



May 2020

Hello Parents,

We hope that this letter finds your family healthy and settled into a “new normal”. Over the last two weeks, teachers began teaching new standards in Language Arts and Math instruction. New standards for Science will begin the week of May 4th and Social Studies, the week of May 11th.

As a school district, we continue to work to offer resources that support learners at home through print and online opportunities. Attached you will find lesson activities and support for you as you help guide your child through new learning. This material will look different from the last two weeks in that there are specific activities for each lesson, not choice boards. Your child’s teacher will also be providing learning support during this time.

Please remember, all activities are optional and completed work will **not** need to be returned to school for grading or credit. If you find you need more resources, please check the UCPS EmpowerED Family Portal on our website www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Estimados Padres,

Esperamos que al recibir esta carta su familia se encuentre saludable y establecida en una "nueva normalidad". Durante las últimas dos semanas, los maestros empezaron a enseñar nuevos estándares en Artes del Lenguaje y Matemáticas. Los nuevos estándares para Ciencias comenzarán la semana del 4 de Mayo y para Estudios Sociales, la semana del 11 de Mayo.

Como distrito escolar, continuamos trabajando para ofrecer recursos que apoyen a los estudiantes en el hogar a través de oportunidades impresas y en línea. Adjunto encontrará actividades de las lecciones y apoyo para usted mientras ayuda a guiar a su hijo a través de un nuevo aprendizaje. Este material parecerá diferente al de las dos últimas semanas en los que hay actividades específicas para cada lección, no tableros de elección. El maestro de su hijo también proporcionará apoyo de aprendizaje durante este tiempo.

Por favor recuerde, todas las actividades son opcionales y una vez que complete el trabajo **no** necesitará devolverlo a la escuela para calificación o crédito. Si cree que necesita más recursos, consulte el Portal de la Familia EmpowerED en nuestro sitio web www.ucps.k12.nc.us/domain/2917.

Manténgase seguro y saludable!

STANDARD	ACTIVITY	LESSON SUPPORT						
<p>RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Reading (Monday) - Have your child read and complete pages 202-205 Lesson 13, Author's Purpose.</p> <p>Reading (Thursday) - Have your child read "Apple Picking Time" and complete pages 210-214 Lesson 13, Author's Purpose</p>	<table border="1"> <thead> <tr> <th>What is the topic of the passage?</th><th>What does the author tell about the topic?</th><th>Why did the author write this passage?</th></tr> </thead> <tbody> <tr> <td>The topic is a garden.</td><td>The author tells about tomatoes, cucumbers, peppers, and cauliflower.</td><td>The author wants to tell about what's growing in a garden.</td></tr> </tbody> </table> <p>Think Use what you learned from reading "Apple Picking Time" to respond to these questions.</p> <p>1 Which sentence from the article best shows what the author wants to explain?</p> <p>A. "The apples are fully grown." B. "The rooms are kept cold so the apples stay crunchy." C. "Now meet the fruit raise its way to you!" D. "The students eat all kinds of fruits and vegetables."</p> <p>2 Number each sentence to tell the correct order of events in the article.</p> <p>3 Apples are sorted and packed in boxes. 5 People shop at the store and take apples home. 4 Apples are taken to the store and put on shelves. 1 Workers pick the apples. 2 Apples are taken to the warehouse.</p> <p>3 What best explains why the author wrote "Apple Picking Time"?</p> <p>A. to describe how workers pick apples B. to explain how apples get from trees to stores C. to answer questions about a school in Arkansas D. to explain when apples are ready to be picked</p> <p>4 How do details in the article help you figure out the author's main purpose for writing it?</p> <p>A. They answer questions about where apples grow and who grows them. B. They explain the steps taken to get apples from an orchard to a store. C. They describe different kinds of apples. D. They describe different kinds of fruit food.</p> <p>5 Tell the author's main purpose for writing the information in the box "Boring Healthy." Then give two details that helped you figure out why the author wrote it.</p> <p>Author's main purpose for writing "Boring Healthy": <u>Sample response: The author wants to tell about healthy foods in schools.</u></p> <p>Two details that helped me understand the main purpose: • <u>Sample response: The article names one school that has a healthy food program.</u> • <u>It also talks about a student who loves to eat fruits.</u></p>	What is the topic of the passage?	What does the author tell about the topic?	Why did the author write this passage?	The topic is a garden.	The author tells about tomatoes, cucumbers, peppers, and cauliflower.	The author wants to tell about what's growing in a garden.
What is the topic of the passage?	What does the author tell about the topic?	Why did the author write this passage?						
The topic is a garden.	The author tells about tomatoes, cucumbers, peppers, and cauliflower.	The author wants to tell about what's growing in a garden.						

		<p>Read the sentence from the passage.</p> <p>The apples are unloaded and placed on shelves.</p> <p>To "load" means to move something into something. What does the word "unloaded" mean in this sentence?</p> <p>(A) taken out of (B) placed on (C) put behind (D) pushed away from</p> <p>Write How do the details in "Apple-Picking Time" help you find its main purpose?</p> <p>Plan Your Response Write down details from the passage that help you understand its main purpose. Responses will vary. Possible responses:</p> <p>"How does the fruit make its way to you?"</p> <p>"Thanks to the apples in grocery stores, we have a way to eat them."</p> <p>"People go to grocery stores to buy apples."</p> <p>Short Response Explain the author's main purpose for writing "Apple-Picking Time." Use details from the passage to prove your answer. Responses will vary but should indicate that the author wants to provide information that explains how apples get to the grocery store. It should describe the process, starting with the growing of apples in the apples orchard at the grocery store.</p>
<p>W.2.2 Write informative/explanatory texts in which students introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p>	<p>Writing (Monday):</p> <p>Have your child read and complete pages 20-25 of Writing to Inform. During Step 4 your child will organize the beginning, middle and end of an informational paragraph by completing a graphic organizer.</p> <p>During Step 5 your child will draft out their paragraph. The draft is an early copy of what he or she wants to write. It will not be perfect. Your child will revise it on another day.</p>	<ul style="list-style-type: none"> Read aloud the introduction and parts of the pre-writing organizer. Discuss how organizers such as this one help writers plan what they want to include in their paragraphs. <p>What did Jayden put in the top box? (the topic of his paragraph) <i>Oglala Lakota clothing worn in ceremonies</i></p> <p>Where will he write about that? (in the beginning of his paragraph)</p> <ul style="list-style-type: none"> Reread the Mentor Text and ask students to think about the details that Jayden included. <p>What are details that Jayden included in the Mentor Text? <i>(The Oglala Lakota clothing and moccasins are made from animal skins.)</i></p> <p>What is another detail that Jayden included about clothing the Oglala Lakota wear for special ceremonies? <i>(It often has beautiful beadwork and designs.)</i></p>
<p>L.2.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from an array of strategies: context clues, word parts, word relationships, and reference materials.</p>	<p>Word Work (Thursday)</p> <p>Prefixes, p. 450-451</p>	<p>Look at the prefix in each underlined word. Then circle the correct meaning of the word.</p> <p>1 Dad and I are <u>unhappy</u> with our tree fort. happy again <u>not happy</u></p> <p>2 We will <u>rebuild</u> it. <u>build again</u> not build</p> <p>3 The roof is broken and <u>unsafe</u>. <u>not safe</u> safe again</p> <p>4 This time we will <u>preplan</u> how to build it. not plan <u>plan before</u></p> <p>5 We buy <u>precut</u> boards for the walls and roof. <u>cut before</u> not cut</p>

Lesson 13

Author's Purpose



Learning Target

Understanding what an author wants to explain or describe will help you find the main purpose of a text.

- **Read** Authors write for different reasons. They write to **describe** what something is like or give **details** to **explain** something. As you read, use details from the text to figure out the author's **main purpose** for writing.

Read the passage below. Think about what the author wants the reader to know.

Three months ago, our garden was just a patch of dirt. Now it's a rainbow of colors! There are smooth, red tomatoes, bright green cucumbers, shiny red and orange peppers, and snowy white cauliflower.



Underline four details that name what's growing in the garden.

- **Think** Complete the chart to learn about the author's main purpose for writing this passage.

What is the topic of the passage?	What does the author tell about the topic?	Why did the author write this passage?

- **Talk** What is the main purpose of this passage? Talk with your partner about the details that help you understand why the author wrote it.



Academic Talk

Use this phrase and these words to talk about the text.

• main purpose • details • explain • describe

George Crum: Inventor

by Otto Klein

- 1 You may love crunchy, salty potato chips. But do you know who first made them? A man named George Crum did in 1853. He invented them by accident.
- 2 Crum was a cook who made delicious French fries. But one day, a man complained. He said the fries were too thick.
- 3 Crum made the fries thinner, but the fussy man still wasn't happy. So Crum made the fries so thin and crunchy that the man couldn't eat them with his fork.



