



2nd Grade
Week 2

March 2020

Hello Parents,

We hope that this letter finds you doing well. In an effort to help our students keep their skills sharp, we have provided packets of optional activities for your child to work on from home. These packets are full of review material for your child and will not need to be returned to school.

UCPS is also offering many other resources on our EmpowerED Family Portal on our website. Check them out at www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Marzo 2020

Hola padres

Esperamos que todos se encuentren bien. En un esfuerzo para ayudar a nuestros estudiantes a mantener sus habilidades académicas, hemos creado paquetes de actividades opcionales para que su hijo pueda trabajar en casa. Estos paquetes están llenos de material de repaso para su hijo. No es necesario que su hijo los devuelva a la escuela.

UCPS también ofrece muchos otros recursos en nuestro Portal Familiar Empoderado en nuestro sitio web. Véalos en www.ucps.k12.nc.us/domain/2917.

¡Esperamos que sigan seguros y de buena salud!

Additional Print Resources – March 2020

Week 2 – 2nd Grade

Parent/Guardian Instructions:

You will find learning opportunities for reading, math, science/social studies below. These lessons and activities are intended to provide you with 30-40 minutes of learning support **per subject** for each day. All materials listed in the learning calendar below are provided in these additional print materials. For reading and math, you will find lesson materials as well as “apply it” materials. “Apply it” materials are in the form of games, reader’s responses, etc. Some math activities may require items such as counters. You may use materials commonly found at home (ie: buttons, cereal, beans, playing cards, beads, etc.).

Reading

Day 6	Day 7	Day 8	Day 9	Day 10
<p>Lesson: Lesson 18, Using Context Clues, p. 21-22, L.2.4</p> <ul style="list-style-type: none"> • Read the introduction • Answer the multiple choice questions. <p>Apply It:</p> <ul style="list-style-type: none"> • Read independently from a fiction text. • Use <i>Vocabulary Think-Through</i> p. 59-60 to keep track of words you do not know. 	<p>Lesson: Lesson 7, Part 5, p. 23-26</p> <ul style="list-style-type: none"> • Read The Wolf in Sheep’s Clothing. • Answer the Questions <p>Apply It:</p> <ul style="list-style-type: none"> • Read independently from a fiction text. • Choose one of the choice cards on page ____ to respond to in your notebook. 	<p>Lesson: Lesson 7, part 6, p. 23-24 and 27-28</p> <ul style="list-style-type: none"> • Reread <i>The Wolf in Sheep’s Clothing</i>. • Complete the Writing Activities. <p>Apply It:</p> <ul style="list-style-type: none"> • Read independently from a fiction text. • Choose one of the choice cards on page ____ to respond to in your notebook. 	<p>Lesson: Assessment 1, p. 29-35</p> <ul style="list-style-type: none"> • Read <i>Cinderella</i> • Read <i>Turkey Girl</i> • Answer the questions. 	<p>Lesson: Parent/Guardian Opportunity, Writing Connection:</p> <ul style="list-style-type: none"> • Have your child verbally practice the skill by retelling their day. (Pick a recent fun day to write about.) • Guide them to include the most important parts of the day in order – beginning, middle, ending. • Have them use their oral retelling as a plan for writing their story.

Math (iReady Student At-Home Activity Packet)

Day 6	Day 7	Day 8	Day 9	Day 10
Lesson: Complete "Finding the Value of Three-Digit Numbers" on pg. 19 in the iReady Student At-Home Activity Packet Lesson Tools - <u>Paper Dice</u> Apply It: Complete the accompanying <u>Ready Center Activity 2.16</u>	Lesson: Complete "Ways to Compare Three-Digit Numbers" on pg. 20 in the iReady Student At-Home Activity Packet Lesson Tools - <u>Paper Dice</u> , <u>Paper base ten blocks</u> Apply It: Complete the accompanying <u>Ready Center Activity 2.18</u>	Lesson: Complete "Measuring in Inches and Centimeters" on pg. 26 and 27 in the iReady Student At-Home Activity Packet Lesson Tools - <u>Inch Ruler</u> , <u>Centimeter Ruler</u> Apply It: Complete the accompanying <u>Ready Center Activity 2.29</u>	Lesson: Complete "Tell and Write Time Lesson" Apply It: Complete the accompanying <u>Ready Center Activity 2.42</u>	Lesson: Complete "Draw and Use Bar Graphs and Picture Graphs Lesson" Apply It: Complete the accompanying <u>Ready Center Activity 2.46</u>

Science

Days 6 - 10

This week, read the three articles below and complete the questions that go along with each article.


Water Takes 3 Forms

Wild Weather

Monarch Butterflies

Lesson 18

Using Context Clues

 **Introduction** When you see a word you don't know, look at the other words in the sentence. They can give you **clues** about what the word means.

- Sometimes other words in a sentence tell the **definition**, or meaning, of the word.

The tops of trees in rain forests form a canopy, ^{definition} or covering of leaves.

- Sometimes other words in a sentence give an **example** that helps explain what the word means.

The forest canopy is like a ^{example} really big sun hat.



Guided Practice

Look at the underlined word in each sentence. Circle the other words that help you understand what the word means.

HINT Look for the words *or*, *like*, and *such as*. They often come before clues that help you figure out what a word means.

- 1 Many creatures, or animals, live in the rain forest.
- 2 Big flocks, or groups, of birds dive through the sky.
- 3 Mammals, like tigers and monkeys, climb on high branches.
- 4 Bright blue butterflies flutter, or fly, between tall trees.
- 5 Tiny amphibians such as frogs hide in the leaves.
- 6 Enormous snakes can be 30 feet long.



Independent Practice

Read the sentence below. Then answer the questions.

Big and small nocturnal animals only come out at night.

- 1 What do nocturnal animals do?
 - A stay asleep all the time
 - B come out when it gets dark
 - C stay inside all the time
 - D come out only during the day
- 2 Which words help you know what nocturnal means?
 - A animals only
 - B Big and small
 - C only come out at night
 - D small nocturnal

Read the sentence below. Then answer the questions.

Wild cats hunt for prey, or food, after dark.

- 3 What does the word "prey" mean?
 - A where wild cats live
 - B when wild cats sleep
 - C what wild cats look like
 - D what wild cats eat
- 4 Which word helps you know what the word "prey" means?
 - A cats
 - B food
 - C dark
 - D Wild

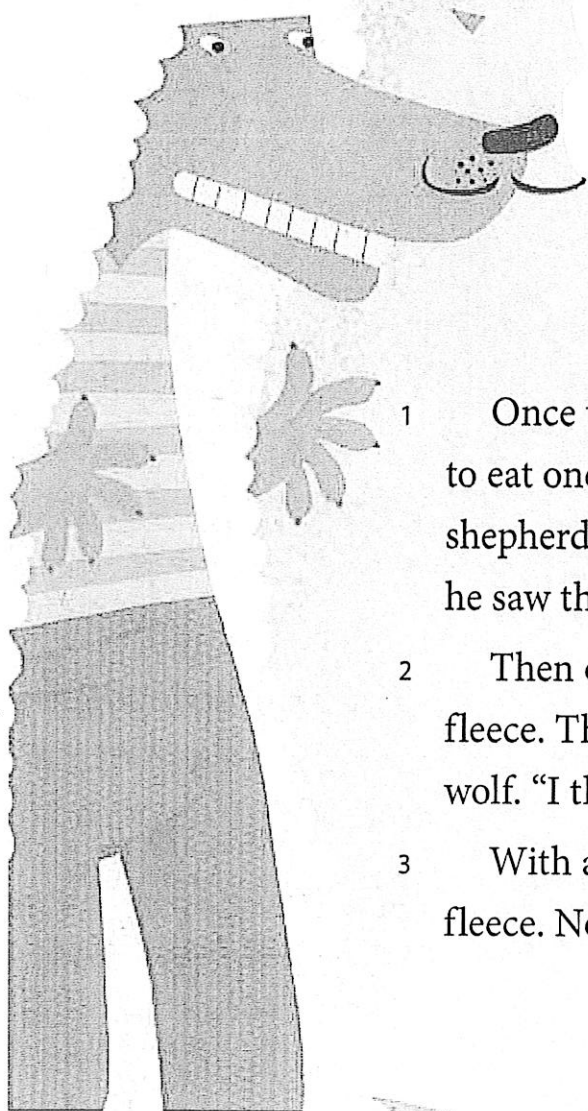
WORDS TO KNOW

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

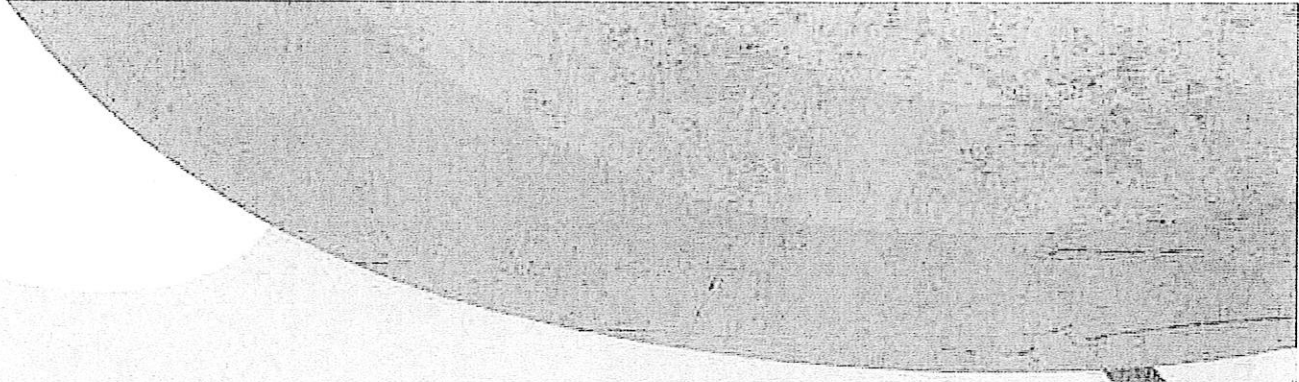
- **fleece**
- **delicious**

The Wolf in Sheep's Clothing

an Aesop fable



- 1 Once there was a wolf who wanted nothing more than to eat one of the sheep that lived in the meadow. But the shepherd kept a close watch over the sheep. Every time he saw the wolf, he chased him back into the forest.
- 2 Then one night, the wolf found a sheep's fluffy, white fleece. The shepherd had forgotten it. "Aha!" cried the wolf. "I think this fleece might solve my problem."
- 3 With a tug and a pull, the wolf dressed himself in the fleece. Now he looked just like a sheep.

