Second Grade
ELA Academic Packet

Student Name _____________________________    School ____________________________

Week 6
May 4 - 8, 2020

Please follow your teacher's instruction on use and return of packets.
Por favor siga las instrucciones de su maestro sobre el uso y la devolución de los paquetes.
Tanpri swiv enstriksyon pwofesè w sou jan pou w itilize ak retounen pakè yo.
Por favor, siga as instruções do professor sobre o uso e o retorno dos pacotes

Orange County
Public Schools
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<th>Day</th>
<th>Skill</th>
<th>Instructions</th>
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| Monday  | Use Text Features to Location Information   | ● **Review Learning:** Using Text Features  
● Read *Endangered Species: The African Elephant*.  
● Respond to the comprehension questions. |
| Tuesday | Describe the connection between ideas or    | ● **Review Learning:** Describe the Connections in a Text  
● Reread *Endangered Species: The African Elephant*.  
● Complete comprehension questions based on the text.  
● Read and recount *Toys for Boys* to someone. (This text can be found on the last pages of the ELA packet.) |
|         | concepts in a text                          |                                                                                                                                              |
| Wednesday | Explain how images contribute to a text     | ● **Review Learning:** How do Images Contribute to a Text?  
● Read *Elephant Wrinkles Are Good For Them*.  
● Respond to the comprehension questions.  
● Reread *Toys for Boys*. Look for and underline words that contain the /oi/ sound. Write a few of these words in the space provided on the last page of the book. |
| Thursday | Describe the connection between ideas or    | ● **Review Learning:** Review the Describing the Connections in a Text from Tuesday.  
● Reread *Elephant Wrinkles Are Good For Them*.  
● Respond to the comprehension questions.  
● Reread *Toys for Boys*. Look for words that contain these suffixes: -s, -ed, and -ing. Circle the words with the suffix -s. Box the words with the suffix -ed. Underline the words with the suffix -ing. |
|         | concepts in a text                          |                                                                                                                                              |
| Friday  | Compare and Contrast Key Points in Two      | ● **Review Learning:** Compare and Contrast Important Points  
● Reread *Elephant Wrinkles Are Good For Them* and *Endangered Species: The African Elephant*.  
● Respond to the comprehension questions. |
|         | Texts                                        |                                                                                                                                              |

**Daily:** Read a book of your choice for 30 minutes.

*Toys for Boys* is a decodable reader that can be found after Friday’s activities. (The /oi/ sound can be made by different letter combinations. This decodable book focuses on the /oi/ sound made by -oi, as in *boil*, and -oy, as in *boy.* )

**If your student needs assistance with any of the content presented in these lessons, please contact their teacher. All Orange County Public School teachers are committed to supporting our students throughout this distance learning experience. Thank you for all that you do to maintain a strong School/Home connection!*
Monday: Using Text Features

As 2nd graders, it is important that **we remember to use everything in the text** to help us understand what we read.

We especially want to use our **text features** to locate key facts or information. Let’s review some text features.

- **Title:** gives the reader information about the focus of the text

- **Heading:** a short title for a section of the text. It gives clues about what you will read in that section.

  Headings can also help you go back and find information in the text quickly.

- **Photograph:** gives the reader a picture of something related to the text

- **Caption:** tells about an illustration or photograph

- **Diagram:** drawings that use labels to show different parts of something

- **Fact Box:** This box has lots of interesting and important information. You should always take time to read these boxes.
The African elephant is the world's largest living land animal. An average male stands more than 10 feet tall. It weighs between 11,000 and 14,000 pounds. That is as much as several cars! A female African elephant is a little shorter. It weighs between 8,000 and 10,000 pounds.

The animal's thick, wrinkled skin is dark gray. It has long white tusks. These are actually teeth. The African elephant has a long lifespan. It can live up to 70 years.

Apart from its tusks, the African elephant has another special feature: its trunk. The elephant's trunk grows out of its nose and upper lip. The animal uses it for many things. It uses it to drink, smell, breathe and feel. The elephant also uses its trunk to communicate. It can use the trunk to greet and signal to other elephants.
African elephants are herbivores. That means they mainly eat plants. They munch on tree bark, leaves, fruits and grasses. The elephants eat about 300 to 400 pounds of food a day! They drink about 50 gallons of water. African elephants are never far from a source of water. They use it for drinking, bathing and cooling their bodies down.

Elephants are social animals. They like to be around each other. Family units are made up of females and their young. These groups are known as herds. The entire herd is led by an older female. She is called the matriarch. All of the other members of the herd are related to her.

