2nd Grade

ELA

Week 3

April 13-April 17, 2020/ 13 de abril al 17 de abril de 2020

Parent directions/ Direcciones para padres

Monday: Today begin by practicing your vocabulary words. Read your vocabulary cards. Read the words and their definitions. Use the pictures to help you understand what the word means. Share your sentences with a family member. As an introduction to our story, read page 347 to become familiar with the topic. Read the story on pages 348-361. If your child has difficulty have them use the text and illustrations to help with understanding.

Lunes: comience hoy practicando sus palabras de vocabulario. Lee tus tarjetas de vocabulario. Lee las palabras y sus definiciones. Use las imágenes para entender lo que significa la palabra. Comparte tus oraciones con un miembro de la familia. Como introducción a nuestra historia, lea la página 347 para familiarizarse con el tema. Lea la historia en las páginas 348-361. Si su hijo tiene dificultades, haga que usen el texto y las ilustraciones para ayudarlo a comprender.

Tuesday: Review the vocabulary cards from the previous lesson. You can challenge your child by having them write the definition in their own words. Reread From Seed to Plant on pages 348-361. Read about cause and effect on page 365. Using the information from the text and what you have learned about plants complete the multi-flow map on cause and effect.

Martes: Repase las tarjetas de vocabulario de la lección anterior. Puede desafiar a su hijo haciendo que escriba la definición en sus propias palabras. Releer de semilla a planta en las páginas 348-361. Lea sobre causa y efecto en la página 365. Usando la información del texto y lo que ha aprendido sobre las plantas, complete el mapa de flujo múltiple sobre causa y efecto.

Wednesday: Review vocabulary cards for the story. Your child can practice the words by using them in a sentence. Have your child read, Super Soil, on pages 368-371. Complete pages 142-144 and 155 of the Readers Notebook. There are several videos on YouTube that students can watch for fun. Here is a link for one https://youtu.be/qULkjDccCeY

Miércoles: Revise las tarjetas de vocabulario para la historia. Su hijo puede practicar las palabras usándolas en una oración. Haga que su hijo lea, Super Soil, en las páginas 368-371. Complete las páginas 142-144 y 155 del Cuaderno de lectores. Hay varios videos en YouTube que los estudiantes pueden ver por diversión. Aquí hay un enlace para una https://youtu.be/qULkjDccCeY

Thursday: Today is catch up day. Complete any assignments that you have not finished. If you have questions call your teacher. If you have extra time remember to sharpen your saw!

Jueves: Hoy es el día para ponerse al día. Completa cualquier tarea que no hayas terminado. Si tienes preguntas llama a tu maestro. ¡Si tiene tiempo extra, recuerde afilar su sierra!

Friday: Today your child will be working on singular possessive nouns. Have your child read through the sentences and circle the answer that completes the

sentence. Here is a link you can share with your child on singular possessive nouns.
https://youtu.be/EXJLYYameBY

Viernes: Hoy su hijo estará trabajando en sustantivos posesivos singulares. Haga que su hijo lea las oraciones y circule la respuesta que completa la oración. Aquí hay un enlace que puede compartir con su hijo en sustantivos posesivos singulares. https://youtu.be/EXJLYYameBY

1

grain

It is hard to pick up only one small grain of rice.

grain

What Does It Mean?

A **grain** is a small part of something.
Spanish cognate: grano

Think About It.

Would you rather have a **grain** of sand or a bucket of sand to play with?

Talk It Over.

Copy the chart below onto a sheet of paper. Tell where you might find a **grain** of each thing.

Where might you find a grain of . . .	Place
salt	
rice	
sugar	
sand	

2

pod

A pod, or shell, protects peas as they grow.

pod

What Does It Mean?

A **pod** is a shell that covers seeds.

Think About It.

What **pod** do people eat as a vegetable?

Talk It Over.

Think about a **pod** you have seen in a garden or a picture. What did it look like?

- What color was it?
- What shape did it have?
- What size was it?

195A

3

soak

The children soak the soil with water to help the seeds grow.

195B

soak

What Does It Mean?

To **soak** something is to make it completely wet with a liquid.

Think About It.

Have you ever had to **soak** something? What was it?

Talk It Over.

Use the questions below to think about the meaning of **soak**. Talk over your answers with a partner.

- What happens to your fingers when you **soak** them in water too long?
- Would you **soak** dirty clothes in sand?
- Can you **soak** yourself in a bathtub?

196A

4

soften

The boiling water will soften the noodles.

196B

soften

What Does It Mean?

To **soften** is to make something softer or less hard.

Think About It.

What could you do to **soften** a floor to lie on it?

Talk It Over.

Decide whether these sentences are correct. Explain your reasons.

- The recipe said to **soften** the butter first.
- I like to **soften** yellow cake with chocolate frosting.
- The freezing temperatures caused the water to **soften** into ice.
- Landing on the big bush helped to **soften** his fall.

197A

5

root

The root of this plant goes deep into the soil.

197B

root

What Does It Mean?

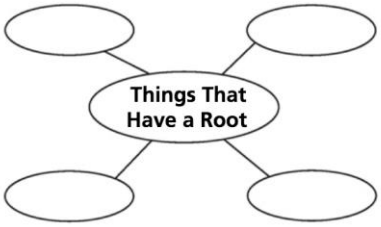
A **root** is a part of a plant that grows down into the ground. The root of a plant draws water and minerals from the earth.

Think About It.

What do you think happens to a plant when its **root** is pulled from the ground?

Talk It Over.

What are some things that have a **root**? Copy the web onto a sheet of paper and fill it in.



198A

6

shoot

We planted seeds in the ground. Later, we saw a shoot begin to grow.

198B

shoot

What Does It Mean?

A **shoot** is a plant that has just begun to grow.

Think About It.

How would you take care of a **shoot** so that it grows into a plant?

Talk It Over.

What plants have you seen grow from a **shoot**? On a separate sheet of paper, draw pictures to show how a plant changes as it grows from a **shoot**.

7

nutrition

Eating vegetables is a good way to get the nutrition that your body needs.

nutrition

What Does It Mean?

When we eat healthy food, our bodies get the **nutrition** needed to grow and stay healthy.
Spanish cognate: nutrición

Think About It.

Which do you think has more **nutrition**, an apple or a candy bar? Explain your answer.