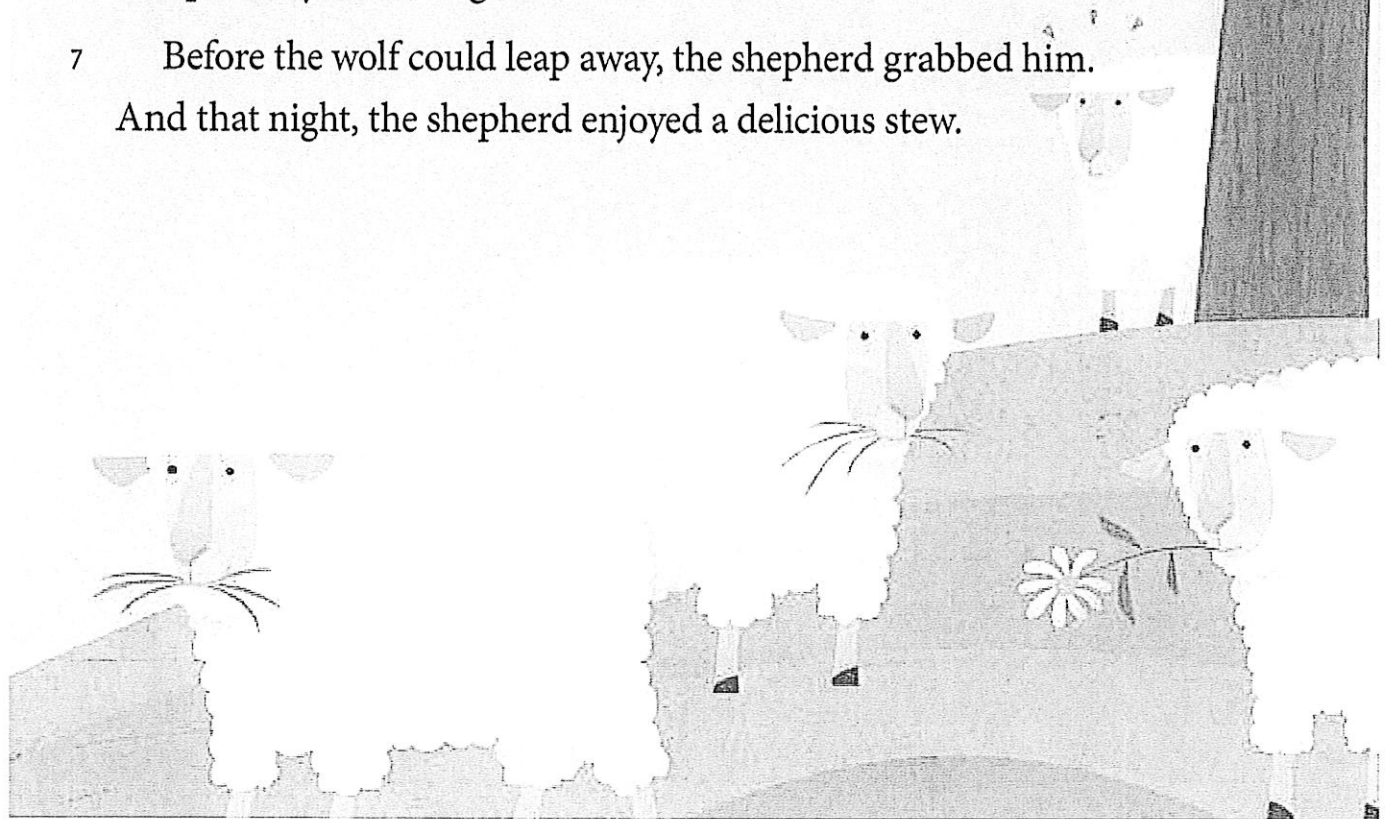



4 The wolf trotted into the meadow wearing the fleece. He walked among the sheep. And this time, the shepherd didn't chase him away.

5 That very night, the wolf carried off a large sheep to have for his dinner.

6 The next day, the wolf wore the fleece again and strolled freely among the sheep. But this time, the shepherd did notice the wolf. He said to himself, "That looks like a fine sheep for my stew tonight."

7 Before the wolf could leap away, the shepherd grabbed him. And that night, the shepherd enjoyed a delicious stew.




 **Think** Use what you learned by reading "The Wolf in Sheep's Clothing" to respond to the following questions.

 Read this sentence from the story.

Every time he saw the wolf, he chased him back into the forest.

Why is this event important to the beginning of the story?

- A** It tells why the wolf can't get near the sheep.
- B** It tells why the sheep are not afraid of the wolf.
- C** It tells why the wolf wanted to eat the sheep.
- D** It tells why the shepherd forgot the fleece.

 This question has two parts. First, answer Part A. Then answer Part B.

Part A

How did the wolf fool the shepherd?

- A** He made a noise like a sheep.
- B** He hid in the forest.
- C** He waited until the shepherd left.
- D** He wore the fleece of a sheep.

Part B

Write the sentence from the text that explains why the wolf's trick worked.

- 3 Look at the chart. It tells the order of some of the events in the story.

1	2	3
<i>The wolf puts on a sheep's fluffy, white fleece.</i>		<i>The wolf carries off a sheep for his dinner.</i>

Which sentence belongs in the empty box?

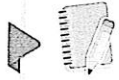
- A The shepherd chases the wolf into the forest.
- B The wolf walks into the herd of sheep.
- C The shepherd notices the wolf.
- D The shepherd cooks a delicious stew.

- 4 Which choice **best** shows what "strolled" means in the following sentence?

The next day, the wolf wore the fleece again and strolled freely among the sheep.

- A He ran through the herd of sheep.
- B He walked slowly among the sheep.
- C He stayed away from the sheep.
- D He chased the sheep in the meadow.

Independent Practice



Write What happens in this story?

- 5 Plan Your Response** List important events from the beginning, middle, and end of the story.

- 6 Short Response** Recount the whole story. Be sure to use your own words. Tell what happens at the beginning, middle, and end of the story. Use the events from your list.



Learning Target

Now you know how to recount a story. Why is it important to tell the important events in order?



Read the two passages. Then answer the questions that follow them.

Cinderella

a Brothers Grimm fairy tale

retold by Annika Pedersen

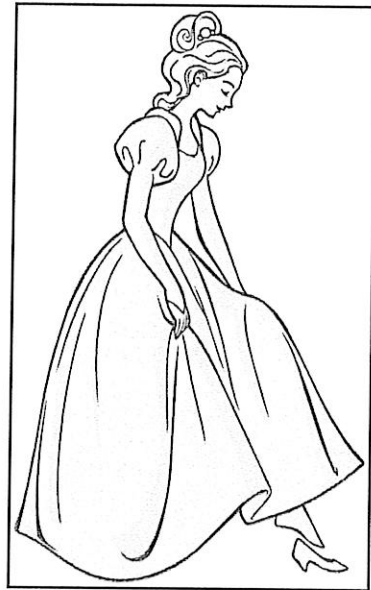
- 1 Cinderella missed her real mother. Her new stepmother made Cinderella work day and night. She cleaned and cooked, and cooked and cleaned, and cleaned some more. All the while, her two new stepsisters did nothing. At night, Cinderella slept in the cold ashes by the fireplace. The ashes and cinders made her face and clothes look dirty. That is how she came to be called “Cinderella.”
- 2 One day her father was going to town. His new wife and stepdaughters told him to bring back fine dresses and jewels. He asked Cinderella what he might get for her.
- 3 “Bring back the first branch that strikes your hat on the way home,” she said.
- 4 Her father found this strange. But he brought her what she had asked for.
- 5 Cinderella planted the branch on her mother’s grave. Then she cried and cried. Her many tears watered the twig. It grew at once into a beautiful hazel tree. A white bird sat in it. The bird told Cinderella it would grant any wish.
- 6 At that time, the king made plans for a great party. His son, the prince, would choose a bride at the party.

Go On

7 Cinderella wanted to go. But her stepmother and stepsisters just laughed at her. “You do not even have a nice dress or shoes!” they said.

8 Cinderella went to the hazel tree and made a wish. The white bird gave her a gold dress with gold slippers. Cinderella put them on and ran to the party.

9 No one knew her in her beautiful new dress. But the prince liked her so much, he would dance with no one else! And she liked him. As soon as the party ended, though, Cinderella ran away. But one of her gold slippers stuck to some mud and came off.



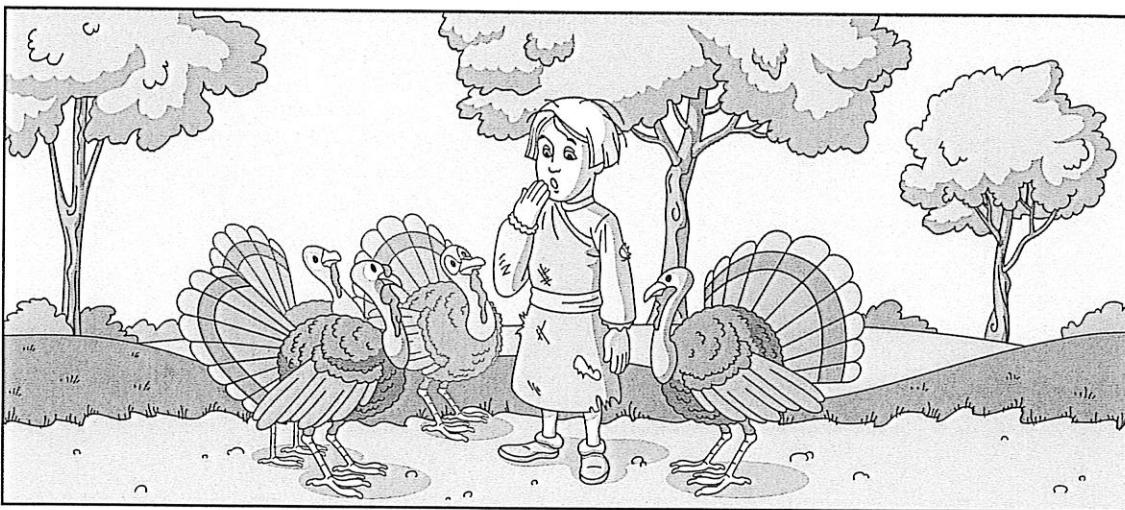
10 The next day, the prince and his men searched for the owner of the gold slipper. But the slipper did not fit anyone, not even the stepsisters. The prince sadly asked, “Is there no one else?” And the family said, “Only Cinderella.”

11 Her foot fit easily into the slipper. At last, the prince had found the lovely woman who had danced with him. So Cinderella would become his bride. As they rode to the castle, the white bird landed on Cinderella’s shoulder. At last, all her wishes were coming true.

The Turkey Girl

a Zuni folktale

- 1 Long ago, there lived a poor girl who herded turkeys for a living. Every morning, she drove them out to the fields. And every evening, she drove them back to the safety of their cages. She treated them with great kindness, and the turkeys loved her for this.
- 2 One day, the girl heard some people in town talking. They wanted to go to the Dance of the Sacred Bird. This great event happened only once a year. And it was to take place in just four days.
- 3 “Oh, how I wish I could go!” the girl said to the turkeys. “But I cannot go in such old, ugly clothes.”
- 4 The girl never once thought the turkeys could understand her. But on the day of the dance, one turkey stood tall and spoke. “Dear friend,” he said. “We will help you go to the dance. You shall laugh and be merry. You have earned some fun!”



Go On

- 5 At first, the girl was shocked. Then somehow it felt right that the turkeys—her only friends—should speak.
- 6 “We only ask that you come back before sunset,” said the turkey. “You are the one who keeps us safe.” The turkeys then danced around the girl. They turned her old, ragged clothes into a beautiful white dress.
- 7 The girl thanked the turkeys again and again. She promised them she would return before sunset. Then she turned and ran down the path toward town.
- 8 At the dance, no one knew the girl in her new dress. Everyone praised her beauty. And all the young men wanted to dance with her. She was having so much fun that she forgot all about her friends the turkeys.
- 9 Finally, the sun set. The turkeys wondered why the girl had not returned. “She has forgotten us,” one of them said. “For that reason, we will give her no more help! Come, let us move up into the hills. Our keeper is not as kind as we had once hoped.”
- 10 When at last the dance ended, the girl ran back to the fields. She looked for the turkeys everywhere. But they were gone. As she stood there, sad and alone, her dress turned back into rags. She was the poor turkey girl once more.

22 What challenge does Cinderella face because of her new stepmother?

- A** She must find a way to leave for town with her father.
- B** She must keep her two stepsisters from getting new dresses.
- C** She must learn to love her stepmother as much as her real mother.
- D** She must do all the hard work while her stepsisters do nothing.

23 Read these sentences from paragraph 1 of "Cinderella."

She cleaned and cooked, and cooked and cleaned, and cleaned some more. All the while, her two new stepsisters did nothing.

Which **best** explains why the author repeats the words "cleaned" and "cooked"?

- A** to show that Cinderella wanted to please her new stepmother
- B** to show that Cinderella had so much work that she could never stop
- C** to show that Cinderella was very good at both cooking and cleaning
- D** to show that Cinderella liked to keep busy to make her stepsisters happy

24 What do the stepsisters think about Cinderella wanting to go to the dance?

- A** They would let her go if she had better shoes.
- B** They are surprised she even knows how to dance.
- C** They feel she is foolish for thinking she could go.
- D** They are worried the prince will like her the best.