4 Instead of being angry, the man loved them!
Other people who tried Crum's treat also loved them.

5 A few years later, George Crum opened his
own restaurant. A big basket of potato chips
was placed on every table.

6 In 1895, the first potato chip factory was
built. Now people could buy potato chips at the
store and put them on their own tables.



Close Reader Habits

Underline two details
that tell why Crum
made the fries thinner.

Explore

What is the author's main purpose for writing this passage?

**Think**

- 1** Complete the chart to help you understand the main purpose of the passage.

Remember, the author's main purpose for writing the text is what the author wants you to know.

What is the topic of the passage?	What does the author tell about the topic?	Why did the author write this passage?

Talk

- 2** Why does the author tell about French fries? Talk about it with a partner.

**Write**

- 3 Short Response** Why did the author write this passage? Use the information in the chart to explain the author's main purpose. Write your answer in the space on page 208.

HINT Use details from the passage in your answer.



WORDS TO KNOW

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

- ripe
- orchards
- bins
- warehouse

Apple Picking Time

from *Weekly Reader*

- 1 How does the fruit get to our stores?

From the Tree to You

- 2 Follow an apple from the tree to the store.
- 3 Fall is apple season! That is when most apples are ripe. Ripe apples are fully grown. They are ready to be picked.
- 4 Apples grow in orchards. An orchard is a kind of farm. It has rows and rows of apple trees. How does the fruit make its way to you?



5 Workers pick apples. They put the apples into bags. Workers climb ladders to reach apples in tall trees.

6 The apples are put into large bins. Trucks take the bins to a warehouse. That is a building where things are stored. The rooms are kept cold so the apples stay crunchy.

7 The apples are sorted by color and size. Rotten apples are thrown out. The good apples are packed in boxes.



8 Trucks take the apples to grocery stores across the country. The apples are unloaded and placed on shelves.

9 People go to grocery stores to buy apples. They bring them home and eat them. Crunch!

Eating Healthy

Junk food move over! Many schools across the country are getting students to eat healthy foods.

University Heights Elementary School in Jonesboro, Arkansas, takes part in a healthy foods program. The students eat all kinds of fruits and vegetables.

"I think it's good that we're trying new things," says Justin Livingston, age 7. "I'm crazy about the fruits!"

Think Use what you learned from reading "Apple Picking Time" to respond to these questions.

- 1 Which sentence from the article **best** shows what the author wants to explain?
 - A "Ripe apples are fully grown."
 - B "The rooms are kept cold so the apples stay crunchy."
 - C "How does the fruit make its way to you?"
 - D "The students eat all kinds of fruits and vegetables."
- 2 Number each sentence to tell the correct order of events in the article.

___ Apples are sorted and packed in boxes.

___ People shop at the store and take apples home.

___ Apples are taken to the store and put on shelves.

___ Workers pick the apples.

___ Apples are taken to the warehouse.

- 3 What **best** explains why the author wrote "Apple Picking Time"?
 - A to describe how workers pick apples
 - B to explain how apples get from trees to stores
 - C to answer questions about a school in Arkansas
 - D to explain when apples are ready to be picked

4 How do details in the article help you figure out the author's main purpose for writing it?

- A** They answer questions about where apples grow and who grows them.
- B** They explain the steps taken to get apples from an orchard to a store.
- C** They describe different kinds of apples.
- D** They describe different kinds of junk food.

5 Tell the author's main purpose for writing the information in the box "Eating Healthy." Then give two details that helped you figure out why the author wrote it.

Author's main purpose for writing "Eating Healthy":

Two details that helped me understand the main purpose:

- ---
- ---

- 6** Read the sentence from the passage.

The apples are unloaded and placed on shelves.

To “load” means to move an object into something. What does the word “unloaded” mean in this sentence?

- A** taken out of
- B** placed on
- C** put behind
- D** pushed away from



Write How do the details in “Apple Picking Time” help you find its main purpose?

- 7 Plan Your Response** Write three details from the passage that help you understand its main purpose.

- 8 Short Response** Explain the author’s main purpose for writing “Apple Picking Time.” Use details from the passage in your answer.

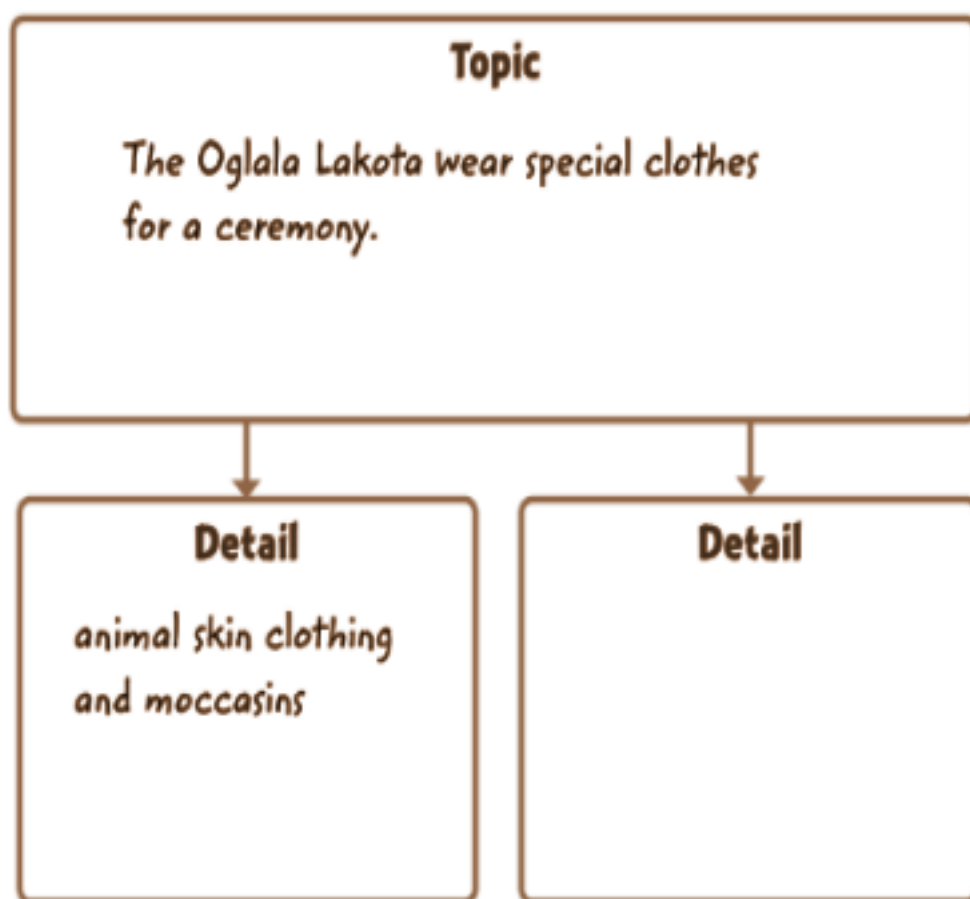
Step 4 Plan

Open with ▾

FOCUS Organize Your Details

Modeled Instruction

Jayden gathered information from his sources. Then he planned the details to include in his paragraph.



1 Fill in the other detail that Jayden included in his paragraph.

Guided Practice

Use the organizer below to plan your writing.

2 Write your topic in the first box.

3 Write one detail in each box below your topic.

Topic	
Detail	Detail

Independent Practice



Write Time Write a sentence about each of the resources you will include in your paragraph.

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Lesson 1 Writing to Inform Paragraph

21



Step 5 Draft

This chart shows the parts of an informational paragraph. Use the ideas here as you draft your beginning, middle, and end.

Parts of an Informational Paragraph

BEGINNING

Introduces
the topic

A strong **beginning** should:

- Tell the **topic** of the paragraph.
- **Interest** readers.

MIDDLE

Tells information
about the topic

Middle sentences should:

- Give **facts** that explain the topic.
- Add **details** that give more information.

END

Sums up the
information

The **end** of your paragraph should:

- **Connect** the facts with the topic in different words.
- **Finish** your thoughts about the topic.



Write the BEGINNING

Study the beginning of Jayden's paragraph. Then try writing the beginning of your paragraph.



MENTOR TEXT

Do you have special clothes for special days? Every August, the Oglala Lakota people in South Dakota have a celebration. They dress like their ancestors. Ancestors are the people who lived before them.

1 Draw a box around the topic of Jayden's paragraph.



MY PARAGRAPH

2 Write two ways to introduce your topic.

- _____

- _____

BEGINNING

MIDDLE

END

HINT Make your readers want to learn more about your topic.

