch the instructional video for Day 25 (https://bit.ly/2ndgradeskills).<br><br>**Spelling Buddy:** Have a sibling, parent, or friend call out ten words to you from the Cycle 21 list. Spell each word carefully on a blank sheet of paper on pg. 14. (RF.2.4.e) | **Science Topic: Parents and Offspring**<br>You are the offspring of your parents and they are the offspring of your grandparents. Take a selfie with your parents. Use the selfie to identify some traits that you received from your parents that cause you to share a resemblance? If you can take selfies with other family members do it and see what other characteristics you may share. (2.L.2.1) |

**SPECIALS -** Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.
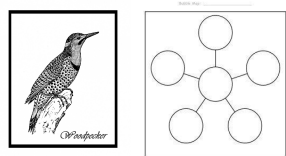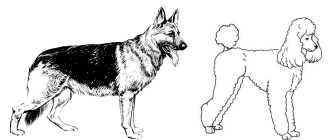
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|---|---|---|---|
| ❏ Put on some slow music and match the music with your movements.<br>❏ Make an instrument out of recycled materials. Take a picture of it to share with your teacher later or bring it with you when you come back to class.<br>❏ Draw a picture of your best friend. | ❏ Fill your page with different drawings of bugs, seashells, or something that you collect.<br>❏ For 60 seconds, clear your mind and only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing. | ❏ Do these actions 8 times each: jumping jacks, leaps, frog jumps, vertical jumps (as high as you can). Then repeat 3 times.<br>❏ Learn about an important member of the community by reading a book or learning in World Book Encyclopedia in ONE Access. Write a rap song or poem to tell why this community member is important. Sing to your family. | ❏ Read a book about a holiday celebrated in another country (fiction or nonfiction). Write a plan for this holiday. Don't forget to tell about the food, decorations/music, activities/games, and invitations. |

I certify that my child, _____, did complete all of the required activities in days 21-25 of this learning plan.


Parent/Guardian Signature _____   Date _____

| | MATH | READING | WORD WORK | SCIENCE & SOCIAL STUDIES |
|---|---|---|---|---|
| May 6 (Day 26) | Measure your height in inches. Measure one other person's height in inches. Write a word problem comparing your height to the other person. (NC.2.MD.4)<br><br>Solve your word problem using two different strategies. Write about Math: How did your strategies help you visualize this problem? Explain your thinking in your math journal or on paper. (NC.2.MD.5)<br><br>Complete Day 26 Exit Ticket on pg. 5.<br><br>**Optional:** Log into DreamBox and continue working for 15 minutes. | **Optional:** Watch the reading lesson video for Day 26 (https://bit.ly/2ndModules).<br><br>Listen to "Help Protect Butterflies!" See pg. 15.<br>● Think and talk about the author's opinion about butterflies.<br>● Write: Answer questions about the text. See pg. 16. (RI.2.8) | **Optional:** Watch the instructional video for Day 26 (https://bit.ly/2ndgradeskills).<br><br>**Color It:** Write each word from your Cycle 22 word list. Use two colored pencils or markers to underline the schwa in each word. Use one color to underline words spelled with 'e' schwa (**eve**n) and one color to underline words spelled with 'o' schwa (**bro**ther). Read your words out loud on pg. 18. (RF.2.4.e) | **Social Studies Topic: Availability and Price**<br>The price of something will depend on the supply and demand. At times demand is high, but supply is low. People tend to pay more for things they want that are hard to get. If demand is low (nobody wants it), but supply is high (there are a lot to sell) the producer is going to lower a price and hope people buy it because it's a bargain! People need to make choices to meet their needs and wants.<br>**Activity:** Think about a good or service that you want. What is its cost? Why would it cost that much (or little)? Write about the choices that you would need to make in order to have the money to get this good or service. (2.E.1.3)<br>**Optional Enrichment Resource:** Supply and demand https://bit.ly/2X2NSU6 |
| May 7 (Day 27) | Review: Solve 435 - 226 = ⏭ . Use the number charts on pg. 10 to help you solve. (NC.2.NBT.7)<br><br>Look at the Types of Graphs handout. What is a graph? Why do we use graphs? Answer these questions in your math journal or on paper. (NC.2.MD.10)<br><br>Create a tally chart using the data in the "My Types of Toys" bar graph in your packet. (NC.2.MD.10)<br><br>Complete Day 27 Exit Ticket on pg. 5.<br><br>**Optional:** Log into DreamBox and continue working for 15 minutes. | **Optional:** Watch the reading lesson video for Day 27 (https://bit.ly/2ndModules).<br><br>Listen to "Monarch Butterflies." See pg. 15.<br>● Think and talk reasons given by the author to support his/her opinion.<br>● Identify and write about similar points made by both authors. See pg. 16. (RI.2.9) | **Optional:** Watch the instructional video for Day 27 (https://bit.ly/2ndgradeskills).<br><br>**Decodable Text:** Read the decodable text "All About Maps." Focus on reading smoothly, with expression, and at just the right speed. Using a highlighter, search for high frequency words (across, America, could, entire, I've, once, they've, we'd) on pg. 18. (RF.2.5) | **Social Studies Topic: Economic Exchange**<br>People use money or bartering in exchange for goods and services. People exchange money for goods and services because they expect to be better off after the exchange. The price paid can not be greater than the benefit of having the good or service. Bartering is the exchange of goods or services. for other goods or services without using money (Think of it as trading).<br>**Activity:** Divide a piece of paper in four sections. Imagine that you received $5.00 as a gift. In one section write/draw what you *would* be willing to spend the $5.00 on, and in the second section, what you *wouldn't*. Now think of a favorite toy you have. In the 3rd section write/draw what you *would* be willing to trade/barter the toy for, and in the last section, what you *wouldn't*. (2.E.1.3)<br>**Optional Enrichment Resource:** Barter https://bit.ly/2R0qumw |
| May 8 (Day 28) | Review: There are 63 students on the field trip bus. 39 are boys and the rest are girls. How many girls are on the bus? (NC.2.OA.1)<br><br>Look at the horizontal bar graph on pg. 9. In your math journal or on paper, write three questions that can be answered by using the data in the graph. Have a family member answer the questions. (NC.2.MD.10)<br><br>Survey and Graph: Ask friends and family to choose their favorite food- spaghetti, tacos, sub sandwiches or salads. On paper or in your math journal, make a tally chart to collect and organize your data. Use the tally chart to make a horizontal bar graph. Include a title, scale and labels. (NC.2.MD.10)<br><br>Complete Day 28 Exit Ticket on pg. 5. | **Optional:** Watch the reading lesson video for Day 28 (https://bit.ly/2ndModules).<br><br>Listen to "Help Protect Butterflies!" See pg. 15.<br>● Think and talk about the introduction and opinion statement of this text.<br>● Write an introduction and opinion statement for your opinion paragraph about why we should protect butterflies. See pg. 17. (W.2.1) | **Optional:** Watch the instructional video for Day 28 (https://bit.ly/2ndgradeskills).<br><br>**Writing:** Create at least 5 silly sentences using the Cycle 22 Word List. The sillier the better! When you're done, read the sentences out loud to a friend, family member, or stuffed animal on pg. 18. (RF.2.4.e) | **Science Topic: Parents and Offspring**<br>Create a chart with the following traits: Curly Hair, Dimples, Freckles, Can Roll Tongue, Attached Earlobes. Once you have finished your chart ask your family members if they have any of the characteristics. Keep tally marks of those that do. Ask as many family members as you can. This can include cousins, aunts, and uncles, too. Once done use the data to create a bar graph showing how many of your family members have each of the traits. See example chart. (2.L.2.1)<br><br><table><tr><td>Drinks</td><td>Votes</td></tr><tr><td>Apple Juice</td><td>卌 卌 卌</td></tr><tr><td>Pepsi</td><td>卌 卌 I</td></tr><tr><td>Coke</td><td>卌 卌 卌</td></tr><tr><td>Milk</td><td>卌 卌 卌</td></tr></table> |