Go On

- 25** What do we learn about Turkey Girl at the beginning of the story?
- A** She is a good dancer who has a lot of friends.
 - B** She is very poor but takes good care of the turkeys.
 - C** She is tired of taking care of turkeys and wants to dance.
 - D** She is sometimes late because she forgets what time it is.
- 26** Which sentence **best** tells what happens soon after Turkey Girl wishes she could go to the special dance?
- A** The girl hears some people in town talking about a dance.
 - B** The turkeys turn the girl's old clothes into a beautiful dress.
 - C** The girl runs back to the fields, but the turkeys are gone.
 - D** The girl's beautiful white dress turns back into old rags.
- 27** Which sentence **best** tells the lesson to be learned from "The Turkey Girl"?
- A** Don't worry about others.
 - B** Be happy with what you have.
 - C** Enjoy your life.
 - D** Keep your promises.

- 28** What is one way both Cinderella and Turkey Girl are **alike**?
- A** Both sleep by a fireplace at night.
 - B** Both have stepsisters who laugh at them.
 - C** Both are kind to the animals they herd.
 - D** Both have to spend all day working.
- 29** Which story event is the **same** in "Cinderella" and "The Turkey Girl"?
- A** The girls are given new dresses so they can go to the dance.
 - B** The girls plant twigs that quickly grow into pretty hazel trees.
 - C** The girls need to fit their feet into slippers only they can wear.
 - D** The girls almost forget to go back to the birds who helped them.

Go On

**Write the number as a sum of hundreds, tens, and ones.
Then write the number using words.**

13 522 _____ + _____ + _____

14 435 _____ + _____ + _____

15 218 _____ + _____ + _____

16 310 _____ + _____

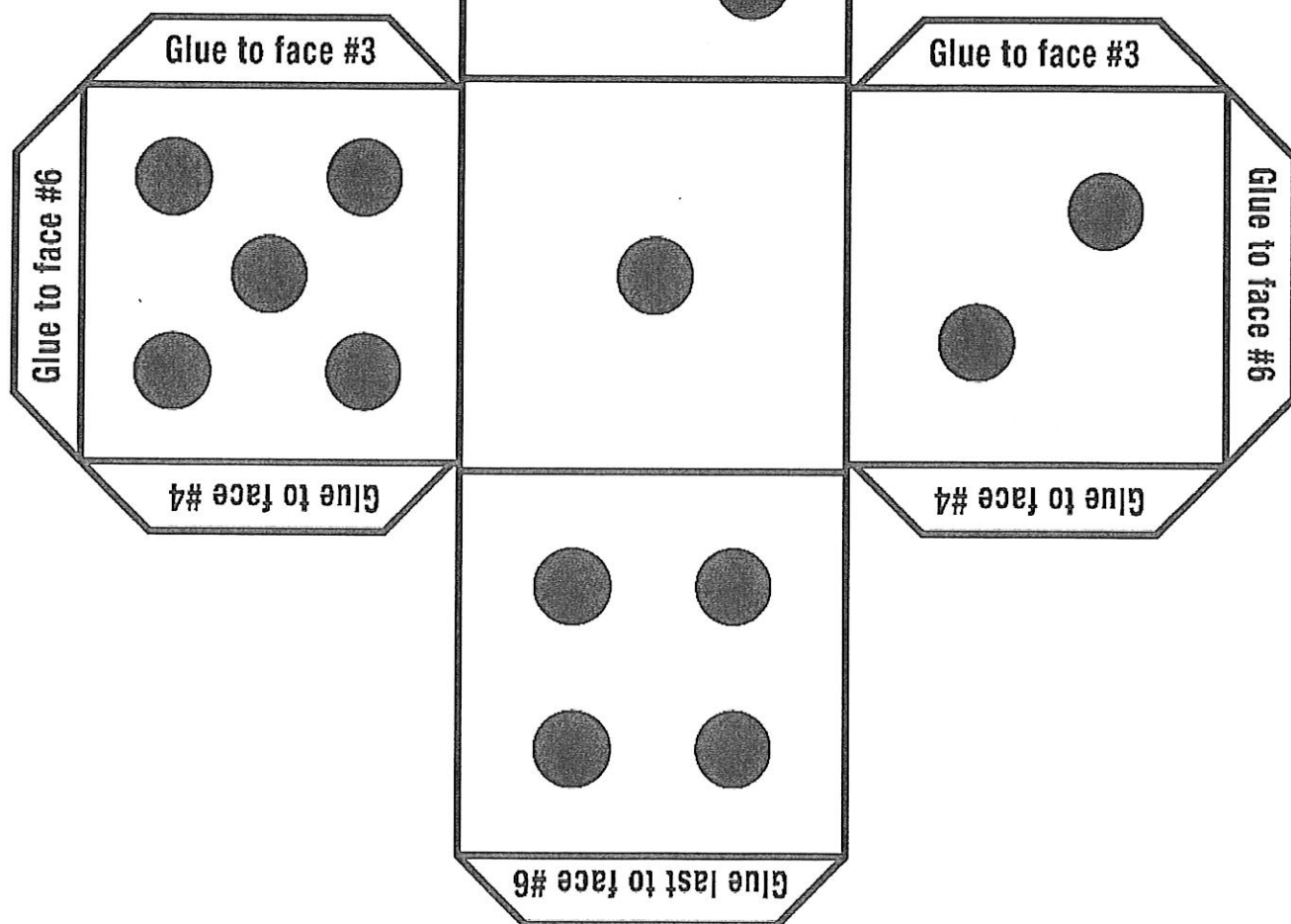
17 Explain how problem 8 is the same and different from problem 12.

Day 6

Make your own

DIE.

(Make 2 for a
pair of dice.)



Glue to card stock. Cut out shape.

Fold tabs and glue to appropriate faces.

Tips: use the end of a spoon and a ruler
to "score" the fold lines for easier folding.

Glue all tabs to the insides of the faces.

Fold die face #6 into place last.

Ways to Write a Number

What You Need

- number cube, 1–6
- 12 game markers in one color
- 12 game markers in a different color
- Game Board



Check Understanding

What are two other ways to show
3 hundreds 5 tens
4 ones?

What You Do

1. Take turns. Roll the number cube. Look at the table. Find the number next to that toss. Read the number.
2. Find a different way to write the number on the **Game Board**. Your partner checks your number.
3. If you are correct, cover that space on the **Game Board** with a game marker. If all the ways to show the number are already covered, your turn ends.
4. Repeat until all the numbers are on the **Game Board** are covered. The player with the most markers on the **Game Board** wins.
5. Play again!

Toss	Number
1	533
2	258
3	402
4	610
5	420
6	Your turn ends.

Go Further!

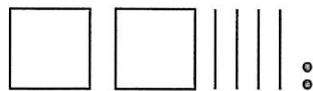
Roll the number cube. Name the number that is 1 ten more than the number for the toss. Ask your partner to write the number you named in two different ways.



Ways to Write a Number

5 hundreds, 3 tens, 3 ones	4 hundreds, 2 tens
$200 + 50 + 8$	$400 + 2$
6 hundreds, 1 ten	$500 + 30 + 3$
4 hundreds, 2 ones	2 hundreds, 5 tens, 8 ones
$400 + 20$	$600 + 10$

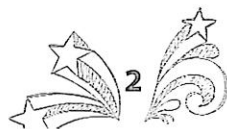
I can make a quick drawing to help me show a number in different ways.



2 hundreds 4 tens 2 ones

200 + 40 + 2

242



Compare the numbers in each problem two different ways.

1 Compare 250 and 200.

_____ < _____ and
 _____ > _____

2 Compare 170 and 180.

_____ < _____ and
 _____ > _____

3 Compare 346 and 325.

_____ < _____ and
 _____ > _____

4 Compare 235 and 261.

_____ < _____ and
 _____ > _____

5 Compare 424 and 453.

_____ < _____ and
 _____ > _____

6 Compare 833 and 824.

_____ < _____ and
 _____ > _____

7 Compare 637 and 682.

_____ < _____ and
 _____ > _____

8 Compare 362 and 326.

_____ < _____ and
 _____ > _____

9 Compare 531 and 513.

_____ < _____ and
 _____ > _____

10 Compare 714 and 741.

_____ < _____ and
 _____ > _____

11 Compare 468 and 486.

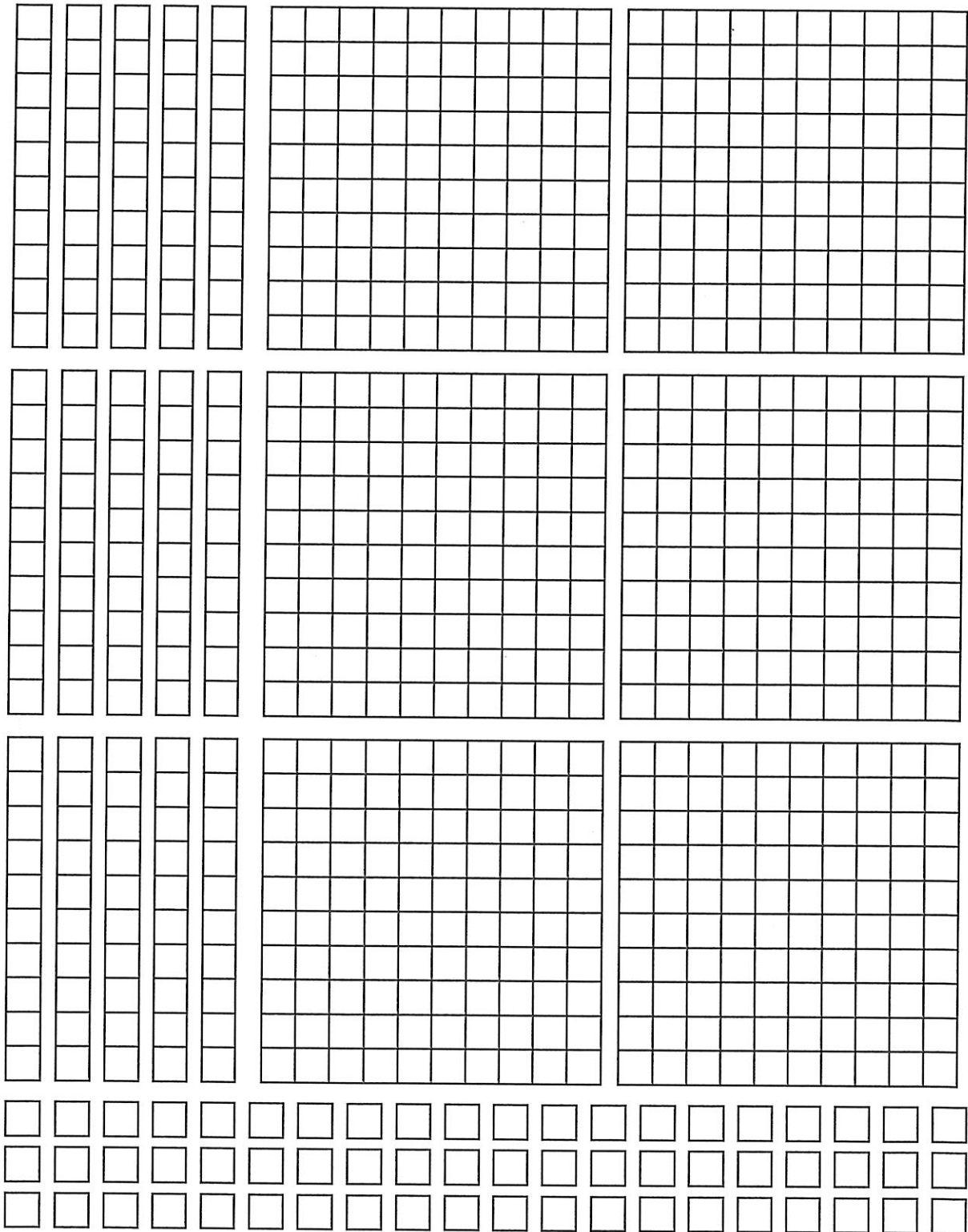
_____ < _____ and
 _____ > _____

12 Compare 967 and 959.

_____ < _____ and
 _____ > _____

13 What strategies did you use to compare the numbers?

Manipulatives Base-Ten Blocks



Compare Three-Digit Numbers

What You Need

- number cube (1–6)
- 12 game markers in one color
- 12 game markers in a different color
- Game Board



Check Understanding

Use $>$, $<$, or $=$ to complete the number sentence.