Independent Practice



Write Time Draft the beginning of your paragraph. Use the tips from the chart on page 22.

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Turn and Talk



Which of your partner's beginnings is better? Why?

Lesson 1 Writing to Inform Paragraph

23



Write the MIDDLE

Read one fact that Jayden added to the middle of his paragraph. Then try writing one of your facts.

**MENTOR TEXT**

The Oglala also wore clothes with beautiful beads. Some of the beads showed animals. Some showed plants.

BEGINNING**MIDDLE****END**

- 1 Underline** Jayden's fact about Oglala clothing.
- 2 Draw a box** around the details that tell more about the fact.

MY PARAGRAPH

- 3 Write** a sentence telling one of your facts. Add details to tell more about that fact.

HINT Review your chart on page 21.

Write the END

Study the end of Jayden's paragraph. Then try writing the end of your paragraph.



MENTOR TEXT

The Oglala respect nature and their ancestors.
They show this respect by wearing special clothing.

BEGINNING

MIDDLE

END

1 Underline the words that sum up Jayden's information.

MY PARAGRAPH

2 Write two different endings for your paragraph.

- _____

- _____

HINT Connect your facts with the topic in different words.

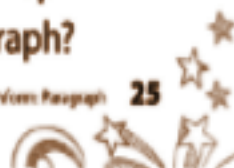
Independent Practice



Write Time Finish drafting the middle and end of your paragraph.

Turn and Talk

How does your ending sum up your paragraph?



Prefixes



NCSCS L.2.4: Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases ... (using) word parts ...



Introduction You can use word parts to figure out what a word means.

A **prefix** is a word part added to the beginning of a word. It changes the meaning of the word.

Prefix	Meaning	Prefix + Word	New Word	Meaning
un-	"not"	un + fair	unfair	not fair
re-	"again"	re + tell	retell	tell again
pre-	"before"	pre + pay	prepay	pay before



Guided Practice Look at the prefix in each underlined word. Then circle the correct meaning of the word.

HINT When you see a long word with a prefix, first look for a word you know in it. Then cover that word with your finger and look at the prefix. Think about what the prefix means and add the meaning to the word you know.

- Dad and I are unhappy with our tree fort.
happy again not happy
- We will rebuild it.
build again not build
- The roof is broken and unsafe.
not safe safe again
- This time we will preplan how to build it.
not plan plan before
- We buy precut boards for the walls and roof.
cut before not cut

Look at the prefix in each underlined word. Then choose the correct meaning of the word.

1 We redo the walls of our fort.

- A do again
- B not do
- C do before
- D do wrong

2 We save the unbroken boards.

- A broken again
- B broken before
- C very broken
- D not broken


3 We pretest the old boards to be sure they are strong.

- A test again and again
- B do not test
- C test before
- D test later

4 We repaint the whole fort.

- A not paint
- B paint again
- C paint quickly
- D paint before

STANDARD	ACTIVITY	LESSON SUPPORT				
RI.2.8 Identify the reasons an author gives to support ideas in a text.	<p>Reading (Monday) - Have your child read and complete Identifying Reasons, p. 310-313.</p> <p>Think Aloud</p> <ul style="list-style-type: none"> When I read paragraph 2, I look for reasons that explain why earwigs are not as bad as they seem, because that is the idea the author writes about and wants me to understand. I see the author says in paragraph 2 that earwigs are good mothers, which is one reason why earwigs are not as bad as they seem. I will write this reason in the first box of the chart. Next I will look for more reasons that support the idea that earwigs are good mothers. In paragraph 2, the author says that earwig mothers stay with their eggs and care for them to keep them safe. I will write this reason in the first box of the chart. <p>Reading (Thursday) - Identifying Reasons, Have your child read and complete pages 318 - 322.</p>	<p>Idea Earwigs are not as bad as they seem.</p> <table border="1"> <tr> <td>Reason:</td><td>Possible answer: Earwigs make very good mothers. They stay with their eggs and keep them safe.</td></tr> <tr> <td>Reason:</td><td>Possible answer: Earwigs are not as scary as they seem. They do not harm our little dogs. They do not live in our shoes like some people.</td></tr> </table> <p>2 Independent Practice</p> <p>Think: Use what you learned from reading "Begin Nature's Time Machine" to respond to these questions.</p> <p>1 This question has two parts. First, answer Part A. Then answer Part B.</p> <p>Part A What is the most important idea about cockroaches the author tells about?</p> <p><input type="radio"/> A Cockroaches have hardly changed at all. <input type="radio"/> B Cockroaches have flat bodies and legs that are good for running. <input type="radio"/> C Cockroaches eat many different things. <input type="radio"/> D Cockroaches used to be much larger.</p> <p>Part B What are <u>two</u> reasons the writer gives to support the idea you chose in Part A?</p> <p><u>It still has a flat body and legs built for running.</u></p> <p><u>It still eats many different things, living and dead.</u></p> <p>2 The author says the roach's body took a lot longer to change than it did millions of years ago. Which <u>three</u> items a poster described?</p> <p><input type="checkbox"/> A Dragonfly has long legs and a long body. <input checked="" type="checkbox"/> B Dragonfly's mouthparts will chew a flat body. <input checked="" type="checkbox"/> C Insecticide decimates flat bugs, the cockroach. <input checked="" type="checkbox"/> D Cockroaches are built for running. <input type="checkbox"/> E Ancient dragonfly had many joints of legs to the feet. <input type="checkbox"/> F Most insects today are much smaller than they were once.</p> <p>3 Read paragraph 3. Which <u>two</u> items do you think the author is supporting?</p> <p>They were still able to find food and shelter in the world changed.</p> <p><input checked="" type="checkbox"/> A Insects haven't changed much because they haven't needed to. <input type="checkbox"/> B Some insects have changed a lot in some ways and not in other ways. <input type="checkbox"/> C Insect living age has changed the insects' bodies. <input type="checkbox"/> D Cockroaches may be in a very different world than they are.</p>	Reason:	Possible answer: Earwigs make very good mothers. They stay with their eggs and keep them safe.	Reason:	Possible answer: Earwigs are not as scary as they seem. They do not harm our little dogs. They do not live in our shoes like some people.
Reason:	Possible answer: Earwigs make very good mothers. They stay with their eggs and keep them safe.					
Reason:	Possible answer: Earwigs are not as scary as they seem. They do not harm our little dogs. They do not live in our shoes like some people.					

		<p>4 Use the dictionary entry to answer the question.</p> <p>shelter (shel' ter) <i>n.</i> 1. something that protects from weather or danger; 2. to shield or hide <i>n.</i> 3. a refuge <i>n.</i> 4. a place for poor or homeless to stay for a while</p> <p>Which meaning matches how "shelter" is used in this sentence?</p> <p>They were still able to find food and shelter as the world changed.</p> <p>(A) meaning 1 (B) meaning 2 (C) meaning 3 (D) meaning 4</p> <p>5 What sentence best describes the most important idea of the entire article?</p> <p>(A) Cockroaches and dragonflies have survived for millions of years. (B) Insects haven't changed much since prehistoric times. (C) Insects are built in ways that allow them to survive. (D) Insects today are smaller and weaker than they once were.</p> <p> Write: Why does the author think it's a good idea to look at insects closely?</p> <p>6 Plan Your Response: Read the text and underline details that tell you what insects were like millions of years ago and today.</p> <p>7 Short Response: Identify the reasons the author gives to support her idea that it's good to look at insects closely. Use details from the text in your answer.</p> <p><u>Sample response:</u> The important idea of the article is that insects haven't changed much for millions of years. This means that if we look at insects today, we can see what they were like in prehistoric times. We can learn how they looked and how they acted. We can see what they ate. This is almost like being able to see into the past.</p>
<p>W.2.2 Write informative texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>Writing (Monday) - Your child will now revise their writing. Have them read and complete Writing to Inform, p. 26-31.</p> <div data-bbox="487 1102 933 1375"> <p>Access Content</p> <p>Context Clues</p> <p>Point out the seventh sentence in Jayden's draft. Explain that Jayden has added context clues in this sentence to help his readers understand the word <i>beadwork</i>. Remind students that context clues appear near a word or phrase and give clues to its meaning. Have students tell words and phrases that give clues to the word's meaning (e.g., clothing, beautiful, designs, told stories, showed animals, and showed plants). Encourage students to use context clues in their own writing.</p> </div> <div data-bbox="487 1417 933 1543"> <p>A fact is information that is true. An opinion is the way a person thinks or feels about something.</p> <p>When you write an informational paragraph,</p> <ul style="list-style-type: none"> check your facts in a trusted source to make sure they are true; do not include sentences that show your opinion. </div> <div data-bbox="487 1564 933 1606"> <p>Let's see how Jayden worked his paragraph for facts and opinions.</p> </div> <div data-bbox="487 1617 933 1774"> <div> <p>REVISOR THAT QUALITY</p> <p>On the spring, the Ogala Lakota people in South Dakota dress in their traditional for special celebrations. I think it would be a lot of fun to go. Their ancestors were dancers, poets, and musicians made from a small tribe.</p> </div> <div> <p>Think Aloud</p> <p>→ I'll check my source to make sure the celebration happens in spring. Oh, it happens in August. I'll make into sentences.</p> <p>→ This sentence is not a fact. The words "I think" mean that it is my opinion. I'll take it out.</p> </div> </div>	<div data-bbox="1047 1039 1404 1197"> <p>The Powhatan people used resources in nature for everything they needed. Care was very important. People still eat corn of picnic today. The Powhatan ate the corn. They also made dolls and baskets from the bark.</p> </div> <div data-bbox="1047 1218 1453 1543"> <p>Guided Practice</p> <p>Read each sentence pair. <u>Underline</u> the sentence that belongs in an informational paragraph.</p> <p>1 It would be great to make clothes like the Ogala did. The Ogala wore clothes with beautiful beads.</p> <p>2 Deer skins were made into pants and moccasins. Deer skins probably made really comfortable clothing.</p> <p>3 The Powhatan people show respect for nature by not being wasteful.</p> </div>