Older male elephants may live by themselves. Or, they may live with other males in small groups. They meet up with females only to mate. A female gives birth to a single calf at a time. The baby lives closely with its mother for several years.
Habitat

African elephants cover a huge territory. They are found in most areas of Africa south of the Sahara Desert. Some live in forest areas. Others live in grasslands.

There are about 500,000 elephants in Africa today. This may sound like a big number. But the elephant population is much smaller than it used to be. There were once as many as 3 to 5 million elephants in Africa.

Protect the Elephants

African elephants face several dangers today. One is loss of land. People are building on the land where elephants like to live. This pushes the animals out.

Another threat is poaching, or illegal hunting. For many years people have hunted African elephants for their tusks. Tusks are made of ivory. This material has been used to make many things, from jewelry to piano keys. Today, it is against the law to sell ivory. That is because of an agreement between many countries. They knew the sale of ivory was putting elephants at risk. So they came together to stop it.

Several African countries have taken steps to protect elephants. They have set aside land for the animals. These protected areas are called reserves. Tourists like to visit these places. They can see elephants in their natural setting.

Many efforts to protect elephants have been successful. However, poaching is still a problem. The African elephant is still at risk today.
Directions: 1) Read *Endangered Species: The African Elephant*. 2) Complete the comprehension questions below.

1. What information can you find under the heading “Protect the Elephants?”
   - A how the elephant uses the trunk to drink, smell, and breathe
   - B how elephants like to stay together in herds
   - C how some elephants live in forest areas and grasslands
   - D how countries have set aside land for the elephants to live

2. Where can you find information about how an elephant uses its trunk to grab and pull on a tree branch?
   - A from the title
   - B from the headings
   - C from the caption
   - D from the fact box

3. What is one piece of information that you can find under the heading “Habitat?”

   _______________________________________________________________
   _______________________________________________________________

4. What is a piece of information that you can find under the heading “Protect the Elephants?”

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

5. Reread the fact box in the article (Image 2). What are two pieces of information that you learn about the African Elephant from reading this box?

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
Tuesday: Describing the Connections in a Text

When you read, you want to look for connections between ideas, events, and people to see how they fit together.

- Connections may show how one thing changes something else or it might change several things.

What is the connection between this series of events?

The thunderstorm started, so everyone had to get out of the pool and play a game inside.

As 2nd graders, we must pay attention to what we read to be able to describe the connections the author is telling us about. Let’s read this text and look for the connections.

Cortes Bank is the site of some of the largest and fastest waves in the world. The bank is near San Diego, California.

Strong winds from winter storms sweep across the ocean’s surface. The winds push the water, causing huge waves to form when the water rushes over Cortes Bank.

1. There is a winter storm.
2. The winds push on the water.
3. There are huge waves.

As second graders, we must be able to describe the connection between events, ideas, and people. We can answer questions like this one:

- **Question:** Why are there such huge waves at Cortes Bank?
- **Answer:** The winter storm comes and creates strong winds. Those winds then push on the water and creates huge waves.

1. What are countries doing to help protect elephants?
   - A. They are creating areas of natural land for elephants called reserves.
   - B. They are building on the land where the elephants like to live.
   - C. They are inviting tourists to come see the elephants in their natural setting.
   - D. They are pushing the animals out and away from the danger.

2. Which sentence best describes the connection between ivory and laws that protect elephants?
   - A. Countries are making new laws that set aside land for animals so they can be free.
   - B. People were hunting elephants for ivory, so now they are laws against it.
   - C. The elephants are still at risk today because poaching is still a problem.
   - D. Countries agreed that people should make jewelry and piano keys out of ivory from elephant tusks.

3. What part of the body does an African Elephant use to send signals to other elephants?
   - A. the tusk
   - B. the ears
   - C. the legs
   - D. the trunk

4. The article explains that the elephant population in Africa is much smaller than it used to be. Write a paragraph explaining some of the reasons that the population of elephants is so much smaller. Use evidence from the text.

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
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   _______________________________________________________________
   _______________________________________________________________

   8
How do images contribute to a text?

- In informational texts, authors use images and words together to explain or tell about a topic.
- You should always slow down and look at the images.
- Often the images explain or clarify something in the text.

Read the sentences. Look at the diagram. How do they work together to help you understand the text?

An **inclined plane** is a flat surface that creates a ramp. This ramp makes a smooth climb from a lower place to a higher place. Inclined planes let people move heavy objects more easily. They can push the objects instead of lifting them.