381 ____ 319

What You Do

1. Take turns. Roll the number cube. Look at the table. Find the symbol next to that toss. Read the symbol.
2. Tell where you can use the symbol in a blank on the **Game Board** to make a true number sentence. If you cannot use the symbol, your turn ends.
3. Your partner checks your number sentence using a hundreds, tens, and ones chart. If you are correct, place a game marker on the box. If you are not correct, your turn ends.
4. Repeat until all the boxes are covered. The player with more markers on the **Game Board** wins.
5. Play again!

Toss	Number
1	$>$
2	$<$
3	$=$
4	$>$
5	$<$
6	Your turn ends.

Go Further!

Write 2 different three-digit numbers. Have your partner compare the numbers two different ways.



Partner A _____

Partner B _____

Compare Three-Digit Numbers

541 ____ 549	634 ____ 643	717 ____ 711	440 ____ 404
284 ____ 482	830 ____ 829	259 ____ 259	117 ____ 119
457 ____ 457	776 ____ 767	189 ____ 181	222 ____ 321
914 ____ 909	432 ____ 432	205 ____ 250	331 ____ 331

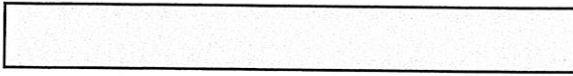
When I compare three-digit numbers, I always start with the hundreds place. The hundreds place has the greatest place value.



Measuring in Inches and Centimeters

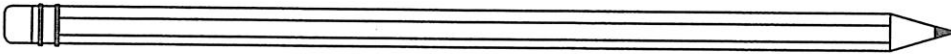
Name: _____

- 1 Use a ruler to measure the length of the piece of tape in inches.



What is the length of the tape? _____ inches

- 2 Use a ruler to measure the length of the pencil in inches.



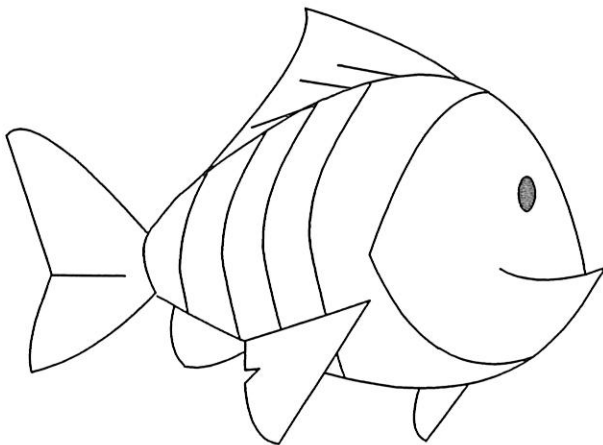
What is the length of the pencil? _____ inches

- 3 Use a ruler to measure the length of the shoe in centimeters.



What is the length of the shoe? _____ centimeters

- 4 Use a ruler to measure the length of the fish in centimeters.



What is the length of the fish? _____ centimeters

Day 8

0 in

1

2

3

4

5

Printable-Ruler.net

6

7

8

9

10

11

12

Printable-Ruler.net

Click, Print, Rule!

Ruler 12in (whole inches)

Letter paper

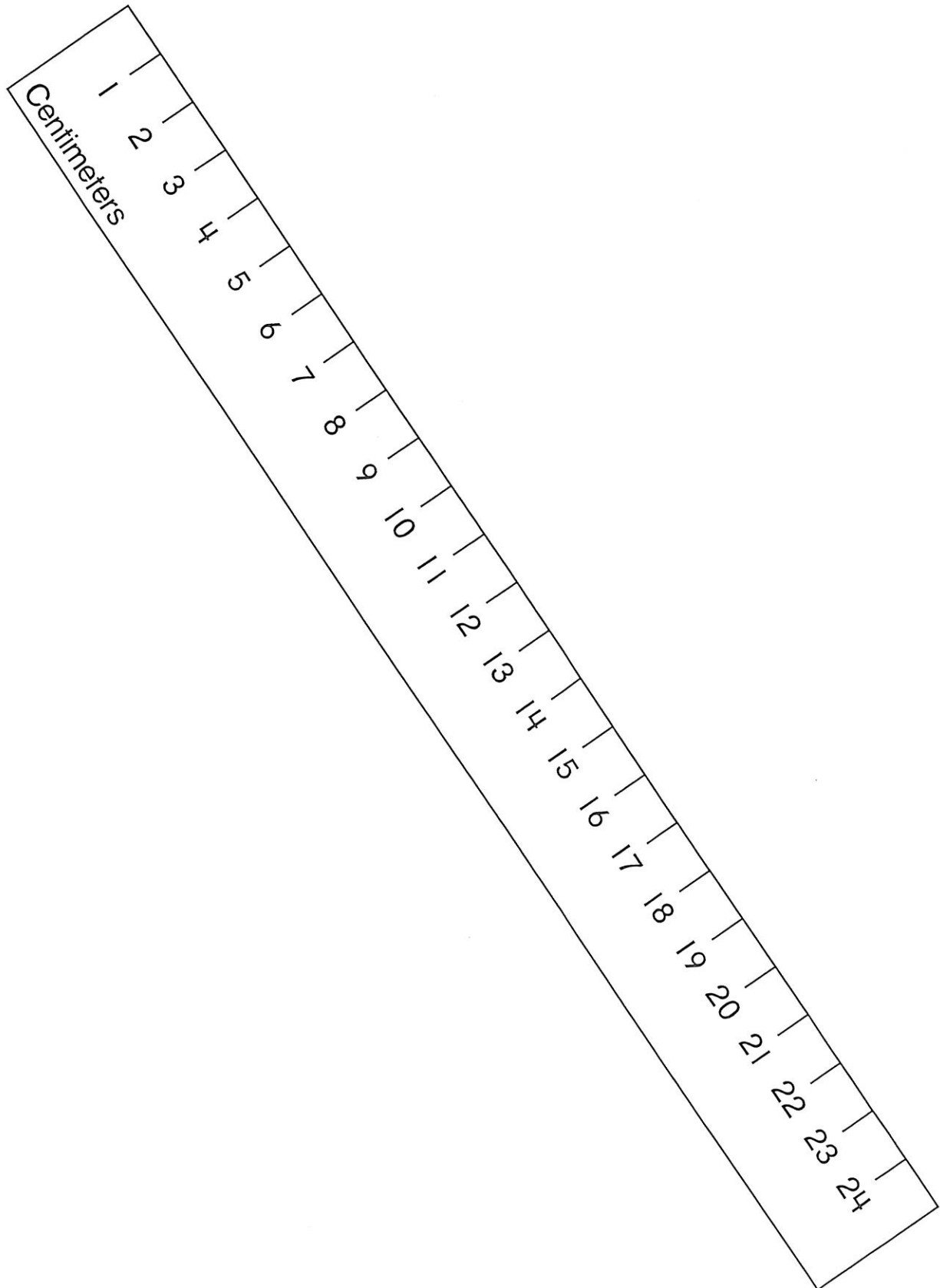
Transparent



Name _____

Day 8

Centimeter Ruler



Measurement Vocabulary Match

What You Need

- Recording Sheet

✓ Check Understanding

Measure the length of the top of your desk to the nearest inch. Explain how you measured using the words *inches* and *yardstick*.

What You Do

1. Pick a word on the **Recording Sheet**.
2. Say the word and describe an example.
3. Your partner tells a non-example for the word and explains why it is a non-example.
4. Draw a line to the definition.
5. Take turns until all the words have been used.

A yard is equal to 36 inches.

A baseball bat is an example of something that is about a yard long.

Your classroom wall is a non-example of something that is about a yard long.



Go Further!

Write two sentences telling how to measure an item. Use words from **Recording Sheet**.



Measurement Vocabulary Match

Math Words

Definitions

inch

a unit of length; Your little finger is about 1 centimeter across.

centimeter

a unit of length equal to 100 centimeters

foot

a unit of length; A quarter is about 1 inch across.

meter

a unit of length equal to 12 inches

ruler

a measuring tool that shows 36 inches

yardstick

a measuring tool that can be used to measure long lengths, like the length of a room

meter stick

a measuring tool that is often used to measure short lengths

measuring tape

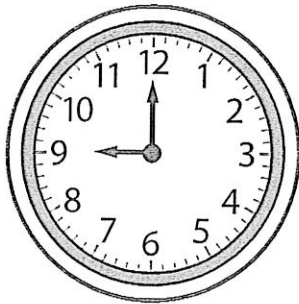
a measuring tool that shows 100 centimeters



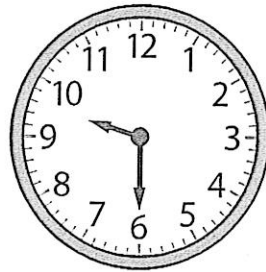
Tell and Write Time

Name: **Day 9** **Prerequisite:** Tell Time to the Half Hour

Study the example showing how to tell time.
Then solve Problems 1–6.

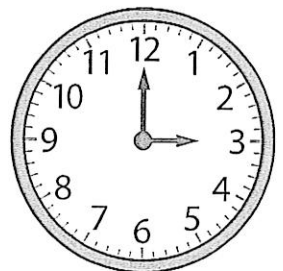
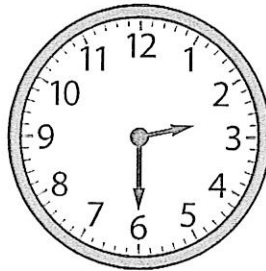
ExampleCircle the clock that shows **9:00**.Say: **9 o'clock**

The hour hand points to 9.
The minute hand points to 12.
So this clock shows 9:00.

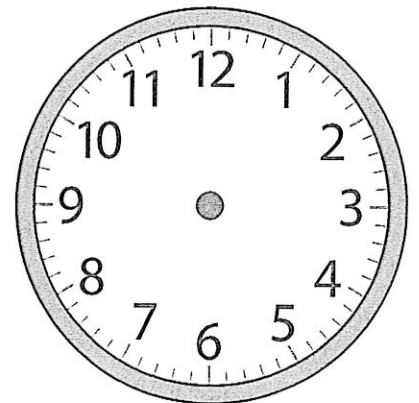
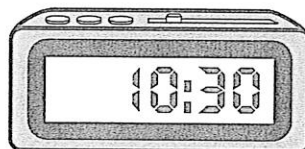


The hour hand points halfway
between 9 and 10. The minute
hand points to 6. So this clock
shows 9:30.

- 1** Circle the clock that shows 2:30.

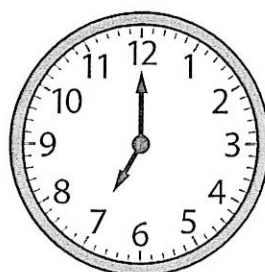
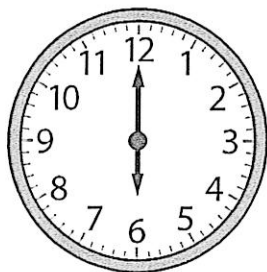


- 2** Read the digital clock. Draw
the hands on the other clock
to show the same time.