Talk It Over.

What foods are a good source of **nutrition**? Look at the foods below. Point to the foods that you think have a lot of nutrition. Compare your answers with a partner's.

milk soda French fries banana broccoli bread potato chips

8

tasty

I ate the whole apple because it was so tasty!

tasty

What Does It Mean?

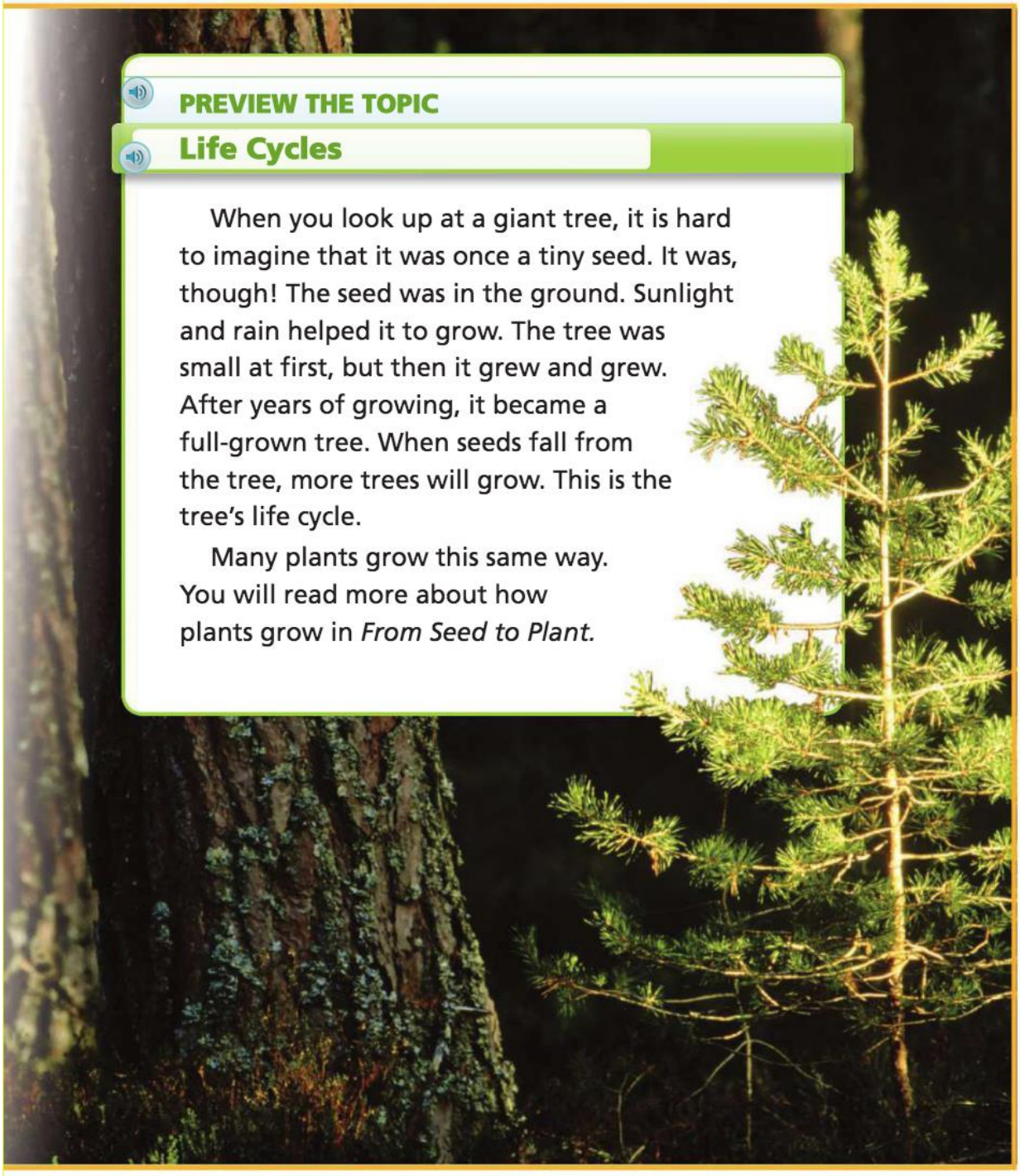
If something is **tasty**, it has a good flavor.

Think About It.

Do you think spoiled milk would be **tasty**? Explain.

Talk It Over.

What are some foods that you think are **tasty**? Copy the web onto a sheet of paper and fill it in.



PREVIEW THE TOPIC

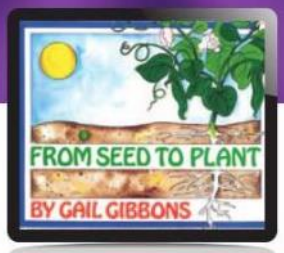
Life Cycles

When you look up at a giant tree, it is hard to imagine that it was once a tiny seed. It was, though! The seed was in the ground. Sunlight and rain helped it to grow. The tree was small at first, but then it grew and grew. After years of growing, it became a full-grown tree. When seeds fall from the tree, more trees will grow. This is the tree's life cycle.

Many plants grow this same way. You will read more about how plants grow in *From Seed to Plant.*

Lesson 25

ANCHOR TEXT



TARGET SKILL

Text and Graphic Features Tell how words and pictures help you understand a text.

GENRE

Informational text gives facts about a topic. As you read, look for:

