Marysville School District

Lets Learn Grade 2

Marysville School District

Families:
Education has shifted significantly for everyone in the last few weeks, and we are working hard to help ensure that each student receives instruction to help them continue to grow despite school closures.

These printed learning resource packets have been designed to provide alternatives to the online learning opportunities that we are providing; our goal is to provide alternative assignments that give students and families flexibility, allow for creativity, and increase interest and motivation.

Included in this packet, you will find academic materials that align with the learning targets at each grade level, as well as some tips and information for families who are supporting learning at home. If your student is unable to access the online platforms, they may use these materials for our distance learning platform.

Our recommendation for learning time for students is in between 60-90 minutes each day; however, we know that all families are different, so we want you to adjust times and routines to best meet your family needs.

This packet contains materials that will cover learning from 4/17/2020 through the end of April. In the first week of May, you will receive another packet of learning resources for that month.

What if my student received support services in school (English Learners, LAP/Title, Special Education services, etc.)?
Our support services staff are working closely with the general classroom teachers to assist students who need more time and support in their learning. Teachers should be reaching out to students and families to support, monitor and adjust how students are engaging in the work.

What if the work is too difficult for my student to do independently?
In the printed resources are family support resources (tips to help your student). If you need additional support in helping your student(s) to be successful, please contact your student's teacher via email or phone. Additionally, if your child is eligible for special education, your child's case manager will assist you with questions about individualized learning resources to meet your child's needs. Contact information is located on the school website. If you are unable to access the school website, please call (360) 965- 0000 for staff contact information.
In the meantime, families may adjust the workload as it fits your student's best interest.

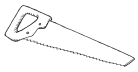
What if my student can access some of the online learning, but not all of it? Can we use some of this packet, and some of the online materials?
Certainly. We want families to be able to select the method of instruction that best fits their family needs. Work with your student's classroom teacher to develop a plan that works best for your family.

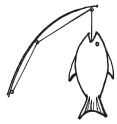
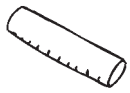
Reading & Writing

Name _____

Phonics

Vowel Patterns *aw, au, augh, al*

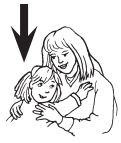


s**aw** **au**to c**augh**t ch**al**k

Write a word from the box to match each picture.

daughter	draw	fall	naughty	raw	sauce	thaw	walk

1.  _____	2.  _____
3.  _____	4.  _____

Write a word from the box that is the opposite of each word below.

freeze

5. _____

6. rise _____

good

7. _____

8. cooked _____

Mark the space next to the word that has the same vowel sound as *saw.*

9. ☐ fault
   ☐ find
   ☐ few

10. ☐ tray
    ☐ took
    ☐ taught

Children apply grade-level phonics and word analysis skills.

Name _____

Picking Up Sunset Park

Lacey stood at the gate of Sunset Park. What she saw made her want to cry. The storm had knocked down two small trees and scattered branches everywhere.

Her brother, Jared, looked at the mess. "We might as well go home," he said. "It's going to be a while before we can play here again."

"Let's pick up some of the branches," Lacey said.

"That will take all day!" Jared said.

"If we work together, we can get it done quickly," Lacey said.

They began to pick up branches and pile them near the gate. As the pile grew, their friends Marius and Elsa rode by.

"What's going on?" Marius asked.

"The storm blew down some trees," Lacey said. "We're cleaning up."

Marius and Elsa hopped off their bikes and began working. Soon, some neighbors saw the kids at work. They started to help clean up too. Mrs. Cleary came with cold lemonade for everyone. Before long, the branches were all cleared. The adults cut the fallen trees and moved them to the side. The park was almost as good as new. Lacey and Jared happily ran to the swings. They were thrilled. There was even time to play before dinner!

Children read text closely to determine what the text says.

Name _____

Sleuth Work

Look for Clues

Underline clues in the story that tell how bad the storm damage was.

Look for Clues: Extend Your Ideas

Circle one way the characters picked up the park.

Ask Questions

Write a question you would ask one of the neighbors who stopped to help.

_____

_____

_____

Ask Questions: Extend Your Ideas

You are a local newspaper reporter. Write a question you would ask Lacey.

_____

_____

_____

Make Your Case

On a sheet of paper, tell what the writer wanted to explain. Explain, using examples from the text.

Make Your Case: Extend Your Ideas

Tell a partner three words you would use to describe Lacey and why.

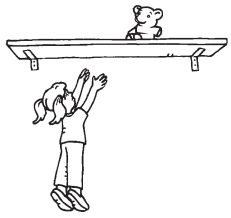
Children read text closely to determine what the text says.

Name _____

Phonics

Inflected Endings *-s, -ed, -ing, -er, -est*

Read each word.
Find the base word.
Write the base word on the line.



try + *-s* = tr**ies** try + *-ed* = tr**ied** try + *-ing* = try**ing**

1. hiked _____	**2.** skipped _____
3. planning _____	**4.** shopping _____
5. cried _____	**6.** liking _____
7. baking _____	**8.** boxes _____

Find the word that makes sense in the sentences below.
Mark the space to show your answer.

9. Sam is _____ than Luke.

- ☐ fast
- ☐ faster
- ☐ fasting

10. Mia is the _____ person I know.

- ☐ kinder
- ☐ kind
- ☐ kindest

Children apply grade-level phonics and word analysis skills.

Name _____

Abbreviations

Read each abbreviation.
Draw a line to the word it stands for.

1. Ave.	Doctor
2. Dr.	November
3. Mr.	Mister
4. Mon.	Avenue
5. Nov.	Street
6. St.	Monday

Write each abbreviation correctly.

7. apr _____

8. mrs _____

9. Mar _____

10. fri _____

Children apply grade-level phonics and word analysis skills.

Name _____

Making a Difference, One Bag at a Time

When Annie Wignall was eleven, her mother told her something that made her sad. She said that some children have to leave their homes in hard times. They often must leave everything behind. They lose many things that they love and need. Annie wanted to do something to help. Annie made cute cloth bags for children in need. She found people to donate new items that children might miss from their homes. Annie filled the bags with these things. She put in soap and toothpaste. She found toys to add. She got games and books for the bags. She hoped to give these children lots to make them happy.

Annie started Care Bags Foundation. Every month Annie and other helpers prepare about one hundred Care Bags for Kids. Some people sew the bags. Others give things to put in the bags. Volunteers help fill them. The bags are then given to children in need. They bring many smiles! Care Bags Foundation also helps children in another way. It teaches kids how to make a difference. It tells how to start a Care Bags project in their own towns. Care Bags Foundation has made a big difference with each small bag!

Children read text closely to determine what the text says.

Name _____

Sleuth Work

Look for Clues

Underline clues. Underline two events that caused something else to happen.

Look for Clues: Extend Your Ideas

Circle ways that people help the Care Bags Foundation.

Ask Questions

Write a question to ask Annie Wignall.

_____

_____

_____

Ask Questions: Extend Your Ideas

Write a question that you would ask someone who received a Care Bag.

_____

_____

_____

Make Your Case

Put a star by the biggest reason that you feel Care Bags Foundation makes a difference.

Make Your Case: Extend Your Ideas

On a sheet of paper, write an opinion about the Care Bags Foundation. Include reasons that support your opinion.

Children read text closely to determine what the text says.

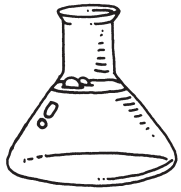
Name _____

Phonics

Final Syllables *-tion, -ture, -ion*

Circle a word with ***-tion, -ture,*** or ***-ion*** to finish each sentence.

na**tion**



mix**ture**

1,000,000

mill**ion**

1. I saw a horse in the _____.	portion pasture
2. I watched from one _____ of the yard.	section suction
3. I moved with _____.	culture caution
4. I walked in slow _____.	motion station
5. I'd like to see a _____ horses.	million cushion

Children apply grade-level phonics and word analysis skills.

Name _____

Suffixes *-ness, -less, -able, -ible*

Add *-ness, -less, -able,* or ***-ible*** to each word to make a word from the box.
Write the new word on the line.

affordable	fearless	fitness	goodness
reversible	terrible	thankless	useless

1. afford _____	**2.** fit _____
3. thank _____	**4.** fear _____
5. good _____	**6.** use _____

Pick a word from the box to match the clue.
Write the word on the line.

7. has two sides you can use: _____

8. very bad, something feared: _____

Children apply grade-level phonics and word analysis skills.

Name _____

Sleuth Work

Wanted: Great Student Leaders!

Do you have lots of school spirit and fun ideas for helping your school? Are you a good leader? Then you may belong on the student council!

Many schools have student councils. These are groups of students who are chosen to share ideas and make decisions about student activities. Students often elect student council members in a class or grade-level election. Council members work hard to be good students, good citizens, and good examples to everyone at school.

Some students are officers with special duties. They lead the council meetings, keep records, and work with school staff members. Others are representatives. They talk to the students in their classes to get ideas. Later, they report back to the class about decisions the student council has made.

But what does a student council actually do? It might organize an event, such as a school carnival. It might raise money for new equipment. It might plan volunteer activities, such as a food drive, to help people in the community. If there is a problem in the school, the student council may discuss possible solutions to the problem.

Are you ready to make a difference in your school? If so, the student council may be the place for you!

Children read text closely to determine what the text says.

Sleuth Work

Name _____

Look for Clues

Underline text clues that help you understand what a student council does.

Look for Clues: Extend Your Ideas

Circle what council members work hard at.

Ask Questions

Write a question that you might ask students that are on a student council.

Ask Questions: Extend Your Ideas

Write a question to ask of a student running for student council.

Make Your Case

Put a star above a sentence that helps you understand the author's main purpose.

Make Your Case: Extend Your Ideas

On a sheet of paper, list two personality traits you think a student council member should have.

Children read text closely to determine what the text says.

Name _____

Prefixes *micro-, mid-, mis-, non-*

Read the clues.

Write micro-, mid-, mis-, or **non-** to finish the words.

microscope **mid**air

misplace **non**fat

1. middle of the week _____ --- _____ week	**2.** an error _____ --- _____ take
3. true story _____ --- _____ fiction	**4.** act badly _____ --- _____ behave
5. peaceful _____ --- _____ violent	**6.** about July 1 _____ --- _____ year
7. an error in printing _____ --- _____ print	**8.** something that makes sound louder _____ --- _____ phone
9. makes no sense _____ --- _____ sense	**10.** a wrong act _____ --- _____ deed

Children apply grade-level phonics and word analysis skills.

