Day 2

2nd Grade

Name__________________
Compound words

Some words are made up of two other words. When two short words make one long word, the long word is called a compound word.

Write the two words without a space between them to make one compound word, like this: head + rest = headrest.

lamp + post = lamppost
her + self = ...........................................
milk + man = ...........................................
hand + bag = ...........................................
foot + stool = ...........................................

Draw lines to join up these compound words.

foot  card  play  bag
him   cake  school  man
post  ball  post  spoon
pan   self  tea  ground

Now write a list of the compound words that you joined above.

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Marking time

Read this text and then answer the question below.

Text A: The Part-time Time-traveller

You may find this hard to believe, but I once built a time machine. It was made from scrap, which I collected when I visited the local recycling center on weekends.

First of all, I found some old bicycle parts, including a real leather saddle, which you don't often see nowadays.

A week later, I picked up a huge electric clock, which I had seen years ago in the bus station (before clocks went digital).

Meanwhile, I had a real stroke of luck ...

All the words in bold type are doing a similar job. Explain what it is here.

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Now read this text.

Text B: The Part-time Time-traveller

George used to visit the local recycling center on weekends. He was always rifling through the scrap for old bicycle parts and other interesting things.

His neighbors thought that he was a bit strange.

One weekend, he was seen struggling home with a horribly heavy old clock that some said had come from the bus station ten years previously.

Then things turned really peculiar ...

Both the texts above tell the same story but in different ways. Explain the difference between text A and text B.

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Labeling a diagram

Reread the texts A and B. Now draw a diagram of George’s “Time Machine” as you imagine it. Label each part of the machine, saying what it is made from and what it does.

Remember: A label consists of a few words, or even just one word, that tell people about a particular part of a diagram.
Planning your own story

Look over your work in the previous exercises. Where is the story of The Part-time Time Traveller set, and how did it begin? How would you complete the story? Plan your story on this page by writing short notes. Remember: You do not need to use full sentences when writing notes.

Characters: ................................................................................................................................................

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Setting: ................................................................................................................................................

Beginning: ................................................................................................................................................

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What happens: ...........................................................................................................................................

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Ending: .......................................................................................................................................................

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Writing your story

Look over the notes you wrote in the previous exercise, then write your story here. Use paragraphs, and fit your story into the pattern set out for you.

Either start with:

You may find this hard to believe, but I once built a time machine. It was made from scrap …

or

George used to visit the local recycling center on weekends. He was always rifling through the scrap …

The Part-time Time-traveller

Start here: ..............................................................................................................................
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What happens: ............................................................................................................................
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Continuing your story

... ...

Ending: ...

... ...

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Note: If you are viewing a printed version of this document and want to access the links, please go to Canvas.

Grade 2 Contingency Plan Packet-MATH

Practice Sheet: Day 2

Name: _________________________  Date: __________

Expanded Form Turtles

Fill in each turtle’s shell with the expanded form of each number.

Example:

\[123 = 100 + 20 + 3\]

\[436 = \text{[Hexagons]}\]

\[759 = \text{[Hexagons]}\]

\[901 = \text{[Hexagons]}\]

\[668 = \text{[Hexagons]}\]

\[563 = \text{[Hexagons]}\]

\[372 = \text{[Hexagons]}\]

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# Boat Design Challenge

**Name:** ______________________

**Materials:** aluminum foil, pennies, container of water (Alternatives may be used, but should be consistent.)

1) In the space below, students draw a boat design that they predict will float while holding at least 10 pennies.
2) Students test their design by putting the boat onto the water and adding pennies, one by one.
3) Students assess their design by reporting how many pennies the boat actually held before it sank.
4) Repeat steps 1-3 for two more trials with new designs each time.

<table>
<thead>
<tr>
<th>Trial 1</th>
<th>Trial 2</th>
<th>Trial 3</th>
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<tbody>
<tr>
<td>Number of pennies held:</td>
<td>Number of pennies held:</td>
<td>Number of pennies held:</td>
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</tbody>
</table>
Second Grade: Boat Building Extension

What design elements helped the boat hold more pennies?

_____________________________________________________________________________

_____________________________________________________________________________

If you could choose any materials for boat building, what materials would be the most useful?

_____________________________________________________________________________

_____________________________________________________________________________

Based on your answer above, find two more items in your house that would improve your boat design. Draw a picture of the new designs below. Test the new designs if you have time!

<table>
<thead>
<tr>
<th>Design 1</th>
<th>Design 2</th>
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MAKE AN ELECTION POSTER

One of the ways we celebrate freedom is by voting for the people who represent us in government. The president and Congress can only get their jobs if the people vote for their election.

Create your own election poster. Draw someone who you think would be a good leader. When you are done, hang the poster up in your room.

1. Why do you think people should vote?

2. What ideas are important to you?

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How to Draw a Cartoon Giraffe

Use all of the shapes in the shape bank to draw a cartoon giraffe!

1) Draw a circle for the giraffe's head.

2) Draw the giraffe's two ears and erase the inside lines.

3) Draw the giraffe's horns on top of its head.

3) Draw the giraffe's eyes and nose.
How to Draw a Cartoon Giraffe

5) Draw the giraffe’s neck.

6) Draw another circle for the giraffe’s body.

7) Draw the giraffe’s feet. Inside of his feet, draw his toes.

8) Draw in the giraffe’s spots. Then color him in and he’s ready to go!
Beat Match

Directions: Color. Draw a line from the notes to the matching number of beats.

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Word Rhythm

Directions: Draw a line from the picture word to its correct rhythm.

monkey

hat

violin

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Directions: Count the number of beats in each sun. Draw that many sun rays.
Pitch Match

Directions: Trace the letters on the keyboard. Then draw a line from the letter to the matching note name on the staff.
PE Day 2

10 Toe Touches
10 Arm Circles
10 Arm Curls
10 Jumping Jacks
10 Squats
10 Tuck Jumps
10 Seconds of Running in Place
10 Push Ups
10 High Knees
10 Deep Breaths
What Is My Child Learning?
Your child is learning and practicing four Skills for Learning: focusing attention, listening, using self-talk, and being assertive.

Why Is It Important?
Using Skills for Learning helps children be better learners. Self-talk helps children stay focused and on task.

Ask your child: When do you use self-talk to help you be a better learner at school?

Read Together
Using Skills for Learning helps you be a better learner. You've been learning to focus your attention, listen, and use self-talk. Focusing your attention and listening show respect.

This week, you practiced self-talk. Self-talk is talking to yourself in a quiet voice or in your head. Using self-talk helps you stay focused and on task and manage distractions.

Practice Together: Distraction Detectives
1. Go to the room where your child usually does his or her homework and pretend you’re both second-grade students working on a homework assignment.
2. Become distraction detectives! Walk around the room and identify things that could distract you (such as television, computer, toys, or siblings).
3. For each distraction, decide on self-talk you could use to stay focused and on task.
4. Say your self-talk out loud and write it down below. Use the back of this paper if you need more space.

<table>
<thead>
<tr>
<th>Distraction</th>
<th>Self-Talk</th>
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