



Home
Independent
Curriculum Packet

Grade 2

Packet 1

May 4 – May 15



Curriculum Packet Instructions and Overview

Dear CVESD Families,

The Chula Vista Elementary School District (CVESD) is committed to ongoing learning and continued success for each and every student. During this time of school closures, we are engaged in distance learning. Distance learning means that the teacher and student are not in the same space for instruction. Distance learning may include technology such as computer, iPads, phones, etc. or it can include paper/pencil work. This curriculum packet may be used with/without technology. Each packet is intended to last two weeks (10 school days).

- ***Establish a daily routine*** for your child with a schedule. Plan for times in the day when the child will work on the packet, when they will have a break, when they will use technology, when they will have snacks and lunch.
- ***Create a plan for work completion.*** Divide up the work for the packet day by day for 10 days.
- ***Engage with your teacher via phone, email, or another method for support.*** Your teacher wants to help! Contact your teacher if you have any questions.
- **Additional Support** - Learning can be challenging, especially when one is trying to learn a new language or help with accessing the student curriculum packet due to language needs, special education needs, or access needs (i.e. a 504 plan), please connect with your general education teacher or special education teacher.

Curriculum Packets Instructions- Packet 1

Math

- **Complete one worksheet** per day. There are extra worksheets that can be used for additional practice. Grade 6 will complete one worksheet every two days (5 tasks for the two weeks).
- **Select one of the following activities** to do in addition to the one worksheet per day.
 - **Be the Teacher!** Select one problem from the worksheet each day. Teach someone in your house (brother, sister, mom, dad) how to solve the problem. Ask them how you did as a teacher. What did you do well? What might you do better next time?
 - **Multiple Representations:** Select one problem from the worksheet and show it in multiple ways. Write a word problem. Draw how you solved it. Write a number sentence (equation). Write a word sentence (your answer in a complete sentence).
 - **Prove It!** Select one problem from the worksheet and explain how you know your answer is correct. How can you prove it? Convince someone in your house that your answer is correct.
 - **Compare and Connect:** Select one problem from the worksheet. Solve it a different way. Explain how the two ways you solved it are the same and/or different.
 - **Reflect-** What was easy about today's math lesson? What was hard? What did you learn? How might you use what you learned today in the future or in real life?
- **Play the Family Game** multiple times throughout the two weeks. Think about what you are learning, what strategies you are using, what strategies you modified, is it a fair game?

English Language Arts

- **Complete Benchmark tasks**
- **Select one of the following activities** to do in addition to the Benchmark task each day.
 - Read a book.
 - Write a story about your adventures at home.
 - Create a comic book.
 - Find parts of speech or high frequency words in junk mail.
 - Write a Choose Your Own Adventure story.
 - Document how you are spending your time.
 - If able to watch television, turn on captions and watch for errors. (Turn on subtitles and learn another language.) Turn the sound off and read the captions to follow along.
 - Write quizzes to go with your favorite movie or show.
 - Practice public speaking. Give presentations to family members on favorite topics.

Science

Physical Science

1. Select a toy in your house that has moving parts.
2. In your journal, record why you chose this toy. Why is this toy important to you?
Draw a detailed picture of your toy.
3. Play with the toy for two minutes. Explore how the toy works.
4. **Grades K-3**
 - a. What do you notice? What do you wonder?
 - b. Record (write and draw) your observations. How does your toy move?
 - c. Share your thinking with your family.
 - i. What do they think? How does your thinking compare to theirs?
 - ii. How many parts does your toy have? Count the parts.
 - iii. What parts does your toy have? Label the parts on your drawing.
5. **Grades 4-6**
 - a. What do you notice? What do you wonder?
 - b. Record your observations. Share with your thinking with your family.
 - i. What do they think? How does your thinking compare to theirs?
 - ii. Think of your toy as a system. What are the parts (components) of the system? How are the components within the system interacting (working together)?
 - iii. Can you identify any subsystems in the toy system? If so, describe one subsystem.
 - iv. Share your thinking with your family. What do they think? How does your thinking compare to theirs?

Social Studies


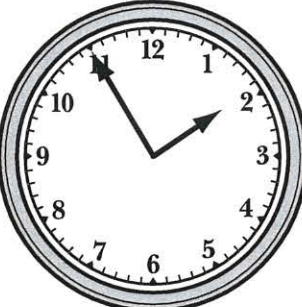
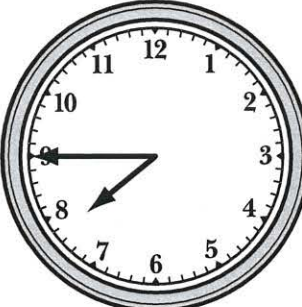
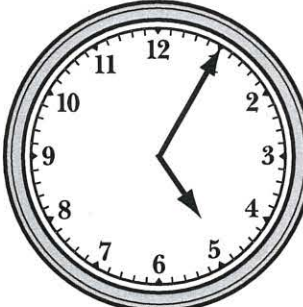
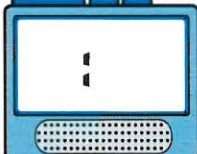

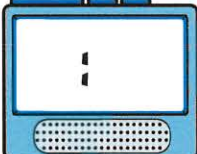

Complete the first 5 pages of COVID 19 journal over the two weeks.

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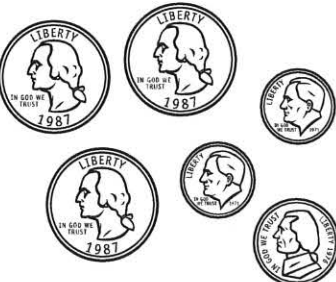
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Time & Money



1 Read each of these clock faces and write the time on the digital clock.

<p>a</p> 	<p>b</p> 	<p>c</p> 	<p>d</p> 
			

2 Count the money in each set and circle the correct amount.

<p>a</p> 	<p>36¢ 58¢ 66¢ 76¢</p>	<p>b</p> 	<p>40¢ 90¢ \$1.00 \$1.15</p>
-----------------------------------------------------------------------------------------------------	------------------------------------	------------------------------------------------------------------------------------------------------	------------------------------------------

3 Circle *all* the correct values for each set of coins.

<p>a</p> 	<p>2 quarters 2 nickels 50¢ \$0.50 half a dollar</p>	<p>b</p> 	<p>30¢ \$0.25 25¢ 3 dimes \$0.15</p>
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Cubes & Homework

1a Ebony put 10 cubes into two stacks. One stack has 4 more cubes than the other stack. How many cubes are in each stack? Show your work.

b There are _____ cubes in one stack and _____ cubes in the other stack.

c Which strategy did you use to solve this problem? (Circle one.)