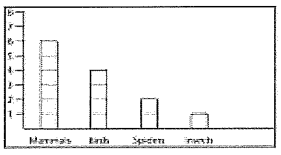
MATH

Eureka Math™ Tips for Parents

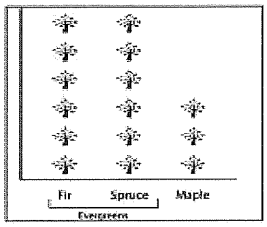
Grade 2 Module 7

Problem Solving with Length, Money, and Data

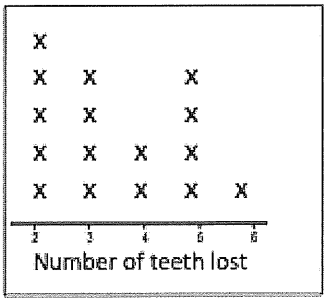
Module 7 presents an opportunity for students to practice addition and subtraction strategies within 100. They also use problem-solving skills as they learn to work with various types of units within the contexts of length, money, and data. Students will represent categorical and measurement data using picture graphs, bar graphs, and line plots.



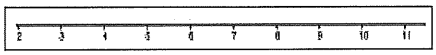
Bar Graph



Picture Graph



Line Plot



Scale

What Came Before this Module:

In Module 6, we laid the conceptual foundation for multiplication and division in Grade 3. Students made equal groups and learned about even and odd numbers.

What Comes After this Module:

In Module 8, students extend their understanding of part-whole relationships through the lens of geometry. They compose and decompose shapes and begin to see unit fractions as equal parts of a whole.

New Terms in this Module:

Bar graph—diagram showing data using lines or rectangles of equal width

Data—facts assembled for analysis or information

Degree—unit of temperature measure

Foot—ft, unit of length measure equal to 12 inches

Inch—in, unit of length measure

Legend—notation on a graph explaining what symbols represent

Line plot—graph representing data with an X above each instance of value on a number line

Picture graph—representation of data like a bar graph, using pictures instead of bars

Scale—system of ordered marks at fixed intervals used as a reference standard in measurement

Table—representation of data using rows and columns

Yard—yd, unit of length measure equal to 36 inches or 3 feet

+ How You Can Help at Home:

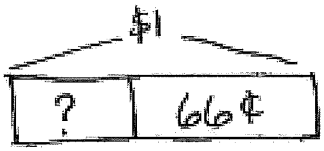
- Ask your student to count the coins received in change when shopping or to count a handful of coins at home.
- Once students have learned a few ways of representing data, find something around the house you can make a line or bar graph about, e.g., types of stuffed animals, colors of LEGO pieces, etc.

Key Common Core Standards:

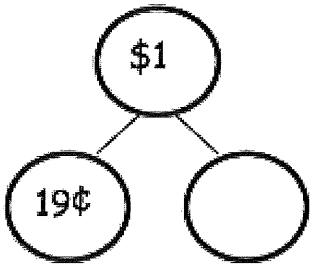
- *Use place value understanding and properties of operations to add and subtract.*
- *Measure and estimate lengths in standard units.*
- *Relate addition and subtraction to length.*
- *Work with time and money.*
- *Represent and interpret data.*

Prepared by Erin Schweng, Math Coach

A number bond and tape diagram both showing how students will work on addition and subtraction with money as the context



$100 - \square = 66$



$66 \xrightarrow{+4} 70 \xrightarrow{+30} 100$

Spotlight on Math Models:

Money

Students will use this model in Module 7 of *A Story of Units* as they work with measurement.

A *Story of Units* has several key mathematical "models" that will be used throughout a student's elementary years.

In Module 7, students work with various units of measurement, one of which the most exciting is money. Students see how 100¢ can be decomposed various ways, and they use the familiar number bond and tape models to demonstrate addition and subtraction problems. Place value concepts are reinforced as we review that one hundred 1¢ coins and ten 10¢ coins both make $1.

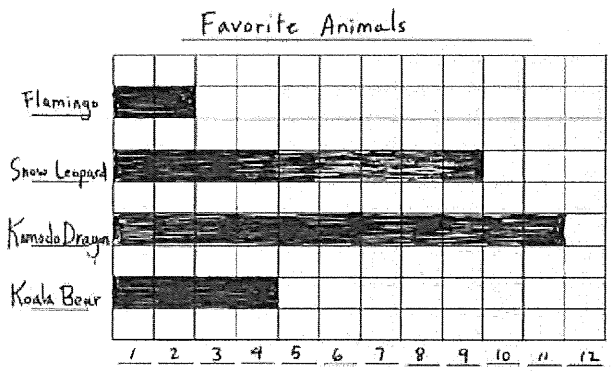
We also work with bills, which is very similar to our work with whole number addition and subtraction. A typical problem is as follows:

Ryan went shopping with 3 twenty-dollar bills, 3 ten-dollar bills, 1 five-dollar bill, and 9 one-dollar bills. He spent 59 dollars on a video game. How much money did he have left?

This problem showcases the accumulated skills needed to both compute the mathematics, as well as handle the multi-step nature of the work. These Grade 2 math students have learned so much!

Sample Problem from Module 7, Lesson 4:
After a trip to the zoo, Ms. Anderson's students voted on their favorite animals. Use the bar graph to answer the following questions.

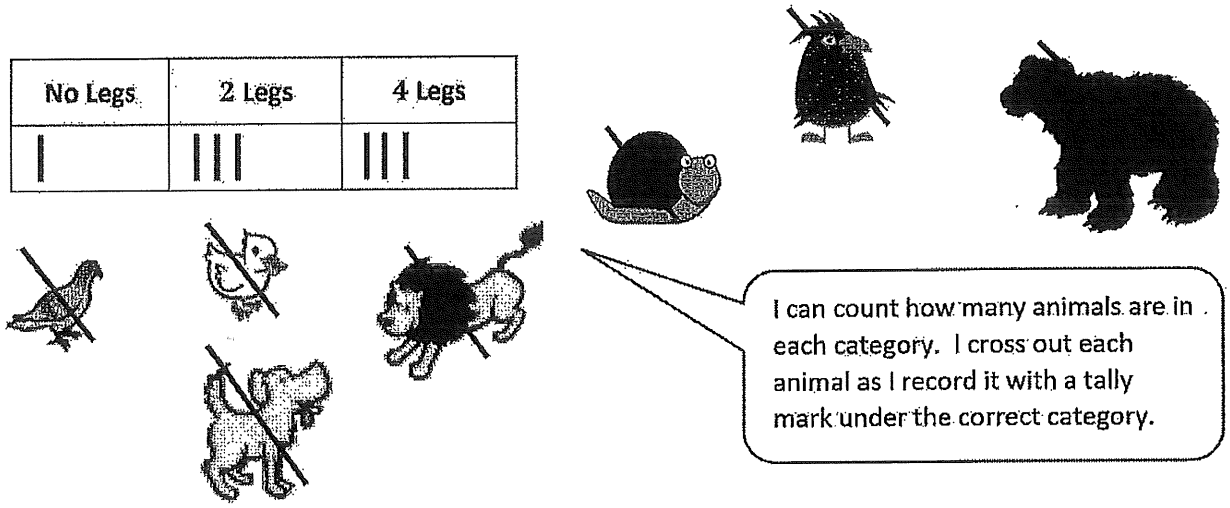
a. Which animal got the fewest votes?
b. Which animal got the most votes?
c. How many more students liked komodo dragons than koala bears?
d. Later, two students changed their votes from koala bear to snow leopard. What was the difference between koala bears and snow leopards then?



G2-M7-Lesson 1

1. Count and categorize each picture to complete the table with tally marks.

No Legs	2 Legs	4 Legs
|	|||	|||



I can count how many animals are in each category. I cross out each animal as I record it with a tally mark under the correct category.

2. Use the Animal Classification table to answer the following questions about the types of animals Ms. Lee's second-grade class found in the local zoo.

Animal Classification			
Birds	Fish	Mammals	Reptiles
6	5	11	3

I know that this question is asking me to find the total number of birds, fish, or reptiles in the table. It's not asking for the number of categories.

a. How many animals are birds, fish, or reptiles? 14 $6 + 5 + 3 = 14$

b. How many more birds and mammals are there than fish and reptiles? 9 $17 - 8 = 9$

c. How many animals were classified? 25 $6 + 5 + 11 + 3 = 11 + 14 = 25$

d. If 5 more birds and 2 more reptiles were added to the table, how many fewer reptiles would there be than birds? 6

B $6 + 5 = 11$ $5 + \underline{6} = 11$

R $3 + 2 = 5$

I can use addition or subtraction when I see the words *how many fewer.*

Name _____ Date _____

1.	10 + 2 =	21.	7 + 9 =
2.	10 + 7 =	22.	5 + 8 =
3.	10 + 5 =	23.	3 + 9 =
4.	4 + 10 =	24.	8 + 6 =
5.	6 + 11 =	25.	7 + 4 =
6.	12 + 2 =	26.	9 + 5 =
7.	14 + 3 =	27.	6 + 6 =
8.	13 + 5 =	28.	8 + 3 =
9.	17 + 2 =	29.	7 + 6 =
10.	12 + 6 =	30.	6 + 9 =
11.	11 + 9 =	31.	8 + 7 =
12.	2 + 16 =	32.	9 + 9 =
13.	15 + 4 =	33.	5 + 7 =
14.	5 + 9 =	34.	8 + 4 =
15.	9 + 2 =	35.	6 + 5 =
16.	4 + 9 =	36.	9 + 7 =
17.	9 + 6 =	37.	6 + 8 =
18.	8 + 9 =	38.	2 + 9 =
19	7 + 8 =	39.	9 + 8 =
20.	8 + 8 =	40.	7 + 7 =

Name _____ Date _____

1.	10 + 6 =	21.	3 + 8 =
2.	10 + 9 =	22.	9 + 4 =
3.	7 + 10 =	23.	_____ + 6 = 11
4.	3 + 10 =	24.	_____ + 9 = 13
5.	5 + 11 =	25.	8 + _____ = 14
6.	12 + 8 =	26.	7 + _____ = 15
7.	14 + 3 =	27.	_____ = 4 + 8
8.	13 + _____ = 19	28.	_____ = 8 + 9
9.	15 + _____ = 18	29.	_____ = 6 + 4
10.	12 + 5 =	30.	3 + 9 =
11.	_____ = 2 + 17	31.	5 + 7 =
12.	_____ = 3 + 13	32.	8 + _____ = 14
13.	_____ = 16 + 2	33.	_____ = 5 + 9
14.	9 + 3 =	34.	8 + 8 =
15.	6 + 9 =	35.	_____ = 7 + 9
16.	_____ + 5 = 14	36.	_____ = 8 + 4
17.	_____ + 7 = 13	37.	17 = 8 + _____
18.	_____ + 8 = 12	38.	19 = _____ + 9
19	8 + 7 =	39.	12 = _____ + 7
20.	7 + 6 =	40.	15 = 8 + _____