- pictures and labels
- facts and details
- diagrams that help explain the topic

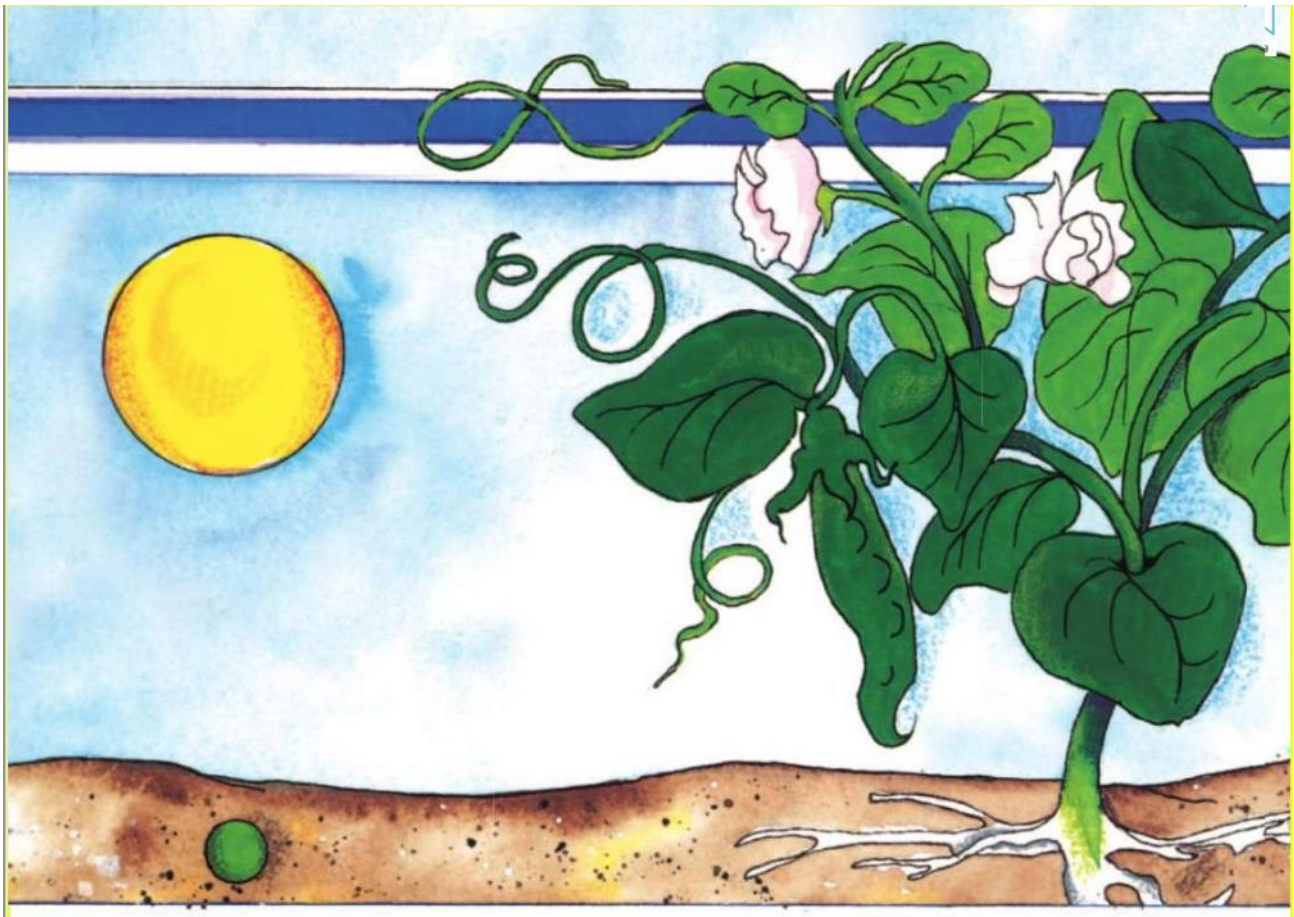
COMMON CORE **RI.2.3** describe the connection between a series of historical events/scientific ideas/steps in technical procedures; **RI.2.7** explain how images contribute to and clarify text; **RI.2.10** read and comprehend informational texts

Go Digital

MEET THE AUTHOR AND ILLUSTRATOR

Gail Gibbons

Gail Gibbons was a very curious child. Her parents say that she always asked a lot of questions. She also loved to draw and paint. One of her first jobs was doing artwork for a children's television show. After that she wrote her first book. Since then she has written more than 135 informational books! She loves her job because she still likes to ask questions. She finds the answers and then writes about them in her books.