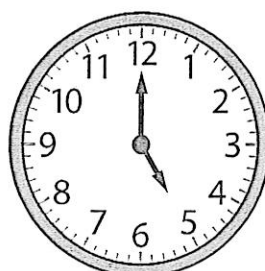
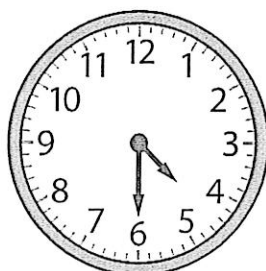
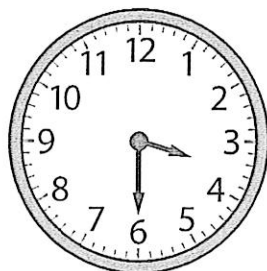


Solve.

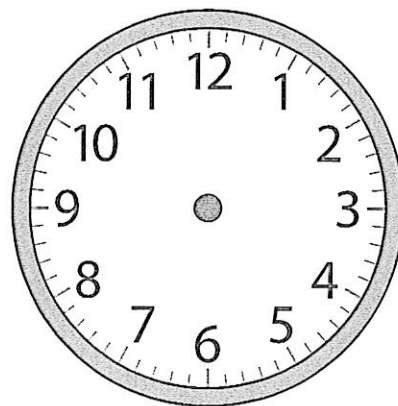
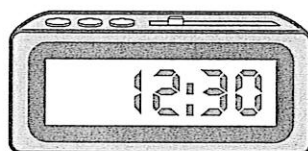
- 3 Circle the clock that shows 7:00.



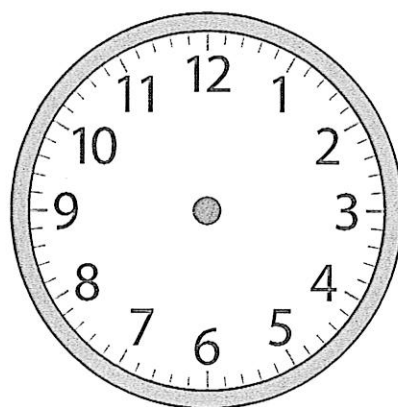
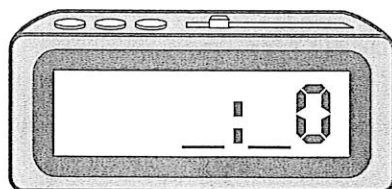
- 4 Circle the clock that shows 3:30.



- 5 Read the digital clock.
Draw the hands on the other clock to show the same time.



- 6 It is five o'clock.
Fill in the correct time on the digital clock. Draw the time on the other clock.



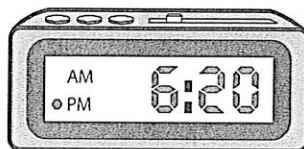
Tell and Write Time

Study the example showing how to tell and write time. Then solve Problems 1–6.

Example

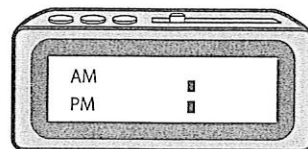
The first clock shows when Lil started eating dinner. Show the same time on a digital clock.

- The minute hand points to 4. So skip count by five 4 times to find the number of minutes.
- Dinner is in the evening. Draw a dot on the digital clock next to PM.

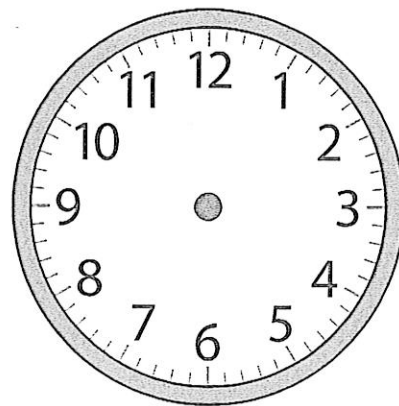
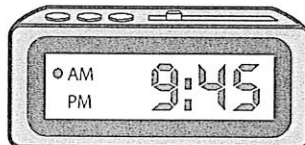


PM means the hours from noon to midnight.

- 1** Gino went on a picnic in the afternoon. The first clock shows when the picnic started. Show how the time would look on a digital clock. Be sure to mark AM or PM.

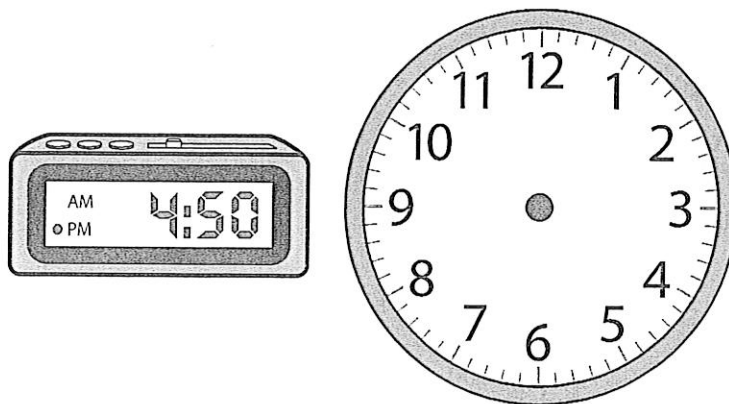


- 2** Nima's soccer team plays on Sunday mornings. Her first game started at the time shown on the digital clock. Draw the same time on the other clock.

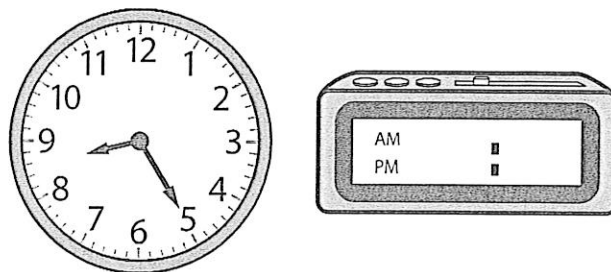


Solve.

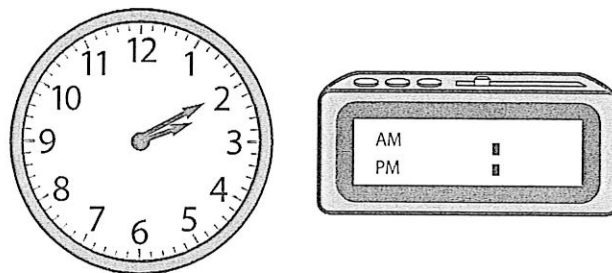
- 3 Bryce had a piano lesson after school. His lesson ended at the time shown on the digital clock. Draw the same time on the other clock.



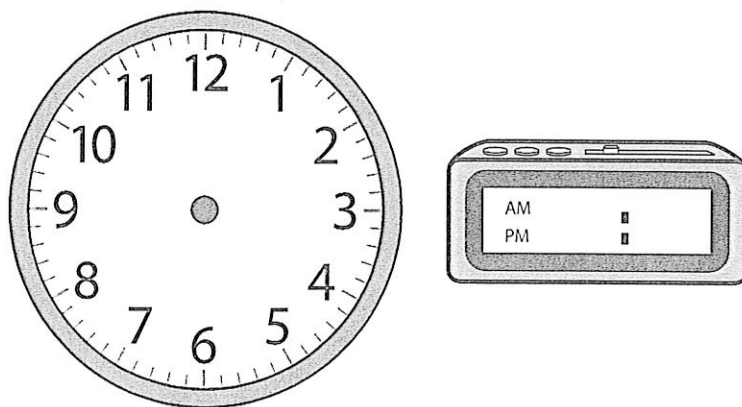
- 4 The first clock shows when Nadya brushed her teeth before school. Show how the time would look on a digital clock. Be sure to mark AM or PM.



- 5 The first clock shows when Mr. Wade's class started recess. Show how the time would look on a digital clock. Be sure to mark AM or PM.



- 6 Eric called his aunt at 10:15 in the morning. Draw hands on the clock to show 10:15. Then write the time on the digital clock. Be sure to mark AM or PM.



Tell and Write Time

Solve the problems.

- 1 Luis gets home from school at 3:25. Which clock shows the time Luis gets home? Circle all the correct answers.



A



B



C

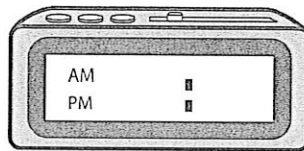
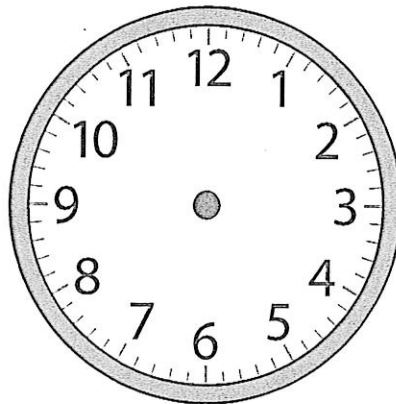


D

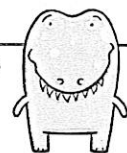
What two numbers will the hour hand be between? Should the digital clock show AM or PM?



- 2 Justin finishes art class at 2:40 in the afternoon. Draw hands on the clock to show 2:40. Then write the time on the digital clock. Be sure to mark AM or PM.



Is the hour hand or minute hand longer? How can you tell if the time is AM or PM?



- 3 Which number does the minute hand point to when a clock shows 5:10? Circle the correct answer.

A 10

C 3

B 5

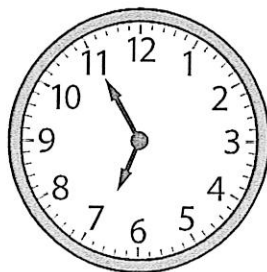
D 2

Can you draw a picture to help you?



Solve.

- 4 Lita's mom wakes her up to get ready for school at the time shown on the clock.



Where does the hour hand point when it is almost the next hour?



Which digital clock shows the time Lita's mom wakes her up?
Circle the correct answer.



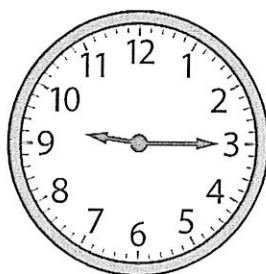
A

B

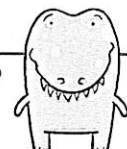
C

D

- 5 Rory has dance class on Saturdays at the time shown on the clock. What time does Rory have dance class? Circle the correct answer.



Which hand tells the minutes?



A 3:09

C 9:15

B 3:45

D 9:30

Mike chose B. This is wrong. How did Mike get his answer?

Tell Time from Analog and Digital Clocks

What You Need

- number cube
- 9 game markers in one color
- 9 game markers in a different color
- Game Board



What time does the clock show?



What You Do

1. Take turns. Roll the number cube. Find the time next to that toss in the table. Read the time.
2. Find that time on a clock on the **Game Board**.
3. Your partner checks the clock. If you are correct, cover that box with a game marker. If you are incorrect, your turn ends. If there are no clocks left with that time, your turn ends.
4. The first player to cover three boxes in a row wins.
5. Play again!