Name _____ Date _____

1.	13 - 3 =	21.	16 - 8 =
2.	19 - 9 =	22.	14 - 5 =
3.	15 - 10 =	23.	16 - 7 =
4.	18 - 10 =	24.	15 - 7 =
5.	12 - 2 =	25.	17 - 8 =
6.	11 - 10 =	26.	18 - 9 =
7.	17 - 13 =	27.	15 - 6 =
8.	20 - 10 =	28.	13 - 8 =
9.	14 - 11 =	29.	14 - 6 =
10.	16 - 12 =	30.	12 - 5 =
11.	11 - 3 =	31.	11 - 7 =
12.	13 - 2 =	32.	13 - 8 =
13.	14 - 2 =	33.	16 - 9 =
14.	13 - 4 =	34.	12 - 8 =
15.	12 - 3 =	35.	16 - 12 =
16.	11 - 4 =	36.	18 - 15 =
17.	12 - 5 =	37.	15 - 14 =
18.	14 - 5 =	38.	17 - 11 =
19	11 - 2 =	39.	19 - 13 =
20.	12 - 4 =	40.	20 - 12 =

Name _____ Date _____

1.	17 - 7 =	21.	16 - 7 =
2.	14 - 10 =	22.	17 - 8 =
3.	19 - 11 =	23.	18 - 7 =
4.	16 - 10 =	24.	14 - 6 =
5.	17 - 12 =	25.	17 - 8 =
6.	15 - 13 =	26.	12 - 8 =
7.	12 - 3 =	27.	14 - 7 =
8.	20 - 11 =	28.	15 - 8 =
9.	18 - 11 =	29.	13 - 5 =
10.	13 - 5 =	30.	16 - 8 =
11.	_____ = 11 - 2	31.	14 - 9 =
12.	_____ = 12 - 4	32.	15 - 6 =
13.	_____ = 13 - 5	33.	13 - 6 =
14.	_____ = 12 - 3	34.	_____ = 13 - 8
15.	_____ = 11 - 4	35.	_____ = 15 - 7
16.	_____ = 13 - 2	36.	_____ = 18 - 9
17.	_____ = 11 - 3	37.	_____ = 20 - 14
18.	17 - 8 =	38.	_____ = 20 - 7
19	14 - 6 =	39.	_____ = 20 - 11
20.	16 - 9 =	40.	_____ = 20 - 8

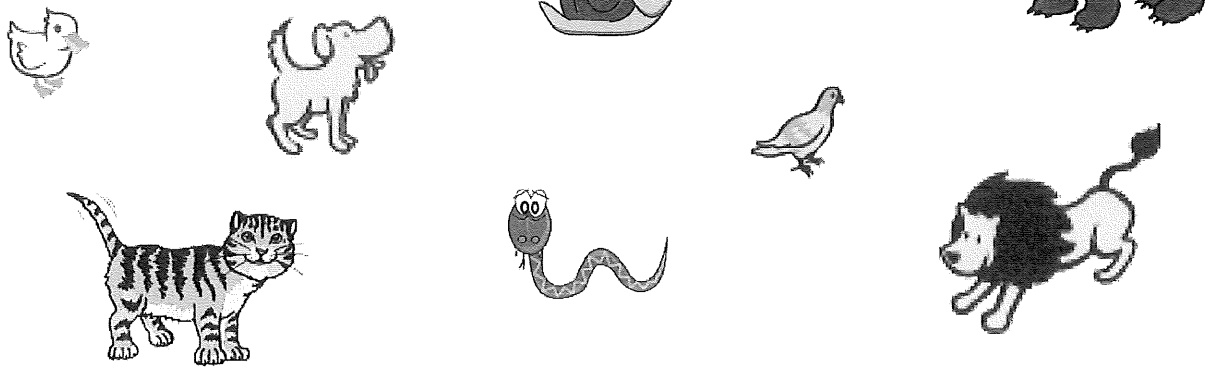
Name _____ Date _____

1.	11 + 9 =	21.	13 - 7 =
2.	13 + 5 =	22.	11 - 8 =
3.	14 + 3 =	23.	15 - 6 =
4.	12 + 7 =	24.	12 + 7 =
5.	5 + 9 =	25.	14 + 3 =
6.	8 + 8 =	26.	8 + 12 =
7.	14 - 7 =	27.	5 + 7 =
8.	13 - 5 =	28.	8 + 9 =
9.	16 - 7 =	29.	7 + 5 =
10.	17 - 9 =	30.	13 - 6 =
11.	14 - 6 =	31.	14 - 8 =
12.	18 - 5 =	32.	12 - 9 =
13.	9 + 9 =	33.	11 - 3 =
14.	7 + 6 =	34.	14 - 5 =
15.	3 + 9 =	35.	13 - 8 =
16.	6 + 7 =	36.	8 + 5 =
17.	8 + 5 =	37.	4 + 7 =
18.	13 - 8 =	38.	7 + 8 =
19	16 - 9 =	39.	4 + 9 =
20.	14 - 8 =	40.	20 - 8 =

Name _____ Date _____

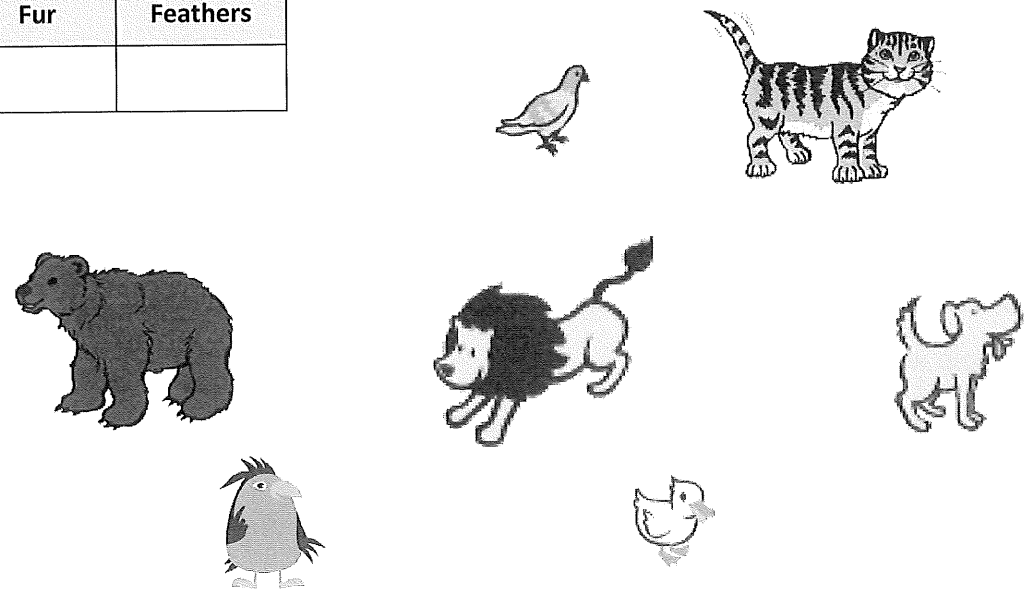
1. Count and categorize each picture to complete the table with tally marks.

No Legs	2 Legs	4 Legs



2. Count and categorize each picture to complete the table with numbers.

Fur	Feathers



3. Use the Animal Habitats table to answer the following questions.

Animal Habitats		
Forest	Wetlands	Grasslands
𝍸 |	𝍸	𝍸 𝍸 ||||

a. How many animals have habitats on grasslands and wetlands? _____

b. How many fewer animals have forest habitats than grasslands habitats? _____

c. How many more animals would need to be in the forest category to have the same number as animals in the grasslands category? _____

d. How many total animal habitats were used to create this table? _____

4. Use the Animal Classification table to answer the following questions about the types of animals Ms. Lee's second-grade class found in the local zoo.

Animal Classification			
Birds	Fish	Mammals	Reptiles
6	5	11	3

a. How many animals are birds, fish, or reptiles? _____

b. How many more birds and mammals are there than fish and reptiles? _____

c. How many animals were classified? _____

d. How many more animals would need to be added to the chart to have 35 animals classified? _____

e. If 5 more birds and 2 more reptiles were added to the table, how many fewer reptiles would there be than birds? _____

Name _____ Date _____

Use the Animal Classification table to answer the following questions about the types of animals at the local zoo.

Animal Classification			
Birds	**Fish**	**Mammals**	**Reptiles**
9	4	17	8

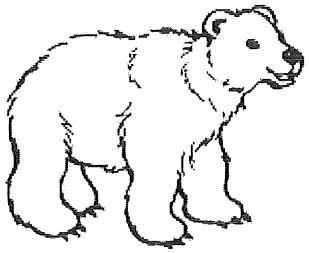
1. How many animals are birds, fish, or reptiles? _____
2. How many more mammals are there than fish? _____
3. How many animals were classified? _____
4. How many more animals would need to be added to the chart to have 45 animals classified? _____

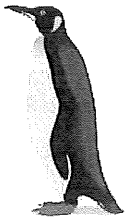
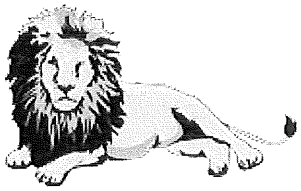
Name _____ Date _____

1. Count and categorize each picture to complete the table with tally marks.

No Legs	2 Legs	4 Legs

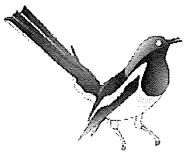




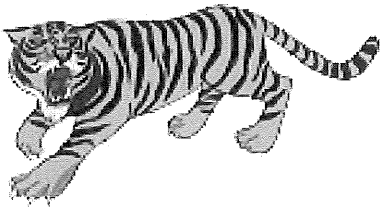




2. Count and categorize each picture to complete the table with numbers.

Fur	Feathers



3. Use the Animal Habitats table to answer the following questions.

Animal Habitats		
Arctic	Forest	Grasslands
6	11	9

a. How many animals live in the arctic? _____

b. How many animals have habitats in the forest and grasslands? _____

c. How many fewer animals have arctic habitats than forest habitats? _____

d. How many more animals would need to be in the grassland category to have the same number as the arctic and forest categories combined? _____

e. How many total animal habitats were used to create this table? _____

4. Use the Animal Classification table to answer the following questions about the class pets in West Chester Elementary School.

