Springtime Tadpoles

Every spring Max and his brother Will go to the pond at the end of their street to look for tadpoles. They love to catch them so they can watch them turn into frogs.

This spring when Max and Will go to the pond to catch tadpoles, they see a painted turtle sitting on a log enjoying the sun. “Look at the cool turtle,” says Will.

“What should we try to catch it?” Max asks.

Will responds, “I like catching tadpoles better.” Max agrees with Will.

They fill their bucket with tadpoles and head home. When they get there, they empty the bucket into a big, wide tub. They cover the tub with a screen so animals can’t get to the tadpoles. They keep the tub in the shade so the water does not get too hot.

Max and Will go to the pond every day to bring back fresh water and leaves from the bottom of the pond for the tadpoles to eat. After six weeks, the tadpoles grow into frogs. Then Max and Will take them back to the pond so they can live happily ever after.

1. Why do Max and Will love to catch tadpoles?

2. What do they see sitting on a log?

3. Where do they keep the tub of tadpoles?

4. What do they do once the tadpoles grow into frogs?

5. Write about a time you have taken care of an animal.
**BEST FRIENDS**

**Supporting Details**

*Supporting Details: Details that tell you more about the main idea. Supporting details make your main idea stronger!*

**Supporting Details**

- What do you do together? What are your favorite activities?
- How long have you known each other?
- What does your best friend look like?
- What is your best friend like? Describe his or her personality.
- What is your best friend like? Describe his or her personality.

**Main Idea**

*Who is your best friend? Why are you best friends?*
1) **Large Numbers** (Source: mathlearningcenter.org)
   Read each number. Then write it in expanded form.

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<tr>
<th>ex</th>
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<tbody>
<tr>
<td>three hundred twenty-nine</td>
<td>four hundred thirty-eight</td>
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<td>329 = 300 + 20 + 9</td>
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<td>two hundred sixteen</td>
<td>five hundred seventy-three</td>
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<td>nine hundred sixty-seven</td>
<td>eight hundred seventeen</td>
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2) **Extra Facts** (Source: mathlearningcenter.org)
   Sometimes story problems give you more facts than you need to solve the problem. In each problem below, cross out the fact you don’t need. Then solve the problem. Show your work.

   **A.** Nick has 3 cats. He had 12 fish. He gave 4 of the fish to his friend. How many fish does he have left?

   **B.** Amber made 9 cupcakes. Then she made 12 more cupcakes. It took 2 cups of sugar to make the frosting. How many cupcakes did she make in all?

   **C.** The Green Dragon had 250 gold pieces. He is 18 feet tall. He is mad because the trolls took 60 of his gold pieces. How many gold pieces does he have left?
3) **Base Ten Pieces** (Source: mathlearningcenter.org)
Label each set of base ten pieces with the correct number name.

4) **Which One Doesn’t Belong?** (http://wodb.ca/)
Choose one shape in this picture that you don’t think it belongs with the rest. Explain why. Can you pick another shape and give a different reason?

5) **Shape Partitions** (Source: https://www.openmiddle.com/)
Draw in segments to show how to cut each shape into fourths.
6) **Would You Rather** (Source: [https://www.wouldyourathermath.com/](https://www.wouldyourathermath.com/))

Whichever option you choose, justify your reasoning with mathematics.

Have 3 pencils that are 9 cm each OR 5 pencils that are 6 cm each?

7) **Number Riddles** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

Solve these number riddles.

- **a** I have a 9 in the tens place.
  - I have a 4 in the hundreds place.
  - The number in my ones place is less than 3.
  - I am an even number.

  What number am I? ________

- **b** I have a 7 in the thousands place.
  - I have a 0 in the hundreds place.
  - I have a 3 in the tens place.
  - The number in my ones place is greater than 7.
  - I am an odd number.

