

# **Second Grade**

**May 18th -  
May 29th**

Directions for the weeks of :	May 18 - May 29
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Reading		
I can tell how words in stories, poems or songs can give them rhythm and help people understand them better. (RL.2.4) I can write to tell an organized story with details about events, thoughts and feelings. (W.2.3) I can use collective nouns. (L.2.1)  I can remember and tell different kinds of stories and share what the author is trying to teach (RL.2.2) I can write to tell an organized story with details about events, thoughts and feelings. (W.2.3) I can use apostrophes to make contractions.(L.2.2)		
Date	Time	Directions
5-18	30 min	Pages 3 - 9 in packet : "The Boy in the Box"
5-19	30 min	Page 11 in packet : "The Boy in the Box"
5-20	30 min	Pages 13 - 14 in packet : Time Capsule
5-21	30 min	Pages 16 - 17 in packet : "Selfish"
5-22	30 min	Page 19 SUMMARY - take a picture and send your summary page
5-25	30 min	Pages 22 - 30 in packet : "Different"
5-26	30 min	Page 34 in packet : "Different"
5-27	30 min	Pages 36 - 37 in packet : Time Capsule
5-28	30 min	Pages 39 - 40 in packet : Contractions
5-29	30 min	Page 42 SUMMARY - take a picture and send your summary page

Specials	10-15 min	Choose an activity Art, Music, or PE
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Math		
I can add and subtract up to four 2- digit numbers.(2.NBT.B.6) I can use strategies to add numbers within 1000 and know when to regroup. (2.NBT.B.7)		
Date	Time	Directions
5-18	25 min	Page 10 in packet : Addition Boggle
5-19	25 min	Page 12 in packet : Double Digit Addition
5-20	25 min	Page 15 in packet : Subtraction Boggle
5-21	25 min	Page 18 in packet : Double Digit Subtraction
5-22	25 min	Page 20 SUMMARY - take a picture and send your summary page
5-25	25 min	Pages 31 - 33 in packet : Addition using Strategies
5-26	25 min	Page 35 in packet : Addition using Strategies
5-27	25 min	Page 38 in packet : Subtraction using Strategies
5-28	25 min	Page 41 in packet : Subtraction using Strategies
5-29	25 min	Page 43 SUMMARY - take a picture and send your summary page

\*Students always have the additional option of utilizing some of our amazing electronic resources. Please reach out to your child's teacher if you are in need of any login information for the following sites: Reading Street, Go Math, IXL, & Raz Kids. Some teachers may also have a few other sites to check out. Feel free to ask!

Instrucciones para las semanas de:	18 de mayo - 29 de mayo
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<p style="text-align: center;"><b>Leyendo</b></p> <p>Puedo decir cómo las palabras en cuentos, poemas o canciones pueden darles ritmo y ayudar a las personas a entenderlos mejor. (RL.2.4)</p> <p>Puedo escribir para contar una historia organizada con detalles sobre eventos, pensamientos y sentimientos. (W.2.3)</p> <p>Puedo usar sustantivos colectivos. (L.2.1)</p> <p>Puedo recordar y contar diferentes tipos de historias y compartir lo que el autor está tratando de enseñar (RL.2.2)</p> <p>Puedo escribir para contar una historia organizada con detalles sobre eventos, pensamientos y sentimientos. (W.2.3)</p> <p>Puedo usar apóstrofes para hacer contracciones. (L.2.2)</p>		
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Fecha	Hora	Direcciones
5-18	30 min	Páginas 3 - 9 en el paquete: "El niño en la caja"
5-19	30 min	Página 11 en el paquete: "El niño en la caja"
5-20	30 min	Páginas 13 - 14 en el paquete: Time Capsule
5-21	30 min	Páginas 16 - 17 en el paquete: "egoísta"
5-22	30 min	Página 19 RESUMEN: tome una fotografía y envíe su página de resumen
5-25	30 min	Páginas 22 - 30 en el paquete: "Diferente"
5-26	30 min	Página 34 en el paquete: "Diferente"
5-27	30 min	Páginas 36 - 37 en el paquete: Time Capsule
5-28	30 min	Páginas 39 - 40 en el paquete: Contracciones
5-29	30 min	Página 42 RESUMEN: tome una fotografía y envíe su página de resumen

Especiales	10-15 min	Elige una actividad Arte, Música o Educación Física
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<p style="text-align: center;"><b>Matemáticas</b></p> <p>Puedo sumar y restar hasta cuatro números de 2 dígitos. (2.NBT.B.6)</p> <p>Puedo usar estrategias para agregar números dentro de 1000 y saber cuándo reagruparme. (2.NBT.B.7)</p>		
Fecha	Hora	Direcciones
5-18	25 min	Página 10 en paquete: Adición Boggle
5-19	25 min	Página 12 en el paquete: adición de dos dígitos
5-20	25 min	Página 15 en el paquete: Restar Boggle
5-21	25 min	Página 18 en paquete: resta de dos dígitos
5-22	25 min	Página 20 RESUMEN: tome una fotografía y envíe su página de resumen
5-25	25 min	Páginas 31 - 33 en el paquete: adición usando estrategias
5-26	25 min	Página 35 en el paquete: adición mediante estrategias
5-27	25 min	Página 38 en paquete: Resta usando estrategias
5-28	25 min	Página 41 en el paquete: resta usando estrategias
5-29	25 min	Página 43 RESUMEN: tome una fotografía y envíe su página de resumen

\* Los estudiantes siempre tienen la opción adicional de utilizar algunos de nuestros increíbles recursos electrónicos. Comuníquese con el maestro de su hijo si necesita información de inicio de sesión para los siguientes sitios: Reading Street, Go Math, IXL y Raz Kids. Algunos maestros también pueden tener algunos otros sitios para visitar. ¡Siéntete libre de preguntar!

**Dates: 5/18 - 5/22**

Second Grade					
Morning Message: "Be silly, be honest, be kind." – Ralph Waldo Emerson					
Morning Check-in: What is something you did really well yesterday? What can you improve on today?					

Reading and Writing					
Day	Monday	Tuesday	Wednesday	thursday	Friday
Time	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Learning Target/ Standard	I can tell how words in stories, poems or songs can give them rhythm and help people understand them better. (RL.2.4) I can write to tell an organized story with details about events, thoughts and feelings. (W.2.3) I can use collective nouns. (L.2.1)				
Learning Experiences  Directions	This week we are focusing on poetry and the rhythm/meaning of them. Read the poem "The Boy in The Box" and complete the task on imagery (What I Think It Means).  Pages 3 - 9 in packet.	Re-read the poem "The Boy in The Box" and complete the task on feelings.  Page 11 in packet.	2020 Time Capsule. In the packet you will find the next two pages for our time capsule. Please complete these writing pages.  Pages 13 - 14 in packet	Read the poem "Selfish." Talk/think about what rhythm you hear throughout the poem. Complete the noun sort worksheet when finished.  Pages 16 - 17 in packet.	SUMMARY PAGE  Complete summary/reflection page. Please be sure to send it to your teacher when completed. This can be done through a photo, email, messaging app, or phone call discussion.  Page 19 in packet
How will my teacher know that I have learned this?	On Friday, take a picture of your summary page and send to your teacher by chosen mode of communication (ex.Remind, Class Dojo, email, text, etc.) If no tech, teacher will call and talk about the summary page.				