Draw a picture.

Act it out with cubes.

Make a list.

Other



CHALLENGE

2a Jose has a bag of marbles. There are 8 red marbles in the bag. There are twice as many green marbles as red marbles. There are 2 fewer blue marbles than green marbles. There are half as many white marbles as blue marbles. How many marbles are in the bag? Show your work.

b There are _____ marbles in the bag.

c Which strategy did you use to solve this problem? (Circle one.)

Draw a picture.

Act it out with cubes.

Make a list.

Other



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More Place Value Practice

1 Count by 10's, either forward or backward, to fill in the missing numbers.

a 10, 20, 30, 40, _____, _____, _____, 80, _____, 100, 110, _____, _____

b 280, 270, 260, _____, _____, 230, _____, _____, 200, _____, _____

c 203, 213, 223, _____, _____, 253, _____, _____, _____, 293, _____

d 567, 557, 547, 537, _____, _____, 507, _____, 487, _____, 467

2 Count by 100's, either forward or backward, to fill in the missing numbers.

a 100, 200, 300, _____, _____, _____, 700, _____, _____

b 950, 850, 750, _____, _____, _____, 350, _____, _____

c 203, 303, 403, _____, _____, _____, 803, _____, 1003

d 914, 814, 714, _____, _____, 414, _____, _____, _____

3 Add the numbers.

$400 + 70 + 2 = \underline{\hspace{2cm}}$

$600 + 20 + 8 = \underline{\hspace{2cm}}$

$800 + 50 + 5 = \underline{\hspace{2cm}}$

$100 + 10 + 3 = \underline{\hspace{2cm}}$

200	300	700	200	400	100	900
50	80	40	60	40	10	90
+ 9	+ 1	+ 2	+ 0	+ 4	+ 7	+ 9
<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

4 Circle the answer in each of the questions below.

a The 3 in 359 is in the	ones place	tens place	hundreds place
b The 4 in 904 is in the	ones place	tens place	hundreds place
c The 5 in 256 is in the	ones place	tens place	hundreds place

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Homework & 100

1 Jamal is doing his math homework. He just got 24 for an answer. What was the question? Write down at least 3 different ideas below.



CHALLENGE

2 Write at least 10 different equations for 120. You can use addition, subtraction, multiplication, or division.

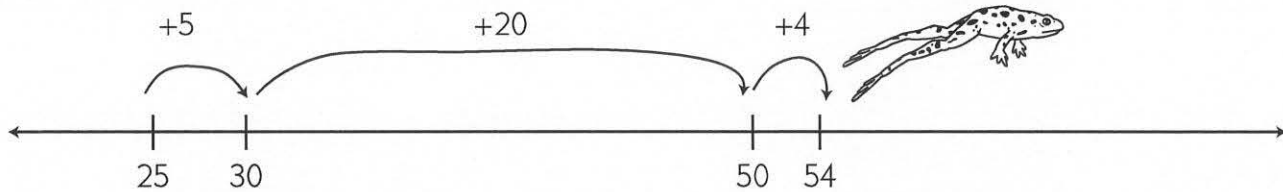
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2-Digit Subtraction Practice

DJ likes to make hops on the number line to solve 2-digit subtraction problems, like this:

$$54 - 25$$



$$\underline{5 + 20 + 4 = 29} \quad \text{so} \quad 54 - 25 = \underline{29}$$

1 Solve each of the subtraction problems below. You can use DJ's number line strategy or some other way to solve the problem. Show your work each time.

a $56 - 29$

$$\underline{\hspace{2cm}} \quad \text{so} \quad 56 - 29 = \underline{\hspace{2cm}}$$

b $70 - 36$

$$\underline{\hspace{2cm}} \quad \text{so} \quad 70 - 36 = \underline{\hspace{2cm}}$$

c $63 - 19$

$$\underline{\hspace{2cm}} \quad \text{so} \quad 63 - 19 = \underline{\hspace{2cm}}$$

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Make Your Own Problems

Fill in the blanks with words that make sense and seem interesting. Solve each problem. Show your work.


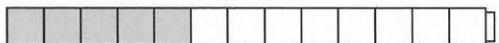
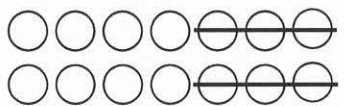
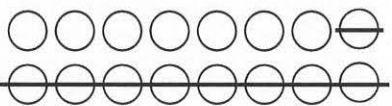

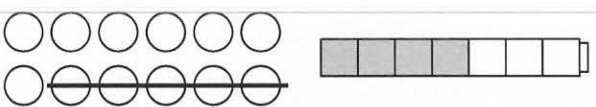
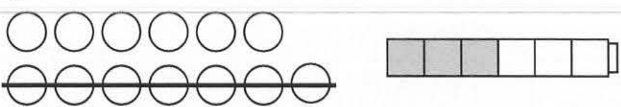
Fill in the blanks.	Work Space
<p>1 Kendra has 57 _____ in her top drawer. She has 28 _____ in her bottom drawer. How many are there in all? _____</p>	
<p>2 Lin spent 39 dollars for a _____. He spent 18 dollars for a _____. How much did he spend in all? _____</p>	
<p>3 Akiko had 72 _____. She gave 26 of them to her friend. How many does she have left? _____</p>	
<p>4 Mr. Smith baked 48 _____. The dog got 19 of them. How many are left? _____</p>	
<p>5 Frank saw 51 _____. 24 of them flew away. How many were left? _____</p>	

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Solving Equations

1 Fill in the missing numbers.

<p>a $15 = \underline{\quad} + 7$</p> 	<p>b $5 + \underline{\quad} = 13$</p> 
<p>c $14 - \underline{\quad} = 8$</p> 	<p>d $16 - \underline{\quad} = 7$</p> 
<p>e $9 + 6 = \underline{\quad} + 8$</p> 	
<p>f $12 - 5 = 4 + \underline{\quad}$</p> 	<p>g $13 - 7 = 3 + \underline{\quad}$</p> 

2 Fill in the missing numbers.

$40 + 50 = \underline{\quad}$

$30 + \underline{\quad} = 60$

$\underline{\quad} + 70 = 90$

$25 + 35 = \underline{\quad}$

$25 + \underline{\quad} = 50$

$\underline{\quad} + 40 = 85$

$80 - 40 = \underline{\quad}$

$70 - \underline{\quad} = 20$

$\underline{\quad} - 30 = 30$

$95 - 40 = \underline{\quad}$

$55 - \underline{\quad} = 35$

$\underline{\quad} - 25 = 25$



CHALLENGE

3 Fill in the missing numbers.

$250 = \underline{\quad} + 6$

$90 + 70 = \underline{\quad} + 17$

$140 - 60 = 30 + \underline{\quad}$

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Apples & Orange Slices

1 There are 4 baskets on the table. Each basket has 12 apples in it. How many apples are there in all? Show your work. Mark the answer clearly.