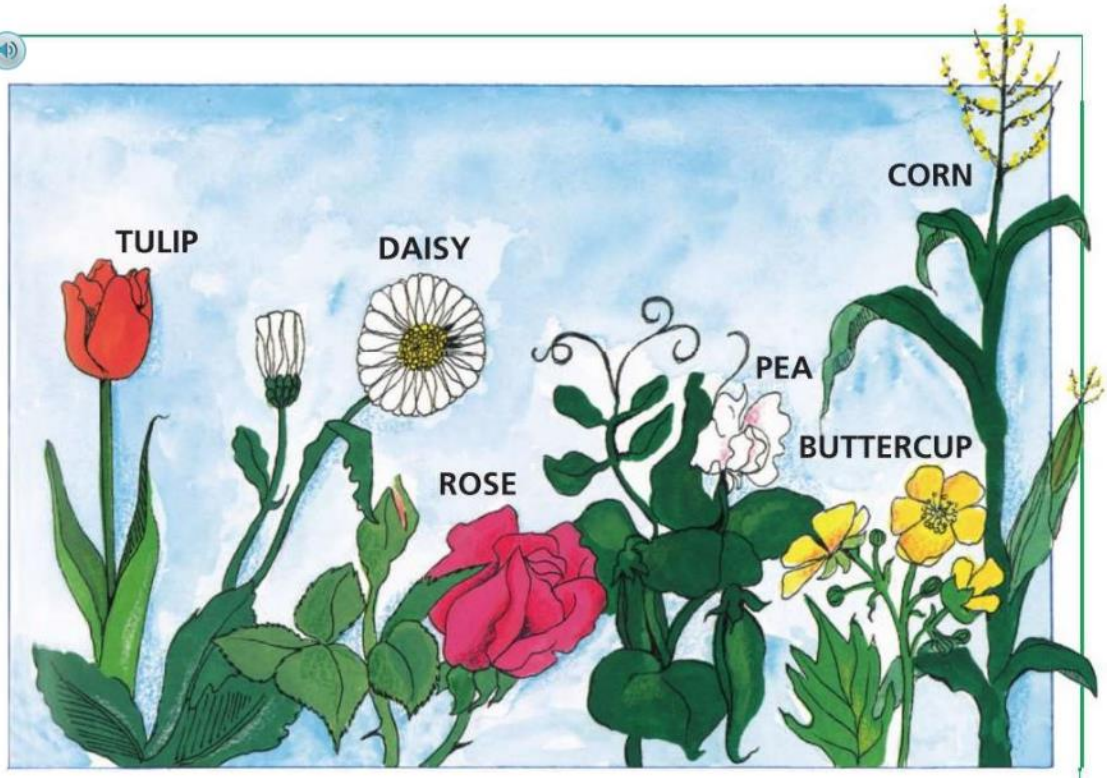


FROM SEED TO PLANT

by Gail Gibbons

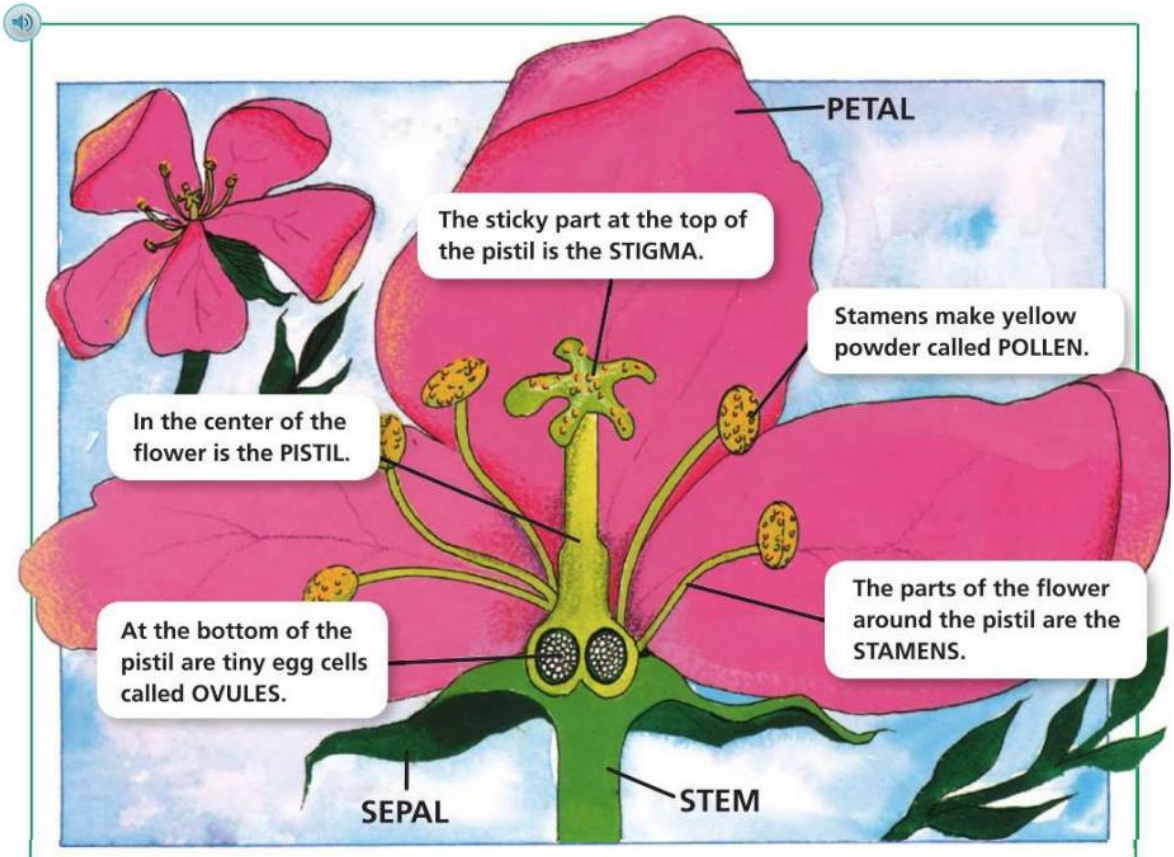
ESSENTIAL QUESTION

How do plants grow and change?



Most plants make seeds. A seed contains the beginning of a new plant. Seeds are different shapes, sizes and colors. All seeds grow into the same kind of plant that made them.

Many plants grow flowers. Flowers are where most seeds begin.



A flower is made up of many parts.

ANALYZE THE TEXT

Text and Graphic Features How does the diagram of the flower help you better understand the information on this page?

Before a seed can begin to grow, a grain of pollen from the stamen must land on the stigma at the top of the pistil of a flower like itself. This is called pollination.

Pollination happens in different ways. Often, wind blows pollen from flower to flower.

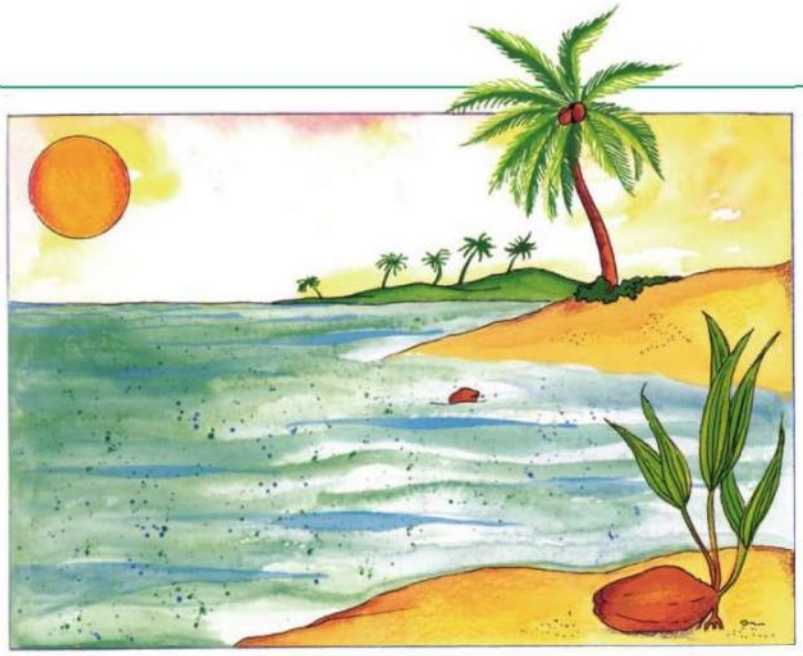
Bees, other insects and hummingbirds help pollinate, too. While they visit flowers for their sweet juice, called nectar, pollen rubs onto their bodies. Then they carry the pollen to another flower where it comes off onto its pistil.

If a pollen grain from a flower lands on the pistil of the same kind of flower, it grows a long tube through the pistil into an ovule. This is the beginning of a seed.

The seeds grow inside the flower, even as the flower begins to die. As the seeds become bigger, a fruit or pod grows around them. The fruit or pod protects the seeds.