Movement Break, Art Activity, Music- Choose one activity- 10 minutes
Each special plans 1 daily activity or choice board with directions

MATH					
Day	Monday	Tuesday	Wednesday	Thursday	Friday
Time	25 min	25 min	25 min	25 min	25 min
Standard /Learning Target	I can add and subtract up to four 2- digit numbers.(2.NBT.B.6)				
Learning Experiences Directions	<p>This week we will be reviewing adding and subtracting two digit numbers. Play addition boggle today. Write any 2 digit number in the left 20 square boxes (do not repeat numbers). Then use the right 12 rectangles to create facts and solve them.</p> <p>Page 10 in packet</p>	<p>Complete the worksheet on adding 3 double digit numbers.</p> <p>Page 12 in packet</p>	<p>Play subtraction boggle today. Write any 2 digit number in the left 20 square boxes (do not repeat numbers). Then use the right 12 rectangles to create facts and solve them.</p> <p>Page 15 in packet</p>	<p>Complete the worksheet on subtracting the double digit numbers.</p> <p>Page 18 in packet</p>	<p>SUMMARY PAGE</p> <p>Complete summary/reflection page. Please be sure to send it to your teacher when completed. This can be done through a photo, email, messaging app, or phone call discussion.</p> <p>Page 20 in packet</p>
How will my teacher know that I have learned this?	<p>On Friday, take a picture of your summary page and send to your teacher by chosen mode of communication (ex.Remind, Class Dojo, email, text, etc.)</p> <p>If no tech, teacher will call and talk about the summary page.</p>				

**\*Make sure to be reading daily: books, magazines, cereal boxes - whatever you have available! Students always have the additional option of utilizing some of our amazing electronic resources. Please reach out to your child's teacher if you are in need of any login information for the following sites: Reading Street, Go Math, IXL, & Raz Kids. Some teachers may also have a few other sites to check out. Feel free to ask!**

Dates: 5/18 - 5/22

<b>segundo grado</b>					
Mensaje de la mañana: "Sé tonto, sé honesto, sé amable". - Ralph Waldo Emerson					
Check-in matutino: ¿Qué es lo que hiciste realmente bien ayer? ¿Qué puedes mejorar hoy?					

<b>Leyendo y escribiendo</b>					
Día	lunes	martes	miércoles	jueves	viernes
Hora	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Objetivo de aprendizaje / estándar	Puedo decir cómo las palabras en cuentos, poemas o canciones pueden darles ritmo y ayudar a las personas a entenderlos mejor. (RL.2.4) Puedo escribir para contar una historia organizada con detalles sobre eventos, pensamientos y sentimientos. (W.2.3) Puedo usar sustantivos colectivos. (L.2.1)				
Experiencias de aprendizaje  Direcciones	Esta semana nos estamos enfocando en la poesía y el ritmo / significado de ellas. Lea el poema "El niño en la caja" y complete la tarea sobre imágenes (Lo que creo que significa).  Páginas 3 - 9 en paquete.	Vuelva a leer el poema "El niño en la caja" y complete la tarea sobre los sentimientos.  Página 11 en paquete.	Cápsula del tiempo 2020. En el paquete encontrará las siguientes dos páginas para nuestra cápsula del tiempo. Por favor complete estas páginas de escritura.  Páginas 13 - 14 en paquete	Lee el poema "egoísta". Hable / piense qué ritmo escucha a lo largo del poema. Complete la hoja de trabajo de clasificación de sustantivos cuando haya terminado.  Páginas 16 - 17 en paquete.	<b>PÁGINA DE RESUMEN</b>  Página completa de resumen / reflexión. Asegúrese de enviárselo a su maestro cuando lo haya completado. Esto se puede hacer a través de una foto, correo electrónico, aplicación de mensajería o conversación telefónica.  Página 19 en paquete
¿Cómo sabrá mi maestro que he aprendido esto?	El viernes, tome una fotografía de su página de resumen y envíela a su maestro por el modo de comunicación elegido (por ejemplo, Recordatorio, Dojo de clase, correo electrónico, texto, etc.) Si no hay tecnología, el maestro llamará y hablará sobre la página de resumen.				

<b>Descanso de movimiento, actividad artística, música: elija una actividad: 10 minutos</b>
Cada plan especial 1 actividad diaria o tablero de elección con instrucciones

Matemáticas					
Día	lunes	martes	miércoles	jueves	viernes
Hora	25 min	25 min	25 min	25 min	25 min
Objetivo de aprendizaje / estándar	Puedo sumar y restar hasta cuatro números de 2 dígitos. (2.NBT.B.6)				
Experiencias de aprendizaje  Direcciones	<p>Esta semana estaremos revisando sumar y restar números de dos dígitos. Juega boggle además hoy. Escriba cualquier número de 2 dígitos en los 20 cuadros cuadrados de la izquierda (no repita los números). Luego usa los 12 rectángulos correctos para crear hechos y resolverlos.</p> <p>Página 10 en paquete</p>	<p>Complete la hoja de trabajo al sumar 3 números de dos dígitos.</p> <p>Página 12 en paquete</p>	<p>Juega boggle resta hoy. Escriba cualquier número de 2 dígitos en los 20 cuadros cuadrados de la izquierda (no repita los números). Luego usa los 12 rectángulos correctos para crear hechos y resolverlos.</p> <p>Página 15 en paquete</p>	<p>Complete la hoja de trabajo al restar los números de dos dígitos.</p> <p>Página 18 en paquete</p>	<p><b>PÁGINA DE RESUMEN</b></p> <p>Página completa de resumen / reflexión. Asegúrese de enviárselo a su maestro cuando lo haya completado. Esto se puede hacer a través de una foto, correo electrónico, aplicación de mensajería o conversación telefónica.</p> <p>Página 20 en paquete</p>
¿Cómo sabrá mi maestro que he aprendido esto?	<p>El viernes, tome una fotografía de su página de resumen y envíela a su maestro por el modo de comunicación elegido (por ejemplo, Recordatorio, Dojo de clase, correo electrónico, texto, etc.)</p> <p>Si no hay tecnología, el maestro llamará y hablará sobre la página de resumen.</p>				

**\* Asegúrese de leer a diario: libros, revistas, cajas de cereales, ¡lo que tenga disponible! Los estudiantes siempre tienen la opción adicional de utilizar algunos de nuestros increíbles recursos electrónicos. Comuníquese con el maestro de su hijo si necesita información de inicio de sesión para los siguientes sitios: Reading Street, Go Math, IXL y Raz Kids. Algunos maestros también pueden tener algunos otros sitios para visitar. ¡Siéntete libre de preguntar!**

# The Boy in the Box

*A Reading A-Z Poetry Book*

*Word Count: 122*



Reading A-Z

Visit [www.readinga-z.com](http://www.readinga-z.com)  
for thousands of books and materials.

POETRY

# The Boy in the Box



Written by Edie Evans • Illustrated by Holly Hatam

[www.readinga-z.com](http://www.readinga-z.com)





There once was a boy  
who lived in a box.  
It was so warm and snug,  
that he didn't need socks.



Then guess what he did?  
He opened the lid!  
He wanted to see the Outside.





The first things he found  
were some socks on the ground.  
He donned them  
and wore them with pride.



But Outside seemed strange  
and out of his range—  
a world both unnatural and eerie.





Outside was too loud.  
He no longer felt proud  
and grew most incredibly weary.



So the boy, wearing thin,  
popped the lid and crawled in,  
back to his snug little box.



And closing the lid,  
he denied what he did  
till he looked at his feet  
and saw socks . . .