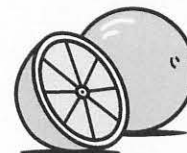
There are _____ apples.



CHALLENGE

2 There are 4 plates on the table. Each plate has 12 orange slices on it. Each orange slice has 3 seeds. How many seeds in all? Show your work. Mark the answer clearly.

There are _____ seeds.



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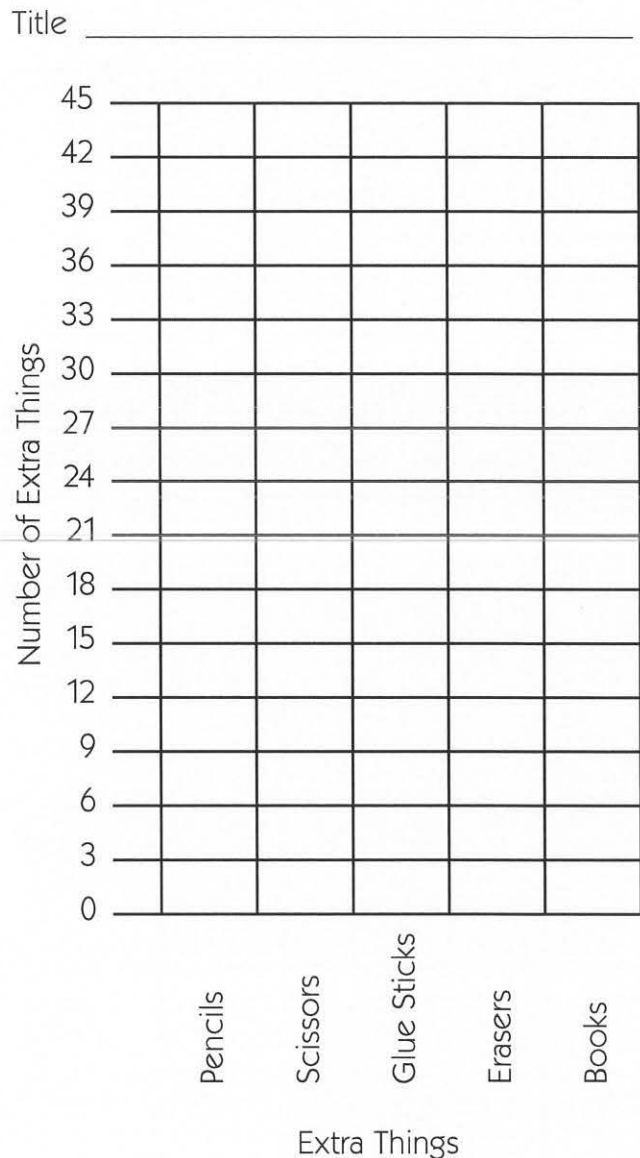
The Second Graders Clean Their Desks

On Friday afternoon, Mrs. Nelson asked her second graders to clean their desks. This chart shows the extra things the kids found in their desks.

1 Finish the graph on the right. Give it a title. Color in the columns to show what the kids found in their desks.

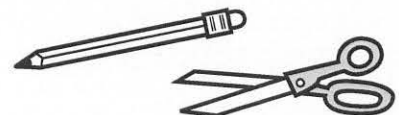
Number	Extra Things
44	Extra pencils
18	Extra pairs of scissors
12	Extra glue sticks
15	Extra erasers
9	Overdue library books

2 How many more pencils than erasers did the kids find? Show your work.



CHALLENGE

3 How many extra things did they find in all? Show your work.

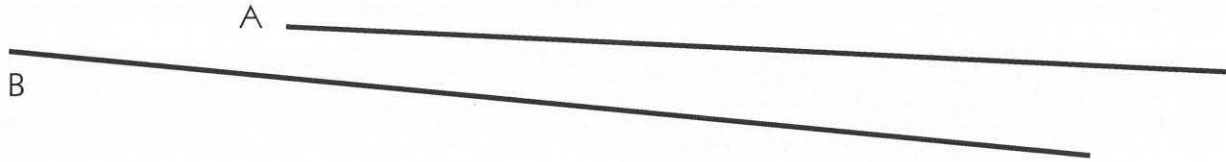


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Measuring Problems

1a Here are 2 lines. Put an x on the one you think is shorter.



b Measure each line. Use the centimeter side of your ruler.

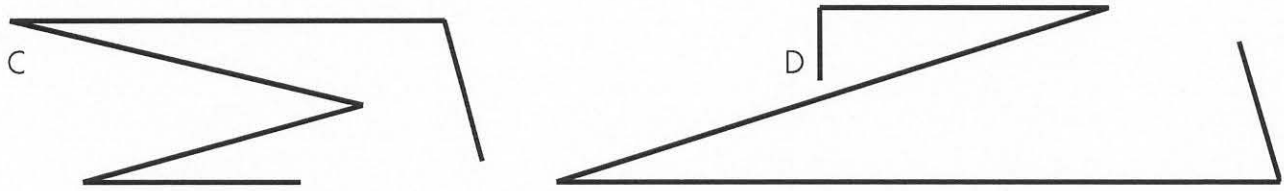
Line A is _____ centimeters long.

Line B is _____ centimeters long.

c Which line is shorter? (Circle one.) Line A Line B

d How much shorter is it? Show your work. Mark the answer clearly.

2a Here are 2 crooked lines. Put an x on the one you think is longer.



b Measure each crooked line. Use the centimeter side of your ruler.

Crooked line C is _____ centimeters long.

Crooked line D is _____ centimeters long.

c Which crooked line is longer? (Circle one.)