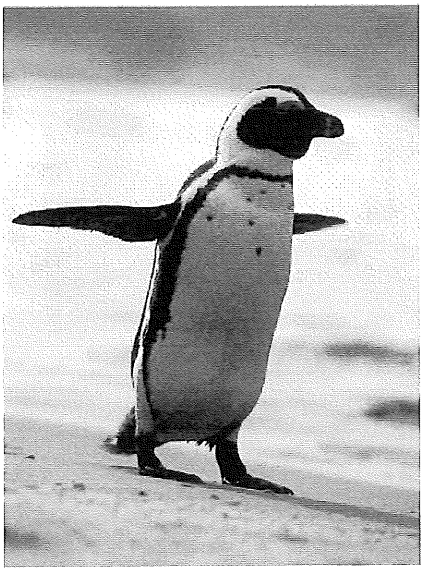
Animal Classification			
Birds	Fish	Mammals	Reptiles
7	15	18	9

a. How many animals are birds, fish, or reptiles? _____

b. How many more birds and mammals are there than fish and reptiles? _____

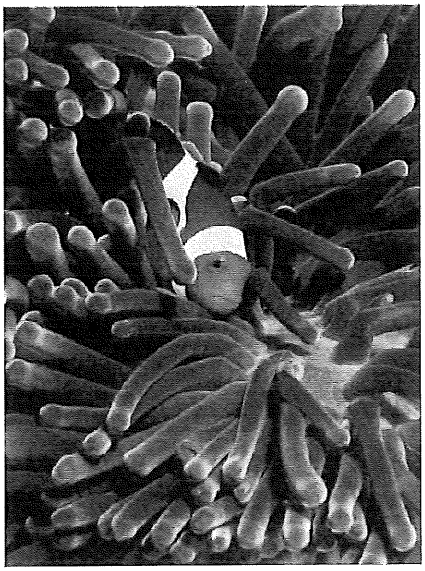
c. How many animals were classified? _____

d. If 3 more birds and 4 more reptiles were added to the table, how many fewer birds would there be than reptiles? _____



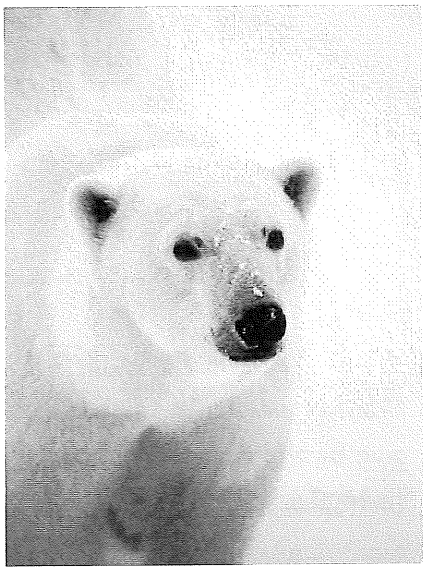
African Penguin

The African penguin lays 2 eggs at a time.



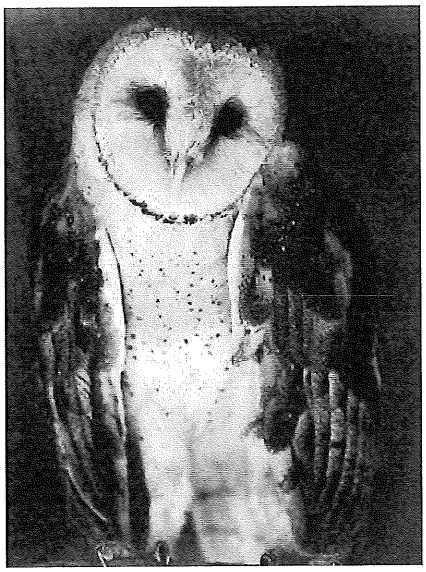
Clown Anemonefish

The clown anemonefish has scales, fins, and gills.



Polar Bear

The polar bear's thick coat of insulated fur protects against the arctic cold.

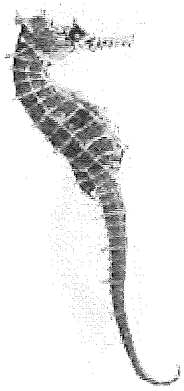


Barn Owl

The barn owl usually lays 4–7 eggs at a time.

Rough Green Snake

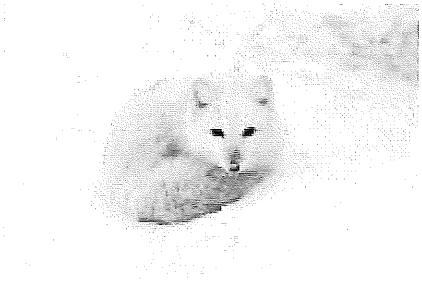
Rough green snakes lay 4–12 sticky eggs under a flat stone or log.



Seahorse

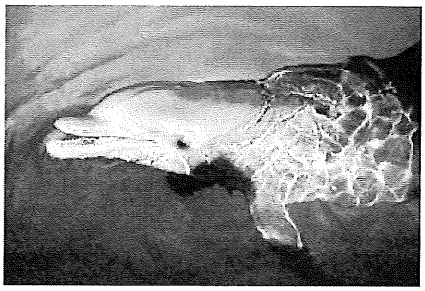
Male seahorses carry eggs in brood pouches. They swim using a small fin on their back.

animal cards



Arctic Fox

The female arctic fox can give birth to a litter of up to 14 pups.

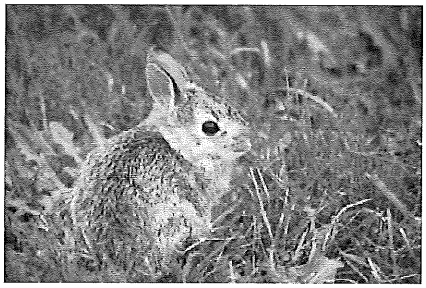


Bottlenose Dolphin

Dolphins have lungs. They breathe air through a blowhole at the top of the head.

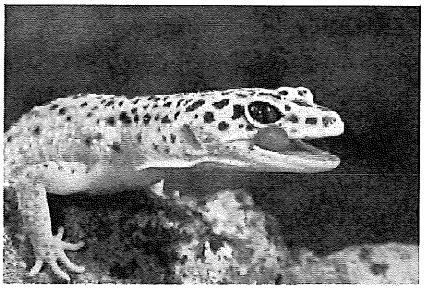
Brown Bear

Brown bear mothers give birth to cubs during hibernation. They don't even have to wake up!



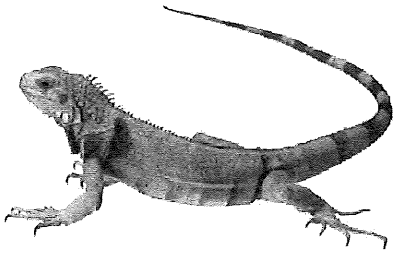
Rabbit

Mother rabbits feed their babies milk once or twice a day.



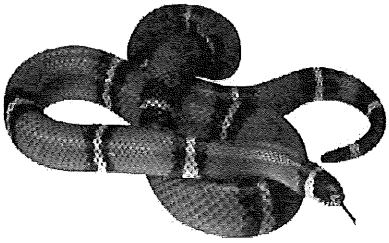
Leopard Gecko

Leopard geckos are cold-blooded and absorb sunlight for warmth.



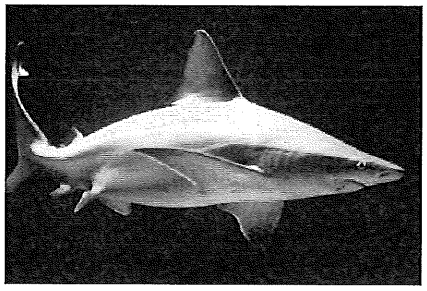
Green Iguana

Green iguanas often live in trees but come to the ground to lay eggs.



California Mountain Kingsnake

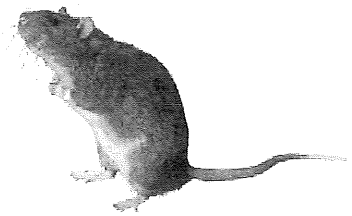
This snake is a cold-blooded animal with scales.



Bull Shark

The bull sharks' gills allow them to live in the shallow, warm waters of the ocean.

animal cards



Brown Field Mouse

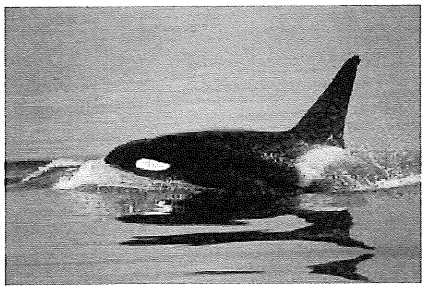
Female field mice give birth to 4–7 babies at a time.

British Robin

Females lay 4–6 pale blue speckled eggs in a nest in the spring.

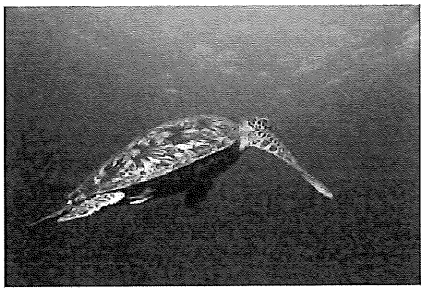
Rooster

These warm-blooded creatures are known for crowing at dawn.



Orca Whale

A baby orca, or calf, is born tail-first and may weigh about 400 pounds.



Sea Turtle

Females lay eggs in a nesting hole in the sand.

Baby Harp Seal

Seal mothers give birth in the spring and can identify their babies by their smell.

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animal cards

G2-M7-Lesson 2

1. Use grid paper to create a picture graph below using data provided in the table. Then, answer the questions.

Central Park Zoo Animal Classification			
Birds	Fish	Mammals	Reptiles
6	5	11	3

a. How many more animals are mammals and fish than birds and reptiles? 7

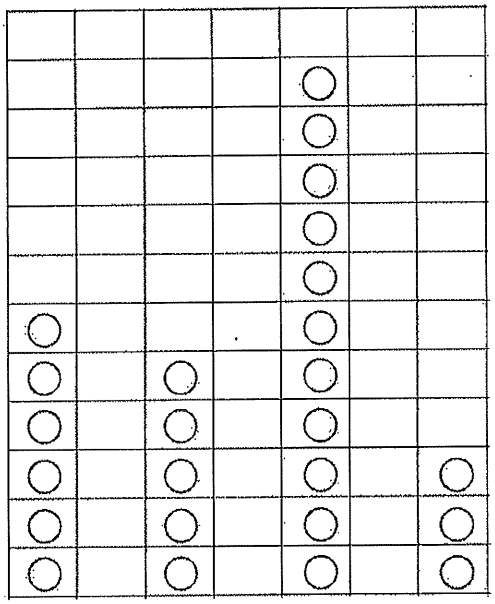
$11 + 5 = 16$ $6 + 3 = 9$ $16 - 9 = 7$

b. How many fewer animals are reptiles than mammals?