| May 11 (Day 29) | Review: Solve 354 + 287 = ⏩. Use the number charts on pg. 10 to help you solve. (NC.2.NBT.7)<br><br>Look at the vertical bar graph on pg. 9. In your math journal or on paper, write three questions that can be answered by using the data in the graph. Then, answer the questions. Show your work. (NC.2.MD.10)<br><br>Complete Day 29 Exit Ticket on pg. 5.<br><br>**Optional:** Log into DreamBox and continue working for 15 minutes. | **Optional:** Watch the reading lesson video for Day 29 (https://bit.ly/2ndModules).<br><br>Listen to "Help Protect Butterflies!" See pg. 15.<br>● Think and talk about the reasons the author gives to support his/her opinion in the text.<br>● Write two reasons to support your opinion about why we should protect butterflies. See pg. 17. (W.2.1) | **Optional:** Watch the instructional video for Day 29. (https://bit.ly/2ndgradeskills).<br><br>**Homophones:** Homophones are words that sound the same but are spelled differently! An example: road and rode. Make a list of as many homophones as you can. Then, turn them into sentences! (I **rode** my new bicycle on the **road**.) on pg. 18. (RF.2.4) | **Science Topic: Families and Traits**<br>Draw a bubble chart in your science notebook. Write the name of the animal pictured in the center circle. In the other circles write down the traits that this animal has that it shares with other animals in the same group. (2.L.2.2)<br><br>Woodpecker |
| May 12 (Day 30) | Review: Some frogs are sitting on logs. 24 frogs hopped away. Now, there are 29 frogs sitting on the logs. How many frogs were on the logs to start? (NC.2.OA.1)<br><br>Review: Solve 704 - 225 = ⏩. Use the number charts on pg. 10 to help you solve. (NC.2.NBT.7)<br><br>Answer the following questions about the different graphs on pg. 9:<br>--How many pieces of silverware are in the kitchen?<br>--How many more forks are there than knives?<br>--How many fewer video games are there than puzzles?<br>--How many more stuffed animals are there than puzzles and video games combined? (NC.2. MD.10)<br><br>Create two different questions about your graph in Day 28 or Day 29. (NC.2.MD.10) Complete Day 30 Exit Ticket on pg. 5. | **Optional:** Watch the reading lesson video for Day 30 (https://bit.ly/2ndModules).<br><br>Listen to "Help Protect Butterflies!" See pg. 15.<br>● Think and talk about the conclusion statement in the text.<br>● Write your conclusion statement. See pg. 18. (W.2.1) | **Optional:** Watch the instructional video for Day 30 (https://bit.ly/2ndgradeskills).<br><br>**Spelling Buddy:** Have a sibling, parent, or friend call out ten words to you from the Cycle 22 list. Spell each word carefully on a blank sheet of paper on pg. 18. (RF.2.4e) | **Science Topic: Families and Traits**<br>Imagine that these two dogs were parents to a litter of puppies. What traits do you think the puppies would have? Draw a picture of what you think the puppy would look like and explain the traits that the puppy received from each parent. (2.L.2.2) |