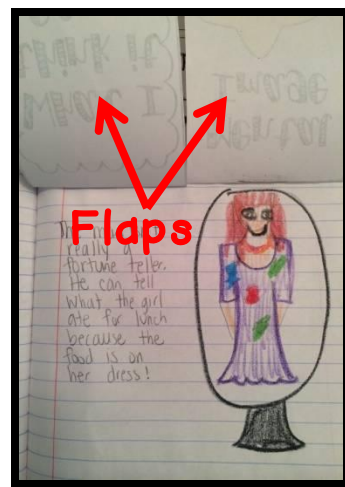




# Poetry Response: Imagery

## Materials needed:

- ☐ Composition notebooks {these are more durable than spiral notebooks}
- ☐ Scissors
- ☐ Glue (white glue works best for long-term durability)
- ☐ Crayons/colored pencils
- ☐ Pencils
- ☐ Colored paper (optional)

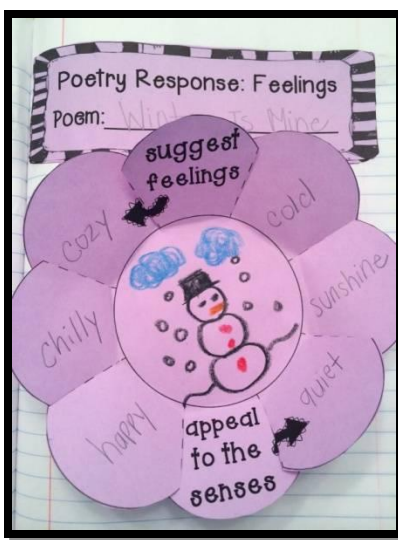
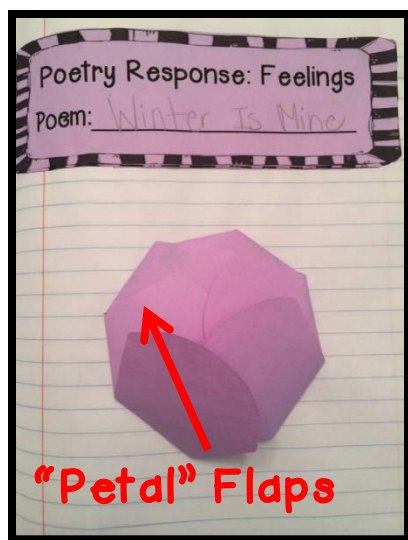


**Directions:** Print and copy page 3. Have students decorate/color in the template as desired. Cut out the entire template. Place small dots of glue along the backside of the tab. Once dry, cut along the center line to create two flaps. Students can then fill in their response and drawing under each flap.

# Poetry Response: Feelings

## Directions:

Print and copy page 4. Have students cut out the entire "flower" template. Next, cut along the dotted lines on each "petal". Fold down each flap inward to create creases. Glue the flower down by placing dots of



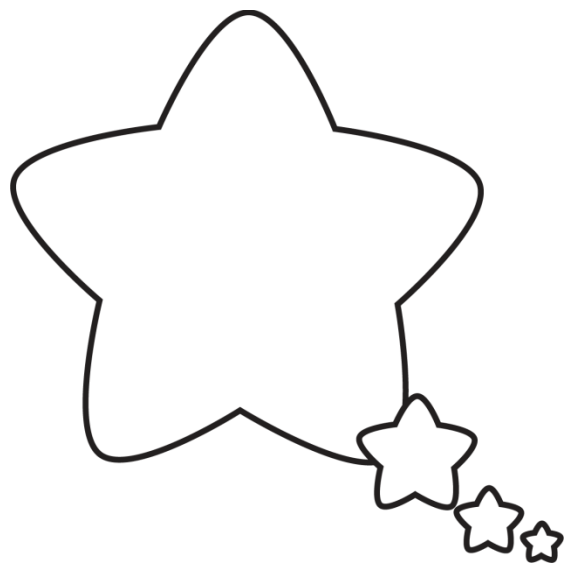
glue on the backside of the center of the flower. Have students write down 3 words that suggest feelings in the poem and 3 words that appeal to the senses on each flower petal flap. They can draw a picture to go along with the poem in the center of the "flower".

# Poetry Response: Imagery

Poem: \_\_\_\_\_

What I  
think it  
means...

Mental  
Image



# NUMBER BOGGLE

addition

Directions: Write you own numbers in the boxes. Choose any 2 numbers on the board and solve for the sum.



# Poetry Response: Feelings

Poem: \_\_\_\_\_

suggest  
feelings



appeal  
to the  
senses







Name: \_\_\_\_\_

CCSS 2.NBT.5 Fluently add and subtract within 100.....

**Adding Three 2-Digit Numbers Regrouping** **Directions:** Find the sums.

$$\begin{array}{r} 25 \\ 32 \\ +29 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ 23 \\ +27 \\ \hline \end{array}$$

$$\begin{array}{r} 06 \\ 42 \\ +33 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ 13 \\ +16 \\ \hline \end{array}$$

$$\begin{array}{r} 03 \\ 32 \\ +49 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ 23 \\ +43 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ 10 \\ +29 \\ \hline \end{array}$$

$$\begin{array}{r} 43 \\ 26 \\ +08 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ 36 \\ +23 \\ \hline \end{array}$$

$$\begin{array}{r} 05 \\ 35 \\ +24 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ 32 \\ +26 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ 35 \\ +23 \\ \hline \end{array}$$

\_\_\_\_ I double checked my work.

# 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

# LETTER TO MYSELF

DEAR,

LOVE,

# NUMBER BOGGLE

S U B T R A C T

Directions: Write you own numbers in the boxes. Choose any 2 numbers on the board and solve for the difference.



# Selfish

On Baker Street there lives a boy  
Who doesn't like to share.

His name is Nicky and I think  
This "rule" of his is really unfair!

His Legos are off limits,  
He won't let us play his Wii,  
And when my sister had the flu  
He wouldn't loan us *Toy Story 3*!

His mom has tried to help us -  
She begs but he doesn't care.  
It's hard to be friends with a  
30-year-old kid  
Who doesn't like to share.



by abby spanner, 2013

# "Selfish" Noun Sort

Read the poem "Selfish" and look for the nouns. Sort them into the chart below.

COmmOn	PrOper

## REMEMBER:

Words that name any person, place, thing, animal or idea are common nouns.

Nouns that name a special person, place, thing, animal or idea are proper nouns. They begin with a capital letter.

Name: \_\_\_\_\_

## Subtraction True or False

Directions: Circle the problems that are solved correctly. Write the correct answer below any incorrect problems.

$\begin{array}{r} 58 \\ - 49 \\ \hline 17 \end{array}$	$\begin{array}{r} 83 \\ - 25 \\ \hline 57 \end{array}$	$\begin{array}{r} 37 \\ - 18 \\ \hline 19 \end{array}$	$\begin{array}{r} 92 \\ - 64 \\ \hline 38 \end{array}$								
<table border="1" style="display: inline-table; width: 60px; height: 60px; vertical-align: middle;"><tr><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td></tr></table>			<table border="1" style="display: inline-table; width: 60px; height: 60px; vertical-align: middle;"><tr><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td></tr></table>			<table border="1" style="display: inline-table; width: 60px; height: 60px; vertical-align: middle;"><tr><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td></tr></table>			<table border="1" style="display: inline-table; width: 60px; height: 60px; vertical-align: middle;"><tr><td style="width: 30px; height: 30px;"></td><td style="width: 30px; height: 30px;"></td></tr></table>		

Anna counted the leaves left on the tree outside of her window. On Monday there were 83. On Tuesday she watched 28 leaves blow away and on Wednesday 11 more fell to the ground.

She wrote the following equation to measure how many leaves were left on the tree. Do you agree with Anna? Why or why not?

$$83 - 39 = 44$$

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Name \_\_\_\_\_

## ELA Learning Log

### Activity Reflection/Summary

Draw a picture or write a sentence about this week's ELA focus.

How do you feel about this week's focus?



My favorite activity this week was

because

Here is what I know about this week's focus area(s):



Name \_\_\_\_\_

## Math Learning Log

### Activity Reflection/Summary

Draw a diagram or write a sentence about what you did this week for math.

How do you feel about this week's math?



My favorite activity this week was

because

Here is what I know about this week's topic:

**Dates: 5/25 - 5/29**

**Second Grade**

Morning Message: "Always keep a positive mindset, it will improve your outlook on the world." – Roald Dahl

Morning Check-in: What is something you did really well yesterday? What can you improve on today?