8 $11 - 3 = 8$

I use the graph to help me answer comparison questions like *how many more* or *how many fewer*.

Title: *Central Park Zoo Animal Classification*



Birds *Fish* *Mammals* *Reptiles*

Legend: *Each ◯ stands for 1 animal*

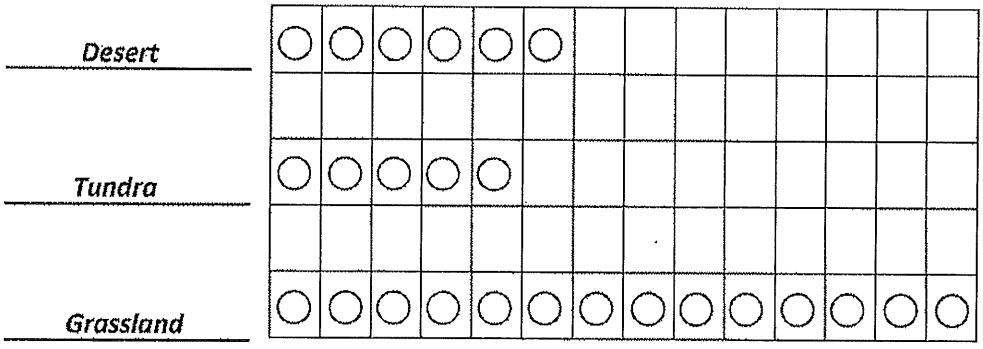
I organize the data from the table in a vertical picture graph. I put the categories in the same order as they are in the table, so I don't get confused. I must remember to include a title and a legend.

2. Use the table below to create a picture graph in the space provided.

Animal Habitats		
Desert	Tundra	Grassland
𝍸 |	𝍸	𝍸 𝍸 ||||

I draw a circle in each box to represent each animal recorded by a tally mark in the table. Circles help me to draw efficiently, and the legend explains what they represent.

Title: *Animal Habitats*



Legend: *Each ○ stands for 1 animal*

a. How many more animals live in the grassland than in the desert? 8

$$14 - 6 = 8$$

b. How many fewer animals live in the tundra than in the grassland and desert combined? 15

$$14 + 6 = 20 \qquad 20 - 5 = 15$$

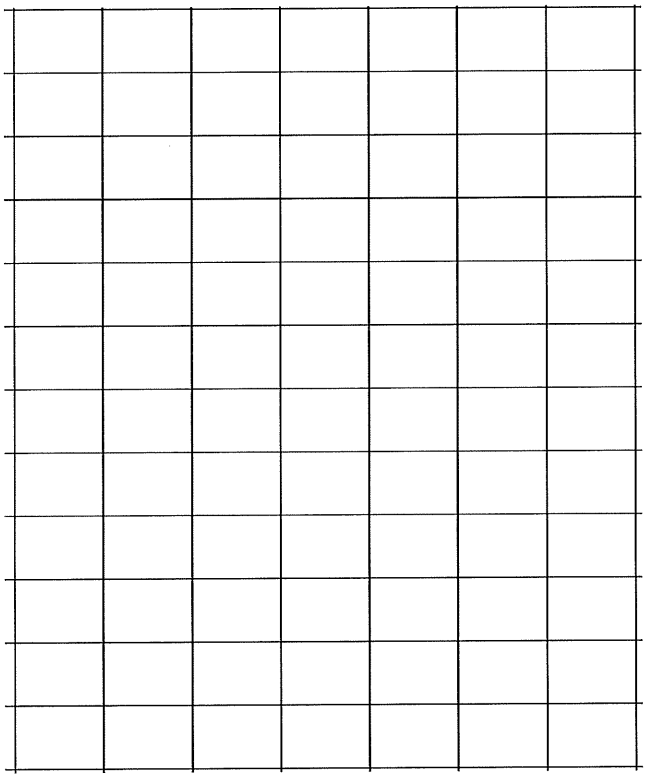
The first question asks *how many more*. I can figure out the answer by subtracting or by counting the extra circles in the picture graph for the grassland compared to the desert. There are 8 extra circles.

Name _____ Date _____

1. Use grid paper to create a picture graph below using data provided in the table. Then, answer the questions.

Central Park Zoo Animal Classification			
Birds	**Fish**	**Mammals**	**Reptiles**
6	5	11	3

Title: _____



_____ _____ _____ _____

Legend: _____

a. How many more animals are mammals than fish? _____

b. How many more animals are mammals and fish than birds and reptiles? _____

c. How many fewer animals are reptiles than mammals? _____

d. Write and answer your own comparison question based on the data.

Question: _____

Answer: _____

2. Use the table below to create a picture graph in the space provided.

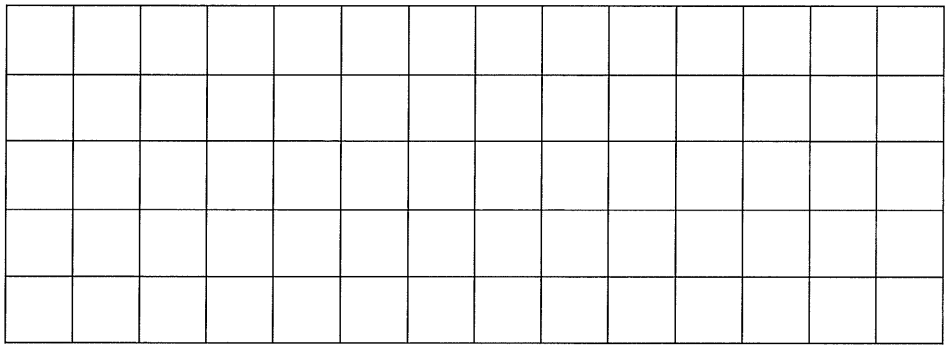
Animal Habitats		
Desert	Tundra	Grassland
𝍸 |	𝍸	𝍸 𝍸 ||||

Title: _____

_____

_____

_____



Legend: _____

a. How many more animal habitats are in the grassland than in the desert? _____

b. How many fewer animal habitats are in the tundra than in the grassland and desert combined? _____

c. Write and answer your own comparison question based on the data.

Question: _____

Answer: _____

Name _____ Date _____

Use grid paper to create a picture graph below using data provided in the table. Then, answer the questions.

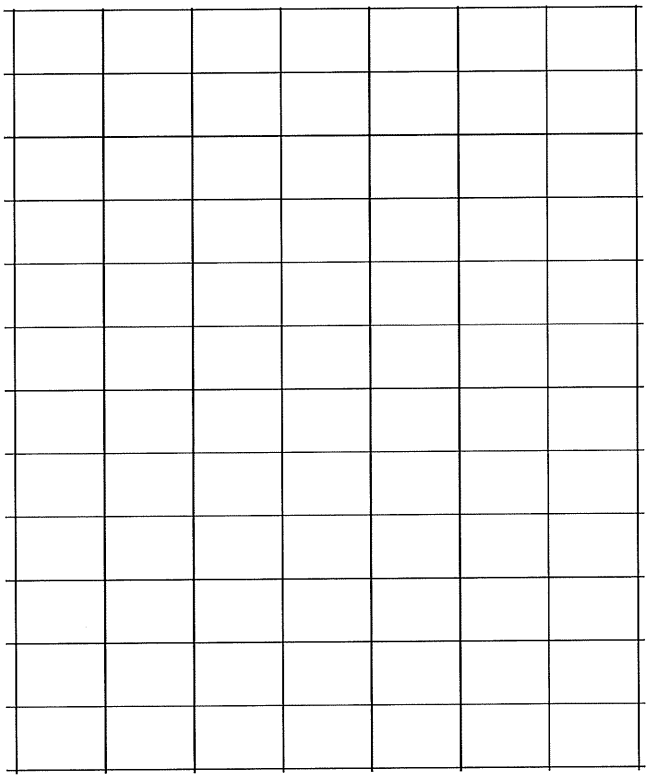
Fairview Park Zoo Animal Classification			
Birds	**Fish**	**Mammals**	**Reptiles**
8	4	12	5

a. How many more animals are mammals than birds? _____

b. How many more animals are mammals and reptiles than birds and fish? _____

c. How many fewer animals are fish than birds? _____

Title: _____



_____ _____ _____ _____

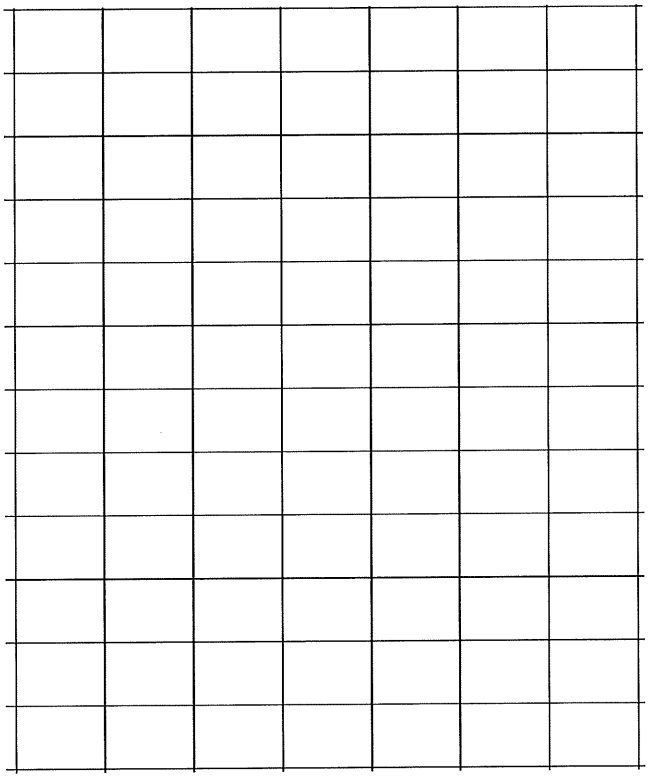
Legend: _____

Name _____ Date _____

1. Use grid paper to create a picture graph below using data provided in the table. Then, answer the questions.

Favorite Mammals			
Tiger	Panda	Snow Leopard	Gorilla
8	11	7	12

Title: _____



_____ _____ _____ _____

Legend: _____

a. How many more people chose gorilla as their favorite mammal than chose tiger? _____

b. How many more people chose tiger and gorilla as their favorite mammals than panda and snow leopard? _____

c. How many fewer people chose tiger as their favorite mammal than panda? _____

d. Write and answer your own comparison question based on the data.