**SPECIALS -** Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.
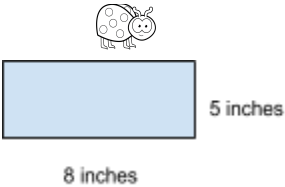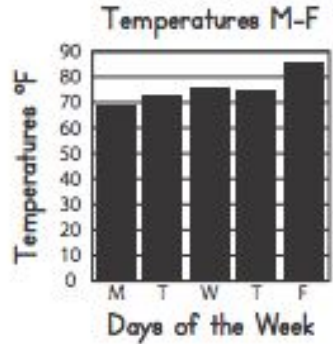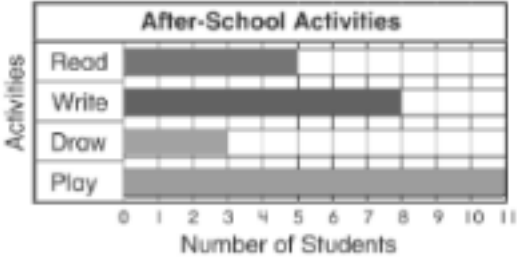
❏ Watch a movie with music in it and sing along.

❏ Pretend your living room is full of jello. How would you have to move through the jello to get through the room?

❏ Draw a picture of your pet or the pet you would LOVE to have right this minute.

❏ Draw your favorite place in the whole world!

❏ For 60 seconds, clear your mind and only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.

❏ Pick a distance and challenge a friend to a speed walking race. No running!

❏ Use Peebles Go Science (in ONE Access) or a book to read about inventions/simple machines. Draw an invention that would make it easier for you to do your chores. Share with your family.

❏ Read a nonfiction (true) book about an animal or use ONE Access Pebble Go to learn about an animal. Write to explain how this animal will make a good pet for your family.

I certify that my child, _____, did complete all of the required activities in days 26-30 of this learning plan.

Parent/Guardian Signature _____　　　Date _____

# Daily Exit Tickets

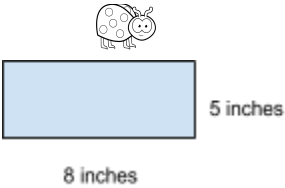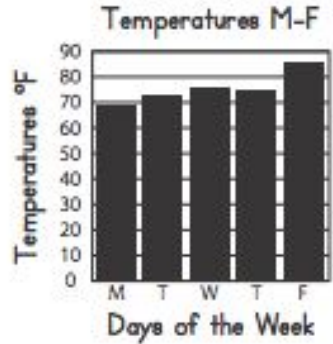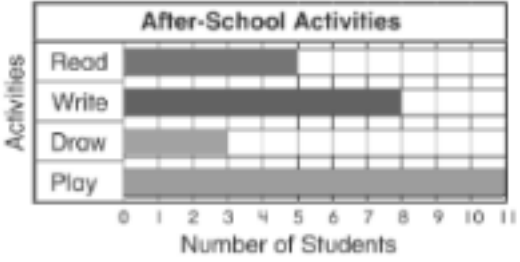| Day 21 | Day 22 | Day 23 | Day 24 | Day 25 |
|---|---|---|---|---|
| **Skip Counting by 10**<br><br>Cassandra was walking and with each step she skip-counted backwards by 10s. She has already counted back to 158. As she continues skip-counting by 10s backwards, what will be the next six numbers she will count? (NC.2.NBT.2)<br><br>158, 148, 138, _____, _____,<br><br>_____, _____, _____, _____<br><br>Use words, numbers or pictures to explain how she counted in your math journal or on paper. | **Subtraction within 1,000**<br><br>We are in school 180 days. Today is the 124th day of school. How many more days until we are out of school for summer vacation? (NC.2.NBT.7)<br><br>Use words, numbers and pictures to explain in your math journal or on paper. | **Add with Measurements**<br><br>A lady bug crawled around a rectangular planter. The length is 8 inches and the width is 5 inches. What is the distance around the planter in inches? (NC.2.MD.5)<br><br>5 inches<br><br>8 inches<br><br>Use words, numbers and pictures to explain in your journal or on paper. | **Word Problems Involving Lengths**<br><br>Red kangaroos can jump 25 feet in a single leap. Rabbits can jump 9 feet in a single hop. How much farther can the Red Kangaroo jump than a rabbit? (NC.2.MD.5)<br><br>Solve two different ways. What do you notice is the same about your strategies.<br><br>Use words, numbers and pictures to explain in your math journal or on paper. | **Word Problem Involving Measurement**<br>The Fury coaster is 99 meters tall. The Intimidator coaster is 29 meters shorter than the Fury. How tall is the Intimidator? (NC.2.MD.5)<br><br>Aniyah used an addition strategy to solve the problem. Tarek used a subtraction strategy and got the same answer as Aniyah. How could they use different strategies and get the same answer? Use words, numbers and pictures to explain in your math journal or on paper. |