  What number am I? ________

8) **Clocks** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

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

Today, baseball is a popular sport. But there was a time when African American baseball players and white baseball players did not play together. This all changed when a man named Jackie Robinson stepped out onto a baseball field in 1947. Not only was Jackie a great player, he also showed the world great courage in breaking down barriers among people.

Jackie Robinson was born in 1919 in Cairo, Georgia. He was the youngest of five children. His parents were sharecroppers, people who worked the land for others for very little pay. Later, his family moved to Pasadena, California. As a boy, Jackie was a talented athlete. In high school, he played football, basketball, baseball, and tennis, and he ran track too. After high school, Jackie went to college.

In college, Jackie competed in baseball, basketball, football, and track. He was picked for the all-American football team, which is a team of the best players from different schools around the country. When the United States entered World War II, Jackie joined the army. He became an officer.

Growing up, Jackie knew about discrimination, which was at the time legal in parts of the United States. Discrimination is the unfair treatment of people because of their skin color, race, religion, or some other reason. Jackie experienced discrimination in the army too.

When Jackie was in the army, he refused an order to sit at the back of a military bus. Jackie felt that the color of his skin should not be a reason why he could not sit where he wanted. Jackie stood trial but was found not guilty.
When Jackie left the army, he began playing baseball for the Kansas City Monarchs. The Monarchs were an all-African American team.

One day, Branch Rickey, the president of the Brooklyn Dodgers, saw Jackie play. He wanted Jackie to play for the Dodgers even though they were an all-white team. Branch wanted Jackie to become the first African American to play Major League Baseball. Jackie agreed!

On April 15, 1947, Jackie Robinson put on the Brooklyn Dodgers uniform, wearing number forty-two. As the first African American player on a major league team, Jackie stepped out at Ebbets Field. Thousands of fans were there.

Jackie was strong and brave. Some players on the field—and many people in the crowd—were mean to him and called him names. But Jackie ignored them and just played baseball.

And that’s what he did every time he stepped out onto the field, even when some players tried to injure him. Jackie simply played his best. In the end, he changed baseball forever. Jackie became the first African American to be included in the Baseball Hall of Fame.

Discussion Questions:

1. What challenges did Jackie Robinson face?
2. What cause was most important to Jackie Robinson?
3. How did Jackie Robinson change history?
Wonder of Soaking Soils

Our study of rock sizes led us to a study of soil. We now know that soil is mostly rock particles and some humus.

One important property of soil is its water content. Soil scientists often do tests to see how quickly water soaks into and passes through the soil. This is called permeability. Test and compare the permeability of soil in two or more places around where you live.

Use a trowel or metal spoon to dig a shallow hole in the soil, maybe the size of a soda can, but not very deep. Pour in about a cup of water and time how long the water takes to completely soak into the soil. Compare flower beds, gardens, edges of lawns, paths, sandboxes, and so on. Keep track of the time needed to soak into different soils and collect a little sample of the soil.

Remember, in order to compare, the holes should be the same size, and the amount of water should always be the same.

Record your results. Write about what you find out.
Day 1: Use a time (cell phone timer, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Day 2: Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on our own.

Day 3: Practice reading the text with fluency and expression at least two times.

Day 4: Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency!

States of Matter

Solids are a kind of matter. They are things that have their own shape. They do not flow like liquids do. You can see and touch solids. You can describe a solid by its properties. Some of those properties are color, shape, size, and texture.

Bowling balls and tennis balls are both solids. Each has its own shape. You can see and touch both of them. Are they different? Let’s compare.

Most tennis balls are yellow or green, but they also come in many other colors. Most bowling balls are black, but they come in many colors, too.

Both kinds of balls are round. They do, however, have very different sizes. Tennis balls are small. You can hold a tennis ball in one hand. A bowling ball is much bigger. It is also much heavier than a tennis ball.

Bowling balls and tennis balls have different textures. A bowling ball is smooth. A tennis ball has a soft and fuzzy texture.

What can a tennis ball do that a bowling ball cannot? Bounce! Tennis balls are made to bounce. Bowling balls do not bounce.