Question: _____

Answer: _____

2. Use the data of Mr. Clark's class vote to create a picture graph in the space provided.

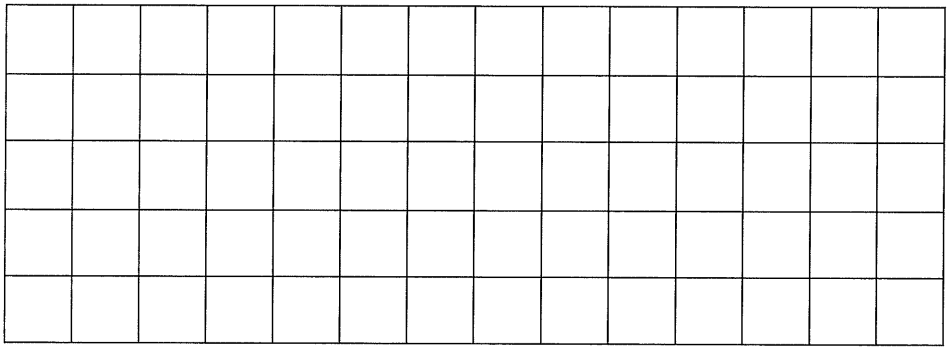
Favorite Birds		
Penguin	Flamingo	Peacock
𝍸 I	𝍸	𝍸 𝍸 IIII

Title: _____

_____

_____

_____



Legend: _____

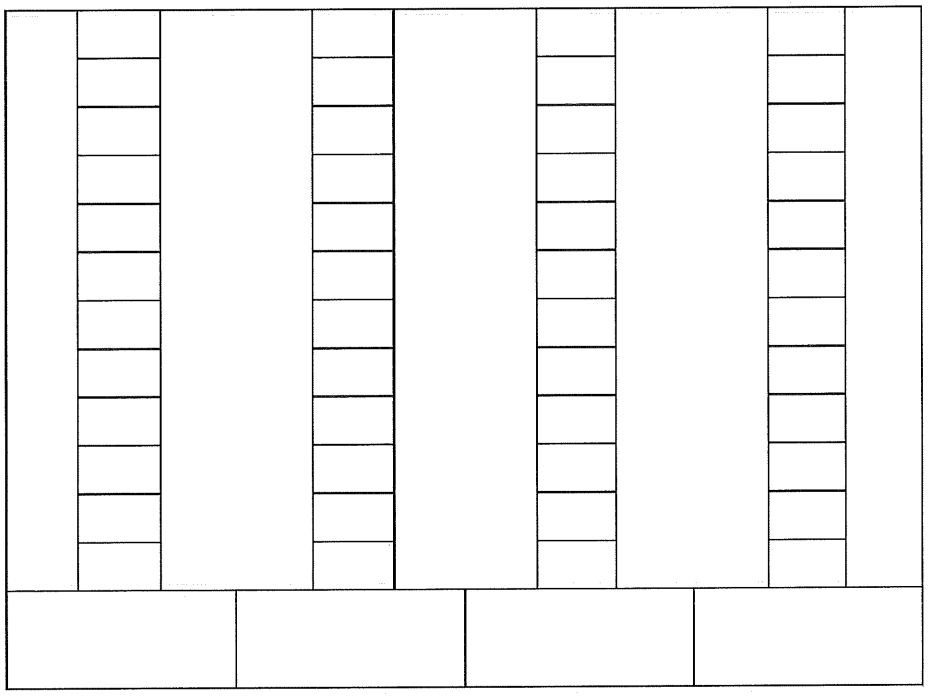
a. How many more students voted for peacocks than penguins? _____

b. How many fewer votes are for flamingos than penguins and peacocks? _____

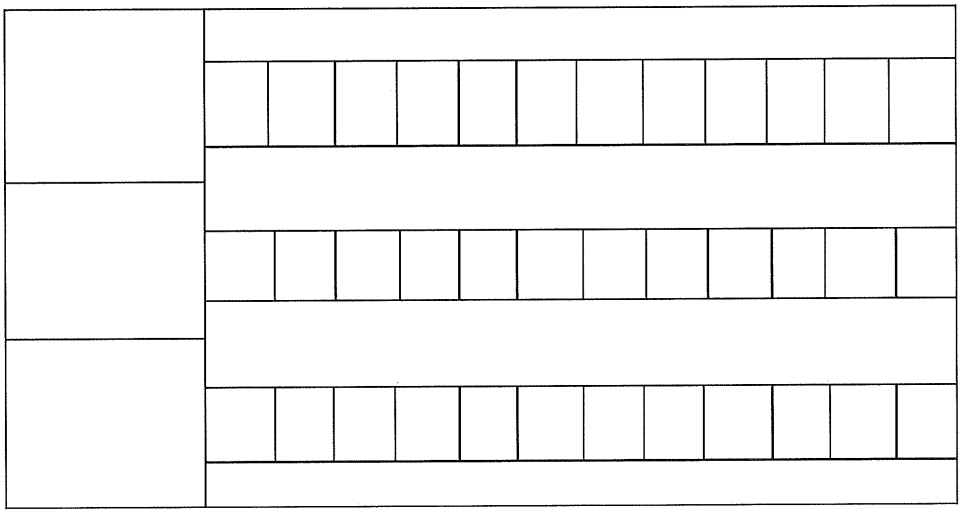
c. Write and answer your own comparison question based on the data.

Question: _____

Answer: _____

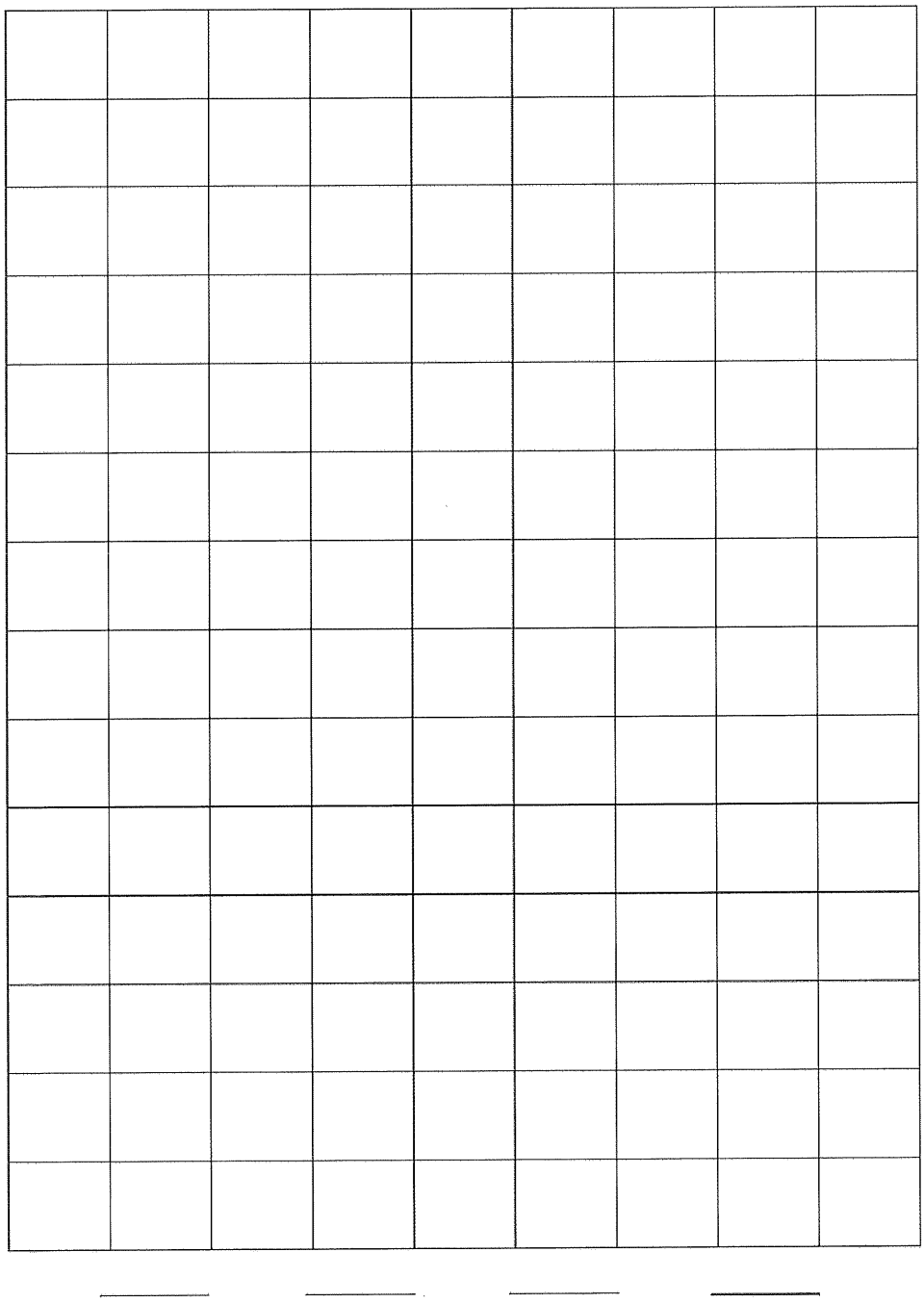


Legend: _____



Legend: _____

vertical and horizontal picture graphs



Legend: _____

vertical picture graph

Let's Practice!

second STEP
Problem-Solving Steps Flowchart for Families

WHAT?

- Your child is learning the *Second Step* Problem-Solving Steps at school.
- Use the flowchart to help you solve problems using the Problem-Solving Steps at home.

WHY?

- This flowchart gives you simple steps to help you and your family members solve problems.
- Using a structured process to work through a problem can help stop the problem from getting bigger.

WHO?

- You can use this flowchart to help anyone in your family solve a problem.
- It can help solve a problem between siblings or between adults and children.

WHEN?

- Use this flowchart anytime your family needs to work through a problem together.

second STEP® Problem-Solving Steps Flowchart for Families

Say the Problem:
Write a problem statement using non-blaming words.

Think of Solutions:
Think of three solutions that are safe and respectful.