| Day 26 | Day 27 | Day 28 | Day 30 |
|---|---|---|---|
| **Add and Subtract with Measurements**<br>Miguel is 41 inches tall. His sister, Maria, is 78 inches tall. How much taller is Maria than Miguel? (NC.2.MD.5)<br><br>Solve your word problem using two different strategies. Use words, numbers and pictures to explain each strategy in your math journal or on paper. | **Understanding Graphs**<br>How does a tally chart differ from a bar graph? How is a picture graph similar to a tally chart? How is a picture graph different from a bar graph? (NC.2.MD.10) | **Make a Tally Chart<br>Make a Bar Graph**<br><br>Sort your socks in four groups. Make a tally chart to organize your data. Use the data to create a bar graph. (NC.2.MD.10) | **Questions about Graphs**<br><br>Temperatures M-F<br><br>What is the warmest day?<br><br>What is the coldest day?<br><br>What is the difference in temperature between the coldest and warmest days? (NC.2.MD.10) |

| Day 29 | |
|---|---|
| **Questions about Graphs**<br><br>Look at the graph on the right. How many students play after school? _____<br><br>How many fewer students draw than write after school? _____<br><br>(NC.2.MD.10) | After-School Activities |

# Daily Exit Tickets

| Day 21 | Day 22 | Day 23 | Day 24 | Day 25 |
|---|---|---|---|---|
| **Skip Counting by 10**<br><br>Cassandra was walking and with each step she skip-counted backwards by 10s. She has already counted back to 158. As she continues skip-counting by 10s backwards, what will be the next six numbers she will count? (NC.2.NBT.2)<br><br>158, 148, 138, _____, _____,<br><br>_____, _____, _____, _____<br><br>Use words, numbers or pictures to explain how she counted in your math journal or on paper. | **Subtraction within 1,000**<br><br>We are in school 180 days. Today is the 124th day of school. How many more days until we are out of school for summer vacation? (NC.2.NBT.7)<br><br>Use words, numbers and pictures to explain in your math journal or on paper. | **Add with Measurements**<br><br>A lady bug crawled around a rectangular planter. The length is 8 inches and the width is 5 inches. What is the distance around the planter in inches? (NC.2.MD.5)<br><br>5 inches<br>8 inches<br><br>Use words, numbers and pictures to explain in your journal or on paper. | **Word Problems Involving Lengths**<br><br>Red kangaroos can jump 25 feet in a single leap. Rabbits can jump 9 feet in a single hop. How much farther can the Red Kangaroo jump than a rabbit? (NC.2.MD.5)<br><br>Solve two different ways. What do you notice is the same about your strategies.<br><br>Use words, numbers and pictures to explain in your math journal or on paper. | **Word Problem Involving Measurement**<br>The Fury coaster is 99 meters tall. The Intimidator coaster is 29 meters shorter than the Fury. How tall is the Intimidator? (NC.2.MD.5)<br><br>Aniyah used an addition strategy to solve the problem. Tarek used a subtraction strategy and got the same answer as Aniyah. How could they use different strategies and get the same answer? Use words, numbers and pictures to explain in your math journal or on paper. |

| Day 26 | Day 27 | Day 28 | Day 30 |
|---|---|---|---|
| **Add and Subtract with Measurements**<br>Miguel is 41 inches tall. His sister, Maria, is 78 inches tall. How much taller is Maria than Miguel? (NC.2.MD.5)<br><br>Solve your word problem using two different strategies. Use words, numbers and pictures to explain each strategy in your math journal or on paper. | **Understanding Graphs**<br>How does a tally chart differ from a bar graph? How is a picture graph similar to a tally chart? How is a picture graph different from a bar graph? (NC.2.MD.10) | **Make a Tally Chart<br>Make a Bar Graph**<br><br>Sort your socks in four groups. Make a tally chart to organize your data. Use the data to create a bar graph. (NC.2.MD.10) | **Questions about Graphs**<br><br>Temperatures M-F<br>Temperatures °F / Days of the Week<br><br>What is the warmest day?<br><br>What is the coldest day?<br><br>What is the difference in temperature between the coldest and warmest days? (NC.2.MD.10) |