Both bowling balls and tennis balls are solids. But they are also very different from each other!
Physical Education
Lifetime Wellness

Animal Action BINGO

- Play with 2 or more people
- First player chooses an animal on their card, and all players do the activity in that animal’s box
- Start by doing the activity 5 times (or for 5 seconds). Each time you play, increase by 5
- Once you have completed an animal’s activity, cover the box with a marker (coin or button)
- Next player chooses a new animal activity on their card
- The first player to get 4 in a row, column or diagonal scores BINGO!
Grade 2 Week 3 Reading and Writing Practice

**Directions:** ✓ Check off each task as you go.

Learning Target: Reading and writing words that end with -ck, -ic, and -k. Knowing these spellings will help us continue to be better readers. *(bucket, clinic, spark)*

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<td></td>
<td>Read the sight words to a someone (family, friend, neighbor)</td>
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<td>Write the sight words 3 times each and use each in a sentence.</td>
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<td></td>
<td>Find the sight words in the story and circle them.</td>
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<td>Read the word list to someone</td>
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<td>Find the words that fit the spelling pattern and put a square around them. -ck, -ic, -k</td>
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<td>Read the story to yourself</td>
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<tr>
<td></td>
<td>Read the story to someone</td>
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<td>Tell the gist of the story to someone</td>
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<td>Write a summary of the story</td>
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*If you finish you can go through the process again. Read, read, read.

**Sight Words**

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<thead>
<tr>
<th>to</th>
<th>have</th>
<th>too</th>
<th>thing</th>
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</thead>
<tbody>
<tr>
<td>think</td>
<td>let's</td>
<td>anything</td>
<td>gone</td>
</tr>
<tr>
<td>clothes</td>
<td>strange</td>
<td>circle</td>
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</table>

**Word List** *(Spelling patterns: -ck, -ic, -k)*

<table>
<thead>
<tr>
<th>locked</th>
<th>unlocked</th>
<th>tick</th>
<th>tock</th>
</tr>
</thead>
<tbody>
<tr>
<td>clock</td>
<td>unpack</td>
<td>black</td>
<td>stick</td>
</tr>
<tr>
<td>necklace</td>
<td>peck</td>
<td>back</td>
<td>attic</td>
</tr>
<tr>
<td>cloak</td>
<td>picked</td>
<td>check</td>
<td>creaked</td>
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**Story Summary**

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___________________________________________________________________
Grandma’s Magic Attic

“Grandma, can Pat and I go up in the attic?” James asked his grandma. “I want to see if we have any old stuff we can donate to the high school.”


Grandma unlocked the attic door. The stairs creaked as Grandma, James, and Pat walked up. “A clock! Tick tock, tick tock!” Pat pointed to an old clock in the corner of the attic. “I don’t think that clock ticks or tocks anymore, Pat,” Grandma said with a smile.

They started to unpack some of the boxes of clothes. James and Pat played dress up. James wore an old cloak with a hood that covered his face.

“What’s that thing?” asked James. He pointed to a strange box. It had a black circle on top of it. And a stick that hung over the circle. The stick looked like it had a needle at the end. Pat wore many necklaces and a purple dress.

“That’s a record player! It plays music,” said Grandma. She picked up a thin square and blew dust off it. She pulled out a shiny black circle and put it on the record player. The circle started to spin and the needle came down. It began to play music!

“A long time ago, this is how we played music! Grandpa and I used to dance to this song.” “Let’s dance like Grandma and Grandpa!” said James. They all laughed and danced together to the music.

“I think your attic is magic, Grandma,” said Pat. Grandma smiled and gave Pat a peck on the cheek. “It’s not quite magic, but it does make me feel like I’ve gone back in time for a little while!” said Grandma.

What did Pat and James find in the attic?

Why did Pat think Grandma’s attic was magic? How do you know? Prove your answer using details from the story.