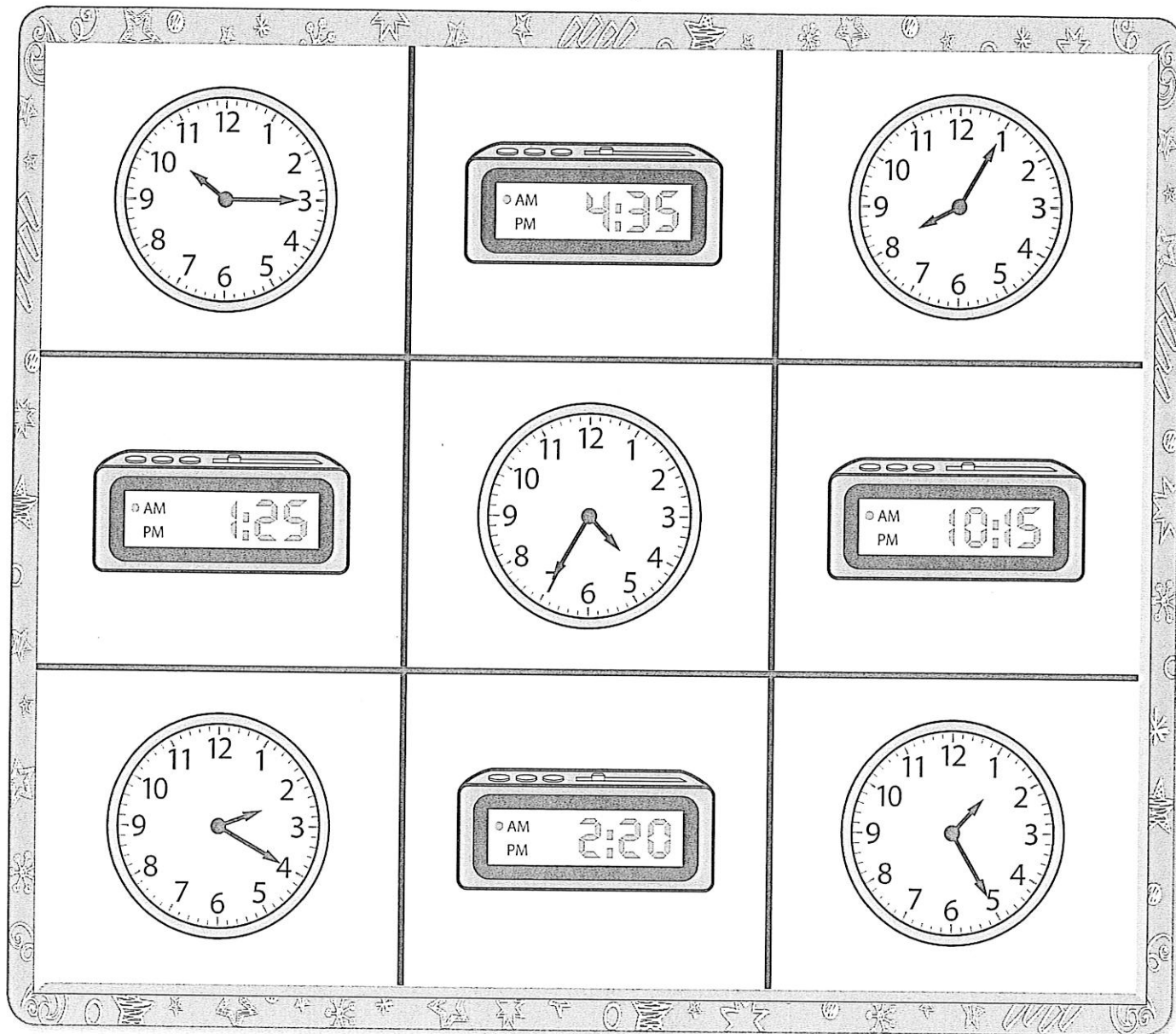
Toss	Number
1	2:20
2	1:25
3	8:05
4	4:35
5	10:15
6	Your turn ends.

Go Further!

For each clock on the **Game Board**, write how many minutes until the next hour for each clock. Trade papers with your partner to check.



Tell Time from Analog and Digital Clocks



I can look at the short hand to tell how many hours. I can look at the long hand to tell how many minutes.



Draw and Use Bar Graphs and Picture Graphs

Name: **Day 10**

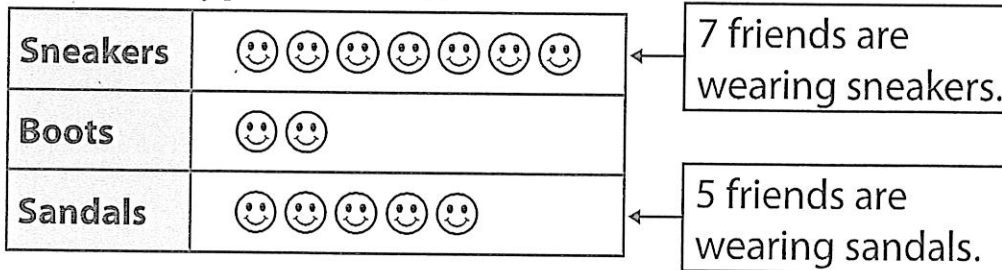
Prerequisite: Use Picture Graphs

Study the example showing how to use information in picture graphs. Then solve Problems 1–9.

Example

Tess made this picture graph to show the kinds of shoes her friends are wearing. How many friends are wearing sneakers or sandals?

Types of Shoes



$$7 + 5 = 12$$

So, 12 friends are wearing sneakers or sandals.

Use the picture graph in the Example to answer the problems below.

- 1 How many friends are wearing sandals?

- 2 How many friends are wearing boots?

- 3 Complete the equation to show how many more friends are wearing sandals than boots.

$$5 - 2 = \underline{\hspace{2cm}}$$

Vocabulary

picture graph
a way to show data using pictures.

Solve.

Ezra asked his friends if they like to draw with crayons, pencils, or markers best. Then he made this picture graph.

Favorite Drawing Tools

Crayons	😊😊😊😊😊😊
Pencils	😊😊😊😊😊😊😊😊
Markers	😊😊😊

4 How many friends chose pencils? _____

5 How many friends chose markers? _____

6 Complete the equation to show how many fewer friends chose markers than pencils.

$$8 - 3 = \underline{\hspace{2cm}}$$

7 Write an equation to show how many friends chose crayons or markers.

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

8 Do more friends like to draw with crayons or pencils? Circle what more friends like. Then write how many more friends like to draw with that tool.

Crayons Pencils _____ more

9 Write another question about the picture graph. Then answer your question.

Use a Picture Graph and Bar Graph

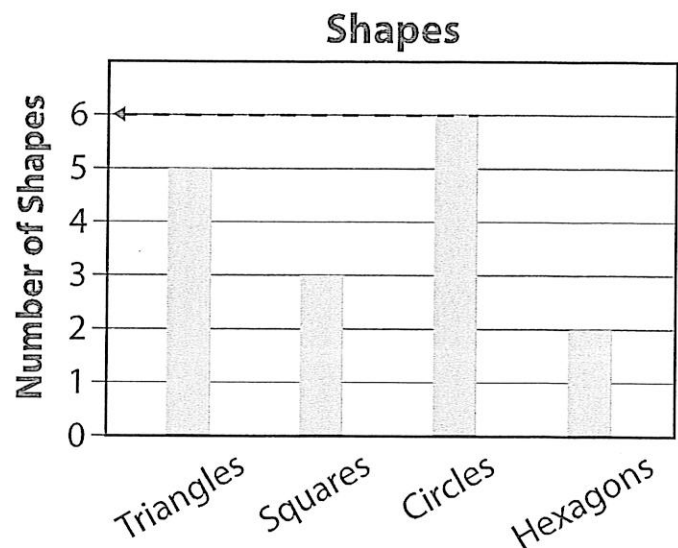
Study the example showing how to use a picture graph and a bar graph. Then solve Problems 1–13.

Example

Val counted the shapes of her stickers. She made a bar graph. How many of her stickers are circles?

The bar for Circles goes up to the line for 6.

Val has 6 circle stickers.



Use the information from the Example to answer Problems 1–4.

- 1 How many triangles does Val have? _____
- 2 How many hexagons does Val have? _____
- 3 Complete the equation to show how many more triangles than hexagons Val has.

5 – _____ = _____
- 4 Write an equation to show how many squares and circles Val has in all.

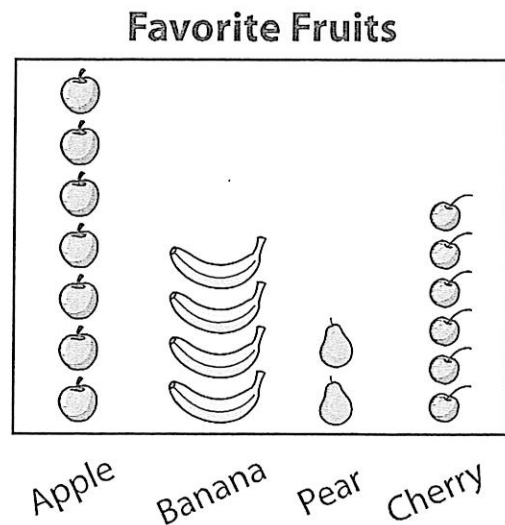
_____ + _____ = _____

Vocabulary

bar graph a way to show data using bars.

Solve.

Saul asked his friends, "What is your favorite fruit?" Then he made this picture graph.



5 How many friends chose apples? _____

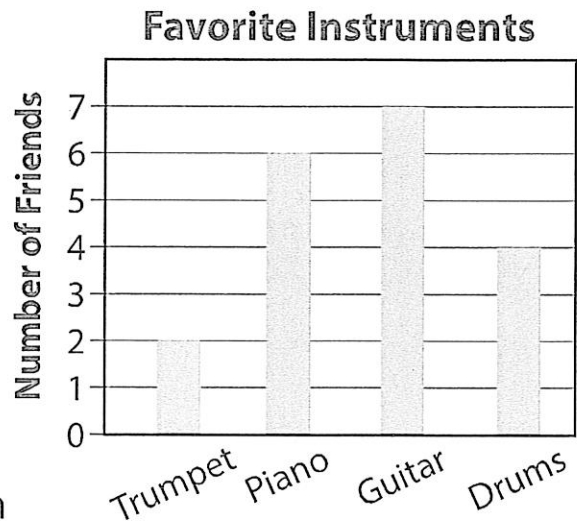
6 How many friends chose pears? _____

7 Complete the equation to show how many friends chose apples or pears.

$$7 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

8 How many fewer friends chose bananas than cherries? _____

Rachel asked her friends, "What is your favorite instrument?" Then she made this bar graph.



9 How many friends chose piano? _____

10 How many friends chose drums? _____

11 How many more friends chose piano than drums? _____

12 How many fewer friends chose trumpet than guitar? _____

13 How many friends did Rachel ask? _____

Make Bar Graphs and Picture Graphs

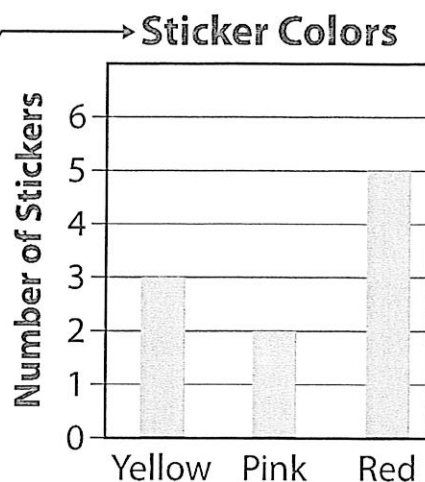
Study the example showing how to make a bar graph from a tally chart. Then solve Problems 1–8.

Example

Ava made the tally chart below to show the colors of heart stickers she has. Then she made the bar graph.

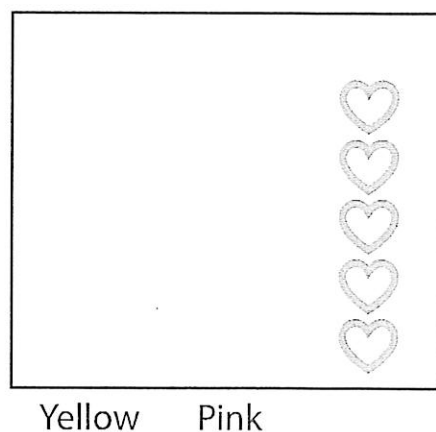
Yellow	Pink	Red

Ava wrote the title of her graph above it.



Ava wants to make a picture graph. Use the information in Ava's tally chart for Problems 1–4.

- 1 Write a title on the line above the graph.
- 2 Write the missing color name next to Yellow and Pink.
- 3 Draw the correct number of hearts above the word Yellow.
- 4 Draw the correct number of hearts above the word Pink.