Lesson 19

Identifying Reasons Authors Use to Support Ideas



Learning Target

Identify the reasons an author uses to support an idea.

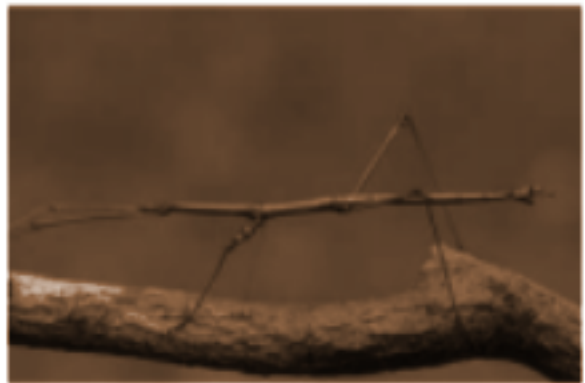
- **Read** Authors **support** their ideas with reasons. **Reasons** are facts and ideas that tell why something makes sense.

In a book about insects, an author might say that some insects are good at hiding. The author would support this idea with reasons that explain more about it.

Look at the photos and captions below. How do they support the idea that some insects are good at hiding?



Leaf katydids look like green leaves to blend in with trees and plants.



Walking sticks look like twigs to hide from animals that might eat them.

- **Think** Look again at the photos and captions. In the chart, write two reasons that support the idea.

Idea: Some insects are good at hiding.

Reason:

Reason:

- **Talk** Look again at each reason in your chart. Talk with a partner about how the reasons support the idea.



Academic Talk

Use these words to talk about the text.

• reasons • support

Earwigs

by Jane Kinzer



- 1 Many people do not like earwigs. These small brown insects scurry up walls, and they have big pincers. But earwigs aren't as bad as you might think.
- 2 Believe it or not, earwigs make very good mothers. Many insects lay their eggs and then leave. Not earwigs! The mother stays with her eggs, cleaning them and keeping them safe. She even helps the babies hatch out of their eggs. Once they have hatched, she helps them eat. She also keeps them out of danger.
- 3 Earwigs are also not as scary as they look. Sure, they have wings and big pincers. But they do not use their wings often. And earwigs don't like to use their pincers on humans. They use them mostly to catch prey. Even when they do pinch people, they are just keeping themselves safe. The pincers don't cause any harm.
- 4 The next time you see an earwig, remember: it's more than just a creepy bug!

Close Reader Habits

Draw a star by the sentence that tells the most important idea of the article. When you reread, **underline** reasons that support that idea.

Explore

How does the author show that earwigs are not as bad as they might seem?



I need to look for reasons that explain the most important idea.

Think

- 1 Read the idea you identified. Then write the reasons the author uses to support that idea.

Idea: Earwigs are not as bad as they seem.

Reason:

Reason:

Talk

- 2 After reading the article, do you agree with the idea that earwigs are not as bad as they seem? Talk with a partner and tell why.



Write

- 3 **Short Response** Why don't people have to worry about the earwig's pincers? In your answer, use the reasons you found. Write your answer in the space on page 316.

HINT Reread paragraph 3. What reasons can you use?



WORDS TO KNOW

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

- millions
- prehistoric
- wingspans

Bugs!

Nature's Time Machine

by Nicole Linden

- 1 Have you ever wondered what insects looked like millions of years ago? They probably looked nothing like insects do today, right?
- 2 Not so fast. Insects long ago looked a lot like insects today. One kind of bug, the cockroach, has hardly changed at all. It still has a flat body and legs built for running. It still eats many different things, both living and dead. Cockroaches are built in a way that works well for them. In fact, cockroaches might stay the way they are for many more millions of years.
- 3 Other insects have changed a lot in some ways, and not so much in others. Prehistoric dragonflies looked much like they do today. They had long, thin bodies and two sets of wide wings.

Cockroaches have changed very little over time.

- 4 But there was one big difference: dragonflies a long time ago were much larger. They had wingspans of up to two feet long. This means that a dragonfly could be as big as a dog! That could cause problems for people today. We are lucky that today's insects are mostly smaller than they once were.
- 5 Scientists think that many insects have not changed much because they haven't needed to. They were still able to find food and shelter as the world changed. So they didn't need to change themselves.
- 6 The next time you see an insect squirming in a garden, don't say "Eww!" Instead, look at it closely. You might just be looking into the far-off past!



Think Use what you learned from reading “Bugs: Nature’s Time Machine” to respond to these questions.

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

Part A

What is the most important idea about cockroaches the author tells about?

- A** Cockroaches have hardly changed at all.
- B** Cockroaches have flat bodies and legs that are good for running.
- C** Cockroaches eat many different things.
- D** Cockroaches used to be much larger.

Part B

What are **two** reasons the writer gives to support the idea you chose in Part A?

- _____

- _____

2 The author says that insects today look a lot like they did millions of years ago. Which **three** facts support this idea?

- A** Dragonflies from long ago could be as big as a dog.
- B** Today's cockroach still has a flat body.
- C** Prehistoric dragonflies had long, thin bodies.
- D** Cockroaches are built for running.
- E** Ancient dragonflies had wingspans of up to two feet.
- F** Most insects today are much smaller than they once were.

3 Reread paragraph 5. What important idea does this sentence from paragraph 5 support?

They were still able to find food and shelter as the world changed.

- A** Insects haven't changed much because they haven't needed to.
- B** Some insects have changed a lot in some ways and not so much in other ways.
- C** Insects long ago looked a lot like insects today.
- D** Cockroaches are built in a way that works well for them.

- 4 Use the dictionary entry to answer the question.

shelter (shel' ter) *n.* 1. something that protects from weather or danger *v.* 2. to shield or hide *n.* 3. a refuge *n.* 4. a place for poor or homeless to stay for a while

Which meaning matches how "shelter" is used in this sentence?

They were still able to find food and shelter as the world changed.

- A meaning 1
 - B meaning 2
 - C meaning 3
 - D meaning 4
- 5 What sentence **best** describes the most important idea of the entire article?
- A Cockroaches and dragonflies have survived for millions of years.
 - B Insects haven't changed much since prehistoric times.
 - C Insects are built in ways that allow them to survive.
 - D Insects today are smaller and weaker than they once were.



Write Why does the author think it's a good idea to look at insects closely?

- 6 **Plan Your Response** Reread the text and underline details that tell you what insects were like millions of years ago and today.
- 7 **Short Response** Identify the reasons the author gives to support her idea that it's good to look at insects closely. Use details from the text in your answer.

Step 6 Revise

FOCUS: Organization and Focus

Modeled Instruction

Let's read part of Jayden's draft and part of his checklist.



MENTOR TEXT *Draft*

In August, the Oglala Lakota in South Dakota dress as their ancestors did for a special celebration. The Oglala hold many celebrations each year. Their ancestors wore dresses and pants made from animal skins. The moccasins on their feet came from animal skins too. They also wore clothing with beautiful beads. Some beads showed animals. Some showed plants.

Informational Writing Checklist

- ✓ Did I introduce the topic of my paragraph?
- ✓ Do my facts and details come from my sources?
- ✓ Do my facts and details tell more about my topic?