If I don't understand the word **inclined plane**, I can look at the image.

The image has a label that shows what an inclined plane looks like.

The **underlined text also** talks about people moving heavy objects. The image shows what that might look like when loading a truck.

Images can clarify ideas or words found in the text.

- We have been reading about elephants and their long, white tusks.
- This image shows us the **shape of the tusks** and **where the tusks are found** on the body.
Elephant Wrinkles Are Good for Them

By Smithsonian.com, adapted by Newsela staff

1 African elephants have wrinkled skin. Scientists know that elephants have the wrinkles to stay cool. There is something they did not know. How does an elephant's skin get wrinkly?

2 Scientists found out why elephants have wrinkly skin. An elephant's skin gets thicker over time. Skin comes in layers. On elephants, new layers of skin push up on the outer layer of skin. This pushing makes the skin wrinkle.

Elephants Don’t Sweat

3 Michel Milinkovich is a scientist who studies animals' bodies. Milinkovich said that people might think wrinkly skin is not good.

4 Humans sweat when we get hot. Elephants cannot sweat to stay cool. Instead, elephants must splash around in a pool of water or mud. Their wrinkles hold in lots of water. If elephants had smooth skin, the water would roll off. Mud also sticks to the wrinkled skin and also helps to keep bugs off of the elephants.
Dry, Thick Skin is Good for Elephants

The scientists found something else. Elephants’ skin is very similar to the skin of some humans. Some people have a skin disease. Only one out of every 250 people have this disease. These people do not lose their dead skin cells. Losing dead skin cells helps human skin stay smooth. The disease makes the skin dry, thick and wrinkled, like elephant skin.

The disease is a problem for humans. It is great for African elephants, though. These wrinkles help them to stay cool.

Baby Elephants Might Have A Clue

Scientists, like Michael Milinkovitch, must keep looking for a link between elephant skin and the disease. Elephants get more wrinkles as they grow older. The same skin change is bad for humans. This study might help scientists find a cure for humans with the disease.

Milinkovitch has a plan. He will watch a baby elephant. Baby elephants have smooth skin when they are born.

He wants to study how baby elephants get their wrinkles. Milinkovitch has many questions about how the cracks start forming in baby elephants. He hopes that what he learns will lead to a cure.
1. Which sentence from the text is clarified by the second photograph?

A. “Humans sweat when we get hot.”  
B. “Elephants cannot sweat to stay cool.”  
C. “Instead, elephants must splash around in a pool of water or mud.”  
D. “Elephants’ skin is very similar to the skin of some humans.”

2. How does the third photograph contribute to the text?

A. It shows why elephants have wrinkles.  
B. It shows how the wrinkles are good for the elephant.  
C. It shows how deep the elephant wrinkles are.  
D. It shows how baby elephants have smooth skin.

3. How does the fourth photograph add to what the author tells us?

A. It shows that baby elephants only have a few wrinkles.  
B. It shows how baby elephants stay cool.  
C. It shows that baby elephants are being studied by scientists.  
D. It shows how the wrinkles are good for the elephant.

4. What is a piece of information that you can find under the heading “Elephants Don’t Sweat?”

________________________________________________________________________

________________________________________________________________________

5. What is a piece of information that you can find under the heading “Dry, Thick Skin is Good for Elephants?”

________________________________________________________________________

________________________________________________________________________
Directions: 1) Review the Describing the Connections in a Text from Tuesday. 2) Reread Elephant Wrinkles Are Good for Them. 2) Complete the comprehension questions below.

1. How do the elephants' wrinkles help them stay cool?
   A) The wrinkles help keep the bugs off of their skin.
   B) The wrinkles allow elephants to sweat when they are hot.
   C) The wrinkles hold in water when elephants go for a swim.
   D) The wrinkles cause the water to roll off of the elephant.

2. Which sentence best describes the connection between baby elephants and a human skin disease?
   A) Scientists will study how baby elephants get their wrinkles to look for a cure for a human skin disease.
   B) Baby elephants get wrinkles when they get older like humans get wrinkles.
   C) Some humans will get a skin disease that causes their skin to be wrinkled.
   D) Scientists found that elephant skin is similar to humans who have a skin disease.

3. What causes an elephant’s skin to wrinkle?
   A) New layers of skin with a disease will wrinkle.
   B) The skin gets wrinkled when elephants go in the water.
   C) The skin gets very thick and dry.
   D) New layers of skin push on the outer layer of skin.