**Day 29**

**Questions about Graphs**

Look at the graph on the right. How many students play after school? _____

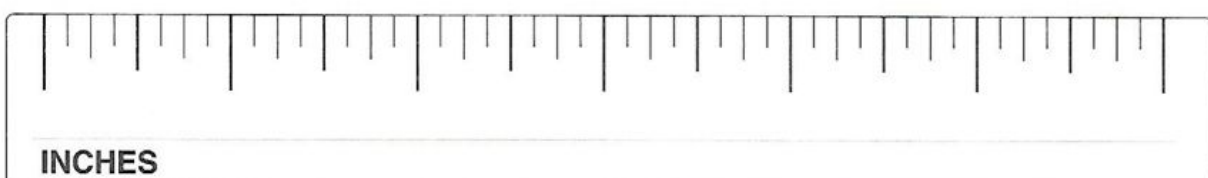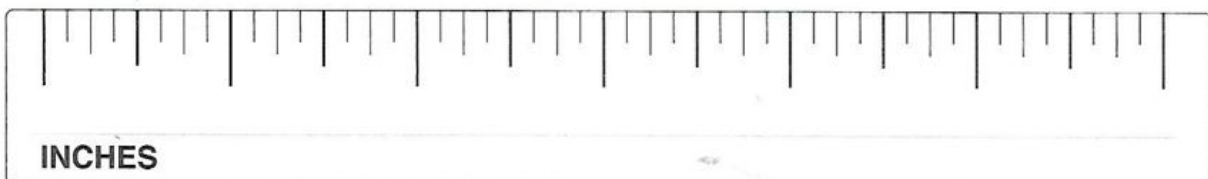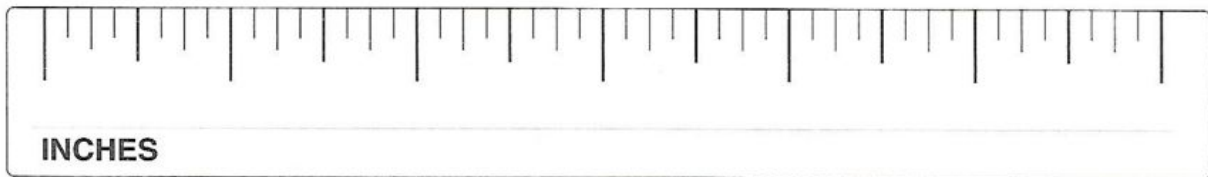How many fewer students draw than write after school? _____

(NC.2.MD.10)

After-School Activities

Activities: Read, Write, Draw, Play

Number of Students: 0 1 2 3 4 5 6 7 8 9 10 11

# Make a Ruler or Yardstick

Directions- To make a ruler, cut out two 6-inch rulers and tape or glue them together. To make a yardstick, cut out all of the 6-inch rulers and tape or glue them together. Finish numbering your ruler or yardstick.



0    1    2    3    4    5    6
INCHES

INCHES

INCHES

INCHES

INCHES

INCHES
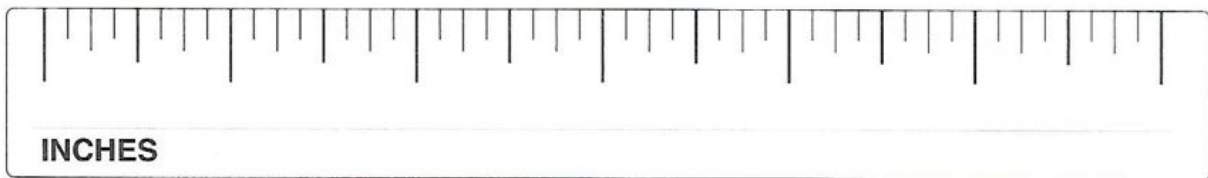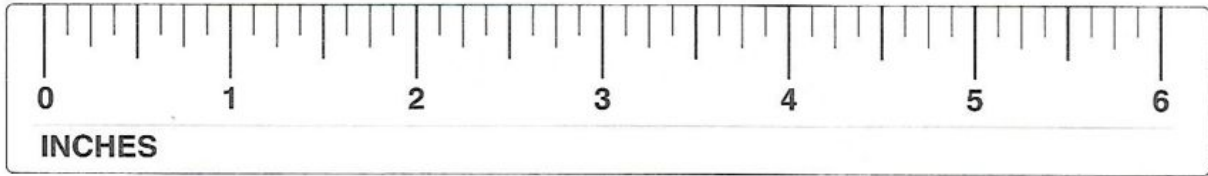
BACK OF RULER HANDOUT

# Horizontal Bar Graph

Silverware in my Kitchen

| Forks | (blue bar to 14) |
| Spoons | (orange bar to 12) |
| Knives | (green bar to 9) |

1  2  3  4  5  6  7  8  9  10  11  12  13  14  15

# Vertical Bar Graph

My Types of Toys

| Stuffed Animals | 19 (blue) |
| Puzzles | 9 (green) |
| Video Games | 6 (orange) |
| Action Figures | 14 (red) |

# Picture Graph

Different Leaves in My Yard

| Magnolia | 🍃 🍃 🍃 |
| Oak | 🍃 🍃 🍃 🍃 |
| Maple | 🍃 |
| Elm | 🍃 🍃 |

🍃 = 1 leaf
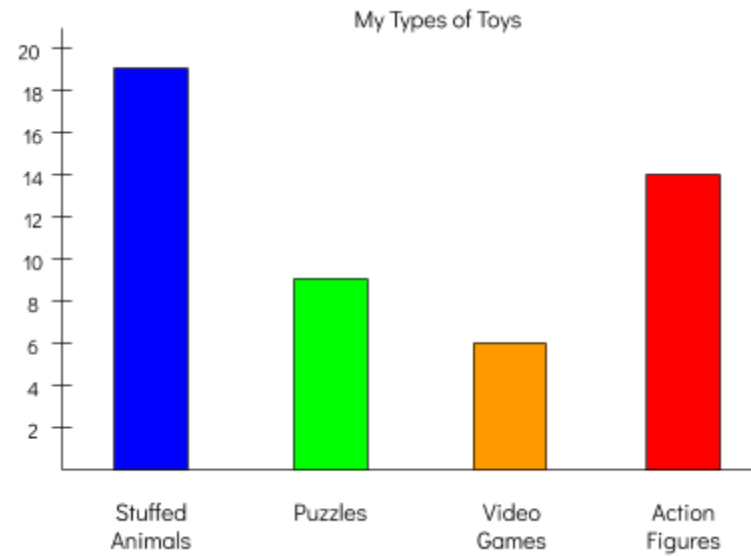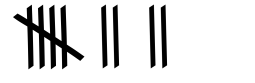
# Graphing Vocabulary