**Reading and Writing**

Day	Monday	Tuesday	Wednesday	thursday	Friday
Time	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Learning Target/ Standard	I can remember and tell different kinds of stories and share what the author is trying to teach (RL.2.2) I can write to tell an organized story with details about events, thoughts and feelings. (W.2.3) I can use apostrophes to make contractions.(L.2.2)				
Learning Experiences  Directions	Read the story "Different" Discuss/think about any vocabulary words and discuss/answer the questions on what the author is trying to teach.  Pages 22 - 30 in packet	Re-read the story "Different" and discuss/answer the questions on what the author is trying to teach.  Page 34 in packet	2020 Time Capsule. In the packet you will find the last two pages for our time capsule. Please complete these writing pages.  Pages 36 - 37 in packet	Complete the homophone and contractions worksheets relating to the story "Different."  Pages 39 - 40 in packet	SUMMARY PAGE  Complete summary/reflection page. Please be sure to send it to your teacher when completed. This can be done through a photo, email, messaging app, or phone call discussion.  Page 42 in packet
How will my teacher know that I have learned this?	On Friday, take a picture of your summary page and send to your teacher by chosen mode of communication (ex.Remind, Class Dojo, email, text, etc.) If no tech, teacher will call and talk about the summary page.				

**Movement Break, Art Activity, Music- Choose one activity- 10 minutes**

Each special plans 1 daily activity or choice board with directions

MATH					
Day	Monday	Tuesday	Wednesday	Thursday	Friday
Time	25 min	25 min	25 min	25 min	25 min
standard /learning target	I can use strategies to add numbers within 1000 and know when to regroup. (2.NBT.B.7)				
Learning Experiences Directions	<p>This week we will be focusing on solving addition and subtraction problems. Please look over the different strategies students can use. Whatever works for them! Complete the addition worksheet using one of the strategies.</p> <p>Pages 31 - 33 in packet</p>	<p>Complete the addition worksheet using one of the strategies taught to students.</p> <p>Page 35 in packet</p>	<p>Complete the subtraction worksheet using one of the strategies taught to students.</p> <p>Page 38 in packet</p>	<p>Complete the subtraction worksheet using one of the strategies taught to students.</p> <p>Page 41 in packet</p>	<p>SUMMARY PAGE</p> <p>Complete summary/reflection page. Please be sure to send it to your teacher when completed. This can be done through a photo, email, messaging app, or phone call discussion.</p> <p>Page 43 in packet</p>
How will my teacher know that I have learned this?	<p>On Friday, take a picture of your summary page and send to your teacher by chosen mode of communication (ex.Remind, Class Dojo, email, text, etc.)</p> <p>If no tech, teacher will call and talk about the summary page.</p>				

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**Dates: 5/25 - 5/29**

<b>segundo grado</b>
Mensaje de la mañana: "Mantenga siempre una mentalidad positiva, mejorará su perspectiva del mundo". - Roald Dahl
Check-in matutino: ¿Qué es lo que hiciste realmente bien ayer? ¿Qué puedes mejorar hoy?

<b>Leyendo y escribiendo</b>					
Día	lunes	martes	miércoles	jueves	viernes
Hora	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Objetivo de aprendizaje / estándar	Puedo recordar y contar diferentes tipos de historias y compartir lo que el autor está tratando de enseñar (RL.2.2) Puedo escribir para contar una historia organizada con detalles sobre eventos, pensamientos y sentimientos. (W.2.3) Puedo usar apóstrofes para hacer contracciones. (L.2.2)				
Experiencias de aprendizaje  Direcciones	Lea la historia "Diferente" Discuta / piense sobre cualquier vocabulario y discuta / responda las preguntas sobre lo que el autor está tratando de enseñar.  Páginas 22 - 30 en paquete	Vuelva a leer la historia "Diferente" y discuta / responda las preguntas sobre lo que el autor está tratando de enseñar.  Página 34 en paquete	Cápsula del tiempo 2020. En el paquete encontrará las dos últimas páginas para nuestra cápsula del tiempo. Por favor complete estas páginas de escritura.  Páginas 36 - 37 en paquete	Complete las hojas de trabajo de homófono y contracciones relacionadas con la historia "Diferente".  Páginas 39 - 40 en paquete	<b>PÁGINA DE RESUMEN</b>  Página completa de resumen / reflexión. Asegúrese de enviárselo a su maestro cuando lo haya completado. Esto se puede hacer a través de una foto, correo electrónico, aplicación de mensajería o conversación telefónica.  Página 42 en paquete
¿Cómo sabrá mi maestro que he aprendido esto?	El viernes, tome una fotografía de su página de resumen y envíela a su maestro por el modo de comunicación elegido (por ejemplo, Recordatorio, Dojo de clase, correo electrónico, texto, etc.) Si no hay tecnología, el maestro llamará y hablará sobre la página de resumen.				

<b>Descanso de movimiento, actividad artística, música: elija una actividad: 10 minutos</b>
Cada plan especial 1 actividad diaria o tablero de elección con instrucciones

Matemáticas					
Día	lunes	martes	miércoles	jueves	viernes
Hora	25 min	25 min	25 min	25 min	25 min
Objetivo de aprendizaje / estándar	Puedo usar estrategias para agregar números dentro de 1000 y saber cuándo reagruparme. (2.NBT.B.7)				
Experiencias de aprendizaje  Direcciones	<p>Esta semana nos centraremos en resolver problemas de suma y resta. Revise las diferentes estrategias que los estudiantes pueden usar. ¡Lo que sea que funcione para ellos! Complete la hoja de trabajo de suma usando una de las estrategias.</p> <p>Páginas 31 - 33 en paquete</p>	<p>Complete la hoja de trabajo adicional usando una de las estrategias que se les enseña a los estudiantes.</p> <p>Página 35 en paquete</p>	<p>Complete la hoja de trabajo de resta usando una de las estrategias que se enseñan a los estudiantes.</p> <p>Página 38 en paquete</p>	<p>Complete la hoja de trabajo de resta usando una de las estrategias que se enseñan a los estudiantes.</p> <p>Página 41 en paquete</p>	<p><b>PÁGINA DE RESUMEN</b></p> <p>Página completa de resumen / reflexión. Asegúrese de enviárselo a su maestro cuando lo haya completado. Esto se puede hacer a través de una foto, correo electrónico, aplicación de mensajería o conversación telefónica.</p> <p>Página 43 en paquete</p>
¿Cómo sabrá mi maestro que he aprendido esto?	<p>El viernes, tome una fotografía de su página de resumen y envíela a su maestro por el modo de comunicación elegido (por ejemplo, Recordatorio, Dojo de clase, correo electrónico, texto, etc.)</p> <p>Si no hay tecnología, el maestro llamará y hablará sobre la página de resumen.</p>				

**\* Asegúrese de leer a diario: libros, revistas, cajas de cereales, ¡lo que tenga disponible! Los estudiantes siempre tienen la opción adicional de utilizar algunos de nuestros increíbles recursos electrónicos. Comuníquese con el maestro de su hijo si necesita información de inicio de sesión para los siguientes sitios: Reading Street, Go Math, IXL y Raz Kids. Algunos maestros también pueden tener algunos otros sitios para visitar. ¡Siéntete libre de preguntar!**

# Different



Written by Larry Fleece  
Illustrated by Dani Jones

[www.readinga-z.com](http://www.readinga-z.com)

## Focus Question

How does bullying make those involved feel?