4. The article is titled “Elephant Wrinkles are Good for Them.” Write a paragraph to explain how elephant wrinkles are good for them. Use evidence from the text.

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Friday: Compare and Contrast Important Points

We know that authors make points in their writing. Authors can write about the exact same topic, but can still make different points about that topic.

Both of these texts were written about Benjamin Franklin. Both texts made the same point that he was an important scientist. Each text also makes different points about Ben Franklin.

- When you compare texts, you tell how they are alike.
- When you contrast texts, you tell how they are different.

As second graders we know that we have to compare the most important points that the texts are making about the topic.

Today as you reread each text, pay attention to points that seem the same in both texts and those that seem different.

- You can put a star ★ by a point that is in both texts.
- You can put a square □ by a point that is only in one text.
Directions: 1) Review the texts *Elephant Wrinkles Are Good for Them* and *Endangered Species: The African Elephant*. 2) Complete the comprehension questions below.

1. What is an important point made in both texts?
   A) Female elephants lead a group called a herd.
   B) Elephants cool their bodies down in the water.
   C) Baby elephants have smooth skin.
   D) Many elephants are in danger of being hunted.

2. Part A: Which point is made in both texts?
   A) Elephants use their trunks to pull down tree branches.
   B) Male elephants live by themselves or with a small group.
   C) Elephants have body features that help them survive.
   D) Mud sticks to elephants’ wrinkled skin and keeps the bugs off of them.

   Part B: Write a sentence from each article that helped you find an answer to Part A.

   Write a sentence from “Endangered Species: The African Elephant.”
   _______________________________________________________________
   _______________________________________________________________

   Write a sentence from “Elephant Wrinkles Are Good for Them.”
   _______________________________________________________________
   _______________________________________________________________

3. What is an important point that is in “Endangered Species: The African Elephant” and not in “Elephant Wrinkles Are Good for Them?”
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
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   _______________________________________________________________
Toys for Boys

Written by Katie Knight
Illustrated by Philip Newsom
www.readinga-z.com

Most boys like to play with toys.
But not Roy.
He was the only boy with no toys.

Roy thought toys made too much noise.
He thought they cost too much.
He did not see any point in playing with toys.

Roy saw no joy in playing with toys.
He thought only spoiled boys play with toys.
The real truth was that Roy did not have time to play with toys. He had no time or cash to go to the toy shop.

Roy had to help his mom and dad. They were not well. They had problems with their leg joints. Roy had jobs to help pay the bills.

Roy helped hoist hay onto a truck. Roy helped dig holes in the soil. Roy was a strong boy.

He also helped at a lunch joint. He boiled soup and cleaned soiled dishes. They paid him with lots of coins. Roy gave the coins to his mom and dad.
Roy also put oil in cars.
He played his sax for cash, too.
Everyone loved the noise his sax made.
Roy toiled all day long.

In time, Roy’s mom and dad got well.
Now Roy only went to one job.
He used the coins he was paid to get new toys.

Roy and the other boys
played with Roy’s new toys.
Now Roy could see the point of toys.
They were not for spoiled boys.

<table>
<thead>
<tr>
<th>Wednesday</th>
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<tbody>
<tr>
<td>-oi</td>
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</table>

<table>
<thead>
<tr>
<th>Thursday:</th>
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<tbody>
<tr>
<td>Today we will look for and mark words that contain these suffixes.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>-s</td>
</tr>
<tr>
<td>-ed</td>
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<td>-ing</td>
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</table>
Second Grade
English Language Learners
Academic Packet

Week 6
May 4 - May 8, 2020
What Happened to Pluto?

Written by Nari Carter
Illustrated by Hollie Hibbert
Lexile®: 440L, 96 words

Earth is a planet. Mars is a planet.
Pluto was a planet. Now it is not.
Pluto was the farthest and smallest planet in our solar system.
Then, scientists said it wasn’t a planet. So, what’s up with that?
It’s not that Pluto dropped out of space. Pluto is still out there.
Scientists just changed their ideas about what a planet is. Now, Pluto is called a dwarf planet.
Dwarf planets are too small to be planets.
Scientists believe there are other dwarf planets in our solar system.
Maybe you will find the next dwarf planet.
What Happened to Pluto?
Comprehension Questions

1. What is Pluto called now?
   a. a dwarf planet
   b. a solar system
   c. a space dwarf
   d. a solar dwarf

2. Dwarf Planets are ______ than other planets.
   a. bigger
   b. hotter
   c. smaller
   d. colder

3. What do we learn about scientists from this passage?
   a. They go into space.
   b. They change their ideas.
   c. They think there is only one dwarf planet.
   d. They think Pluto is a planet.