★ Title
★ Scale
★ Labels
★ Key
★ Compare
★ Data
★ Category

# Tally Chart

| Fork | ΗΗΗ ΙΙ ΙΙ |
| Spoon | ΗΗΗ ΙΙ Ι |
| Knife | Η ΙΙ ΙΙ |

## 1-100 Number Chart

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

## 301-400 Number Chart

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 301 | 302 | 303 | 304 | 305 | 306 | 307 | 308 | 309 | 310 |
| 311 | 312 | 313 | 314 | 315 | 316 | 317 | 318 | 319 | 320 |
| 321 | 322 | 323 | 324 | 325 | 326 | 327 | 328 | 329 | 330 |
| 331 | 332 | 333 | 334 | 335 | 336 | 337 | 338 | 339 | 340 |
| 341 | 342 | 343 | 344 | 345 | 346 | 347 | 348 | 349 | 350 |
| 351 | 352 | 353 | 354 | 355 | 356 | 357 | 358 | 359 | 360 |
| 361 | 362 | 363 | 364 | 365 | 366 | 367 | 368 | 369 | 370 |
| 371 | 372 | 373 | 374 | 375 | 376 | 377 | 378 | 379 | 380 |
| 381 | 382 | 383 | 384 | 385 | 386 | 387 | 388 | 389 | 390 |
| 391 | 392 | 393 | 394 | 395 | 396 | 397 | 398 | 399 | 400 |

## 101-200 Number Chart

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 |
| 131 | 132 | 133 | 134 | 135 | 136 | 137 | 138 | 139 | 140 |
| 141 | 142 | 143 | 144 | 145 | 146 | 147 | 148 | 149 | 150 |
| 151 | 152 | 153 | 154 | 155 | 156 | 157 | 158 | 159 | 160 |
| 161 | 162 | 163 | 164 | 165 | 166 | 167 | 168 | 169 | 170 |
| 171 | 172 | 173 | 174 | 175 | 176 | 177 | 178 | 179 | 180 |
| 181 | 182 | 183 | 184 | 185 | 186 | 187 | 188 | 189 | 190 |
| 191 | 192 | 193 | 194 | 195 | 196 | 197 | 198 | 199 | 200 |

## 401-500 Number Chart

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 401 | 402 | 403 | 404 | 405 | 306 | 407 | 408 | 409 | 410 |
| 411 | 412 | 413 | 414 | 415 | 416 | 417 | 418 | 419 | 420 |
| 421 | 422 | 423 | 424 | 425 | 426 | 427 | 428 | 429 | 430 |
| 431 | 432 | 433 | 434 | 435 | 436 | 437 | 438 | 439 | 440 |
| 441 | 442 | 443 | 444 | 445 | 446 | 447 | 448 | 449 | 450 |
| 451 | 452 | 453 | 454 | 455 | 456 | 457 | 458 | 459 | 460 |
| 461 | 462 | 463 | 464 | 465 | 466 | 467 | 468 | 469 | 470 |
| 471 | 472 | 473 | 474 | 475 | 476 | 477 | 478 | 479 | 480 |
| 481 | 482 | 483 | 484 | 485 | 486 | 487 | 488 | 489 | 490 |
| 491 | 492 | 493 | 494 | 495 | 496 | 497 | 498 | 499 | 500 |

## 201-300 Number Chart

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 201 | 202 | 203 | 204 | 205 | 206 | 207 | 208 | 209 | 210 |
| 211 | 212 | 213 | 214 | 215 | 216 | 217 | 218 | 219 | 220 |
| 221 | 222 | 223 | 224 | 225 | 226 | 227 | 228 | 229 | 230 |
| 231 | 232 | 233 | 234 | 235 | 236 | 237 | 238 | 239 | 240 |
| 241 | 242 | 243 | 244 | 245 | 246 | 247 | 248 | 249 | 250 |
| 251 | 252 | 253 | 254 | 255 | 256 | 257 | 258 | 259 | 260 |
| 261 | 262 | 263 | 264 | 265 | 266 | 267 | 268 | 269 | 270 |
| 271 | 272 | 273 | 274 | 275 | 276 | 277 | 278 | 279 | 280 |
| 281 | 282 | 283 | 284 | 285 | 286 | 287 | 288 | 289 | 290 |
| 291 | 292 | 293 | 294 | 295 | 296 | 297 | 298 | 299 | 300 |