1

2

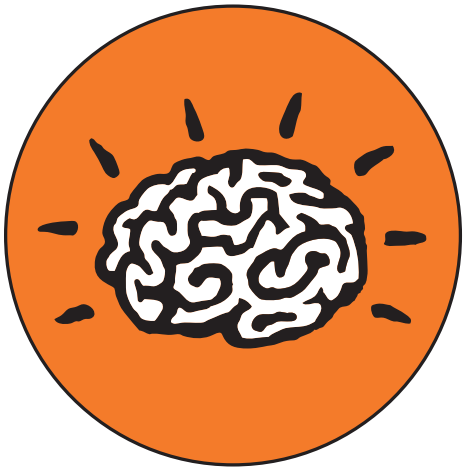
3

Explore the Consequences:
Think of one positive and one negative consequence for each solution

+	+	+
−	−	−

Pick the Best Solution

Brain Builder Games



These simple and fun brain-building games are designed to boost children's skills for paying attention and controlling their behavior. These skills help children do better in school and get along with others. Play these games with your children to help them strengthen their ability to:

- Pay attention to the game leader, the rules, and how they're doing in the game
- Remember and apply game rules that change or get harder
- Control their behavior, for example, by starting or stopping an action in order to follow game rules

Making Games Easier or Harder

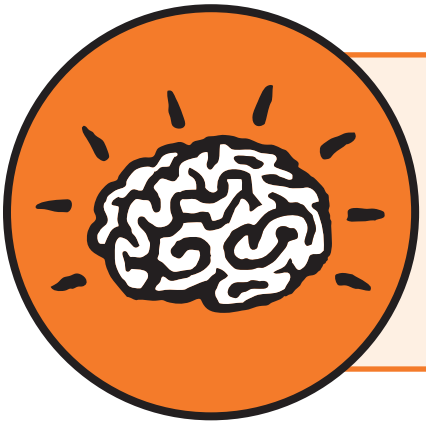
Brain builders can be made easier or harder to match your children's needs. It's a good idea to make the game harder as children get better at playing it. The Brain Builder directions list different levels of challenge for the game.

Tell Children the Games Will Help Their Brains Grow Stronger

It's important to tell children that these games make their brains grow stronger. Children learn that when playing the games, they are building their brains' ability to focus attention, remember and follow rules, and control behavior. Understanding this is important for children to get the most out of the games.

Helping Your Child Improve

Watch your children while you are playing the game, and note which parts they find most challenging. Focus on these areas the next time you play the game.



second STEP
Brain Builder Game: Dance Double

WHAT?

Brain Builders are active, fun games with specific rules and steps.

They include ways to increase the challenge.

They give children the message that their brains can get stronger and smarter with practice and effort.

WHY?

Brain Builders look like simple games, but they do a whole lot more.

They develop the parts of children's brains that help them pay attention, remember, and have self-control.

WHO?

Brain Builders can be played with children ages three to eight.

In this age range, children's skills are rapidly developing, so it's the perfect time for extra practice.

WHERE?

Brain Builders can be played often and at any time, either inside where children have room to move, or outside.

Second Step **Brain Builder Game:** Dance Double! | Ages 3+

Get Ready

1. Have children stand, leaving enough room to move.
2. Tell children to listen to the rules:
   - **Rule 1 is, watch me do the dance.**
   - **Rule 2 is, do the exact same dance!**

Play the Game

1. Stand and face children.
2. Perform a series of movements.
3. Have children repeat the same series of movements.
4. Play another round and increase the challenge!

Movement Suggestions

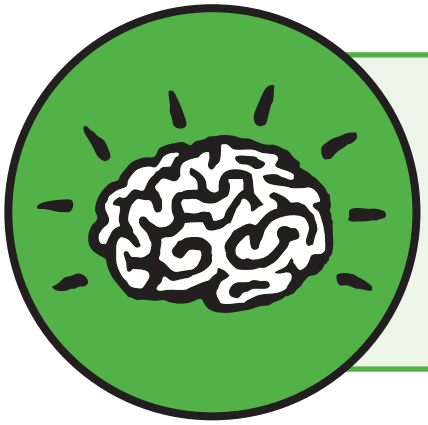
Pat shoulders	Stomp feet	Turn around
Squat down	Touch toes	Reach up high
Make body small	Make body wide	Make body tall
Make arm circles	Make ankle circles	March on tiptoe
Wiggle like jelly	Balance on a foot	Swing arms
Do knee bends	Wiggle fingers	Clap hands

Increase the Challenge

- Have children perform the same series in reverse order.
- Have children wait five seconds before performing the dance, then freeze in the final position until you say, "Melt!"
- Have children name the body parts as they use them to dance. For example, "I'm marching on tiptoe!"

Tips

- Play the game for only a few minutes at a time.
- Play the game at least twice a day.
- Have children take turns leading the game.
- Increase the challenge as children get better at the game.



secondSTEP
Brain Builder Game:
Sink or Swim

WHAT?

Brain Builders are active, fun games with specific rules and steps.

They include ways to increase the challenge.

They give children the message that their brains can get stronger and smarter with practice and effort.

WHY?

Brain Builders look like simple games, but they do a whole lot more.

They develop the parts of children's brains that help them pay attention, remember, and have self-control.

WHO?

Brain Builders can be played with children ages three to eight.

In this age range, children's skills are rapidly developing, so it's the perfect time for extra practice.

WHERE?

Brain Builders can be played often and at any time, either inside where children have room to move, or outside.

second STEP **Brain Builder Game:** Sink or Swim | Ages 3+

Get Ready

1. Have children stand in a line along one side of a large space (an open area outside would work well).
2. Say: **You are on the bank of a river. The goal of the game is for you to swim across the river to the other side where I am standing.** Demonstrate a swimming motion.
3. Tell children to listen to the rules:
   - **Rule 1 is, when I say "Swim!" you swim across the river.**
   - **Rule 2 is, when I say "Sink!" you sink down to the bottom of the river.**
   - **Rule 3 is, stay frozen on the bottom of the river until you hear me say "Swim!" again.**

Play the Game

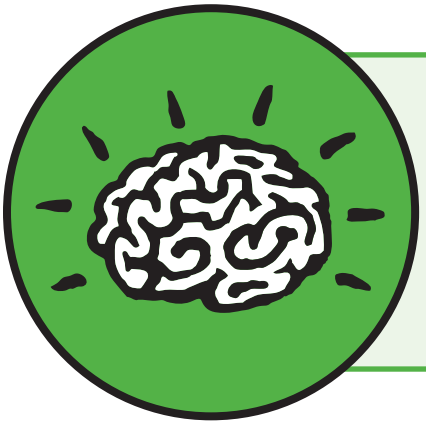
1. Stand facing children on the other side of the river.
2. Say: **Swim!** Children start to swim toward you.
3. After a few seconds, say: **Sink!** Children slowly sink down.
4. After a few seconds, say: **Swim!** again.
5. Repeat Steps 2–4 until all children have crossed the river.

Increase the Challenge

- Combine swim and/or sink with other actions (for example, swim and clap, swim and hop, swim and skip, sink and spin, sink and wave, and so on).
- Have children remain sunken for longer and longer periods of time.
- Call out other actions instead of "Swim!"
- Children can move only when you say "Swim!"
- Introduce an opposites rule: Children swim when you say "Sink!" and sink when you say "Swim!"
- Change the setting and actions every few rounds. For example, say: **You are in a band marching down the street.** The actions are march and rest. Or say: **You are rabbits hopping across the garden.** The actions are hop and crouch.

Tips

- Play the game for only a few minutes at a time.
- Play the game at least twice a day.
- Have children take turns leading the game.
- Increase the challenge as children get better at the game.



secondSTEP®
Brain Builder Game: Mixed-Up Rules

WHAT?

Brain Builders are active, fun games with specific rules and steps.

They include ways to increase the challenge.

They give children the message that their brains can get stronger and smarter with practice and effort.

WHY?

Brain Builders look like simple games, but they do a whole lot more.

They develop the parts of children's brains that help them pay attention, remember, and have self-control.

WHO?

Brain Builders can be played with children ages three to eight.

In this age range, children's skills are rapidly developing, so it's the perfect time for extra practice.

WHERE?

Brain Builders can be played often and at any time, either inside where children have room to move, or outside.

Brain Builder Game: Mixed-Up Rules | Ages 4+

Get Ready

1. Have children stand, leaving enough room to move.
2. Tell children to listen to the rules:
   - Rule 1 is, when I say "Touch your nose," touch your toes.
   - **Rule 2 is, when I say "Pat your back," pat your belly**
   - **Rule 3 is, when I say "Tap your knees," tap your ears.**

Play the Game

1. Face children.
2. Say: **Touch your nose.** Children touch their toes.
3. Say: **Pat your back.** Children pat their bellies.
4. Say: **Tap your knees.** Children tap their ears.
5. Repeat Steps 2–4 with other mixed-up rules.

Mixed-Up Rules

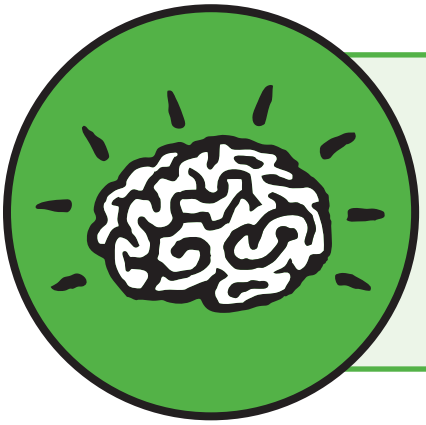
Direction		Action
Jump high	➤	Squat low
Turn around	➤	Sit down
Wiggle your toes	➤	Wiggle your fingers
Look down	➤	Look up
Hop back	➤	Hop forward
Clap your hands	➤	Stomp your feet

Increase the Challenge

- Add words without matches to the list.
- Add more words to each category.
- Read the list twice and require three or four repetitions for a match.

Tips

- Play the game for only a few minutes at a time.
- Play the game at least twice a day.
- Have children take turns leading the game.
- Increase the challenge as children get better at the game.



secondSTEP®
Brain Builder Game: My Turn, Your Turn

WHAT?

Brain Builders are active, fun games with specific rules and steps.

They include ways to increase the challenge.

They give children the message that their brains can get stronger and smarter with practice and effort.

WHY?

Brain Builders look like simple games, but they do a whole lot more.

They develop the parts of children's brains that help them pay attention, remember, and have self-control.

WHO?

Brain Builders can be played with children ages three to eight.

In this age range, children's skills are rapidly developing, so it's the perfect time for extra practice.

WHERE?