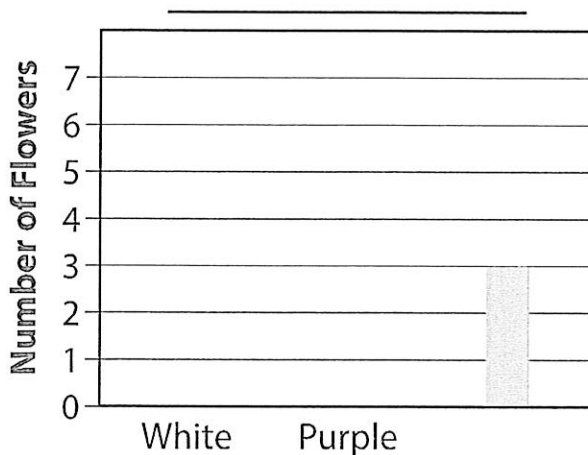
Solve.

- 5 Carter wrote down the color of each flower in his window box. The list is shown at the right. Use the data to complete the tally chart of flower colors.

White	Purple	Orange

white	purple
white	orange
purple	purple
purple	white
purple	purple
orange	orange
white	

Use the information in the tally chart for Problems 6–8.



- 6 What is a good title for the graph? Write it on the line above the graph.
- 7 Fill in the missing color next to the word Purple.
- 8 Draw bars to show how many white and purple flowers there are.












Vocabulary

data a set of collected information.

Draw and Use Bar Graphs and Picture Graphs

Solve the problems.

- 1 Tia makes this picture graph to show the bead shapes in her collection. Then her mom gives her 3 more flower beads. Fill in the graph to show how many flower beads Tia has now.

Bead Shapes	
Hearts	      
Flowers	
Moons	 
Stars	

What is the total number of flower beads Tia has now?



- 2 Use your picture graph from Problem 1 to answer the questions below.
- How many more hearts does Tia have than moons and stars combined? Circle the correct answer.

- A 5 C 3
B 4 D 2

Fiona chose A. This is wrong. How did Fiona get her answer?

How many steps are there to solving this problem?



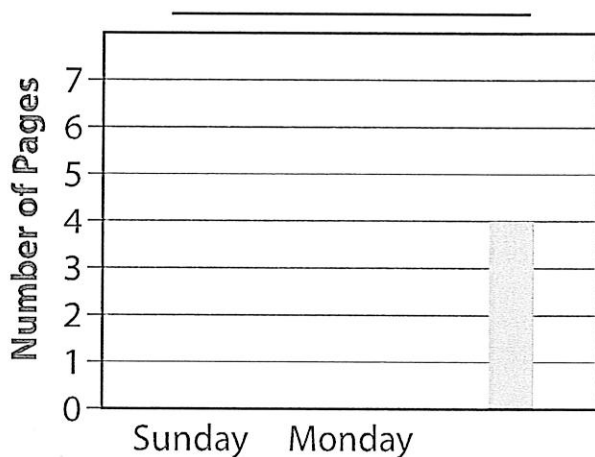
Solve.

- 3 Milo recorded the number of journal pages he wrote each day in the tally chart below.

Sunday	Monday	Tuesday
/		

Use the tally chart to complete the bar graph.

- Draw the two missing bars.
- Write the missing day.
- Give the graph a title.

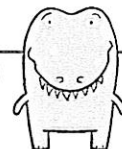


What can you look at on the bar graph to help you draw each bar the correct height?



- 4 Look at the data in Problem 3.
How many fewer pages did Milo write on Tuesday than on Sunday?

Can you use an equation to find how many fewer pages Milo wrote?



Draw and Use a Bar Graph

What You Need

- Recording Sheet



Use the graph on the **Recording Sheet** to answer the question. How many more elm trees are there than maple trees and pine trees together?

What You Do

1. Read the problem at the top of the **Recording Sheet**. Look at the data in the table.
2. Take turns drawing bars on the graph for the data shown in the table.
3. Then take turns picking a question next to a letter. Write the answer to the question on the **Recording Sheet**.
4. Your partner checks your answer.
5. Repeat until all the questions are answered.

A	How many trees in the park are not pine trees?
B	How many trees in all are in the park?
C	How many fewer maple trees are there than oak and pine trees together?
D	Four more maples trees are planted in the park. Now how do the number of maple trees and the number of oak trees compare?

Go Further!

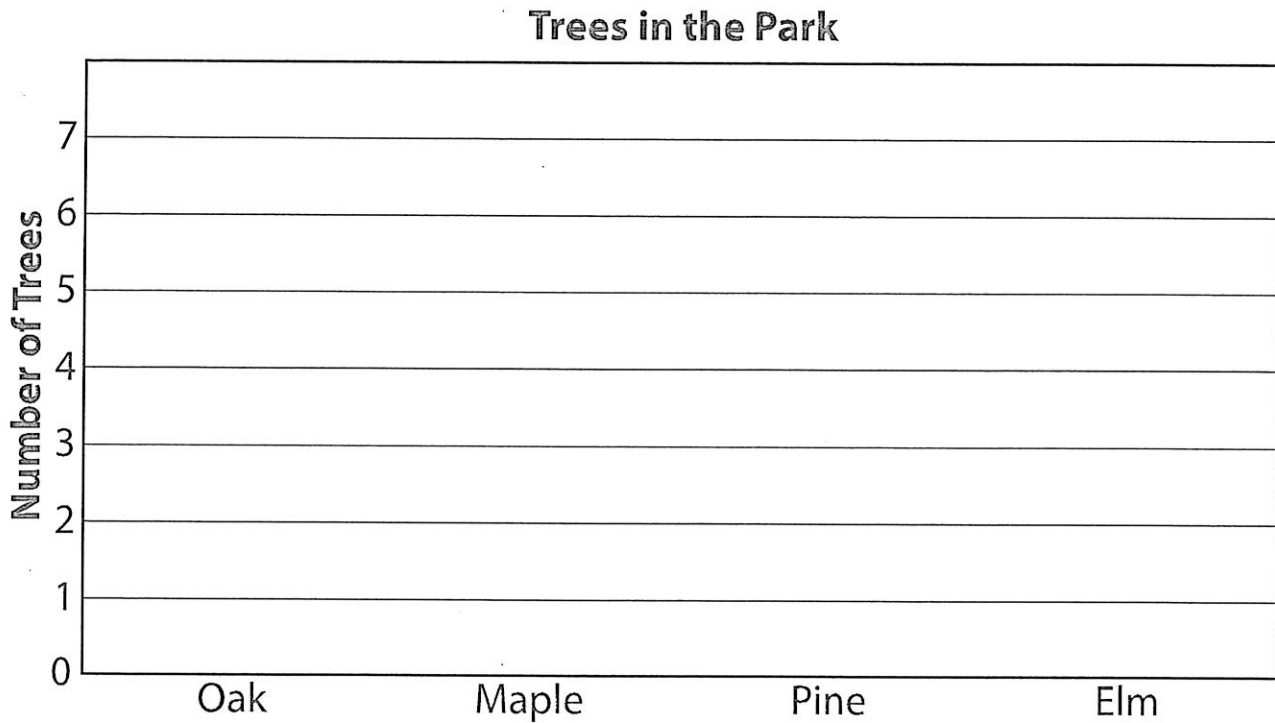
Look at the data on the **Recording Sheet**. Write a different question that can be answered using the graph. Your question should take more than one step to answer. Ask your partner to answer your question.



Draw and Use a Bar Graph

The table shows the trees in the park. Draw bars to complete the bar graph for the data in the table.

Tree	Oak	Maple	Pine	Elm
Number of Trees	6	2	4	7



A

B

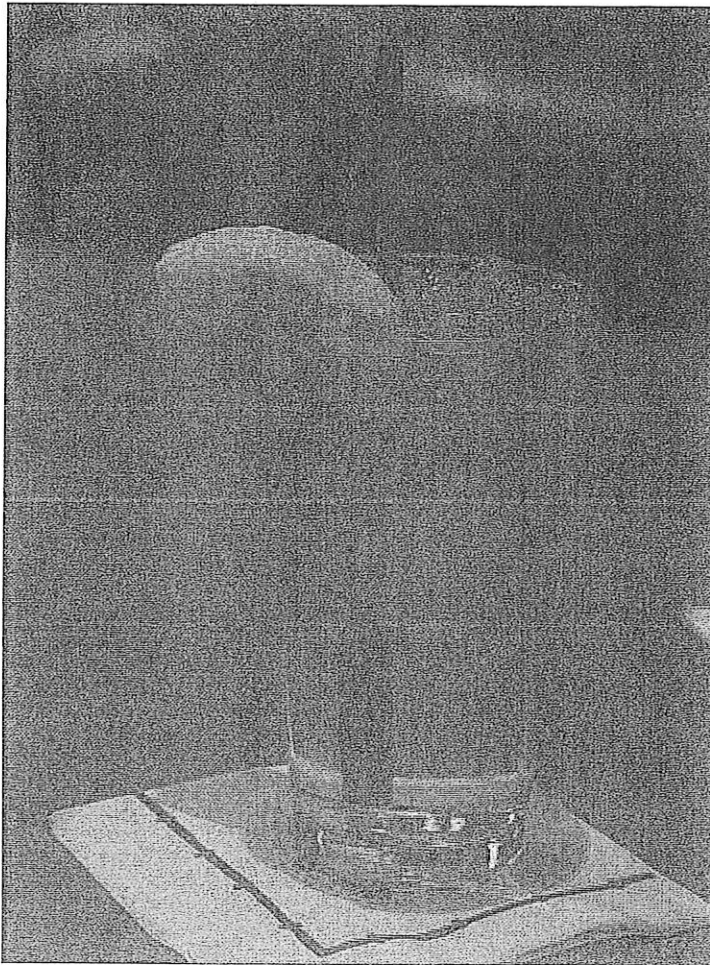
C

D



Water Takes Three Forms

by Rachelle Kreisman



Water comes in three forms: liquid, solid, and gas.

Water can be a liquid. It flows. It has no shape of its own. A liquid takes the shape of its container.

Water can be a solid. Solids have their own shape. Water in its solid form is called ice.

Water can be a gas. Gas has no shape. Water in its gas form is called

vapor.

You can see liquid water after it changes to a solid. Pour water into a cup. Put the cup into the freezer. The next day, the water will have turned into ice.

Ice can change back to liquid water. Observe this: Take ice cubes from the freezer. Put a few of them on a plate. They will melt and turn into liquid water.

Heat can change liquid water to a gas. What happens when a pot of water boils? Bubbles begin to form. Then the water starts to evaporate. You can often see the gas escape as water vapor.

Water vapor also can turn back into a liquid. That happens when the vapor loses heat. The process of water vapor becoming liquid is called condensation.

Name: _____ Date: _____

1. How many forms does water come in?

- A. three
- B. two
- C. one

2. What does this article describe?

- A. food that can be cooked in a pot of water
- B. liquid water changing into a gas
- C. steps you can take to observe condensation

3. Read this paragraph from the article.

"You can see liquid water after it changes to a solid. Pour water into a cup. Put the cup into the freezer. The next day, the water will have turned into ice."

What can you conclude from this information about the difference in temperature between water as a liquid and water as a solid?

- A. Water as a solid is colder than water as a liquid.
- B. Water as a solid is warmer than water as a liquid.
- C. Water as a solid and water as a liquid are almost the same temperature.

4. Based on the information in the article, what is probably true about gas in a container?

- A. Gas in a container will cause the container to melt.
- B. Gas in a container will take the shape of the container.
- C. Gas in a container will turn into ice after one day.

5. What is the main idea of this article?

- A. If you pour water into a cup and put it in the freezer, the water will turn into ice.
- B. Water has three forms and can change from one to another.
- C. When water is a liquid, it flows and takes the shape of its container.

6. Read this paragraph from the article.

"Heat can change liquid water to a gas. What happens when a pot of water boils? Bubbles begin to form. Then the water starts to evaporate. You can often see the gas escape as water vapor."

What does the word "evaporate" mean here?

- A. turn into a gas
- B. turn into a solid
- C. turn into a liquid

7. Choose the answer that best completes this sentence.

A solid does not take the shape of its container _____ it has its own shape.