 Crooked Line C Crooked Line D

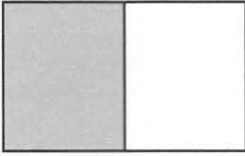
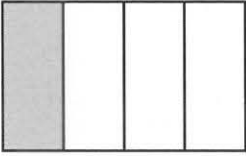
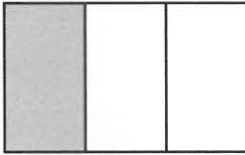
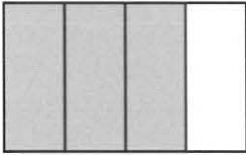
d How much longer is it? Show your work. Mark the answer clearly.

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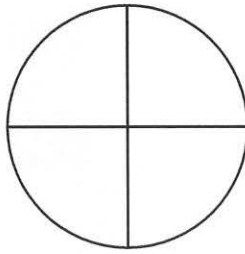
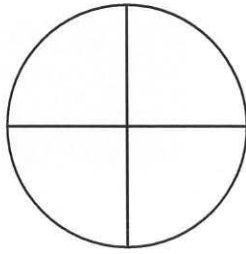
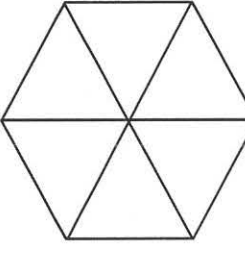
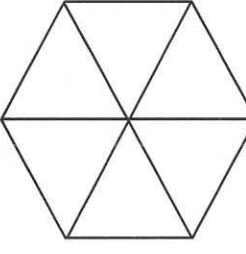
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Fractions

1 What part of each rectangle is colored? Circle the correct fraction.

<p>a</p>  <p style="text-align: center;"> $\frac{1}{3}$ $\frac{2}{2}$ $\frac{1}{2}$ $\frac{3}{4}$ </p>	<p>b</p>  <p style="text-align: center;"> $\frac{1}{4}$ $\frac{2}{4}$ $\frac{1}{3}$ $\frac{3}{6}$ </p>
<p>c</p>  <p style="text-align: center;"> $\frac{2}{3}$ $\frac{1}{2}$ $\frac{3}{4}$ $\frac{1}{3}$ </p>	<p>d</p>  <p style="text-align: center;"> $\frac{3}{4}$ $\frac{2}{4}$ $\frac{3}{3}$ $\frac{5}{4}$ </p>

2 Read each fraction and color in that part of the shape.

<p>a</p>  <p style="text-align: center;">$\frac{2}{4}$</p>	<p>b</p>  <p style="text-align: center;">$\frac{3}{4}$</p>
<p>c</p>  <p style="text-align: center;">$\frac{1}{6}$</p>	<p>d</p>  <p style="text-align: center;">$\frac{3}{6}$</p>

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The Army Ants Measure Up

Hi! I am a worker army ant. I am one centimeter long.



My 10 army ant friends make a line that is 10 centimeters, or 1 decimeter long.

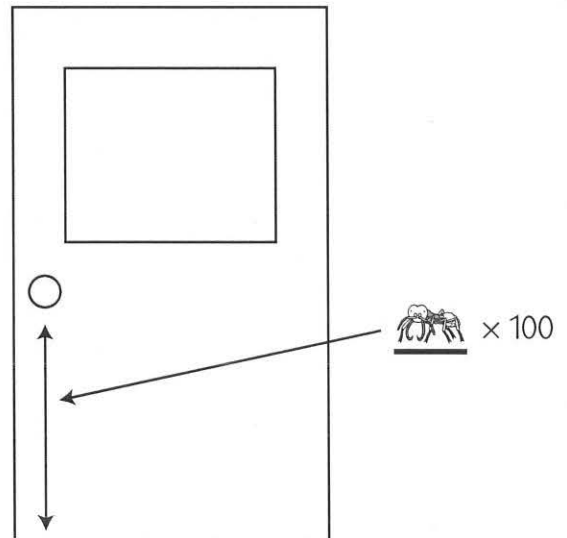


1 List four different things on you or in your desk that are about the same length as a decimeter.

2 Use your ruler to help draw a line below that is exactly 15 centimeters long. How many of us army ants could stand on your line?

3 100 of my army ant friends would make a line that is 100 centimeters, or 1 meter long. That's about the same as the distance between the floor and the door-knob of your classroom door.

List four different things in your classroom that are about the same length as a meter.



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Place Value Review

1 Circle the place value of the underlined digit. Then write its value.

Number	Place Value	Value	Number	Place Value	Value
ex a 2 <u>3</u> 8	ones <u>tens</u> hundreds	30	ex b 10 <u>9</u>	<u>ones</u> tens hundreds	9
a <u>7</u> 43	ones tens hundreds		b 25 <u>3</u>	ones tens hundreds	
c 1 <u>5</u> 0	ones tens hundreds		d <u>6</u> 08	ones tens hundreds	

2 Write one of these signs on each line to make the sentence true.

< less than = the same as > greater than

ex 456 < 546	a 85 ____ 58	b 327 ____ 372	c 106 ____ 610
d 218 ____ 218	e 735 ____ 573	f 204 ____ 240	g 483 ____ 438

3 Fill in the missing digits to make each statement true. There is more than one right answer for each one.

ex 3 <u>2</u> 7 < 347	a 235 > ____35	b 307 < ____07	c 135 < 13__
d 4__3 > 463	e 1__9 < 139	f 182 > 1__2	g 514 < 51__

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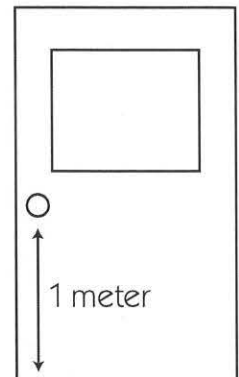
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More about Meters

A meter is about the same as the distance between the floor and the doorknob of your classroom door. Look at the door in your classroom, or a meter stick if you have one. Now think about how long 20 meters would be, and answer these questions:

1 If you walked across your classroom the long way, would you go more or less than 20 meters?

2 Is it more or less than 20 meters from your classroom door to the office door?



3 How long would it take you to run 20 meters? Circle the answer that makes the most sense.

10 seconds

10 minutes

10 hours

4 List at least 2 different animals that might take 10 minutes to travel 20 meters.

5 Which unit would you use to measure the length of a soccer field? (Circle one.)

centimeters

meters

inches

miles

6 Which unit would you use to measure the length of a crayon? (Circle one.)

centimeters

meters

feet

miles



CHALLENGE

7 The circumference, or distance around, a soccer ball is 68 centimeters. Is that longer or shorter than one meter? By how much? Show your work.