Brain Builders can be played often and at any time, either inside where children have room to move, or outside.

secondSTEP **Brain Builder Game:** My Turn, Your Turn | Ages 4+

Get Ready

1. Have children stand, leaving enough room to move.
2. Tell children to listen to the rules:
   - **Rule 1 is, watch me name and touch the body parts.**
   - **Rule 2 is, stand still and wait for me to say "Your turn" before you name and touch the same body parts.**

Play the Game

1. Face the children.
2. Name and at the same time touch two body parts. Students stand still and wait.
3. Say: **Your turn.** Students name and touch the same two body parts.
4. Repeat Steps 2 and 3 with other body parts

Mixed-Up Rules

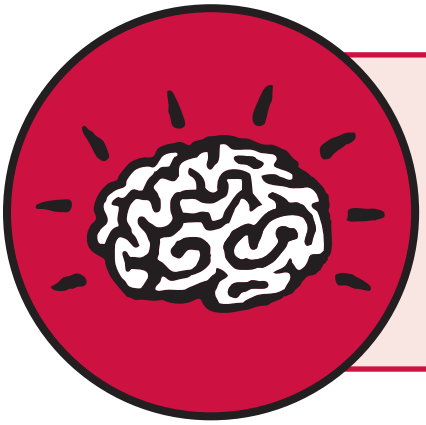
Direction		Action
Touch your ears	➤	Touch your elbows
Touch your hips	➤	Touch your knees
Touch your toes	➤	Touch your shoulders
Touch your nose	➤	Touch your ankles

Increase the Challenge

- Increase the wait-time before you say "Your turn."
- Say the directions in a quiet voice.
- Name and touch three or more body parts.
- Have the students touch the body parts in reverse order
- Add a mixed-up rule, such as one from the list above.

Tips

- Remind children to use their self-talk to remember which body parts to touch: **Saying the two body parts to yourself while you are waiting for me to say "Your turn" can help you remember them.**
- Play the game for only a few minutes at a time.
- Play the game at least twice a day.
- Have children take turns leading the game.
- Increase the challenge as children get better at the game.



secondSTEP
Brain Builder Game: Listening Concentration

WHAT?

Brain Builders are active, fun games with specific rules and steps.

They include ways to increase the challenge.

They give children the message that their brains can get stronger and smarter with practice and effort.

WHY?

Brain Builders look like simple games, but they do a whole lot more.

They develop the parts of children's brains that help them pay attention, remember, and have self-control.

WHO?

Brain Builders can be played with children ages three to eight.

In this age range, children's skills are rapidly developing, so it's the perfect time for extra practice.

WHERE?

Brain Builders can be played often and at any time, either inside where children have room to move, or outside.

second STEP **Brain Builder Game:** Listening Concentration | Ages 5+

Get Ready

1. Have children stand or sit facing you.
2. Tell children to listen to the rules:
   - **Rule 1 is, hold up one finger after you've heard a word twice. That's a match!**
   - **Rule 2 is, when you've heard three matches, stand up and hold your earlobe.** Model for children.

Play the Game

1. Read one of the word lists.
2. When children have made three matches, the round is over.
3. Play again. This time, add distractions: click a pen, tap on furniture, raise/lower blinds, jump up and down, and so on.
4. Play another round and increase the challenge!

Word Lists

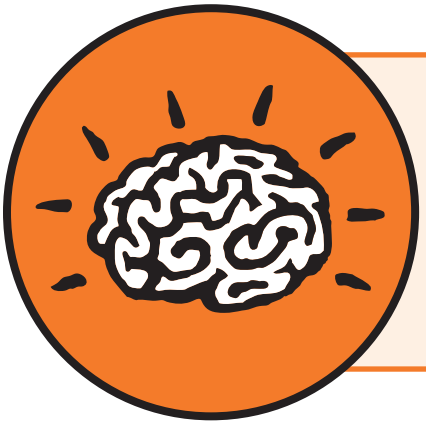
1. Truck, airplane, skateboard, train, bicycle, airplane, subway, bus, bus, truck, skateboard, subway, bicycle, train
2. Dolphin, shark, stingray, whale, octopus, whale, seahorse, dolphin, salmon, shark, salmon, octopus, seahorse, stingray
3. Banana, carrot, avocado, apple, carrot, spinach, orange, banana, tomato, avocado, apple, tomato, spinach, orange

Increase the Challenge

- Add words without matches to the list.
- Add more words to each category.
- Read the list twice and require three or four repetitions for a match.

Tips

- Play the game for only a few minutes at a time.
- Play the game at least twice a day.
- Have children take turns leading the game.
- Increase the challenge as children get better at the game.



secondSTEP®
Brain Builder Game: Rhyme Race

WHAT?

Brain Builders are active, fun games with specific rules and steps.

They include ways to increase the challenge.

They give children the message that their brains can get stronger and smarter with practice and effort.

WHY?

Brain Builders look like simple games, but they do a whole lot more.

They develop the parts of children's brains that help them pay attention, remember, and have self-control.

WHO?

Brain Builders can be played with children ages three to eight.

In this age range, children's skills are rapidly developing, so it's the perfect time for extra practice.

WHERE?

Brain Builders can be played often and at any time, either inside where children have room to move, or outside.

second STEP **Brain Builder Game:** Rhyme Race | Ages 6+

Get Ready

1. Have children stand, leaving enough room to move.
2. Tell children to listen to the rules:
   - **Rule 1 is, listen to the list of rhyming words I say.**
   - **Rule 2 is, when I say, "Go!" say all the words from the list.**

Play the Game

1. Face children.
2. Say a list of three rhyming words.
3. Wait, then say: **Go!**
4. Children repeat the list of rhyming words.
5. Repeat steps 2–4 with another list of rhyming words.

Word Lists

Sad, mad, glad	Feel, meal, peel
Cry, fry, try	Smile, file, pile
Frown, crown, drown	Worry, hurry, blurry
Laugh, half, calf	Feeling, ceiling, healing

Increase the Challenge

- Have children repeat the list of rhyming words in reverse order.
- Have children wait longer before repeating the list of rhyming words.
- Have children add one or more rhyming words to the list.
- Say the first word and have children add two or more rhyming words to the list.

Tips

- Play the game for only a few minutes at a time.
- Play the game at least twice a day.
- Have children take turns leading the game.
- Increase the challenge as children get better at the game.

committee for children

What Is My Child Learning?
Your child is learning to focus attention on his or her body to get clues about how he or she feels.

Why Is It Important?
Thinking about feelings helps the thinking part of the brain start to get back in control. This helps children manage strong feelings.

Ask your child: Where do you feel strong feelings in your body? Point to the places.

Read Together
When you have strong feelings, it's hard for your brain to think. The feeling part of the brain can take over! When this happens, it's like you "flip your lid" or lose control of the thinking part of your brain. Try to focus your attention on your body for clues about how you're feeling. This gets your brain thinking again, so it can start to take back control.

Practice Together: Don't Flip Your Lid!

1. Read "How to Make a Hand-Brain" (below) and practice together.
2. Pick a feeling from the list below and think of a time you felt it strongly.
3. Make a hand-brain that has flipped its lid.
4. Think and talk about where you feel that feeling in your body.
5. Fold your fingers back over your thumb as you get back control.
6. Try another feeling!

How to Make a Hand-Brain	
Description	**Action**
Imagine your hand is your brain.	Hold your hand up, palm facing away from you.
The thumb is like the *feeling* part of the brain.	Fold thumb in on top of palm.
Your fingers are like the *thinking* part of the brain.	Fold fingers over thumb.
When you feel strong feelings, it's like you flip your lid.	Flip up fingers.
The feeling part of the brain takes over.	Wiggle thumb.

ANGRY embarrassed EXCITED

WORRIED disappointed

(CHILD'S NAME) (DATE) (ADULT'S SIGNATURE)

What Is My Child Learning?
Your child is learning to manage strong feelings by saying a stop signal, naming his or her feeling, and using different Ways to Calm Down.

Why Is It Important?
When their strong feelings are under control, children are better able to think clearly and pay attention.

Ask your child: What are the Calming-Down Steps for strong feelings?

Read Together

When you feel strong feelings, you can use these steps to help you calm down:

1. Stop—use your signal
2. Name your feeling
3. Calm down:
   - Breathe
   - Count
   - Use positive self-talk

How to Belly Breathe

- Focus your attention on your breathing.
- Take a breath that makes your tummy move out when you breathe in, and in when you breathe out.
- Breathe in slowly through your nose and out through your mouth. It should be so quiet that you can hardly hear it.

Practice Together: Belly-Breathing Basics

1. Read "How to Belly Breathe" (above right).
2. Practice together.
3. Pick a feeling from the list below.
4. Think of a time you felt that feeling in a strong way.
5. Say a stop signal and name the feeling.
   (For example: "Relax! I feel frustrated.")
6. Practice belly breathing to calm down.
7. Try with another feeling.

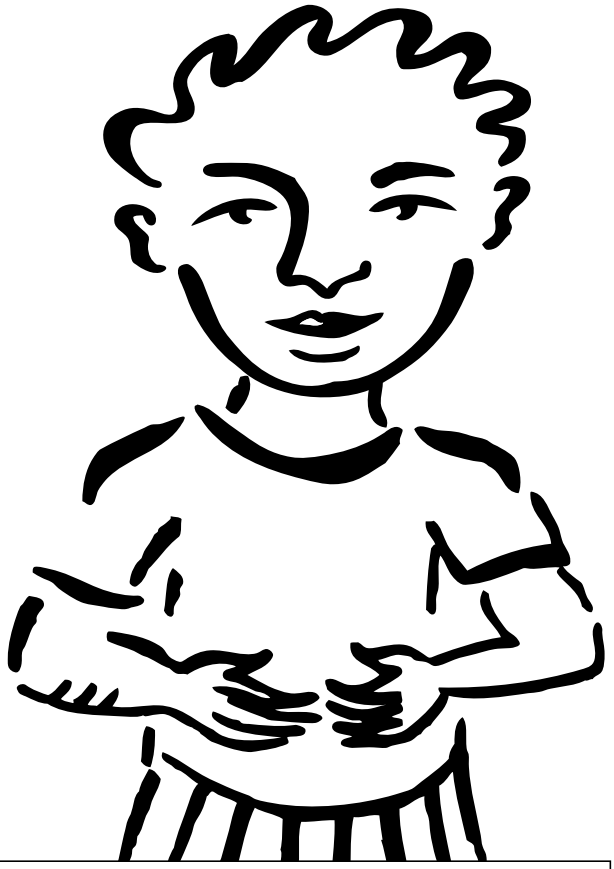
irritated

SCARED

upset

anxious

FRUSTRATED



(CHILD'S NAME) (DATE) (ADULT'S SIGNATURE)