4. What is the main idea of this passage?
   a. Pluto is too small to be a planet.
   b. Pluto is far away.
   c. Dwarf planets drop out of space every year.
   d. All dwarf planets are called Pluto.
Cut out the cards and practice learning the words.

- planet
- farthest
- system
- smallest
- solar
- scientists
Second Grade
Math Academic Packet

Student Name ___________________________________  School __________________________________________

2

Week 6
May 4-May 8, 2020

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Orange County
Public Schools
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<tr>
<th>Day</th>
<th>Skill</th>
<th>Page</th>
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</thead>
<tbody>
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</tr>
<tr>
<td></td>
<td>*Cut-out currency available after page 10</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Relating Coins to the Dollar</td>
<td>2-3</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Relating the Value of Paper Currency</td>
<td>4-5</td>
</tr>
<tr>
<td>Thursday</td>
<td>Value of Different Paper Currency Combinations</td>
<td>6</td>
</tr>
<tr>
<td>Friday</td>
<td>Count Collections Show Amounts in Two Ways Arrange and Count Coins Same Amount, Different Ways (Choose 2 of the 4 Activities)</td>
<td>7-10</td>
</tr>
</tbody>
</table>

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Relating Coins to Each Other

Directions: Use the coins to answer each question below. Explain your thinking.

Find the Relationship Among Pennies, Nickels, and Dimes

1. In each space, write the value of the set of coins.

2. Why does it take more pennies than nickels to equal the value of the dime?

Choose Another Coin

<table>
<thead>
<tr>
<th>Coins Equaling 25¢</th>
<th>How many pennies would it take to make a nickel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 quarter</td>
<td></td>
</tr>
<tr>
<td>25 pennies</td>
<td></td>
</tr>
<tr>
<td>?</td>
<td></td>
</tr>
</tbody>
</table>

What other coin could be added to the chart? How do you know? __________
__________________________
Relating Coins to the Dollar
Directions: Use the definition of a dollar to answer the question below.

Identifying a Dollar

A dollar bill is paper currency worth 100 cents (100¢).

$ is called a dollar sign. It is used in front of dollar amounts.

Relationship Among Coins and Dollars

Think About It
Lorenzo claims that there is no relationship or way to connect the dollar and a nickel, because one is a coin and the other is paper currency. Do you agree or disagree? I __________ because

Hint
Review and think about the definition of a dollar above.
Relating Coins to the Dollar

Directions: Solve each problem below.

Complete the Value

Yanissa was looking at the value of some coins and how they relate to a dollar.

How could Yanissa complete the value to equal a dollar?

Yanissa could complete the value by adding __________

Would it take more pennies or more dimes to equal one dollar? Explain how you know.

It would take more ________ to equal one dollar. This is because ____________________________
Relating the Value of Paper Currency

Directions: Use the definition of paper currency to answer the question below.

Identifying Paper Currency

+$1.00$
+$5.00$
+$10.00$
+$20.00$
+$100.00$

Paper currency is used as money instead of coins sometimes when items are 100¢ or greater. Each of the bills are labeled with the value that they are worth.

Paper Currency or Coins

Think About It
When would you use paper currency over coins? Explain your thinking.

______________________________

______________________________

______________________________

______________________________

Hint
Review and think about the definition of paper currency.
Relating the Value of Paper Currency

Directions: Solve each problem below.

The Exact Amount

Gerald went to the store to buy some groceries. His total was $10.00. He looked in his wallet and realized that he has the exact amount of dollar bills that he needs to pay.

What are the dollar bills that could have been used to pay?

Gerald could have paid with __________________________

__________________________

Gabby was spending $5.00 to buy her dog a bone at the pet store. What are the two ways that Gabby could use paper currency to pay for her bone.

Draw a quick model for each way.

<table>
<thead>
<tr>
<th>1st Way</th>
<th>2nd Way</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Value of Different Paper Currency Combinations

Directions: Reach each scenario and answer the questions below.

Finding the Total Value

Harry wants to go to the zoo. Admission costs $31.00. His money is shown on the right.