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

8. What form of water has its own shape?

9. Describe water as a gas.

10. Contrast water as a solid to water as a gas. Support your answer with evidence from the article.

Wild Weather



fotostock/Superstock

Blizzard

March is filled with many different types of **weather**. Weather is the condition of the outside air. Tornadoes are one type of weather. Tornado winds can reach 300 miles per hour. That's as fast as some airplanes can fly. Keep reading for answers to some common questions about weather.

The Truth About Weather

There is a science behind every kind of weather. Uncover some interesting weather facts.

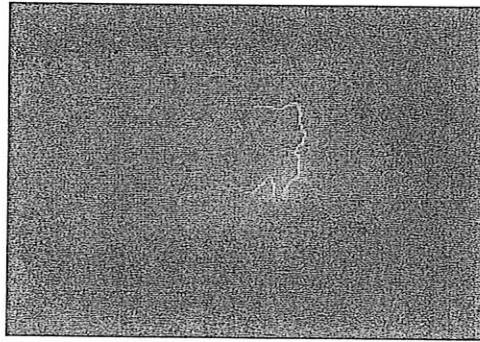
Why do clouds sometimes look as if they are on the ground instead of in the sky?

Sometimes clouds form near the ground. That is called **fog**. Both fog and clouds are made up of tiny drops of water that hang in the air. Fog forms over the Golden Gate Bridge in San Francisco, California.

What is a blizzard?

A blizzard is a winter storm with strong winds. The wind blows the snow so that it is hard to see. Most blizzards last at least three hours.

Which comes first, thunder or lightning?



photos.com

Lightning

Thunder and lightning happen at the same time. As lightning strikes, it heats the air around it. That causes the air to expand. When the air expands, we hear a loud crash called thunder. The sound reaches us after we have seen the lightning.

How does rain make a rainbow?

Rainbows appear when sunlight passes through raindrops in the sky. As the light passes through, it is broken up into seven colors: red, orange, yellow, green, blue, indigo, and violet.

Cloud Coverage



Corel Images

Roy G. Biv is a name made with the first letters of the colors in a rainbow.

Clouds form when warm air rises and then cools.

Cirrus clouds are white, wispy streaks high in the sky. Inside these clouds is ice.

Cumulonimbus clouds are large thunderclouds. Thunderstorms and tornadoes can form in these clouds.

Cumulus clouds are large and puffy. They usually form near the ground and rise to the sky.

Stratus clouds are thick layers of clouds low in the sky. Light rain or snow can fall from these clouds.

Name: _____ Date: _____

1. Thunder is caused by

- A. expanding air.
- B. a loud noise.
- C. a bright light.
- D. rain.

2. The following clouds do not indicate a dangerous storm:

- A. cirrus, stratus and cumulonimbus.
- B. stratus, cumulonimbus and cumulus.
- C. cumulus, stratus and cirrus.
- D. cumulonimbus, cumulus and stratus.

3. _____ is caused by light shining through raindrops.

- A. A tornado
- B. Lightning
- C. A rainbow
- D. A cirrus cloud

4. Weather happens because of

- A. changes in the air.
- B. changes in the temperature.
- C. changes in the seasons.
- D. all of the above.

5. Describe the setting during a thunderstorm.

Name: _____ Date: _____

1. What is a meaning of the word **strike**?

- A. news, film, and TV companies
- B. stop work in order to make demands
- C. the help with money in time of need

2. What is another meaning of the word **strike**?

- A. the act of fishing
- B. a grown up
- C. affect or cause pain suddenly

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. The grandfather clock _____ twelve, and then a noise was made.

- A. strikes
- B. striking
- C. stroke
- D. struck
- E. stroked
- F. strokes
- G. strike

4. If the batter swings at the ball but misses, it is a _____.

- A. strikes
- B. striking
- C. stroke
- D. struck
- E. stroked
- F. strokes
- G. strike

5. This _____ is called the dog paddle.

- A. strikes
- B. striking
- C. stroke
- D. struck
- E. stroked
- F. strokes
- G. strike

6. The workers are _____ because they demand more money.

- A. strikes
- B. striking
- C. stroke
- D. struck
- E. stroked
- F. strokes
- G. strike

7. He was in trouble because he already had two _____ against him.

- A. strikes
- B. striking
- C. stroke
- D. struck
- E. stroked
- F. strokes
- G. strike

8. The teacher writes the letter with big _____ in the air.

- A. strikes
- B. striking
- C. stroke
- D. struck
- E. stroked
- F. strokes
- G. strike

9. The wise man _____ his chin and thought.

- A. strikes
- B. striking
- C. stroke
- D. struck
- E. stroked
- F. strokes
- G. strike

10. Please write your own sentence using the word **strike**.

11. What would you like to remember about the meaning of the word **strike** so that you can use it when you write or speak?

Name: _____ Date: _____

1. What is a meaning of the word **expand**?

- A. grow powerfully
- B. catch sight of
- C. set up or found

2. What is another meaning of the word **expand**?

- A. keep in good condition
- B. come out into view
- C. add details to an idea

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. Sometimes _____ and contraction are quite noticeable.

- A. expansive
- B. expanses
- C. expands
- D. expansion
- E. expanded
- F. expand

4. Liquids _____, or get bigger, when they are heated.

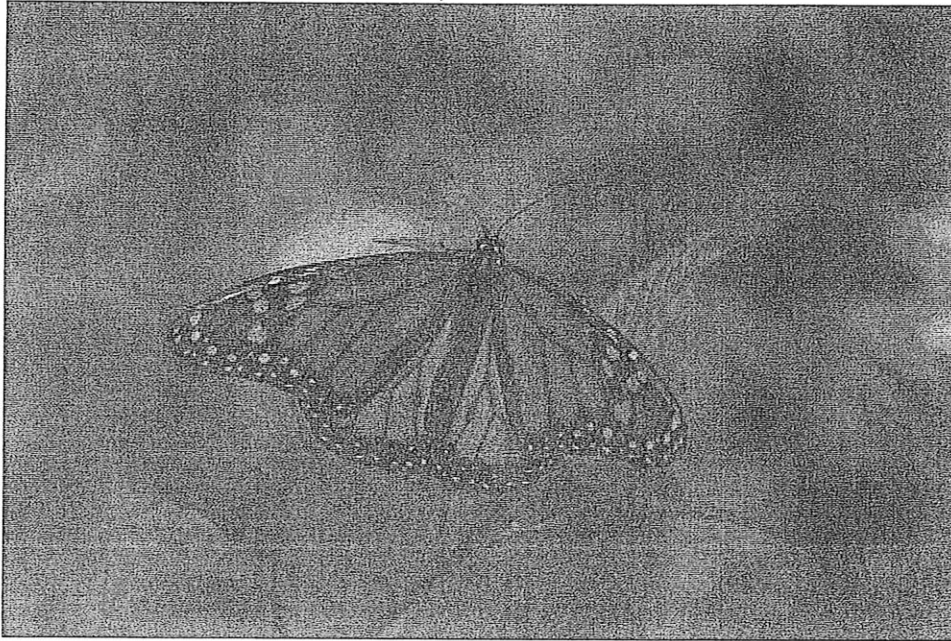
- A. expansive
- B. expanses
- C. expands
- D. expansion
- E. expanded
- F. expand

5. The cluster _____ as they watched.
- A. expansive
 - B. expanses
 - C. expands
 - D. expansion
 - E. expanded
 - F. expand
6. That warm air _____ and rises.
- A. expansive
 - B. expanses
 - C. expands
 - D. expansion
 - E. expanded
 - F. expand
7. He had never seen those great shining white _____ of ice and snow.
- A. expansive
 - B. expanses
 - C. expands
 - D. expansion
 - E. expanded
 - F. expand
8. It had a nice, _____ ring to it.
- A. expansive
 - B. expanses
 - C. expands
 - D. expansion
 - E. expanded
 - F. expand

9. Please write your own sentence using the word **expand**.

10. What would you like to remember about the meaning of the word **expand** so that you can use it when you write or speak?

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

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.

Name: _____ Date: _____

1. According to the text, what might be a butterfly with orange, white, and black markings?

- A. a milkweed plant
- B. a monarch butterfly
- C. a Mexican butterfly

2. Monarch butterflies pollinate flowers while they go from flower to flower eating nectar. What can the flowers do because monarch butterflies pollinate them?

- A. The flowers can grow new seeds.
- B. The flowers can make more nectar.
- C. The flowers can travel to Mexico.

3. Monarch butterflies can't survive in cold weather. What evidence from the text supports this conclusion?

- A. "Many monarch butterflies live in the United States and Canada. But they make a very special trip in the winter. . . . The butterflies make this trip to get away from the cold weather."
- B. "For example, there has been a loss of milkweed plants. Those are the plants that monarch butterflies lay eggs on."
- C. "The forests of Mexico where butterflies go for the winter have also been shrinking. People have cut down parts of the forest."

4. Read these sentences from the text.

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. . . .

The forests of Mexico where butterflies go for the winter have also been shrinking. . . . This puts the butterflies at risk.

What inference can you make about the number of monarch butterflies?

A. Fewer milkweed plants and smaller forests of Mexico mean a smaller number of monarch butterflies.

B. More milkweed plants and larger forests of Mexico mean a smaller number of monarch butterflies.

C. Changes in milkweed plants and forests of Mexico do not change the number of monarch butterflies.

5. What is the main idea of this text?

A. Monarch butterflies are beautiful butterflies with orange, white, and black markings, and they go from flower to flower eating nectar.

B. Monarch butterflies that live in the United States and Canada travel every winter to forests in Mexico and Southern California.

C. Monarch butterflies are important for flowers, but the number of monarch butterflies has gone down because of changes in their environment.

Name: _____ Date: _____

1. What is a meaning of the word **environment**?

- A. visible light
- B. a person who works
- C. the area in which something exists or lives

2. What is another meaning of the word **environment**?

- A. the natural world or ecosystem
- B. the degree of heat or coldness
- C. an open space between buildings

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. An _____ may express concern over air pollution.

- A. environmentally
- B. environment
- C. environmental
- D. environmentalist
- E. environmentalists
- F. environments

4. The _____ always discuss issues about the environment.

- A. environmentally
- B. environment
- C. environmental
- D. environmentalist
- E. environmentalists
- F. environments

5. The world has many kinds of _____.

- A. environmentally
- B. environment
- C. environmental
- D. environmentalist
- E. environmentalists
- F. environments

6. An _____ can be hot or cold.

- A. environmentally
- B. environment
- C. environmental
- D. environmentalist
- E. environmentalists
- F. environments

7. Energy usage is another _____ issue.

- A. environmentally
- B. environment
- C. environmental
- D. environmentalist
- E. environmentalists
- F. environments

8. Is this factory _____ friendly?

- A. environmentally
- B. environment
- C. environmental
- D. environmentalist
- E. environmentalists
- F. environments

9. Please write your own sentence using the word **environment**.

10. What would you like to remember about the meaning of the word **environment** so that you can use it when you write or speak?

Name: _____ Date: _____

1. What is a meaning of the word **insect**?

- A. any of various small flat sweet cakes
- B. a personal belief or judgment
- C. a small bug with a hard covering

2. What is another meaning of the word **insect**?

- A. a group of teams
- B. a science subject
- C. a six-legged bug

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. There are many kinds of _____.

- A. insecticide
- B. insect
- C. insects
- D. insecticides

4. They keep track of the amount of _____ in lakes and streams to make sure animals aren't in danger.

- A. insecticide
- B. insect
- C. insects
- D. insecticides

5. This _____ is called a walking stick.

- A. insecticide
- B. insect
- C. insects
- D. insecticides

6. Their purpose is to find out how much _____ can be used in a vegetable garden.

- A. insecticide
- B. insect
- C. insects
- D. insecticides

7. Please write your own sentence using the word **insect**.

8. What would you like to remember about the meaning of the word **insect** so that you can use it when you write or speak?