- 1 Underline** Jayden's topic in green.
- 2 Underline** his facts and details in yellow.
- 3** What detail does not tell about Jayden's topic?

Guided Practice

I wrote about how the Powhatan people used corn. Can you help me make my paragraph better?

The Powhatan people used resources in nature for everything they needed. Corn was very important. People still eat corn at picnics today. The Powhatan ate the corn. They also made dolls and baskets from the husks.



- 1 Underline** Hershel's topic in green.
- 2 Underline** his facts and details in yellow.
- 3** What detail does not tell about how the Powhatan people used corn as a resource?

HINT Everything in Hershel's paragraph should be about the topic.

Independent Practice



Write Time Use the Informational Writing Checklist to help you revise your writing.

Turn and Talk

Why is it important for every detail to tell more about the topic?



 Modeled Instruction

A **fact** is information that is true. An **opinion** is the way a person thinks or feels about something.

When you write an informational paragraph,

- check your facts in a trusted source to make sure they are true.
- do not include sentences that show your opinion.

Let's see how Jayden revised his paragraph for facts and opinions.

 MENTOR TEXT *Draft*

In the spring, the Oglala Lakota people in South Dakota dress as their ancestors did for a special celebration. I think it would be a lot of fun to go. Their ancestors wore dresses, pants, and moccasins made from animal skins.

 Think Aloud

- I'll check my source to make sure the celebration happens in spring. Oh, it happens in August. I will revise this sentence.
- This sentence is not a fact. The words "I think" mean that it is my opinion. I'll take it out.

Guided Practice

Read each sentence pair. **Underline** the sentence that belongs in an informational paragraph.

- 1** It would be great to make clothes like the Oglala did.

The Oglala wore clothes with beautiful beads.

HINT An opinion is the way a person feels about something.

- 2** Deer skins were made into pants and moccasins.

Deer skins probably made really comfortable clothing.

- 3** The Powhatan people show respect for nature by not being wasteful.

I can't believe how many resources the Powhatan people used!

HINT A fact is something you can check in a source.

Independent Practice



Write Time Check the facts in your paragraph. Take out any opinion words or sentences.

Turn and Talk



Why should you leave your opinions out of informational writing?



Step 7 Edit

W.3.8 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by...editing.

L.2.2a Capitalize holidays, product names, and geographic names.

FOCUS Capitalization

Modeled Instruction

When you **capitalize** a word, you write the first letter in uppercase. The other letters are lowercase.

Remember to capitalize:

- countries, mountains, states, and parks
- holidays, months, and days
- people or groups of people
- words that begin a sentence

Language Handbook To learn more about capitalization, turn to page 208.

Read part of Jayden's draft below.



MENTOR TEXT Draft

Every August, the Oglala Lakota people in south dakota have a celebration. They dress like their ancestors.

- 1 **Circle** the capitalized word that names a month.
- 2 **Underline** the phrase that names a group of people.
- 3 **Capitalize** the words that name a state.

Guided Practice

Rewrite each sentence. Capitalize words correctly.

1 the powhatan people lived in virginia.

HINT Reread the list on page 30.

2 how do you use resources?

3 people in south dakota celebrate native americans' day.

HINT Which words or phrases are proper nouns?

4 how did ed learn about the powhatan people?

Independent Practice



Write Time Check that you capitalized words in your paragraph correctly. Check your spelling and punctuation, also.

Turn and Talk

When should you capitalize a word?



Adjectives and Adverbs

Introduction An **adjective** is a word that tells more about a noun. Adjectives usually tell “what kind” or “how many.”

My jacket is green. It has two pockets.

What Kind	red, loud, old, sweet, happy
How Many	one, ten, few, some, many

An **adverb** is a word that tells more about a verb.

- Adverbs often tell “how.” These adverbs usually end in *-ly*.

I quickly zip my jacket. I tie my shoes tightly.

- Adverbs can also tell “when” or “where.”

I soon leave. I run outside.

How	slowly, loudly, lightly, carefully
When	later, next, soon, yesterday
Where	there, nearby, somewhere

Guided Practice

Write “adjective” or “adverb” to name each underlined word. Then circle the noun or verb that it tells about.

HINT Adjectives and adverbs do not always go beside the word they tell about.

- 1 Tia has lost her purple scarf. _____
- 2 She wore it to school yesterday. _____
- 3 Two friends look for it. _____
- 4 They look everywhere. _____

 Independent Practice

Choose the word that answers each question.

- 1 Which word in this sentence is an **adjective**?

The friends quickly find the purple scarf.

- A purple
- B scarf
- C find
- D quickly

- 2 Which word in this sentence is an **adverb**?

Tia thanks her good friends gladly.

- A good
- B thanks
- C friends
- D gladly

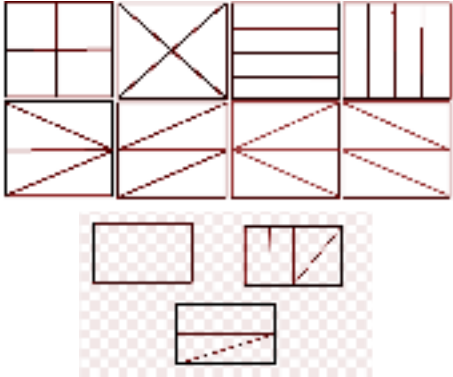
Write the correct word from the box to complete each sentence.

widely three

- 3 My jeans have _____ holes in them.

today warm

- 4 Bring a scarf with you _____.

STANDARD	ACTIVITY	LESSON SUPPORT
2.NC.G.3	<p>Partitioning or dividing circles and rectangles into halves and fourths:</p> <ol style="list-style-type: none"> Complete Lesson 26- Part 1, Learn the Skill <ul style="list-style-type: none"> In this activity, your child will learn to recognize and describe halves and fourths of a circle. <div data-bbox="334 476 1036 663"> <p style="text-align: center;">Answer Key</p> <ol style="list-style-type: none"> Halves 4; fourths 2; Halves </div> <ol style="list-style-type: none"> Complete Lesson 26- Part 2, Practice the Skill <ul style="list-style-type: none"> In this part of the activity, your child will practice dividing squares into halves or fourths. <div data-bbox="334 825 1036 1075"> <p style="text-align: center;">Answer Key</p> <ol style="list-style-type: none"> 2 equal parts drawn; halves 4 equal parts drawn; fourths 2 equal parts drawn in a different way than in #4 4 equal parts drawn in a different way than in #5 No, the parts are not equal shares </div>	<p>Halves and fourths do not have to be the same shape, but must still be equal parts of the shape. All of the examples below show fourths.</p>  <ul style="list-style-type: none"> Second graders are not required to write halves and fourths as fractions. They should only use the words half, halves, fourth(s), half of, fourth of, quarter of.
2.NC.G.3	<p>Partitioning or dividing circles and rectangles into halves, fourths, and thirds:</p> <ol style="list-style-type: none"> Complete Lesson 26- Part 3, Learn the Skill <ul style="list-style-type: none"> During this activity, your child will be introduced to thirds. The activity will also review halves and fourths. <div data-bbox="334 1329 1036 1579"> <p style="text-align: center;">Answer Key</p> <ol style="list-style-type: none"> Check to see that the rectangle has two equal parts. Half Check to see that the rectangle has two equal parts. </div> <ol style="list-style-type: none"> Complete Ready Center Activity 2.54- Practice the Skill with a family member <ul style="list-style-type: none"> This is a fun family game that will allow your child to practice dividing various shapes into halves, fourths, or thirds. Encourage your child to think about a variety of ways shapes could be divided into equal parts to show halves, fourths, or thirds. 	<ul style="list-style-type: none"> Halves, thirds, and fourths do not have to be the same shape, but still represent equal parts of the shape. Second graders are not required to write halves, thirds, and fourths as fractions. They should only use the words half, halves, third(s), fourth(s), half of, third of, fourth of, quarter of. Alternative for dice: Write numbers 1-6 on small pieces of paper. Put them in a cup or bowl. When it is your turn, pull a number out of the cup. Put it back when you are finished.

Lesson 26 - Part 1, Learn the Skill

Lesson 26

Understand
Halves, Thirds, and Fourths in Shapes

Name: _____

Prerequisite: How can you break shapes into equal parts?



Study the example showing how to draw equal parts. Then solve Problems 1–8.

**Draw 4 equal parts.
Circle the word that
describes the parts.**



halves

fourths

half of
the whole



2 equal parts

fourth of
the whole



4 equal parts

- 1** Draw 2 equal parts.
Circle the word that
describes the parts.



halves

fourths

- 2** Write how many equal
parts. Circle the word
that describes the parts.



halves

fourths

_____ equal parts

- 3** Write how many equal
parts. Circle the word
that describes the parts.



halves

fourths

_____ equal parts

Lesson 26- Part 2, Practice the Skill

Solve.