Part A: Does Harry have enough money to go? _____
Part B: How much money does Harry have? ______

Possible Combinations

<table>
<thead>
<tr>
<th>Items at the Store</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirt</td>
<td>$5.00</td>
</tr>
<tr>
<td>Jeans</td>
<td>$14.00</td>
</tr>
<tr>
<td>Sweater</td>
<td>$7.00</td>
</tr>
<tr>
<td>Purse</td>
<td>$6.00</td>
</tr>
<tr>
<td>Dress</td>
<td>$12.00</td>
</tr>
</tbody>
</table>

Danielle wants to go shopping at the mall. She has two ten-dollar bills, one five-dollar bill, and two one-dollar bills. She bought more than one item. What could she have purchased?

Danielle could have purchased ____________________________
Count Collections

Draw the coins in order by value. Start with the coin that has the greatest value.

Start at 25¢. Count on.

25¢, 35¢, 40¢, 41¢  total value 41¢

Draw the coins in order. Find the total value.

1. 

2. 

3. 

Reteach
© Houghton Mifflin Harcourt Publishing Company
Show Amounts in Two Ways

You can show the same amount in different ways.

Count the coins.
5, 10, 15

Count the coins.
10, 15

Trade 2 nickels for 1 dime.

Use coins. Show the amount in two ways. Draw and label the coins.

1.

45¢

25¢ 10¢

10¢

2.

32¢
Arrange and Count Coins

Sort the coins by drawing them in the correct places in the chart below. Write the total value for each group of coins.

<table>
<thead>
<tr>
<th>QUARTER</th>
<th>DIME</th>
<th>NICKEL</th>
<th>PENNY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

 total value: _____¢
 total value: _____¢
 total value: _____¢
 total value: _____¢

**Writing and Reasoning** Does the group with the greatest number of coins also have the greatest value? Explain.
**Same Amount, Different Ways**

Complete the tables to show ways to make the same amounts with different numbers of coins.

<table>
<thead>
<tr>
<th>Number of Quarters</th>
<th>Number of Dimes</th>
<th>Number of Nickels</th>
<th>Total Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 coins</td>
<td>3</td>
<td>0</td>
<td>80¢</td>
</tr>
<tr>
<td>9 coins</td>
<td>0</td>
<td>7</td>
<td>80¢</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Quarters</th>
<th>Number of Dimes</th>
<th>Number of Nickels</th>
<th>Total Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 coins</td>
<td></td>
<td></td>
<td>40¢</td>
</tr>
<tr>
<td>4 coins</td>
<td></td>
<td></td>
<td>40¢</td>
</tr>
<tr>
<td>8 coins</td>
<td></td>
<td></td>
<td>40¢</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Quarters</th>
<th>Number of Dimes</th>
<th>Number of Nickels</th>
<th>Total Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 coins</td>
<td></td>
<td></td>
<td>45¢</td>
</tr>
<tr>
<td>5 coins</td>
<td></td>
<td></td>
<td>45¢</td>
</tr>
<tr>
<td>6 coins</td>
<td></td>
<td></td>
<td>45¢</td>
</tr>
</tbody>
</table>

**Writing and Reasoning** Is there a way to show 75¢ using only quarters and dimes? Explain.
Currency
Directions: If desired, cut out and use when solving.

Pennies, Nickels, Dimes, and Quarters
Currency
Directions: If desired, cut out and use when solving.

One and Five Dollar Bills
Currency

Directions: If desired, cut out and use when solving.

Five and Ten Dollar Bills
Currency
Directions: If desired, cut out and use when solving.

Twenty Dollar Bills
Second Grade Science Academic Packet

Student Name _________________________________  School ________________________________

Week 6
May 4-May 8, 2020

Please follow your teacher's instruction on use and return of packets.
Por favor siga las instrucciones de su maestro sobre el uso y la devolución de los paquetes.
Tanpri swiv enstriksyon pwofesè w sou jan pou w itilize ak retounen pakè yo.
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<table>
<thead>
<tr>
<th>Day</th>
<th>Skill</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Big Idea 17: Interdependence Needs of Plants and Animals</td>
<td>1-2</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Big Idea 17: Interdependence Needs of Plants and Animals</td>
<td>3-4</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Big Idea 17: Interdependence Needs of Plants and Animals</td>
<td>5-6</td>
</tr>
<tr>
<td>Thursday</td>
<td>Big Idea 17: Interdependence Needs of Plants and Animals</td>
<td>7-8</td>
</tr>
<tr>
<td>Friday</td>
<td>Big Idea 17: Interdependence Needs of Plants and Animals</td>
<td>9-10</td>
</tr>
</tbody>
</table>

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Day 1

Bellwork: Use your prior knowledge to answer the question below.

Why do plants and animals live in certain habitats?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Activity: Read the information about habitats and then answer the question.