When the fruit or pod ripens, it breaks open. The seeds are ready to become new plants.

Some seeds fall to the ground around the base of the plant where they will grow. Some pods or fruits open and the seeds pop out. Sometimes, when birds eat berries, they drop the seeds.

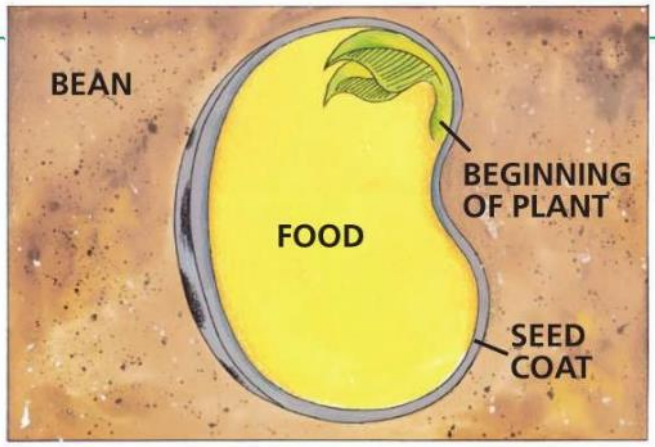


Other seeds fall into streams, ponds, rivers or the ocean. There, they travel on the water until they stick to dirt along a shore.

The wind scatters seeds. Some seeds have fluff on them that lets them float to the ground like tiny parachutes. Others have wings that spin as they fall.

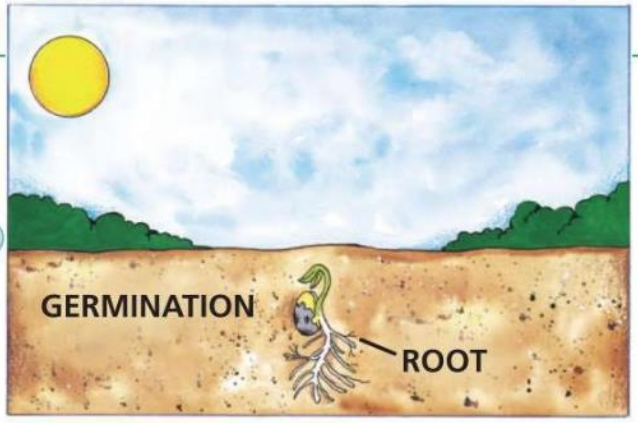
Animals help scatter seeds, too. They hide acorns and nuts in the ground. Some seeds have hooks that stick to the fur of animals or people's clothes. Later, they drop off onto the ground.

A flower bed or vegetable garden is beautiful! Seeds are planted to grow in the gardens. The seeds come in small envelopes or boxes. Directions explain how to plant the seeds and care for the plants.

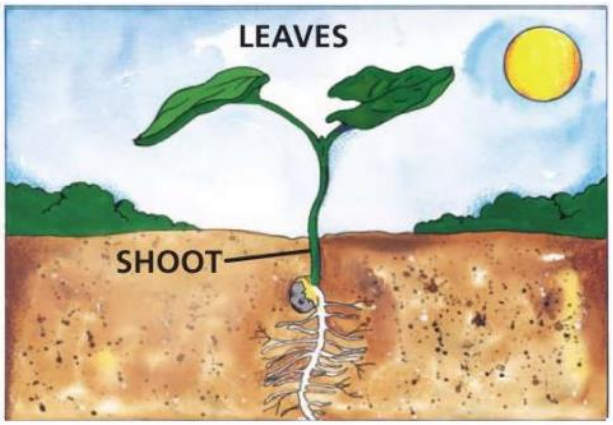


The beginning of a plant is curled up inside each seed. Food is stored inside the seed, too. The seed has a seed coat on the outside to protect it.

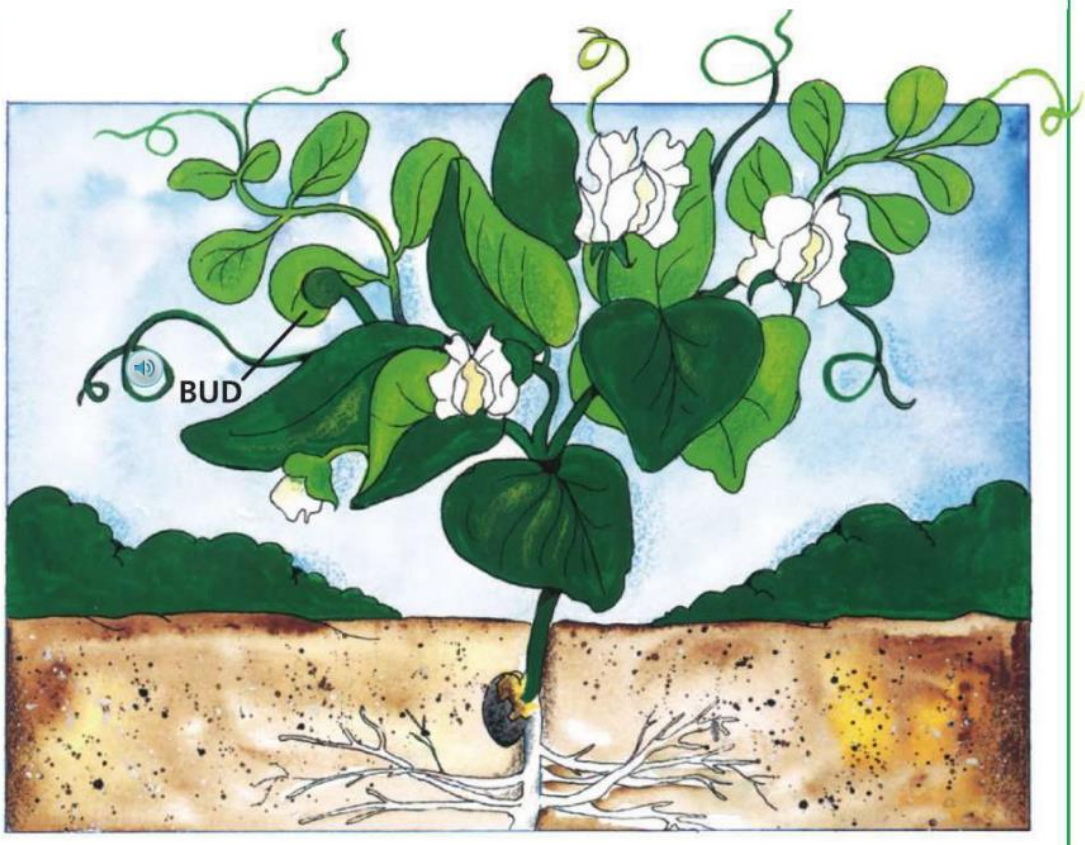
A seed will not sprout until certain things happen. First it must be on or in the soil. Then it needs rain to soak the seed and soften its seed coat.