- 4** Draw 2 equal parts.
Circle the word that
describes the parts.



halves
fourths

- 5** Draw 4 equal parts.
Circle the word that
describes the parts.



halves
fourths

- 6** Draw 2 equal parts
a different way than
you did in Problem 4.



- 7** Draw 4 equal parts
a different way than
you did in Problem 5.



- 8** Vicky says she shaded half of this square.
Do you agree? Why or why not?



Lesson 26- Part 3, Learn the Skill

Lesson 26

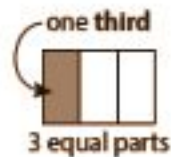
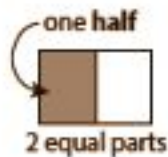
Name: _____

Divide Rectangles into Halves, Thirds, and Fourths

Study the example showing how to divide a rectangle into equal parts. Then solve Problems 1–9.

Example

Divide this rectangle into equal parts.



- 1 Divide this rectangle into two equal parts.



- 2 Circle the word to the right that makes this sentence true about the rectangle in Problem 1.

Each part is a _____ of the whole rectangle.

half
third
fourth

- 3 Show another way to divide a rectangle into two equal parts.




Ready Center Activity 2.54- Practice the Skill

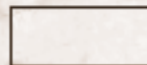
Ready® Center Activity 2.54 ★★

Draw Equal Shares

What You Need

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

 **Check Understanding**
Show one way to divide the rectangle into fourths.



What You Do

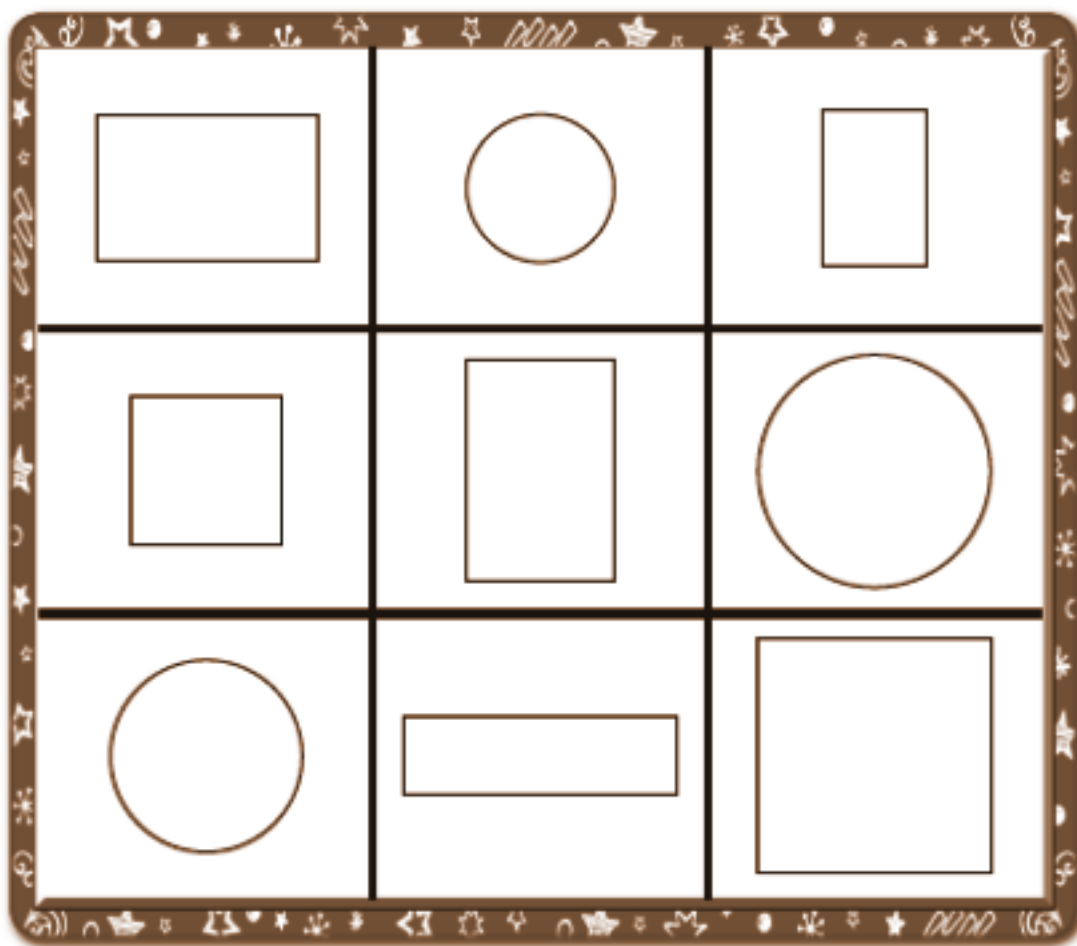
1. Take turns. Roll the number cube. Read the equal shares next to that toss in the table.
2. Choose a shape on the **Game Board**. Divide it into the correct shares.
3. Your partner checks the parts. If you are correct, cover the box with a game marker. If you are incorrect, your turn ends.
4. Play continues until all the boxes are covered. The player with more boxes covered wins.
5. Play again!

Toss	Equal Shares
1	fourths
2	thirds
3	halves
4	thirds
5	fourths
6	Your turn ends.

Go Further!

Choose four shapes on the **Game Board**. Draw the shape into a different number of equal shares. Have your partner describe each whole as two halves, three thirds, or four fourths. Check your partner's answers.

Game board is on the next page.



STANDARD	ACTIVITY	LESSON SUPPORT		
2.NC.OA.1	Solving word problems involving comparisons: 1. Complete Solving Comparison Word Problems A-Learn the Skill <ul style="list-style-type: none">This activity will introduce how to use a drawn model or picture to solve problems that involve comparisons.Help your child use the steps provided on the right for problem solving.	Comparison problems involve relationships between quantities or amounts. In some situations, the difference between two quantities may need to be determined. In other situations, the larger or smaller quantity may need to be determined. Steps for Solving Comparison Problems: 1. Think about what you know. Write more and less statements to guide your thinking. 2. Draw a picture or model. 3. Write an equation. 4. Solve.		
	<table><tr><th>Answer Key</th></tr><tr><td>1. 1st sentence- circle fewer; 2nd sentence- circle more 2. 10 3. D, 11 4. 5</td></tr></table>		Answer Key	1. 1st sentence- circle fewer; 2nd sentence- circle more 2. 10 3. D, 11 4. 5
	Answer Key			
1. 1st sentence- circle fewer; 2nd sentence- circle more 2. 10 3. D, 11 4. 5				
 2. Complete Solving Comparison Word Problems A-Practice the Skill <ul style="list-style-type: none">This activity provides your child with an opportunity to use the steps for solving comparison problems.				
	<table><tr><th>Answer Key</th></tr><tr><td>1. 46 2. 13 3. 83 4. 30 5. 14</td></tr></table>	Answer Key	1. 46 2. 13 3. 83 4. 30 5. 14	
Answer Key				
1. 46 2. 13 3. 83 4. 30 5. 14				
2.NC.OA.1	Solving word problems involving comparisons: 1. Complete Solving Comparison Word Problems B-Learn the Skill <ul style="list-style-type: none">This activity will review how to use a drawn model or picture to solve problems that involve comparisons.Help your child use the steps provided on the right for problem solving.	Steps for Solving Comparison Problems: 1. Think about what you know. Write more and less statements to guide your thinking. 2. Draw a picture or model. 3. Write an equation. 4. Solve.		
	<table><tr><th>Answer Key</th></tr><tr><td>8. 3; 3 9. 9 10. $9 + 3 = 12$ 11. $\underline{\hspace{1cm}} - 3 = 9$</td></tr></table>		Answer Key	8. 3; 3 9. 9 10. $9 + 3 = 12$ 11. $\underline{\hspace{1cm}} - 3 = 9$
Answer Key				
8. 3; 3 9. 9 10. $9 + 3 = 12$ 11. $\underline{\hspace{1cm}} - 3 = 9$				

12. $8-2 = 6$

2. Complete Solving Comparison Word Problems B-
Practice the Skill
- This activity provides your child with an opportunity to use the steps for solving comparison problems.

Answer Key
1. 22 2. 38 3. 8 4. 51 5. 59

Solving Comparison Problems A - Learn the Skill

Solve Comparison Word Problems

Study the example showing a way to solve a comparison word problem. Then solve Problems 1–4.