## 501-600 Number Chart

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 501 | 502 | 503 | 504 | 505 | 506 | 507 | 508 | 509 | 510 |
| 511 | 512 | 513 | 514 | 515 | 516 | 517 | 518 | 519 | 520 |
| 521 | 522 | 523 | 524 | 525 | 526 | 527 | 528 | 529 | 530 |
| 531 | 532 | 533 | 534 | 535 | 536 | 537 | 538 | 539 | 540 |
| 541 | 542 | 543 | 544 | 545 | 546 | 547 | 548 | 549 | 550 |
| 551 | 552 | 553 | 554 | 555 | 556 | 557 | 558 | 559 | 560 |
| 561 | 562 | 563 | 564 | 565 | 566 | 567 | 568 | 569 | 570 |
| 571 | 572 | 573 | 574 | 575 | 576 | 577 | 578 | 579 | 580 |
| 581 | 582 | 583 | 584 | 585 | 586 | 587 | 588 | 589 | 590 |
| 591 | 592 | 593 | 594 | 595 | 596 | 597 | 598 | 599 | 600 |

# Literacy Handouts Days 21-25

| How Bats Help Out |
|---|
| Have you ever seen a bat before? Bats are the only mammals that can fly. They are nocturnal animals. That means they are awake at night. They do their hunting and feeding after the sun has gone down.<br><br>Different kinds of bats eat different things. Some of them eat mostly insects. Others eat mostly fruit. And some eat pollen, nectar, and other parts of flowering plants. All of these kinds of bats are very important. Why?<br><br>Bats that eat insects help keep the number of bugs under control. Some of them eat mosquitoes, the nasty pests that feast on blood and spread disease. Because they eat so many bugs, they are great for farming. They eat the bugs that would otherwise eat farmers' crops!<br><br>Bats that eat fruit can help spread seeds. Inside a fruit are the seeds of the tree or plant that grew the fruit. When a bat eats the fruit, it does not digest the seed. Instead, the seed leaves the bat as part of its waste. This can happen far away from the tree or plant where the bat first found the fruit. There, a new tree or plant can grow!<br><br>Bats that eat different parts of flowering plants are helpful pollinators. As they go from flower to flower, they move the plant's pollen to different flowers. This makes it possible for the plants to grow new seeds! More than 500 different kinds of plants need bats to pollinate their flowers. They include some kinds of cocoa, bananas, and mangos.<br><br>So if you see a bat, remember how much they help out! |

| "Bats' Roosts in Danger!" ||
|---|---|
| 1 | Are bats living around your home? Once bats lived only in natural areas. In many places there are buildings where forests once stood. This means that today bats often build roosts in buildings. We must be careful or we may put these bats in danger. Remodeling or removing buildings can cause problems for bats. |
| 2 | A bat's nest is called a roost. Bats build roosts in different places at different times of the year. Bats can build roosts in trees and caves. Some bats build roosts inside houses and barns. A bat's roost can be destroyed when a building is changed or removed. Then the bat must find a new place to live. |
| 3 | Bats are sensitive to noise. This is another reason that changing buildings can be a problem. Bats need a quiet place to have babies and hibernate. If there is too much noise, they might leave their nest. It can hurt a whole group of bats. |
| 4 | Bats need our help! Check for bats before you add on to or remove a building. Give them another place to live by putting up a bat box. You can also grow plants that bats like in your garden. You can help bats by saving their roosts. |

# Helping Pollinators Journal

## Day 21:  *How Bats Help Out*
What does the word *opinion* mean?




What is the author's opinion about bats?




In paragraph 3, what point does the author make to support his/her opinion?



## Day 22:  *How Bats Help Out*
Use evidence from the text to support your thinking. Write three reasons the author gives to support his/her opinion about bats.

**1.**




**2.**




**3.**

# Day 23: *Bats' Roosts Are in Danger!*

What is the text mostly about?

In Paragraph 2, what is the author's point about changes that people make to buildings where bats live?

In Paragraph 3, what is one reason the author gives about why it hurts bats when their roosts are damaged?

# Day 24: *Bats' Roosts Are in Danger!*

After reading the text, what is your opinion about bats' roosts?

List at least two reasons to support your opinion.

# Day 25:  *Bats' Roosts Are in Danger!* and *How Bats Help Out*

Read each of the author's points listed on the left. Write the title of the text on the right that matches with it.

| Author's Reason | *Bats' Roosts Are in Danger* <u>or</u> *How Bats Help Out* |
|---|---|
| Bats that eat fruit can help spread seeds. | |
| A bat's roost can be destroyed when a building is changed or removed. | |
| Bats need a quiet place to have babies and hibernate. | |
| More than 500 different kinds of plants need bats to pollinate their flowers. | |

Write one interesting fact that you learned from each text.

## Word Work Days 21-25

| Word List | Sight Words | Cycle 21       Decodable Text : "The Life Cycle of Moths and Butterflies" | | |
|---|---|---|---|---|
| across adult agree alone amaze along around awake balloon China panda regal Tundra animals Alaska | another inside isn't process similar usually you're | Do you think butterflies and moths are animals or insects? You're right! Butterflies and moths are both insects.<br><br>Butterflies and moths are similar to each other. They both have wings with pretty patterns. They can both fly. And they both have four stages of life.<br><br>The first stage is the egg. A mother butterfly or moth lays an egg on a leaf, a stem, or on another object.<br><br>The second stage is the larva. This is also called a caterpillar. A caterpillar is sort of like a worm with legs. It eats a lot and grows very quickly.<br><br>The third stage is the pupa. While inside the pupa, the caterpillar begins to transform into a butterfly or moth.<br><br>The adult stage is the last stage. The caterpillar has turned into an adult butterfly or moth. The adult has wings. The wings usually have a pretty pattern on them. The adult is able to mate and lay eggs.<br><br>Isn't this process amazing? Can you think of any other insects that have a life cycle that is similar to the moth and the butterfly? | | |