## Words to Know

deaf	playground
insult	sense
keep-away	teasing

Different  
Level K Leveled Book  
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Written by Larry Fleece  
Illustrated by Dani Jones

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## Correlation

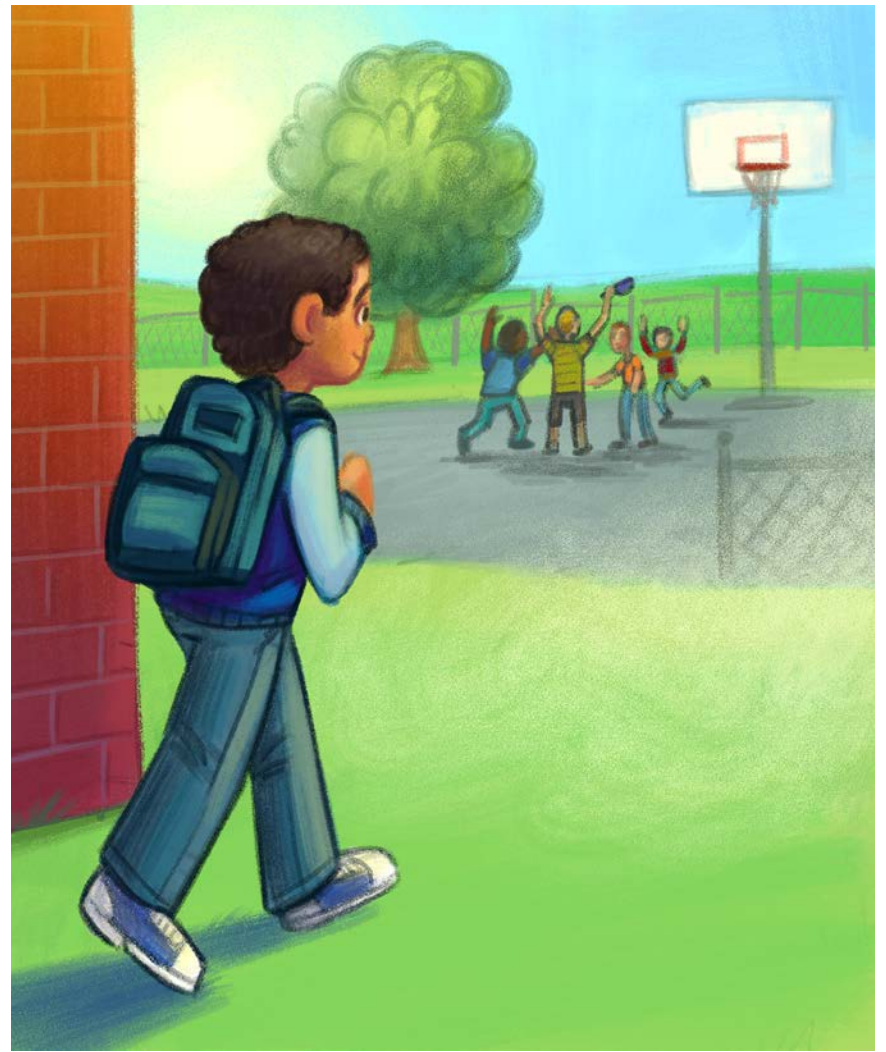
### LEVEL K

Fountas & Pinnell	J
Reading Recovery	17
DRA	18



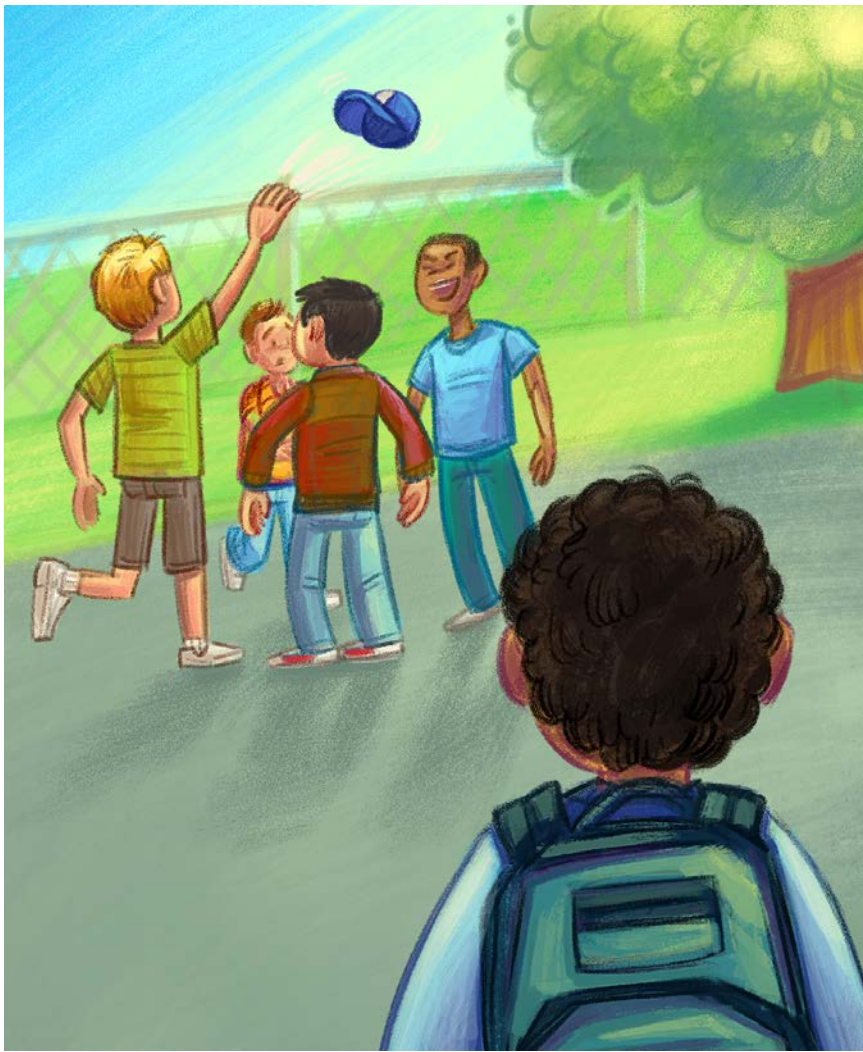


Kevin finished his homework in the library after school and hurried out. He hoped there were still enough guys around for a good game of basketball.



Kevin turned the corner toward the schoolyard. He could see some boys across the **playground**. They were all making noise and having fun. He was glad they were still there.





As Kevin came closer to the boys, he could **sense** that something was wrong. The boys were grouped closely together, and their cheers sounded more like **teasing**.



When Kevin reached the others, he could see what was going on. The group was throwing a baseball cap back and forth. They were playing **keep-away** from one boy in the middle. His name was Joey, and he was **deaf**.

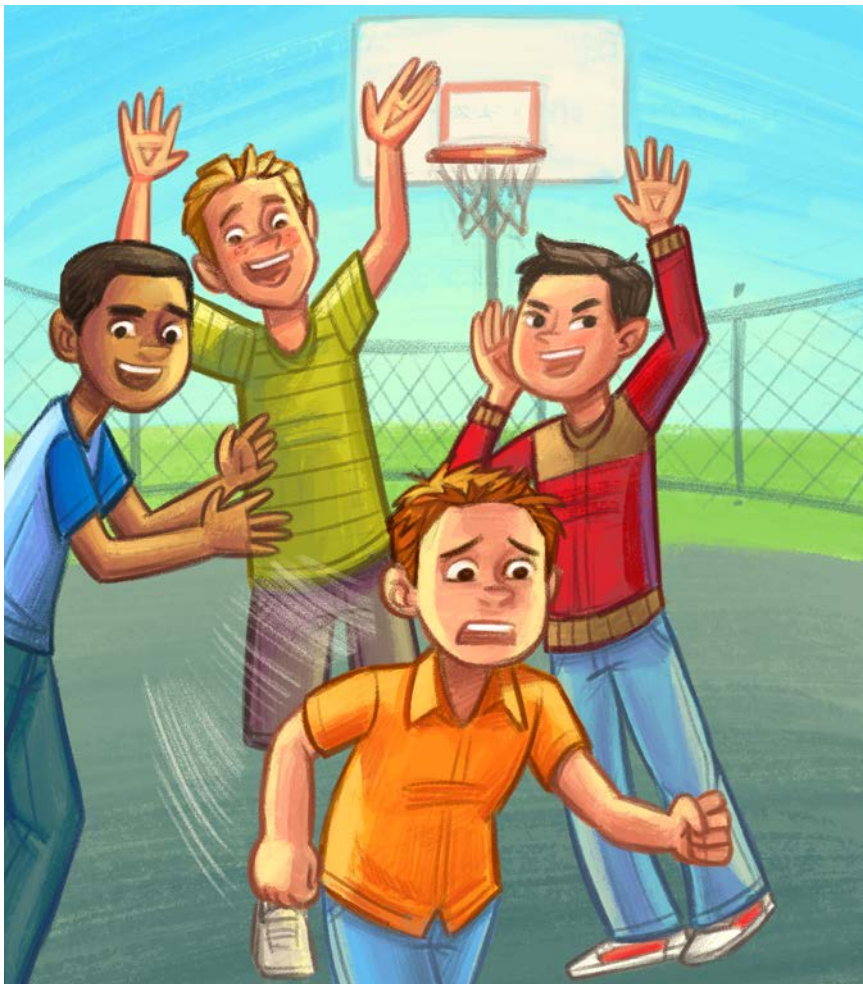




“What’s the matter, Joey?” they teased. “Poor little Joey wants his cap back?” They laughed as they tossed the cap from one boy to the next. Joey ran and jumped in between them, but he couldn’t catch his cap.