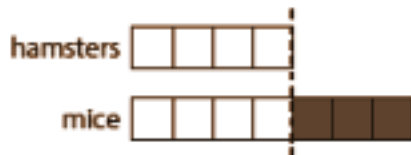
Example

Maya has 4 hamsters and some mice. She has 3 fewer hamsters than mice. How many mice does Maya have?

Think about what you know.

There are **3 fewer hamsters** than mice.
That means there are **3 more mice** than hamsters.

Draw a picture.



Write a number sentence. $4 + 3 = 7$

Maya has 7 mice.

- 1** There are 4 fewer markers than crayons.
Circle *fewer* or *more* to complete each sentence.

There are 4 **fewer/more** markers than crayons.

That means there are 4 **fewer/more** crayons than markers.

Solve.

- 2** There are 4 fewer markers than crayons. There are 6 markers. How many crayons are there?

Show your work.

Answer: _____

- 3** There are 8 children standing. There are 3 fewer children standing than sitting. How many children are sitting? Circle the correct answer.

A 3

C 8

B 5

D 11

- 4** Dara has 12 red counters. She has 7 more red counters than yellow counters. How many yellow counters does Dara have?

Show your work.

Comparison Word Problems A - Practice the Skill

Solve each word problem below. Write an equation to match each problem.

- | |
|--|
| 1. Mom made 19 sugar cookies. She made 27 fewer sugar cookies than chocolate chip cookies. How many chocolate chip cookies did she make? |
| 2. Alexander went to a local park to feed the ducks and geese. He saw 13 more geese than ducks. He saw 26 geese. How many ducks did Alexander see? |
| 3. Fifty-five students signed up for the art club. That is 27 fewer than the number of students that signed up for the P.E. club. How many students signed up for the P.E. club? |
| 4. Hannah checked out a new chapter book from her classroom library. She read 13 pages of the book on Monday. On Tuesday, she read 17 more pages than on Monday. How many pages did she read on Tuesday? |
| 5. Jada planted a garden over spring break. She planted 32 bean plants. She planted 18 corn plants. How many fewer corn plants did she plant than bean plants? |

Comparison Word Problems B- Learn the Skill

Learn About

Solving Comparison Word Problems

Read the problem. Then you will explore different ways to solve word problems.

A small bag holds 3 fewer soccer balls than a big bag.
The small bag holds 9 soccer balls. How many soccer balls does the big bag hold?

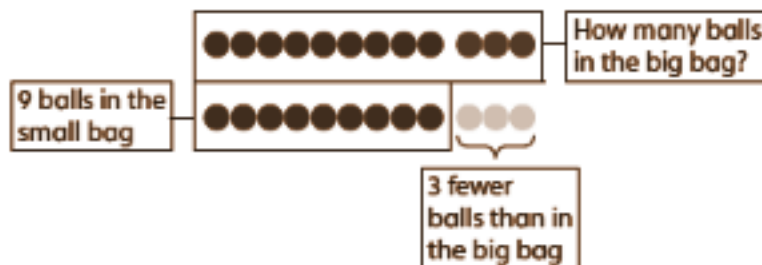
► **Understand It** You can write what you know and don't know.

Know: small bag = 9 balls

Know: small bag + 3 = big bag

Find: How many balls in the big bag?

► **Picture It** You can draw a picture.



Connect It Write an equation to solve the problem.

8 The small bag holds _____ fewer balls than the big bag. So, the big bag holds _____ more balls than the small bag.

9 How many balls does the small bag hold? _____

10 Write an addition equation to solve the problem. What does the equation show?

11 **Talk About It** Can you write a subtraction equation to find the answer to this problem? Explain.

Write About It _____

Try It Try another problem.

12 Ted has 8 white balloons and some red balloons. There are 2 fewer red balloons than white balloons. How many red balloons does Ted have? Write an equation that shows how to find the answer. Then, write the answer.

Comparison Word Problems B- Try the Skill

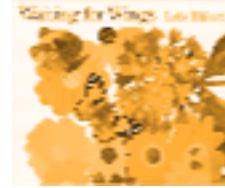
Solve each word problem below. Write an equation to match each problem.

- | |
|---|
| 1. Mom baked 36 chocolate chip cupcakes for the party. She baked 14 more chocolate chip cupcakes than vanilla cupcakes. How many vanilla cupcakes did she bake? |
| 2. There were 22 more trucks than cars in the mall parking lot. There were 16 cars in the mall parking lot. How many trucks were in the parking lot? |
| 3. Fifteen boys were playing on the playground. Twenty-three girls were playing on the playground. How many more girls were playing than boys? |
| 4. Ben has thirty-two pennies in his piggy bank. He has 19 fewer pennies than dimes. How many dimes does Ben have in his piggy bank? |
| 5. There are 63 students in first grade. That is four more than the number of students in second grade. How many students are in second grade? |

STANDARD	ACTIVITY	LESSON SUPPORT
<p>2.L.1.1 Summarize the life cycle of animals including:</p> <ul style="list-style-type: none"> - Birth - Developing into an adult - Reproducing - Aging and death 	<p>Lesson 1: What is a life cycle?</p> <ol style="list-style-type: none"> 1. Go outside and find an animal (bird, squirrel, worm, pet). 2. Ask your child to think about the animal. Discuss how they think the animal has changed over time and what changes might happen in the future. 3. Draw What You Know!: Have your child sketch pictures of what they know about the stages of this animal's life cycle on a piece of paper or with chalk outside. 	<p>During your child's animal discussion, ask some of these questions.</p> <ul style="list-style-type: none"> • How did this animal start their life? (Did they hatch from an egg? Were they born in a litter?) • How did they look right after they were born? • What has changed about how they look over time? How will their looks change in the future? • How will more animals like this come about? (this animal will have babies) <p>The stages of the life cycle are</p> <ul style="list-style-type: none"> • Birth • Developing into an adult • Reproducing • Aging and death <p>Help your child understand that all living things in nature are programmed to age and eventually die.</p>
<p>2.L.1.1 Summarize the life cycle of animals including:</p> <ul style="list-style-type: none"> - Birth - Developing into an adult - Reproducing - Aging and death 	<p>Lesson 2: Exploring the Life Cycle of a Butterfly</p> <ol style="list-style-type: none"> 1. Ask your child to draw or paint a picture of a butterfly. While they are drawing, connect your previous conversation about life cycles, asking what they know about a butterfly's life cycle. 2. Show the attached diagram of a butterfly's life cycle and read the Butterfly Life Cycle Poem. 3. Act it Out!: Use the diagram and poem to discuss the stages of a butterfly. Have your child act out each stage as you re-read the poem. 	<ol style="list-style-type: none"> 1. Use the information from Lesson 1 to help guide your discussion and make connections. 2. Compare your conversations with your child to the diagram. Discuss that a butterfly's life cycle begins as an egg then develops into a caterpillar. Then they are in the chrysalis before transforming into a butterfly. <p><i>Guiding Questions to ask:</i></p> <ul style="list-style-type: none"> • How is the butterfly's life cycle similar to the animal we discussed in lesson 1? How is it different? • What do you notice about the changes in appearance? <p><i>Suggested Book Titles for Support (Available by Search on YouTube):</i></p>



The Very Hungry Caterpillar by Eric Carle



Waiting for Wings by Lois Ehert



Butterfly Life Cycle

(sung to "Miss Lucy Had a Baby")



The butterfly is happy,
She's laid all of her eggs.
Out pops a caterpillar
Crawling on its legs.

The baby caterpillar
Is very, very thin.
But then it eats and eats until
It bursts right through its skin!

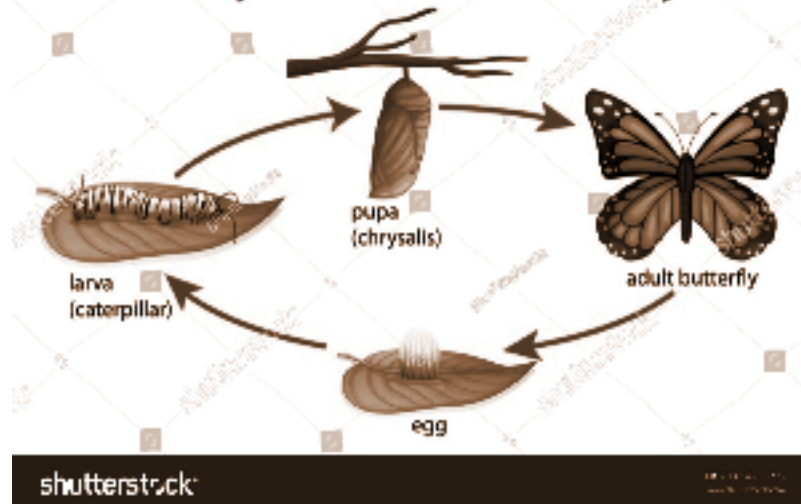
Soon the caterpillar
Has grown so very big.
So next the caterpillar
Climbs on a leaf or twig.