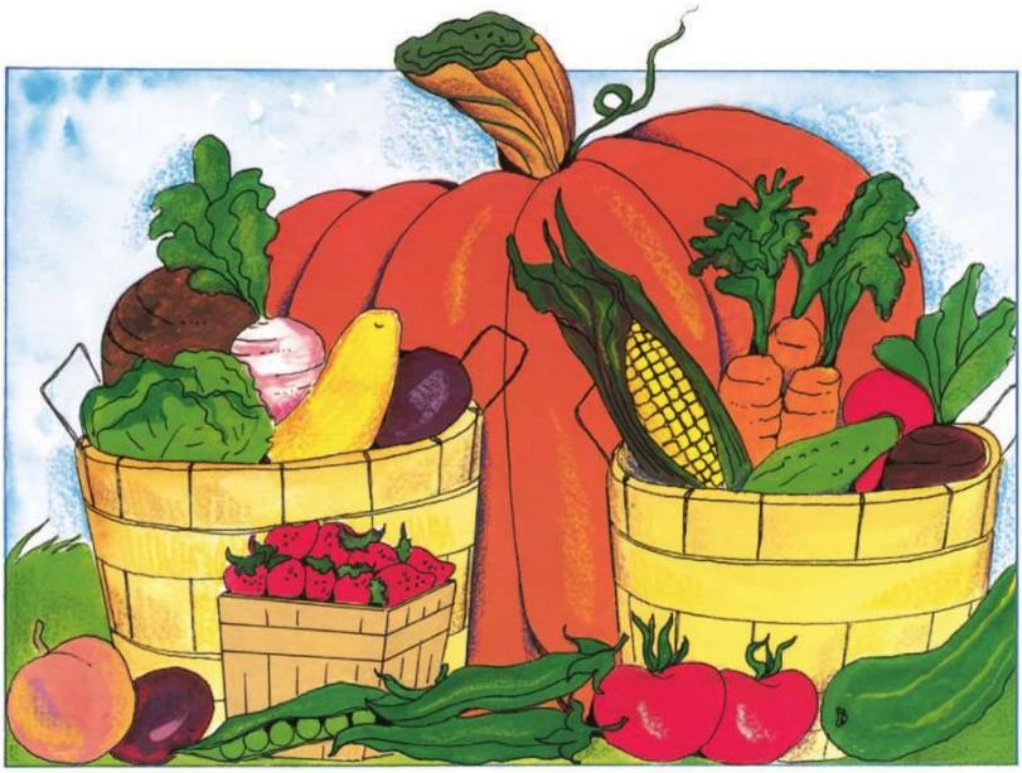
When the sun shines and warms the ground, the seed coat breaks open and the seed begins to grow. This is called germination. A root grows down into the soil. The root takes in water and minerals from the soil for food.



Up grows a shoot. Green leaves grow up from the shoot toward the sun. The plant grows bigger and bigger. The leaves make food for the plant from the water and minerals in the soil, the sunlight, and the air all around the plant.



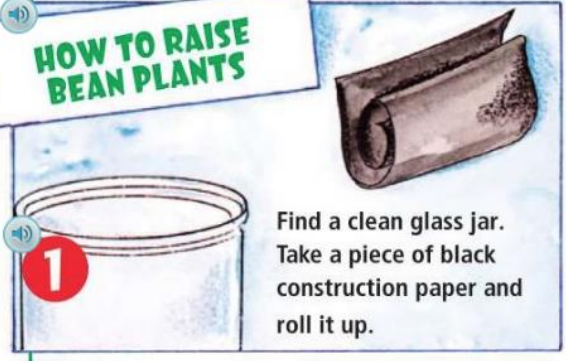
Finally, the plant is full-grown. Buds on the plant open into flowers where new seeds will grow.



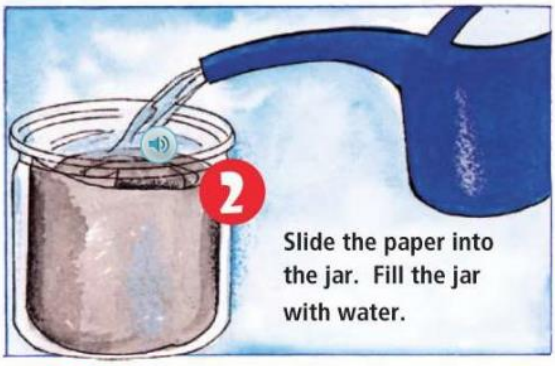
Many of the foods people eat are seeds, fruits and pods. They are full of nutrition, vitamins and minerals and . . . they are tasty, too!

A "FROM SEED TO PLANT" PROJECT

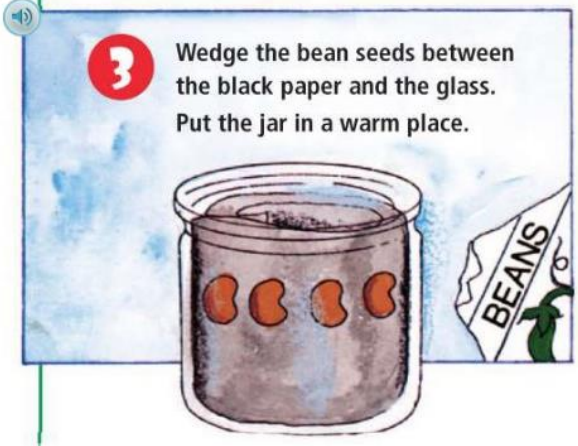
HOW TO RAISE BEAN PLANTS



1 Find a clean glass jar. Take a piece of black construction paper and roll it up.



2 Slide the paper into the jar. Fill the jar with water.



3 Wedge the bean seeds between the black paper and the glass. Put the jar in a warm place.

4 In a few days the seeds will begin to sprout. Watch the roots grow down. The shoots will grow up.

WATCHING YOUR BEAN SEEDS WHILE THEY SPROUT

ANALYZE THE TEXT

Cause and Effect What causes the beans to sprout in the glass container?