“Hey, Kevin! Here!” one of the boys shouted as Kevin approached them. The boy tossed Joey’s cap to Kevin.



All the boys shouted and waved their arms, calling for the cap back from Kevin. Joey ran over and stopped in front of Kevin. Kevin could see that Joey's face was streaked with tears.



"Come on, Kevin! Throw it here!" the other boys shouted. Joey stood silent. His hair was a mess, and his clothes were damp with sweat.





Kevin handed the cap to Joey.

Joey looked at Kevin for a moment, then pulled on his cap and ran away. The other boys booed and shouted at Kevin.



“Awww, look at the BFFs!” they teased. “More like DFFs—deaf friends forever. Hey, are you going to hang out and not hear things together?”



Now Kevin found himself in the middle of the crowd of boys. They closed in around him. Kevin had to say something.



“That **insult** doesn’t even make sense. You guys shouldn’t pick on Joey just because he’s different,” Kevin said. “Think how hard it must be to be deaf, and think how much you’ve hurt his feelings!”





Kevin didn't feel like playing basketball with those guys anymore. He broke through the boys and ran after Joey.

## Glossary


<b>deaf</b> ( <i>adj.</i> )	able to hear little or nothing at all (p. 6)
<b>insult</b> ( <i>n.</i> )	a rude or offensive remark or action (p. 14)
<b>keep-away</b> ( <i>n.</i> )	a game in which two or more people try to keep something away from another (p. 6)
<b>playground</b> ( <i>n.</i> )	a place for outdoor play, often near a school (p. 4)
<b>sense</b> ( <i>v.</i> )	to become aware of something (p. 5)
<b>teasing</b> ( <i>n.</i> )	an act of making fun of someone (p. 5)

Name \_\_\_\_\_

**Instructions:** Think about the author's purpose(s) for writing *Different*, and check the appropriate box(es). Write examples from the story to support your thinking under *Evidence*.

<input type="checkbox"/> To Inform	<b>Evidence:</b>
------------------------------------	------------------

Different • Level K • 1

<input type="checkbox"/> To Entertain 	<b>Evidence:</b>
--	------------------

<input type="checkbox"/> To Persuade	<b>Evidence:</b>
--------------------------------------	------------------

Skill: Author's Purpose



# Possible Strategies to Use

## Solve Multi-Digit ADDITION PROBLEMS

Two-digit Addition	Three-digit Addition
<b>Break Apart</b> $89 + 34 = 123$ $80 + 30 = 110$ $9 + 4 = 13$ $110 + 13 = 123$	<b>Break Apart</b> $389 + 253 = 642$ $300 + 200 = 500$ $80 + 50 = 130$ $9 + 3 = 12$ $500 + 130 + 12 = 642$
<b>Use a number line</b> $89 + 34 = 123$ 	<b>Use a number line</b> $389 + 253$ 
<b>Vertical addition</b> $\begin{array}{r} 89 \\ + 34 \\ \hline 123 \end{array}$	<b>Vertical addition</b> $\begin{array}{r} 389 \\ + 253 \\ \hline 642 \end{array}$
<b>algorithm</b> $\begin{array}{r} 89 \\ + 34 \\ \hline 123 \end{array}$	<b>algorithm</b> $\begin{array}{r} 389 \\ + 253 \\ \hline 642 \end{array}$

whatihavelearnedteaching.com

### Our Subtraction Strategies

#### 388 - 151

**Estimation**  
to the nearest 100  
 $388 \rightarrow 400$   
 $151 \rightarrow 200$   
 about 200

**Expanded Form**  
 $388 = 300 + 80 + 8$   
 $151 = 100 + 50 + 1$

**Standard Way**  

$$\begin{array}{r} 388 \\ - 151 \\ \hline 237 \end{array}$$
 \*always biggest # first\*

**Number Line**  
 $151 = 100 + 50 + 1$   
 $388 - 100 = 288$   
 $288 - 50 = 238$   
 $238 - 1 = 237$

**Base 10 Blocks**  

 what's left?  
 $200 + 30 + 7 = 237$

**To check answer, you can add!**  

$$\begin{array}{r} 237 \\ + 151 \\ \hline 388 \end{array}$$
 ✓



# Our Hundreds Chart

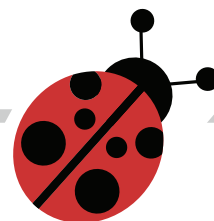
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Spring Three-Digit Addition Check-in



Choose a strategy and solve. Show your work.

Problem	Work Space	Answer
1. $202 + 138 =$		
2. $310 + 234 =$		
3. $673 + 56 =$		
4. $544 + 123 =$		
5. $460 + 132 =$		

Name \_\_\_\_\_

Date \_\_\_\_\_

Title of Book/Poem \_\_\_\_\_

The author is trying to teach us that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

I know this because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

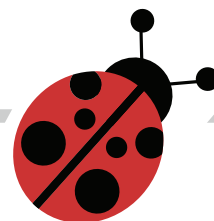


Draw an important scene from the book that is **evidence** of what the author is trying to teach:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Spring Three-Digit Addition Check-in



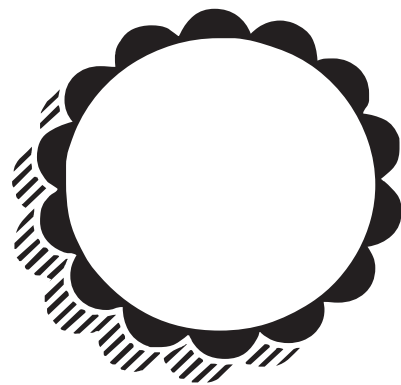
Choose a strategy and solve. Show your work.

Problem	Work Space	Answer
$6.748 + 121 =$		
$7.534 + 101 =$		
$8.274 + 203 =$		
$9.438 + 236 =$		
$10.810 + 108 =$		

# INTERVIEW YOUR PARENTS

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 : \_\_\_\_\_

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

\_\_\_\_\_

FAVOURITE FOOD TO BAKE: \_\_\_\_\_

FAVOURITE TIME OF DAY: \_\_\_\_\_

GOAL/S FOR AFTER THIS:

# LETTER FROM YOUR PARENTS

DEAR,

LOVE,

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Spring Three-Digit Subtraction Check-in



Choose a strategy and solve. Show your work.

Problem	Work Space	Answer
1. $452 - 112 =$		
2. $367 - 234 =$		
3. $487 - 132 =$		
4. $954 - 153 =$		
5. $300 - 134 =$		

Name \_\_\_\_\_

**Instructions:** Homophones are words that sound alike but are spelled differently and have different meanings. Read each word and then write a homophone beside it.



Word	Homophone
plain	_____
sun	_____
blue	_____
tale	_____
there	_____
hair	_____
bye	_____
high	_____
know	_____
red	_____

Name \_\_\_\_\_

**Instructions:** Circle the contraction(s) in each sentence. On the line below the sentence, write the two words that make up each contraction.

① "What's the matter, Joey?" they teased.

\_\_\_\_\_

② Joey ran and jumped in between them, but he couldn't catch his cap.

\_\_\_\_\_

③ "That insult doesn't even make sense," said Kevin.

\_\_\_\_\_

④ "You guys shouldn't pick on Joey just because he's different," Kevin said.

\_\_\_\_\_

⑤ "Think how hard it must be to be deaf, and think about how much you've hurt his feelings!"