## "Help Protect Butterflies!"

| | |
|---|---|
| 1 | Butterflies are important pollinators. They help the plants we eat to grow. Some butterflies are in danger, though. Weather patterns around the world are changing. Changes in weather can cause problems for butterflies. |
| 2 | These changes in weather can be a problem for butterflies for many reasons. The changes in weather can cause a drought. A drought is a long time with little or no rain. The plants that caterpillars eat can't grow without rain. These changes in weather can also kill flowers. Then butterflies cannot get enough to eat. |
| 3 | The changes in weather also cause strong storms. Storms are a big problem for butterflies. Heavy rain can damage their wings. Even a single raindrop can harm a butterfly! But butterflies can stay safe if there are plants where they can hide. |
| 4 | Changing weather also affects the temperature outside. This is another problem for butterflies. The change in temperature can affect when butterflies reproduce and migrate. Butterflies may do these things at the wrong time if the temperature gets too hot or too cold. |
| 5 | Butterflies can be in danger from changing weather patterns. Let's help butterflies by protecting the places they live. |

## Monarch Butterflies

Have you ever seen a butterfly with orange, white, and black markings? That may have been a monarch butterfly! Monarch butterflies are beautiful. They are also important.

Monarch butterflies often can be found near flowers. They feed on the nectar those flowers make. While they go from flower to flower eating nectar, they also pollinate the flowers. Because of this, those flowers can grow new seeds. Then those seeds can grow into new plants! So monarch butterflies are important pollinators.

Many monarch butterflies live in the United States and Canada. But they make a very special trip in the winter. The butterflies that are born late in the summer travel to Mexico and Southern California. That trip can be up to 3,000 miles long! That's a far way to go for an insect. The butterflies make this trip to get away from the cold weather. They go to the same forests.  Monarch Butterflies every year. Some scientists say that up to a billion butterflies go to the mountain forests of Mexico each year!

The number of monarch butterflies has gone down a lot over the past twenty years. Problems in their environment can make it hard for them to survive. For example, there has been a loss of milkweed plants. Those are the plants that monarch butterflies lay eggs on. Cities and farms have gotten rid of a lot of milkweed. Hot, dry weather has hurt milkweed, too. All of this hurts the monarch butterflies.

The forests of Mexico where butterflies go for the winter have also been shrinking. People have cut down parts of the forest. Changing weather has hurt the forest as well. This puts the butterflies at risk.

# Helping Pollinators Journal

### Day 26: *Help Protect Butterflies!*
What is the author's opinion about butterflies?

In paragraph 3, what point does the author make to support his/her opinion?

### Day 27: *Help Protect Butterflies!* and *Monarch Butterflies*
Use evidence from the text to support your thinking. Write three similar reasons that both authors give to support their opinions in both texts.

1.

2.

3.

# Day 28:  *Help Protect Butterflies!*
The introduction introduces the problem. Write the introduction to your opinion about butterflies.




The focus statement states the writer's opinion. Write your focus statement.




# Day 29:  *Help Protect Butterflies!*
The author writes about reasons to support his/her opinion. Write two reasons to support your opinion about butterflies.

## Day 30: *Help Protect Butterflies!*

The conclusion restates the opinion. Write your conclusion statement.

Write your final version of the whole opinion paragraph on a blank piece of paper.

Before you write your final version, look back at the pieces of your opinion paragraph and make sure they include (in this order):

➔ an introduction that explains the dangers that butterflies face
➔ an opinion statement
➔ two reasons to support your opinion
➔ a conclusion

| Word Work Days 26-30 | | |
|---|---|---|
| **Word List** | **Sight Words** | **Cycle 22**　　　　　**Decodable Text : "All About Maps"** |
| chickens discover among open garden kitten even front brother cover above magnet frighten lovely monkey | across America could entire I've once they've we'd | Sam and Dad have a map of America hanging in the living room. Sam asks Dad, "How many of the states on the map have you been to?"<br><br>"Well, I haven't been to very many places. But I have been to Alabama. That is where your grandma was born. I also went to Florida when I was a kid, and I went to Kansas once."<br><br>Sam says, "I wonder if we can plan a trip to Alaska? Did you know the highest peak in America is in Alaska? I would love to see all the different animals there, too. Like a moose!"<br><br>"Or, it would be really fun to travel to Nevada! The Grand Canyon is there. We could hike to the bottom."<br><br>"Both of those ideas sound great, Sam. I've always wanted to go to Maine or Vermont. I would like to go in the fall to see the leaves changing colors," says Dad.<br><br>"I've got an idea!" Sam says. "Let's put stickers on our map of America. We'll choose one color for the states we have already seen, and another color for the ones we want to visit."<br><br>"Great idea," says Dad. He finds some shiny star stickers. They choose orange stars for the places they've been, and purple stars for the places they want to go.<br><br>Sam and Dad look at the map. "Umm, Sam, I think we've covered the entire American map with stars!" "Yep," says Sam. "I guess that means we'd better start planning our trip across America!" Sam and Dad laugh. |