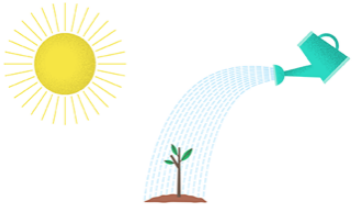
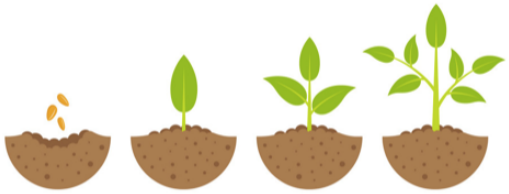

CARING FOR YOUR BEAN PLANTS
5 Put dirt into a big clay pot.
6 Carefully remove the small plants from the glass jar. Place them in the soil, covering them up to the base of their shoots.
7 Water them . . . and watch them grow!

Cause and Effect

Sometimes one event makes another happen. For example, sunlight and water fall on a young plant. As a result, it grows. The plant getting sun and water is the **cause.** The plant growing is the **effect.** As you read, think about how one event causes another to happen as a plant grows. Think about why the events must happen in order.

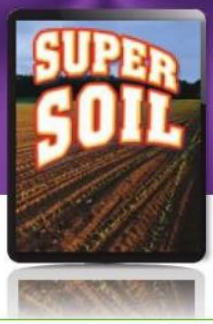
Cause and Effect

After reading From Seed to Plant, think about some of the causes and effects you read about. For example, a cause would be sunlight and water fall on a plant. The effect would be the plant grows. Now it's your turn to come up with your own examples! You can write and draw pictures! When you're finished, you can use your ideas to write sentences on the lined paper. Use neat handwriting, capitols at the beginning of your sentences, and periods at the end!

Cause	**Effect**
Sunlight and water fall on a plant. 	The plant grows. 

Lesson 25

INFORMATIONAL TEXT



GENRE

Informational text gives facts about a topic. This is a science text.

TEXT FOCUS

A **chart** is a drawing that lists information in a clear way.

COMMON CORE

RI.2.7 explain how images contribute to and clarify text; **RI.2.10** read and comprehend informational texts

Go Digital

SUPER SOIL

Soil contains many things. When insects, leaves, and twigs die and break down in the soil, they become humus. Tiny bits of broken rock are also found in soil. Soil holds water and air, too. The amount of humus, rock, air, and water in soil differs from place to place.

FROM THE PAGES OF WEEKLY READER

If someone promised to give you good soil for growing crops, what kind of soil would you be fortunate enough to get? Soil with lots of humus is best for growing crops.

All plants need water. They take water in through roots that grow underneath the ground. They need just the right amount of water for sprouting new growth. Too little water is harmful to plants and may cause drooping leaves.

Corn is an important crop in the United States. To grow, it needs soil with lots of humus.

Deserts are places that get little rain. There is not much humus in desert soil either. Most desert plants have shallow roots. The roots spread out just below the ground to catch rain water. Cactus plants store water in their stems. A creosote bush has waxy leaves that do not lose water in the hot sun. These plants grow well in dry desert soil. Many cactus plants have beautiful flowers. After the flowers have blossomed, they produce many tiny seeds.

Kinds of Soil

Topsoil	Clay Soil	Sandy Soil
• has a lot of humus • is dark in color • is best for plant growth	• is made of tiny clay pieces • is sticky when wet • is brown, red, or yellow	• has a lot of weathered rock • feels gritty • is tan or light brown

Name _____ Date _____

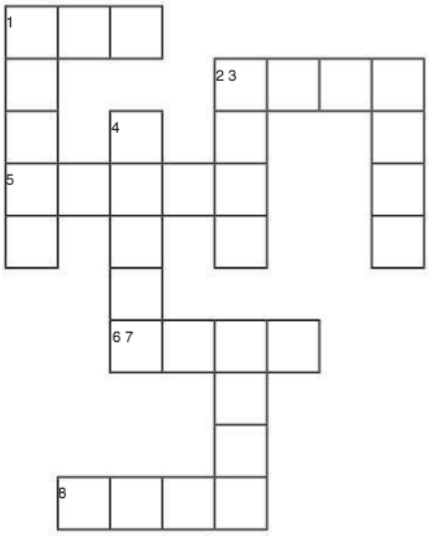
Words with *au, aw, al, o, a*

Complete the puzzle with words that have the vowel sound you hear in *saw*.

Read each clue. Then choose a word from the box.

Word Bank

toss	straw	tall	paw	salt
frost	pause	lost	soft	lawn



ACROSS

1. a dog's foot

2. cannot find

5. something to sip through

6. throw

8. gives food flavor

DOWN

1. a quick stop

2. grass

3. not short

4. icy coating

7. not hard

Name _____ Date _____

Say, Said and *Eat, Ate*

- The verbs *say* and *eat* are **irregular verbs.**
- *Say* tells about an action happening now.
  Said tells about an action in the past.
- *Eat* tells about an action happening now.
  Ate tells about an action in the past.

Happening Now	Happened in the Past
The rabbits **say** they are hungry now.	Then the rabbits **said** they were hungry.
Today, the rabbits **eat** lunch.	The rabbits **ate** lunch yesterday.

Thinking Question
Is the action happening now or did it happen in the past?

Read each sentence. Underline the correct verb. Then rewrite each sentence using the correct verb.

1. Yesterday, the rabbits (eat, ate) carrots. **past**

_____

2. They (say, said) that they were still hungry. **past**

_____

3. Today, they (eat, ate) tomatoes. **now**

_____

4. Now the rabbits (say, said) they are still hungry. **now**

_____

Name _____ Date _____

From Seed to Plant
Phonics: Words with *au, aw, al, o, a*

Words with *au, aw, al, o, a*

In each row, circle the words that have the /aw/ sound as in *saw*.

1. flaw	hog	some	ball	soft
2. talk	cold	drawn	hang	launch
3. smoke	salt	small	faucet	off
4. toss	awful	cane	pale	water
5. mall	chalk	jaw	autumn	yawn

Circle the word that completes the sentence and write it on the line.