\_\_\_\_\_

⑥ Kevin didn't feel like playing basketball with those guys anymore.

\_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Spring Three-Digit Subtraction Check-in



Choose a strategy and solve. Show your work.

Problem	Work Space	Answer
6. $543 - 236 =$		
7. $561 - 200 =$		
8. $605 - 123 =$		
9. $249 - 117 =$		
10. $894 - 305 =$		

Name \_\_\_\_\_

## ELA Learning Log

### Activity Reflection/Summary

Draw a picture or write a sentence about this week's ELA focus.

How do you feel about this week's focus?



My favorite activity this week was

because

Here is what I know about this week's focus area(s):

Name \_\_\_\_\_

## Math Learning Log

### Activity Reflection/Summary

Draw a diagram or write a sentence about what you did this week for math.

How do you feel about this week's math?



My favorite activity this week was

because

Here is what I know about this week's topic:

**Steger Intermediate Center**  
**Remote Learning Activity - Specials Classes and Special Education**  
**Services**

**Directions: Please choose at least one activity to complete each day.**

**UPDATED 5/18 - 5/29**

<p style="text-align: center;"><b>Computers:</b></p> <p>I can use Technology to do research.</p> <p style="text-align: center;">Standard 2</p> <p style="text-align: center;">3rd/4th Grade</p> <p>Identify what type of website provides you with relevant, accurate information.</p> <p>Should Wikipedia be used as a source of information? Why or Why not?</p> <p>Pick a topic that interests you and write it at the top of a page. If possible, find three websites that give you good, accurate information about your topic.</p> <p>If finding websites is not possible, write down three things about your topic that you would like to research over the summer.</p> <p style="text-align: center;">2nd Grade</p> <p>What is your definition of the word "research"?</p> <p>What is your favorite game to play in the summertime? Write down three things that you could learn about the game by doing research on the computer.</p> <p>Draw a picture of yourself playing the game you chose.</p>	<p style="text-align: center;"><b>♪ Music ♪:</b></p> <p>Email Ms. Cate a picture or video of you singing or working on music or just a note saying "Hi." I miss you! <a href="mailto:acate@sd194.org">acate@sd194.org</a></p> <p style="text-align: center;"><i>I can demonstrate knowledge of music concepts.</i></p> <p style="text-align: center;"><i>I can explain how personal interests and experiences influence my musical preferences.</i></p> <p style="text-align: center;">Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Complete the attached worksheet, "The Soundtrack to My Life."</p> <p>What song describes how you've been feeling while staying at home during this pandemic? Why?</p> <p>Now, choose one or more of the songs you included on your soundtrack to your life to analyze. Listen to the song and answer these questions...</p> <ol style="list-style-type: none"> <li>1. What is the style? (Classical, Rap, etc.)</li> <li>2. What instruments do you hear? Describe them.</li> <li>3. What is the tempo (speed)? Does it change? How does it change?</li> <li>4. What is the dynamic level (volume)? Does it change? How does it change?</li> <li>5. What is the mood of the song? (How does it make you feel?)</li> <li>6. How do the instrumentation, tempo, and dynamics affect the mood of the song?</li> </ol>	<p style="text-align: center;"><b>Nurse/Health/So. Wk:</b></p> <p>State one emotion you feel in each zone and a time you felt it. Draw that emotion</p> <p>Keep a journal of the foods you eat, the hours of sleep you get each night, the amount of water you drink, and the amount of exercise you participate in each day. After one week, reflect on the following questions:</p> <ol style="list-style-type: none"> <li>1. Did I drink enough water? (Kids should drink 5-7 cups of water each day!)</li> <li>2. Did I eat the recommended daily allowance of fruits and vegetables? (Kids should eat 1 ½ - 2 cups each of fruits and vegetables each day!)</li> <li>3. Did I participate in enough physical activity this week?(Kids should participate in 60 minutes or more of exercise each and every day!)</li> <li>4. Did I get enough sleep each night?(Kids need 9-12 hours of sleep each night!) WOW!</li> </ol> <p>So - how did you do? Keep your journal for another week and try to improve on these healthy habits.</p>
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## Gym/PT:

**Running:** Begin by walking around the block one time as a warm-up. Begin jogging to continue the warm-up. Jog around your block with a family member or pet. Begin running when you feel ready. Continue running, jogging or walking as needed. See if you can increase how many times you can run around the block in 25 minutes.

I can increase the distance that I run. State Goal 20

### **Bounce & Catch**

Using a tennis ball or other smaller ball, bounce the ball and try to catch it in an empty can.

I can improve hand-eye coordination by practicing bouncing and catching a ball. State Goal 19

### **Freeze Dance**

Play your favorite music. Have a family member press play and pause during the song. When the music stops, freeze in your pose and hold it until the music begins again. Do this for 5 songs. Notice how quickly or slowly your heart beats when you dance and when you pause.

I can tell when my heart beats faster. State Goal 20

### **Wall Ball**

Find a wall that you are allowed to throw a ball against. This can be inside, outside, at the park or against the porch stoop. Bounce the ball against the wall and catch it. Do this for 25 minutes.

I can improve hand-eye coordination by practicing bouncing and catching a ball. State Goal 19

**Fun Fitness Time:** Choose a sports or fitness activity that you enjoy. Send Mr. Moses an email, picture or video telling him what you did or showing him what you did. [bmoses@sd194.org](mailto:bmoses@sd194.org)

I can choose participation in a healthy activity. State Goal 24

## Speech & OT

### Speech:

\*Attributes: Describe the following items with at least 3 attributes (example: banana - you eat it, it's yellow, it's a fruit, it grows on a tree):  
1. Tree 2. Sock 3. Sheep 4. Guitar 5. Pencil

\*Ask an adult to tell you about a vacation when he/she was younger. Then, ask the adult 3 on topic questions about the adult's vacation.

\*Name the category:

1. Flower, bush, grass...these are all \_\_\_\_\_.
2. Hammer, saw, wrench...these are all \_\_\_\_\_.
3. Pencil, ruler, eraser...these are all \_\_\_\_\_.
4. Spring, summer, fall...these are all \_\_\_\_\_.
5. Steak, hamburger, bacon...these are all \_\_\_\_\_.

\*Tell an adult about 5 fun or exciting things that happened at school this year. Be sure to use the correct past tense verbs in your sentences.

(use good speech sounds and grammar when doing the above activities:)

(use easy, steady speech when doing the above activities -no "speedy" speech!)

5/18-5/29

OT:

\*make all the letters of your name out of playdoh

\*go for a scavenger hunt outside and find everything you can that starts with a specific letter of the alphabet. An example would be everything that starts with the letter T.

If you have any questions or need anything from OT please feel free to email me at [bbender@sd194.org](mailto:bbender@sd194.org)

## Library:

"Check out" Ms. Star on Youtube!

<https://www.youtube.com/channel/UCN6HKB8Zxt3TWHuAPNGqn8g>

New stories have been added and will be added so keep checking back.

What's YOUR story?  
Write a short story about yourself.  
(Biography)

Ms. Star wants to know what you are reading!

Send a video or picture of you reading to:  
[skaminski@sd194.org](mailto:skaminski@sd194.org)

Remember.. Reading isn't always a "book" it could be a newspaper, magazine or an article online.

READ! READ! READ!