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Adding & Subtracting

1 Add the numbers.

$$\begin{array}{r} 80 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ + 24 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ + 38 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} 370 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 120 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 890 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 360 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 340 \\ + 50 \\ \hline \end{array}$$

$$\begin{array}{r} 430 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 125 \\ + 25 \\ \hline \end{array}$$

2 Use pictures, numbers, and/or words to add the numbers in each box. Show all your work.

<p>a $36 + 55$</p>	<p>b $129 + 133$</p>
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3 Subtract the numbers.

$$\begin{array}{r} 86 \\ - 6 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ - 15 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 50 \\ - 25 \\ \hline \end{array}$$

4 Use pictures, numbers, and/or words to subtract the numbers in the box. Show all your work.

<p>$51 - 26$</p>

Math Scavenger Hunt

Object of the Game

Are you ready for a scavenger hunt?

Find, make, or draw 13 of the 16 items from the list to be a Scavenger Scholar!

Materials

- Scavenger Hunt Grid
Print the [record sheets](#) or write the numbers 1–16 on paper. You can make a 4 x 4 grid easily by folding a piece of paper in half twice, both vertically and horizontally.
- Something to write with (a pen, pencil, crayon, or marker will work fine)
- A curious mind
- Extra paper for drawings (optional)

MATH SCAVENGER HUNT | FAMILY GAME

Math Scavenger Hunt, Grid 1

Find, make, or draw...

1	2	3	4
an odd number	a shape with 4 angles	an item showing $\frac{1}{2}$	an item about 7 of your hands long
5	6	7	8
something that shows $21 + 8$	a cube	85 cents	something showing four equal parts, with two of them full ($\frac{2}{4}$)
9	10	11	12
something that is about ten of your feet long	four rows of two	a number that is more than 200 and less than 250	a number that has three digits, and each digit gets smaller (for example, 321)
13	14	15	16
a circle with four equal parts	a triangle with all equal sides	something exactly $\frac{1}{2}$ as long as your hand	four sets of 3 things

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Skills

This game helps us practice:

- Identifying and knowing the value of pennies, nickels, dimes, quarters, and dollars
- Addition & subtraction
- Fractions (halves, thirds, and fourths)
- Even and odd numbers
- Place value (hundreds, tens, and ones)
- Comparing numbers
- Measurement (using your feet and hands)
- 2-D and 3-D shapes
- Arrays (things in columns and rows)

How to Play

1. Let's begin. Choose Grid 1 or Grid 2 to start your hunt.
2. Search your home for examples of the items on the list.
3. Check off each item when you find it. You can draw or write to describe what you found, too. Use separate paper, if you need to.
Hint: *If you can't find something on the list, make it or draw it yourself.*
4. Find, make, or draw 13 of the 16 items to win.
5. For an extra challenge, try to do every one.
6. Have fun!

Tips for Families

1. If you don't have a copy of the record sheet or can't print a copy right now, have your child make a numbered list or grid from 1 to 16 on a sheet of paper and then check off each numbered item they find, make, or draw. Consider encouraging your child to write a brief description of what they found.
2. You don't have to complete the scavenger hunt all at once. You can come back to it later.
3. If your child can't find something, remind them that it's okay to make or draw it.
4. You can make groups of objects using small common objects, like buttons or coins. Arrange your objects in rows or groups to make them easier to count.

Change It Up

Making even small changes to a game can invite new ways of thinking about the math. Try making one of the changes below.

- Set a timer! How long does it take you to find 12 items? Did it take you more or less than 20 minutes?
- Try a different grid. Which one seemed easier? Why?
- Make your own math scavenger hunt! Help your family find the items.

Math Scavenger Hunt Sample Responses

Lola

2nd Grade Scavenger Hunt

Can you find (or make) something that is...

① an odd number ✓	② a shape with 4 angles ✓	③ showing $\frac{1}{4}$	④ is about 7 of your hands long
⑤ shows $27 \div 8$ ✓	⑥ a cube	⑦ 85 cents	⑧ four equal parts, with two of them shaded (2/4) ✓
⑨ is about ten of your feet long	⑩ four rows of two ✓	⑪ a number that is more than 200 and less than 250	⑫ a number that has three digits, and each digit gets smaller (for example, 321)
⑬ a circle with four equal parts	⑭ a triangle with all equal sides	⑮ exactly $\frac{1}{2}$ as long as your hand	⑯ four sets of 3 things ✓
⑰ a number that has three digits, and each digit	⑱ exactly five of your feet long	⑲ a number with a 7 in the tens place	⑳ a number that is more than 100 and less than 300 ✓

Math Scavenger Hunt, Grid 1

Find, make, or draw...

1	2	3	4
an odd number	a shape with 4 angles	an item showing $\frac{1}{2}$	an item about 7 of your hands long
5	6	7	8
something that shows $21 + 8$	a cube	85 cents	something showing four equal parts, with two of them full ($\frac{2}{4}$)
9	10	11	12
something that is about ten of your feet long	four rows of two	a number that is more than 200 and less than 250	a number that has three digits, and each digit gets smaller (for example, 321)
13	14	15	16
a circle with four equal parts	a triangle with all equal sides	something exactly $\frac{1}{2}$ as long as your hand	four sets of 3 things

Math Scavenger Hunt, Grid 2

Find, make, or draw...

1	2	3	4
a number that is more than 100 and less than 300	three cylinders that can be stacked into a tower	a circle inside of a circle	a number with a 4 in the ones place
5	6	7	8
a number that has three digits, and each digit gets larger (for example, 123)	something that shows $16 - 6$	an item exactly five of your hands long	an even number
9	10	11	12
a number with a 7 in the tens place	an even three-digit number with a five in it	a number with a 2 in the hundreds place	a number that is greater than 450
13	14	15	16
something taller than you but shorter than one of the adults in your home	two sets of coins that equal the same amount	a pattern with 3 parts that repeat (ABCABC)	an item with 3 equal parts, with 2 of them full ($\frac{2}{3}$)

Directions: Read and annotate the text for the key details.