6. Paul and I went for a _____.
   frost walk

7. A _____ sat on a high branch.
   haul hawk

8. I saw its sharp _____.
   claws clogs

Name _____ Date _____

Commas in a Series

From Seed to Plant
Grammar: Spiral Review

Draw a line under each correct sentence.

1. Mom's garden has tomatoes, peppers and squash.
   Mom's garden has tomatoes, peppers, and squash.

2. She planted on Sunday, Monday, and Tuesday.
   She planted, on Sunday Monday and Tuesday.

3. We helped her dig plant, and water.
   We helped her dig, plant, and water.

4. I planted the carrots celery and eggplant.
   I planted the carrots, celery, and eggplant.

5. We saw, bees, birds and butterflies on the plants.
   We saw bees, birds, and butterflies on the plants.

6. We will have vegetables in June, July, and August.
   We will have vegetables in, June July and, August.

2 Possessives (singular)

1) Read the sentences.

The sled belongs to Robert. It is _____ sled.

Which correctly fills in the blank?

A) Roberts'

B) Robert's

C) Robertses

D) Roberts's

---

2) Read the sentences.

The money belongs to the people. It is the _____ money.

Which correctly fills in the blank?

A) peoples'

B) peoples's

C) peoples

D) people's

---

3) Read the sentences.

That puppet belongs to my sister. It is my _____ puppet.

Which correctly fills in the blank?

A) sister's

B) sisters

C) sisters'

D) sisters's

---

4) Read the sentences.

The bone belongs to the dog. It is the _____ bone.

Which correctly fills in the blank?

A) dogs'

B) dog's

C) dogs's

D) dogs

---

5) Read the sentences.

The worm belongs to the bird. It is the _____ worm.

Which correctly fills in the blank?

A) bird's

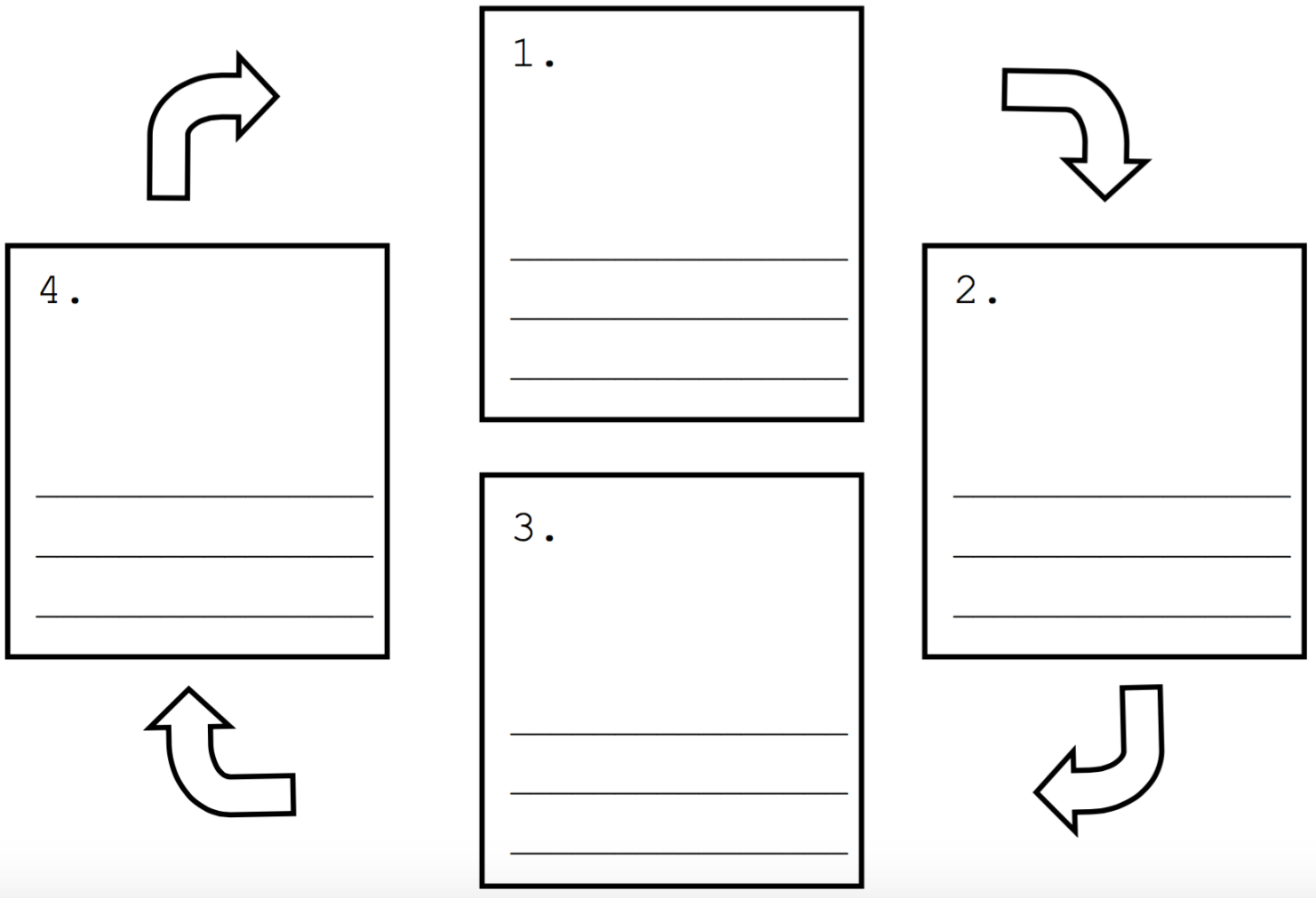
B) birds'

C) birds

D) birds's

Name:_____

Plant Life Cycle – Sequencing



Plant Word Search

plant
seed
stem
leaf
root
sprout
flower
sun
soil
water
air

p	l	a	n	t	v	s	s	o	i	l
a	s	g	h	j	o	n	l	r	w	l
s	p	f	a	s	s	e	e	d	e	w
p	m	l	s	f	t	p	a	y	i	a
r	o	o	t	k	e	a	f	t	p	t
o	r	w	t	o	m	l	d	f	c	e
u	s	e	u	o	d	t	t	a	i	r
t	o	r	m	s	u	n	f	b	d	z