The Desert
The desert is a very dry land that receives little rain. The desert can be hot during the day, but cool during night.
### Desert Animals

Desert animals solve problems of too much heat or too little water in different ways.

- **This gecko stores water in its tail. Animals need to find different ways to survive with limited water.**
- **Many animals sleep during the day and come out when it is cooler at night.**
- **Camels store fat in their hump. Animals have lighter colors to help them stay cool.**
- **Animals get most of their water from eating plants.**

### Desert Plants

Desert plants can survive with little water. Let’s look at an example:

- **Plants take in water through its roots. They have roots that spread out to find water.**

Can a plant that lives in a wet habitat live in a dry habitat?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Day 2

**Bell Ringer:** Answer the question to review content from earlier this year.

Below shows the life cycle of a bean plant.

Which of the following lists the stages of the bean plant’s life cycle in the correct order?

- a. seed, germination, seedling, adult flowering plant
- b. seedling, seed, germination, adult flowering plant
- c. seed, seedling, germination, adult flowering plant

**Activity:** Read the information about habitats and then answer the question.

**Oceans**

The ocean is a large body of salt water.

The top part of the ocean contains most of the living things.

There are plants and animals that can only survive in water and not on land.
Ocean Animals
Different animals live in different parts of the ocean.
The ocean gives animals the space they need to live and compete for food.

- Dolphins use their blowholes to breathe.
- Most animals in the sea have fins or flippers to help them move through water.
- Many fish, like this shark, use gills to breathe.

Ocean Plants
Ocean plants get the air and water they need from the ocean.
Many ocean plants are located in the top layer of the ocean to get sunlight. There is no sunlight at the bottom of the ocean.

- Seaweed is one example of an ocean plant that makes its own food.
- Seagrass grows in the ocean.

Why can’t an animal that lives in an ocean live in another habitat?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Day 3

Bell Ringer: Answer the question to review content from earlier this year.

Using the images of the life cycle of the butterfly, what is happening at stage 2?

A. A larva has formed a pupa.
B. An adult butterfly has laid eggs.
C. A larva is eating and growing larger.

Activity: Read the information about habitats and then answer the question.

Ponds

A pond is a small body of water.
A pond is made of fresh water, which is different from oceans.

A pond is surrounded by land on all sides. It has little or no salt in it.
## Pond Animals

Many animals that live in freshwater cannot live in saltwater. Many animals live their whole life in water. Other animals live around ponds to eat food in and around the water.

| Fish, like many ocean animals, breathe through gills to live in water. |
| Turtles can spend a lot of time in water. They breathe with their lungs. |
| Some animals have webbed feet to swim and walk around water. |

## Pond Plants

Plants grow near the water to get the water they need to live. Many plants grow out of the water to get sunlight they need to make their food.

| Plants growing near water |

---

Why can’t an animal that lives in an ocean live in a pond?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Day 4

**Probe:** Revisit the probe from last week using the information that you learned last week and this week to respond.

**Forests and Grasslands**
Three friends are looking at pictures of animals in their habitats. Which friend has the best idea about the kinds of animals in forests and grasslands?

Mila: I think forests and grasslands have the same kinds of animals.

Violet: I think forests and grasslands have some of the same kinds of animals.

Sadie: I think forests and grasslands have different kinds of animals.

Explain your thinking.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Activity: For the last two weeks you have been learning about habitats and the special qualities that they have that help plants and animals to survive in them. Using what you know about habitats, create your own habitat. Describe the special features that are a part of your habitat.

Habitat Name: ______________________________________________

Describe your habitat. For example, tell about the temperature and the land or water that is found in the habitat.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Draw a picture of your habitat.
Day 5

**Bell Ringer:** Respond to the question to review what you have learned about habitats.

Name three different habitats and list the plants and animals that you can find there.

1. ______________________________________________________________
   ______________________________________________________________

2. ______________________________________________________________
   ______________________________________________________________

3. ______________________________________________________________
   ______________________________________________________________

**Activity:** Using the habitat that you created yesterday, design plants and animals that could live within your habitat. These plants and animals do not need to be real animals, they can be made up but have qualities that help them to survive in your habitat.

Describe at least two animals that live in your habitat. What characteristics do the animals have that help them to survive in your habitat? Be sure to include how the animal’s basic needs will be met in this habitat.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Draw a picture of your animals.

Describe at least two plants that live in your habitat. What characteristics do the plants have that help them to survive in your habitat? Be sure to include how the plant’s basic needs will be met in this habitat.