How Giraffe Got a Long Neck

- 1 Long ago, giraffes were the same height as rhinos. Rhino and Giraffe were friends. They ate leaves from the same trees.
- 2 One year, the rain stopped falling. Most of the leaves dried up, except for the ones at the very tops of the trees. Those leaves were too far up for Giraffe and Rhino to reach. The two friends grew very hungry.
- 3 The friends went to a wizard for help. The wizard took two herbs from an old chest.
- 4 “You may each have **only** one of these herbs,” he said. “Tonight at midnight, wake up, swallow the herb, and go back to bed. By morning, your problem will be solved.”
- 5 Giraffe and Rhino did as they were told. At midnight, Giraffe woke up, but Rhino kept snoring.
- 6 Giraffe tried to wake Rhino up, but he just kept on snoring. Giraffe swallowed his herb. He didn’t want Rhino’s herb to go to waste, so he gulped that down as well.

How Giraffe Got a Long Neck (page 2)

- 7 The next morning, Giraffe discovered that he now had long legs and a very long neck. He could easily reach the highest leaves on the tree.
- 8 Rhino woke up. “Why didn’t you wake me up?” he demanded.
- 9 “I tried,” explained Giraffe. “But you wouldn’t wake up.”
- 10 Rhino was furious. He tried to ram his great horn against Giraffe. Giraffe ran swiftly away. But now he could no longer be friends with Rhino.
- 11 And that is why giraffes have such long necks. And it is also why rhinos have such bad tempers.

Directions: Reread How Giraffe Got a Long Neck, and then answer the questions below. Remember to answer in a complete sentence.

Why were Rhino and Giraffe so hungry?

How did the wizard help Rhino and Giraffe?

What made Rhino so mad?

Directions: Read and annotate the text for the key details.

Why Leopards Have Spots

- 1 Long ago, animals like the leopard, zebra, and hyena lived in the desert. The other animals had a problem with Leopard. Because his fur was the color of the sand, they could not see him coming. He could sneak up on them and catch them.
- 2 The animals came up with a plan. They would move to the forest. There they would be able to hide among the trees.
- 3 Leopard was hiding in the sand and heard every word they said. He followed them into the forest.
- 4 But Leopard wasn't able to hunt in the forest. His tan fur made him easy to see, and the animals always got away. Leopard grew hungry. He was so hungry that he ran to the village to find his one human friend. She was an artist who loved to paint pictures.
- 5 Leopard told the woman his sad story. She smiled and picked up her paintbrush. She painted black spots on Leopard.

Why Leopards Have Spots (page 2)

- 6 “These spots will help you blend into the shadows of the forest,” she said. “The animals won’t see you coming. You’ll be a great and powerful hunter again.”
- 7 The spots worked! The animals could not see Leopard. Now no animal was safe from Leopard, and he was a mighty hunter again.
- 8 And that is why leopards have spots to this very day.

Directions: Reread Why Leopards Have Spots, and then answer the questions below. Remember to answer in a complete sentence.

Why did the other animals have a problem with Leopard?

Why did the other animals move to the forest?

How did Leopard become a mighty hunter again?

Directions: Using both texts, fill in the story map.

Story Map

Title	How Giraffe Got a Long Neck	Why Leopards Have Spots
Characters		
Setting		
Story Problem		
Main Story Events		

Prompt: Think about Giraffe in “How Giraffe Got a Long Neck” and Leopard in “Why Leopards Have Spots.” Explain how the characters are similar to each other and how they are different. Use evidence from both texts to support your comparison and contrast.

Analyze the Prompt

What type of text or genre are you being asked to write? Circle your answer.

Opinion Narrative Informative

What does the prompt ask you to do?	
What details/evidence from the sources will you need to look for?	

Evidence from the Text

	Giraffe	Leopard
How are they similar or the same?		
How are they different?		

Directions: Now that you have analyzed the prompt, use the following pages to write a rough draft. You may look back at the text and your charts to help you.

Prompt: Think about Giraffe in “How Giraffe Got a Long Neck” and Leopard in “Why Leopards Have Spots.” Explain how the characters are similar to each other and how they are different. Use evidence from both texts to support your comparison and contrast.

Produce Complete Simple Sentences

A. Directions: Read each sentence beginning. Form a complete simple sentence by drawing a line to the correct ending.

My cousin

glowed on the corner table.

The lamp

crawled up blades of grass.

The tiny donut store

line up in the school cafeteria.

A rusty key

knows a famous astronaut.

Several students

dangled from the lock.

Two furry caterpillars

bustled with customers.

B. Directions: Choose one of the sentence beginnings. Write a complete simple sentence in which these words are at the end.

Produce Complete Compound Sentences

Directions: Draw a line to the sentences that fit together. Then combine each pair into a compound sentence and write it on the lines below. Use the word bank below to help you connect the two sentences.

Word Bank: so but because since and

Thomas bought a new backpack.

It was closed for repairs.

We wanted to go to the zoo.

I looked it up in a dictionary.

I didn't know the word's meaning.

He bought some notebooks
to put in it.

1.

2.

3.

Directions: Use the checklist below to help you edit and revise your writing. Pay special attention to your sentences. Are there any simple sentences that can be connected to make compound sentences?

Informative/Explanatory Checklist

Title _____

	Yes	No	Not Sure
1. I have a strong lead.	___	___	___
2. I tell about my topic at the beginning of the report.	___	___	___
3. I use facts and details to support my ideas.	___	___	___
4. The information in my writing is accurate.	___	___	___
5. My writing is logically sequenced.	___	___	___
6. I use compound sentences.	___	___	___
7. I change the way I write my sentences.	___	___	___
8. I use adjectives and adverbs to make my informational text more interesting.	___	___	___
9. My writing has a strong ending.	___	___	___