<p><b>RtI and Title Reading:</b></p> <p><b>**If possible, take pictures and videos of any activities that you're doing and send to Mrs. Blievernicht, Mrs. Peick and/or Ms. St. Pierre**</b></p> <p><a href="mailto:tblievernicht@sd194.org">tblievernicht@sd194.org</a>  <a href="mailto:apeick@sd194.org">apeick@sd194.org</a>  <a href="mailto:tonistpierre@sd194.org">tonistpierre@sd194.org</a></p> <p><b>Phonics</b>  Get out your sidewalk chalk! (or crayons, or markers if you don't have any) Write your first and last name at the top, big and bold. Now see how many smaller words you can form from letters in your name. Write in all kinds of colors!</p> <p><b>Vocabulary</b>  Write a synonym and antonym for each word:</p> <ul style="list-style-type: none"> <li>• quiet</li> <li>• beautiful</li> <li>• dangerous</li> <li>• clever</li> <li>• repair</li> </ul> <p><b>Comprehension</b>  Think about a story you read from class this week. Answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What would you change in the story and why?</li> <li>2. What does this story remind you of?</li> <li>3. What was the author's purpose with this story?</li> </ol> <p><b>Writing</b>  Use as many of the synonym and antonym words from the Vocabulary activity above in a short story, a poem, or a journal entry about your day.</p> <p><b>Fluency</b>  Have fun with your fluency--part 2!! Fluency practice incorporates accuracy, expression, and phrasing (reading more than one word at a time). Use any kind of</p>	<p><b>Art</b></p> <p><b>Send me pics of your chosen projects weekly</b>  <a href="mailto:mlorenzatti@sd194.org">mlorenzatti@sd194.org</a>  Whenever you have one completed.</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p><b>4th grade, check out how to make items go into the background by drawing a sideways V on your paper. I just posted mine on the district art website along with a how-to. Check it out!</b>  <a href="http://www.stegerart.wordpress.com">www.stegerart.wordpress.com</a></p> <p>"I can make art or design with various materials and tools to explore personal interests, questions, and curiosity"</p> <p><b>2nd graders, here is a lesson about the artist Jeff Koons who makes large sculptures, some of which look like balloon animals.</b></p> <p><a href="https://www.deepspacesparkle.com/jeff-koons-inspired-paper-balloon-dog/">https://www.deepspacesparkle.com/jeff-koons-inspired-paper-balloon-dog/</a></p> <p><b>3rd grade try this lesson inspired by the artist Keith Haring. You can use this method to draw people as well, by adding features and clothing.</b>  <a href="https://www.deepspacesparkle.com/keith-haring-action-figure-s/">https://www.deepspacesparkle.com/keith-haring-action-figure-s/</a></p> <p>Remember how to draw a tree? Start with a letter Y and keep adding branches, which are Ys as well. The trunk should be thinner than you think (take a look outside, or</p>	<p><b>RTI Math</b></p> <p>"I can write numbers three ways."</p> <p>Take three dice and roll 3 numbers. Write the numbers in order and read it outloud, for instance, 236. Then write it with letters, two hundred thirty six Finally, write it in expanded form, <math>200 + 30 + 6 = 236</math>. Roll the dice four more times and write those numbers in three ways also.</p> <p>"I can subtract two-digit numbers and rename if necessary to find the remainder. I can add two-digit numbers. I can decide when to add or subtract to correctly answer a problem."</p> <p>Take your age and subtract it from your parent's age. (Use an older relative if you prefer.)How old was your parent when you were born? How old will you be in 5 years? How many years until you go to Columbia Central? How many years until you can get a driver's license? Is there another special time you are looking forward to? How many years until that occurs?</p> <p>"I can draw an array to show how many. I can use repeated addition to demonstrate multiplication."</p> <p>Draw your favorite fruit. Now draw an array to show how many fruit you would eat altogether, if you had it for breakfast, lunch, and dinner for the next four days. Write two addition number sentences to show the answer. Write two multiplication number sentences, if you know multiplication. Now draw an array for a family's favorite fruit if they ate it for each meal for two days. Write number sentences for this array, too. Color your fruit and chart in bright colors.</p> <p>"I can skip count by 2s, 5s, and 10s."</p> <p>On a nice day, take sidewalk chalk and write the numbers 1 - 100 where an adult shows you it is safe to write on the sidewalk. (If it's rainy, you can use paper and crayons.) First write all the numbers in one color. Next trace over the even numbers in a different color. Then</p>
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<p>text--newspaper, magazine, recipe, directions, or a page from your favorite book. Read the text in these silly ways:</p> <ul style="list-style-type: none"> <li>- In a soft whisper</li> <li>- Like a robot</li> <li>- Like an angry cat</li> <li>- With a spooky voice</li> <li>- Like a cheerleader</li> <li>- Like your teacher</li> <li>- Like a baby</li> <li>- With a deep voice</li> <li>- Like a rapper or rock star</li> <li>- Like you have lots of energy</li> <li>- Like you are exhausted</li> </ul> <p>Record yourself and share it with us! :)</p>	<p>go out there with some paper and a pencil and draw one as you see it.) You should notice that the top of the tree is twice the size of the height of the trunk, or more.</p> <p>Mlorenzatti@sd194.org</p> <p>I MISS YOU!</p>	<p>trace all the odd numbers in a third color. Repeat tracing for multiples of 5s and 10s. What do you notice about the different colors some of the numbers are retraced into? Can you explain why some numbers change more than one time? Which numbers changed colors most frequently? Why? Write at least three sentences that explain what you observed about the numbers' colors and why some numbers changed more than once.</p> <p>Take pictures of your sidewalk chalk numbers before they are washed away by rain and email them to me:</p> <p>nshugan@sd194.org</p>
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## The Soundtrack of My Life

Music is a backdrop against which we live our lives. Specific songs can bring distinct memories of people, places and events from our past and present. Think about your life up until now. What major events do you remember that have changed you, influenced you, or shaped your life? Did these events make you happy, laugh, mad or sad? They may be huge like your first day of school, a vacation or trip you took, moving houses/towns, or even the death of a loved one. OR, they might have seemed insignificant at the time, but looking back it has changed you or shaped your life in some way, like starting to play a sport, your first musical performance, a teacher you had or the first time you read a book. Now, what songs remind you of those important events in your life? Include as many songs as you would like. Share your answers with Ms. Cate at [acate@sd194.org](mailto:acate@sd194.org). Have fun reminiscing on your life.

### **Song #1:**

Title & Artist: \_\_\_\_\_

Why is this song important to you? \_\_\_\_\_

\_\_\_\_\_

### **Song #2:**

Title & Artist: \_\_\_\_\_

Why is this song important to you? \_\_\_\_\_

\_\_\_\_\_

### **Song #3:**

Title & Artist: \_\_\_\_\_

Why is this song important to you? \_\_\_\_\_

\_\_\_\_\_


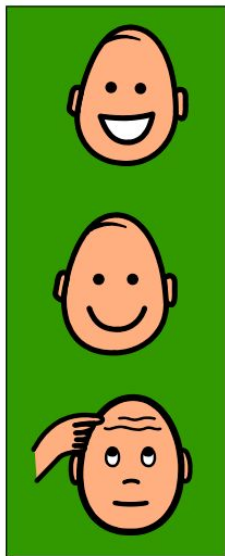
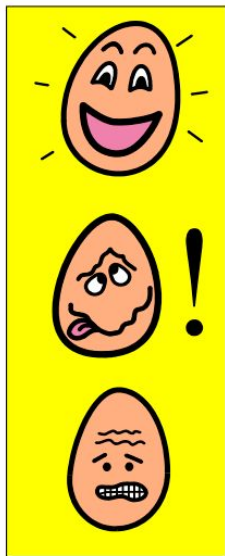
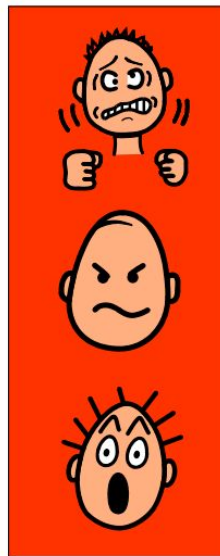
### **Song #4:**

Title & Artist: \_\_\_\_\_

Why is this song important to you? \_\_\_\_\_

\_\_\_\_\_

# The Zones of Regulation

			
<b>Blue Zone</b> sad      tired sick     moving tired    slowly	<b>Green Zone</b> happy calm feeling ok focused ready to learn	<b>Yellow Zone</b> frustrated worried silly/wiggly excited loss of some control	<b>Red Zone</b> mad/angry terrified yelling/hitting elated out of control