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

Draw a picture of your plants.
Second Grade
SS Academic Packet

Student Name _____________________________    School ____________________________

Week 6
May 4-May 8, 2020

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Orange County Public Schools
OCPS Distance Learning Packet
Grade 2 Social Studies
“Community”

Standard
SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.

<table>
<thead>
<tr>
<th>Task</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preview Text</td>
<td>● Preview vocabulary (Community, Empathy).</td>
</tr>
<tr>
<td></td>
<td>● Preview the text, <em>Working Together</em>.</td>
</tr>
<tr>
<td>Read the Text</td>
<td>● Read the text, <em>Working Together</em>.</td>
</tr>
<tr>
<td></td>
<td>● Annotate (mark the text) as you read to make meaning of the text.</td>
</tr>
<tr>
<td></td>
<td>● Respond to the questions.</td>
</tr>
<tr>
<td>Photo Analysis</td>
<td>● Observe the photographs in the text.</td>
</tr>
<tr>
<td></td>
<td>● List on your paper, what do you see? (Evidence)</td>
</tr>
<tr>
<td></td>
<td>● List on your paper any questions you may still have. (Questions)</td>
</tr>
<tr>
<td>Optional Activity</td>
<td>● Optional Building Empathy Activity:</td>
</tr>
<tr>
<td></td>
<td>● With a family member, send/drop off kind notes to essential workers within your community. Students can participate in the betterment of their community.</td>
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Standard
SS.2.C.2.4 Identify ways citizens can make a positive contribution in their community.

Why are we learning this?
Citizens play many different roles in their communities, and not every citizen might contribute to a community the same way. But even though we all might contribute to our community in different ways, we are all equally important citizens!

Vocabulary

<table>
<thead>
<tr>
<th>Community</th>
<th>The people living in a certain place.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathy</td>
<td>Someone is able to share the emotions and feelings of another person.</td>
</tr>
</tbody>
</table>
Empathy is a key part of being a helpful community member at school and home. Helping others and your community helps people understand how to work with each other.

- Observe the photograph.
- What do you see?
- What questions do you still have?

1. What can you do to make a positive contribution in your community?
   - A) clean up litter
   - B) watch TV
   - C) go swimming
   - D) play a game

Optional *Building Empathy Activity*:

With a family member, send/drop off kind notes to essential workers within your community. Students can participate in the betterment of their community.
Music
Make Your Own Squiggle

Make sounds that match these squiggles as you trace them with your finger.

Make up your own squiggle, and draw it in these two boxes. Cut out the second box, and give your squiggle to a friend. Perform each other’s squiggles!
Visual Art
A **commemorative stamp** is a postage stamp that **honors a person, group of people, or special event**. Postage stamps are used to mail letters in the United States. Throughout the history of the United States Postal Service, artists such as **Jackson Pollock, Mark Rothko, Edward Hopper, Georgia O’Keeffe, Andy Warhol**, and many others have had their artwork featured on postage stamps. **Postage stamps** are just one way in which **artwork** is viewed throughout a community and share important messages.

**YOUR TASK**

Who are in the people in your community that are working to make it a better place? Teachers, doctors, nurses, scientists, police officers, firefighters, etc. Your task is to create a **commemorative stamp** to honor someone who is making a difference in your community. What **symbols** can you use in your stamp to **represent your message**? Be sure to include the **country and value of your stamp**. Color your stamp with crayons, markers, colored pencils, etc. Don’t forget to use **good craftsmanship** so that your work is neat.

**Common Symbols**

- Medical
- Life
- Government
- Doctor
- Nurse
- Scientist
- Love
- Police Officer
- Firefighter

**Copyright Corner**

Did you know that USPS postage stamps are **copyrighted**? That means that people **can NOT copy** the artwork legally.

Did you know that your artwork is also copyrighted the second you finish it? That means no one can reproduce your artwork without your permission. **Why do you think copyright is important for artists?**

_________________________
_________________________
_________________________
_________________________
_________________________
Theatre
Name: ______________________________________  Teacher: ____________________

Directions: Read your favorite story. Share what you liked and didn’t like about the story.

Favorite Story: ________________________________________________________________

What did you like about the story? Write your answers below:

What didn’t you like about the story? Write your answers below:
Dance
Directions: Choose an emotion. Create a short dance (8-16 counts long) that shows that emotion.

Emotion: ______________________

Draw your dance steps below.
DAY 4 ACTIVITIES

MY REFLECTIONS

How do you feel after you participate in a physical activity you enjoy?