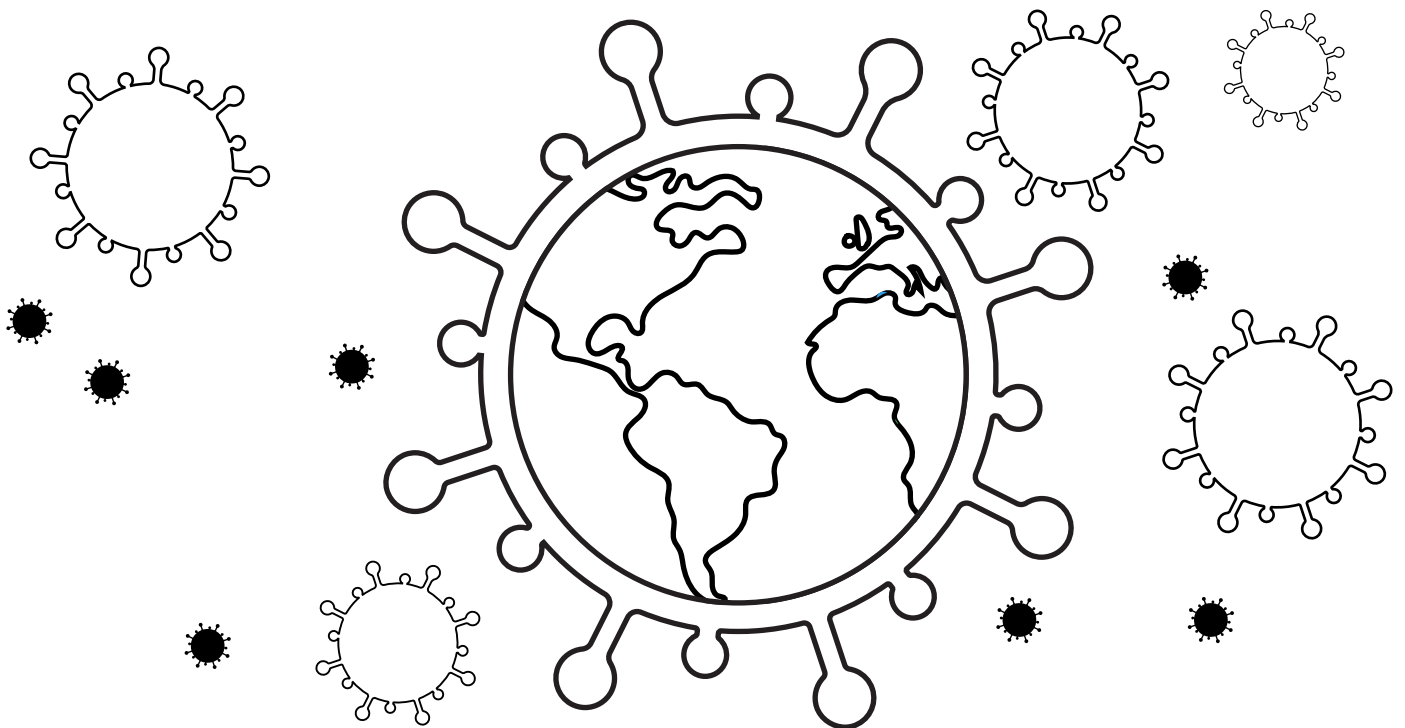
Quality Writing Checklist

I looked for and corrected . . .

parts of speech (nouns, pronouns, verbs, adjectives, adverbs).	___	___	___
grammar.	___	___	___
indented paragraphs.	___	___	___
punctuation.	___	___	___
capitalization.	___	___	___
spelling.	___	___	___

Describe how you will now make changes to your writing to make it better.

MY 2020 COVID-19 TIME CAPSULE

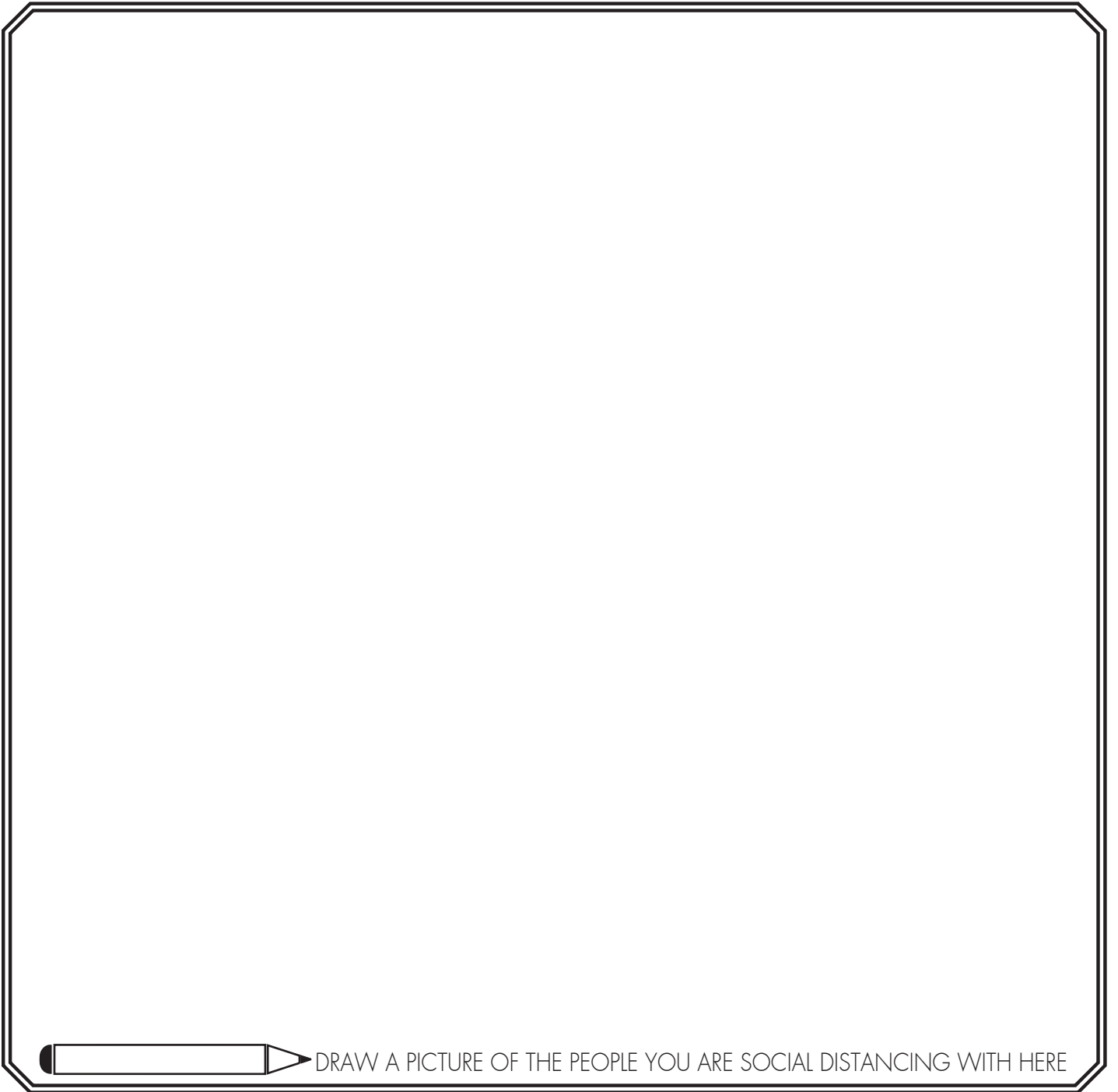



BY: _____

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- SOME PHOTOS FROM THIS TIME
- ANY ART WORK YOU CREATED
- A JOURNAL OF YOUR DAYS
- FAMILY / PET PICTURES
- LOCAL NEWSPAPER PAGES OR CLIPPING
- SPECIAL MEMORIES



 DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

♥♥ ALL ABOUT ME ♥♥

I AM _____
YEARS OLD

I STAND _____
INCHES TALL

I WEIGH _____
POUNDS

SHOE SIZE _____

MY FAVORITES

TOY: _____

COLOR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

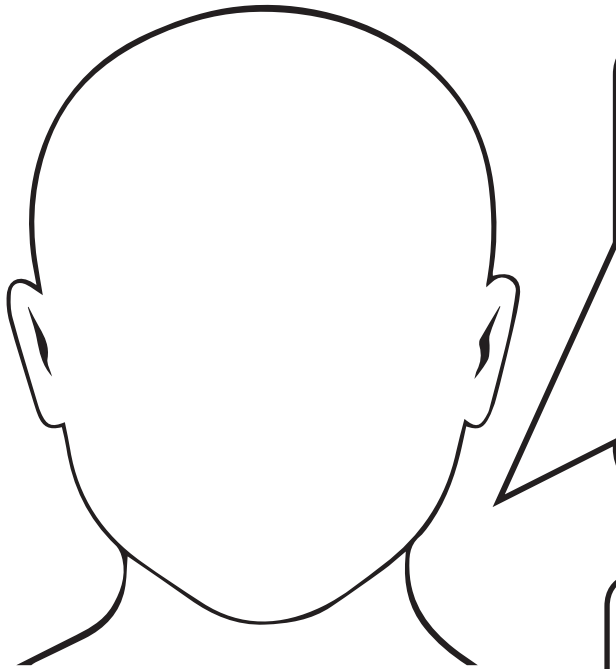
SONG: _____

MY BEST FRIEND/S:

WHEN I GROW UP I WANT TO BE:

DATE: _____

HOW I'M FEELING



HOW MY FACE LOOKS



WORDS TO DESCRIBE HOW I FEEL:

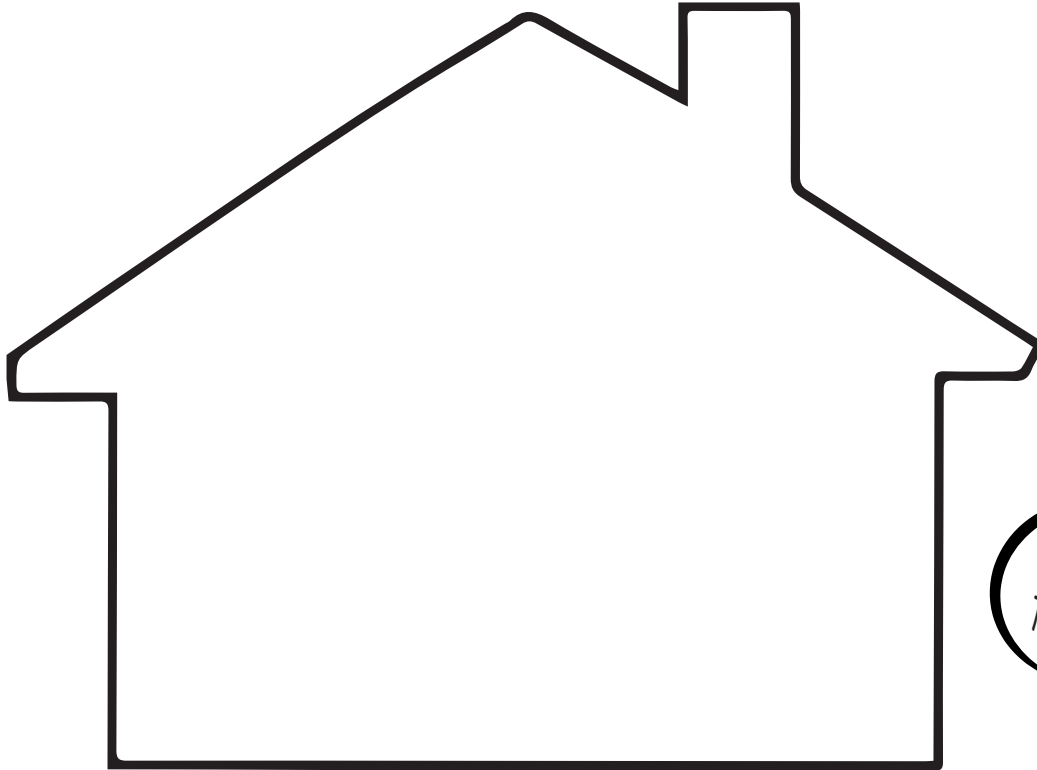
WHAT I HAVE LEARNED MOST FROM THIS EXPERIENCE:

I AM MOST THANKFUL FOR

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

<p>1</p>	<p>2</p>	<p>3</p>
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MY COMMUNITY



COLOR THIS HOUSE
TO LOOK LIKE YOURS

WHERE I AM LIVING DURING THIS TIME:



WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN
OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

HOW ARE YOU CONNECTING WITH OTHERS?



YOU ARE NOT STUCK AT HOME,
YOU ARE SAFE AT HOME!



WHAT I AM DOING
TO KEEP BUSY:

OUR HANDPRINTS



PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLORS) AND PLACE YOUR HANDS HERE

SPECIAL OCCASIONS

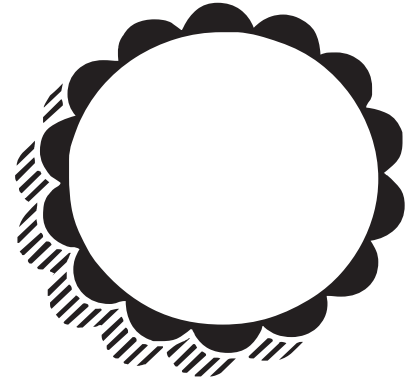
WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

INTERVIEW YOUR HOUSEHOLD

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?



DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____
2. _____
3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

GOAL/S FOR AFTER THIS:

YOUR NEW FOUND FAVORITE INSIDE HOUSEHOLD ACTIVITY:

FAVORITE FOOD TO BAKE: _____

FAVORITE TIME OF DAY: _____