The caterpillar makes a shell,
And there it hangs inside.
In time the shell starts cracking,
And soon the parts divide.

The shell is nearly open,
Wow! It's really strange!
The caterpillar in the shell
Has undergone a change!

Now that the shell is open,
Look what's coming out:
A fully grown butterfly
Is fluttering about!

Life Cycle of a Monarch Butterfly



STANDARD	ACTIVITY	LESSON SUPPORT
<p>2.L.1.2 Compare life cycles of different animals such as, but not limited to mealworms, ladybugs, crickets, guppies or frogs.</p>	<p>Lesson 1: Exploring the Life Cycle of a Frog</p> <ol style="list-style-type: none"> 1. Ask your child: Do you think all animals have the same life cycles? 2. Use the attached diagram of the Life Cycle of a Frog to discuss the life cycle of a frog. 3. Build a Cycle: Use Play-Doh, clay, Lego blocks or any other medium to create each stage of the frog. Have your child explain the labels of each stage as they create it. 	<ol style="list-style-type: none"> 1. All animals do have some sort of life cycle, but they are not all the same. Some have different stages, some are longer or shorter than others, and some animals change their looks entirely through the cycle and others do not. 2. Guiding Questions: <ul style="list-style-type: none"> • What do you notice is similar to the butterfly's life cycle? What is different? • Similarities: <ul style="list-style-type: none"> -The appearance of the animal completely changes (<i>transforms</i>) from birth to adult. - Both begin as an egg. • Differences: <ul style="list-style-type: none"> -Frog's life cycle has 5 stages, whereas the butterfly's only has 4. -The frog stays in/near water the entire life cycle. A butterfly begins only on land, but then has the ability to fly in air when it is an adult. <p>Suggested Book Titles for Support (Available by Search on YouTube):</p>  <p><u>Frogs</u> by Gail Gibbons</p>
<p>2.L.1.2 Compare life cycles of different animals such as, but not limited to mealworms, ladybugs, crickets, guppies or frogs.</p>	<p>Lesson 2: Exploring the Life Cycle of a Chicken</p> <ol style="list-style-type: none"> 1. Have your child cut out the cards of the Life Cycle of a Chicken. 2. Using what they have learned so far about life cycles, have your child try to put the stages of the life cycle in order. They can check their work using the attached Life Cycle of a Chicken diagram. 3. Write a Story: Staple or glue multiple sheets of paper together like a book. Have your child write a 	<p>Continue comparing similarities and differences between a chicken's life cycle and others you have learned about.</p> <ul style="list-style-type: none"> • Similarities: <ul style="list-style-type: none"> -A butterfly's, frog's and chicken's life cycles all begin with an egg. - All have four or 5 stages. • Differences:

story about the life cycle of a chicken with illustrations included. Be creative! The book can be a nonfiction teaching book with only facts or it could be a fiction story with made-up characters that includes facts about the life cycle.

-A baby chick looks very similar to the adult chicken. There isn't as much of a transformation that happens in the middle stages.

It may be helpful to read or watch videos of the following suggested book titles to give your child ideas for writing their story.

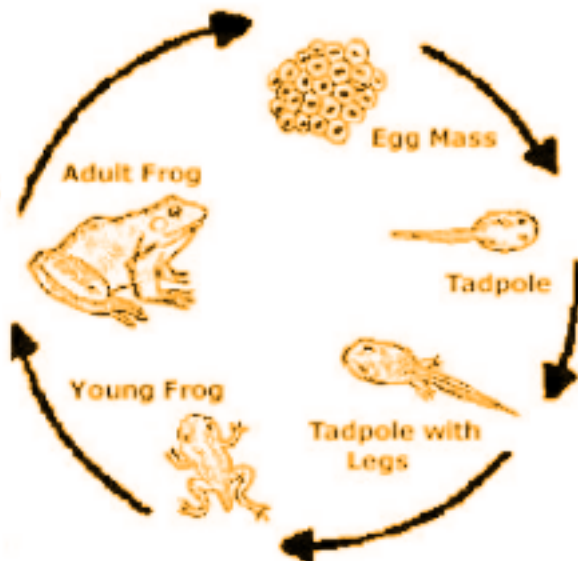
***Suggested Book Titles for Support
(Available by Search on YouTube):***



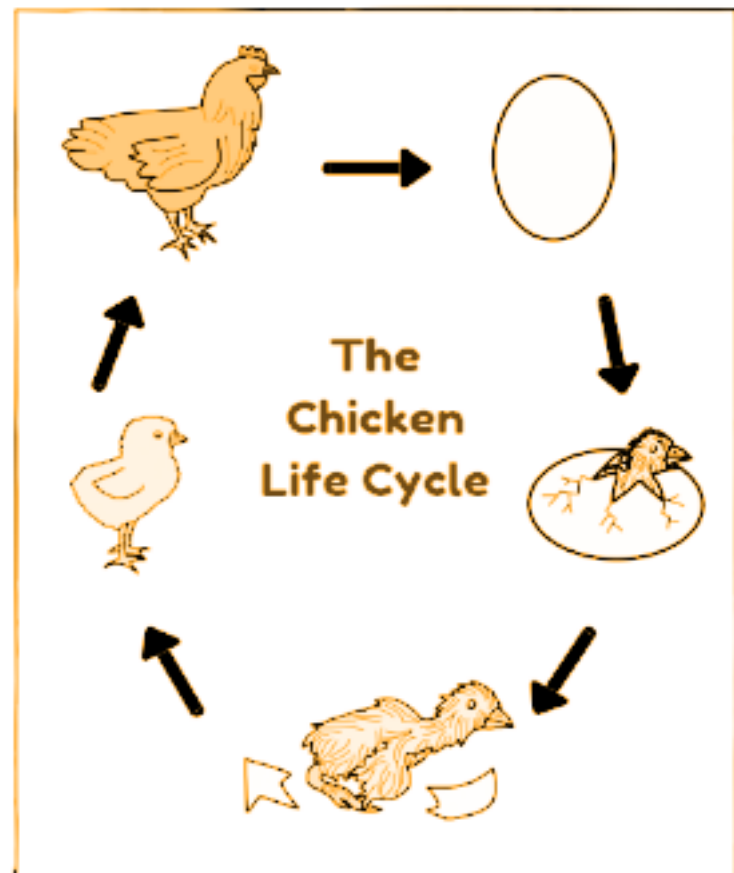
Millie's Chickens by Brenda Williams and Valeria Cis



My Life as a Chicken by Ellen A. Kelley



Source: <https://learning-center.homesciencetools.com/article/life-cycle-frog/>



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Sorting Cards: Have your child cut out cards to complete Activity for Lesson 2.



hen



egg



chick hatching



hatched chick



chick

Continue to choose activities from the choice boards.

STANDARD	ACTIVITY	LESSON SUPPORT
2.G.1.1 Interpret maps of the school and community that contain symbols, legends and cardinal directions.	Day 1: Understanding a Map and Map Vocabulary <ul style="list-style-type: none"> Geographers will understand why we use geographic tools such as maps and map features by reading a map, labeling its features, and discussing who would use it. 	<ol style="list-style-type: none"> Begin lesson by asking students what they know about a map. Ask students to share vocabulary words and why we use maps. Introduce the vocabulary words: map, globe, compass rose and map key. Define each word and draw a picture to match each word on the worksheet. <ul style="list-style-type: none"> <i>Map</i>: A map is a drawing of all or part of the Earth's surface. It shows where things are located. <i>Globe</i>: A globe is a picture of a planet drawn on a sphere. It is like a scale model of the planet. <i>Compass Rose</i>: Is a drawing showing different directions on a map, is usually found somewhere on the edge of a map. It shows the four directions: north, south, east and west. <i>Map Key</i>: A map key or legend uses symbols, colors, or lines to represent important places or landmarks on a map.
	Day 2: Writing Directions for a Map <ul style="list-style-type: none"> Geographers will know how to interpret symbols, a map key and a compass rose on a map by writing directions for how to find a location on a map. 	<ol style="list-style-type: none"> Give students a copy of the Kids Treasure Map. Have students write directions for getting from the start to the treasure. Make sure to have them include cardinal directions and the landmarks/land features that they will be passing along the way. After completion, have students reflect on the activity: What map features do you think are important to include when you are making a map? Why are these important?

Day 1: Vocabulary Activity

Map Vocabulary



<p>Map</p>	<p>Compass Rose</p>
<p>Globe</p>	<p>Map Key</p>

Day 2: Activity

