Subject: 2nd Grade ELAR, Science & Social Studies

Weeks 7

May 11-15, 2020

Check Off School Name

☐ Hidalgo Elementary School

☐ J.C. Kelly Elementary School

☐ Salinas Elementary School

☐ Hidalgo Park Elementary School

Student Name: ________________________________

Teacher: ________________________________
<table>
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<tr>
<th>Date</th>
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Dear Students,

As you probably know, we will be home for a while in order to stay healthy and safe. I hope you are enjoying your time at home with your family and making healthy, respectful and kind choices every day! It is very important that you take the time to complete your work and that you try your best. Don’t forget to read, read and read!

Even though we are home, we need to keep working hard as we prepare for 3rd grade. We will be checking your work, so please make sure to complete your daily activities. Do not wait until the last minute to complete your work. Your activities need to be completed daily.

We hope to see you soon, we miss you all!

Sincerely,

Your Teacher
<table>
<thead>
<tr>
<th>Monday 5/11/20</th>
<th>Tuesday 5/12/20</th>
<th>Wednesday 5/13/20</th>
<th>Thursday 5/14/20</th>
<th>Friday 5/15/20</th>
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<tbody>
<tr>
<td><strong>Topic:</strong> Prefix pre-, compound words.</td>
<td><strong>Topic:</strong> Informational Text. Text Organization-Chronological Order. (Science passage: A Butterfly Grows)</td>
<td><strong>Topic:</strong> Informational text. Text Organization-Chronological Order. (Science passage: A Butterfly Grows)</td>
<td><strong>Topic:</strong> Informational Text. Text Organization-Chronological Order. (Social Studies Passage: The Mighty Mississippi)</td>
<td><strong>Topic:</strong> Informational Text. Ask and Answer Questions. Text Features. (Social Studies Passage: The Mighty Mississippi)</td>
</tr>
<tr>
<td>TEKS: 2.2B(iv) 2.2B(vii) 2.2C(iii) 2.2B(vi)</td>
<td>TEKS: 2.7C 2.7B 2.9D(iii) 2.10B</td>
<td>TEKS: 2.7C 2.7B 2.9D(iii) 2.10B</td>
<td>TEKS: 2.10D 2.7C 2.9D(iii) 2.10B</td>
<td>TEKS: 2.1A 2.7C 2.6B</td>
</tr>
<tr>
<td>Assignments: Complete High Frequency Words, spelling and phonics activities labeled Monday.</td>
<td>Assignments: Read A Butterfly Grows, answer the questions and complete the butterfly life cycle graphic organizer labeled Tuesday.</td>
<td>Assignments: Reread A Butterfly Grows, answer the questions and complete the graphic organizer for chronological order (beginning, middle, end) labeled Wednesday.</td>
<td>Assignments: Read The Mighty Mississippi, answer the questions and complete the graphic organizers for cause and effect, text features labeled Thursday.</td>
<td>Assignments: Reread The Mighty Mississippi, answer the question and complete the graphic organizers about the text labeled Friday.</td>
</tr>
</tbody>
</table>
The following anchor charts will help you complete your work this week!

**Text Organization**

Informational texts have a structure or type of organization that fits the topic and the author's purpose.

**Cause:**
- Why something happens (the reason)
- It rained a lot.

**Effect:**
- What happens (the result)
- So the flowers in the garden grew.

**Cause-and-Effect Clue Words:**
- So
- Since
- As a result
- Because
- If... then

**Figurative Language**

Figurative language makes writing colorful and interesting, but the words and sentences don't mean exactly what they say.

**Simile**
- A simile compares two different things using the word like or as.
- She's as busy as a bee.

**Hyperbole**
- A hyperbole is a statement that is so crazy it can't be true.
- Her smile was a mile wide.

**Idiom**
- An idiom is a phrase that means something different from its everyday meaning.
- It was raining cats and dogs!
Text Organization

Chronological Order

Look for clue words!

**Beginning**
Clue word: First

**Middle**
Clue words: Next, Then

**End**
Clue words: Finally, Last

Informational texts have a structure, or type of organization, that fits the topic and the author’s purpose.

When authors use chronological order, they describe events or the steps in a process in order. This helps show how one event is connected to the next.

Ask and Answer Questions

**When?**
- Before reading
- During reading
- After reading

**Why?**
- To get information
- To help you understand the text
- To practice being “awake” and thinking while reading
- To be curious and wonder as you read

**How?**

Use question words to **ASK:**
who, what, where, why, when, how

Look around in the text and pictures for evidence, or details, to help you **ANSWER.**
Informational Text

Informational text is nonfiction. It gives facts about a topic. Informational texts have:

Central Idea and Details

Facts

Text and Graphic Features

Text Organization

Captions are words or sentences about a picture.

Text Features

Authors choose text features to help explain ideas or to help readers locate information.

Headings tell what part of a text is about. They can help you find information.

fact box

A fact box is a feature that tells special information about a topic.
Directions: Study the words below and follow the directions in each activity.

### High Frequency Words

#### MONDAY

- Write the word that best completes each sentence.

1. Dave has ______ to do and feels sad.
2. His mom says, “Go play ______!”
3. Dave plays by ______ in the yard.
4. He ______ wishes for more friends.
5. Grace looks for ______ to play with, too.
6. “______ we can play tag,” Grace says to Dave.
7. “Do not play ______ us!” say Chad and Tess.
8. ______ has fun!
9. “We will play ______ more,” says Dave.
10. ______ is more fun with friends!

---

**WORD BANK**

- Everyone
- Everything
- himself
- Maybe
- nothing
- outside
- some
- someone
- sometimes
- without
A compound word is made up of two shorter words.

pan + cake = pancake

➢ Write each basic Spelling Word in the correct column.

<table>
<thead>
<tr>
<th>Long vowel in first syllable</th>
<th>Long vowel in second syllable</th>
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### Spelling Words

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<td>pancake</td>
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<td>maybe</td>
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<td>baseball</td>
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<td>playground</td>
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<td>someone</td>
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<td>myself</td>
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<td>classroom</td>
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<td>sunshine</td>
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<th>REVIEW</th>
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Choose 5 **spelling words** and write a sentence with each.

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A prefix is a word part added to the beginning of a base word to change its meaning. The prefix pre- means “before.” The word precut begins with the prefix pre- and means that something was cut before now.

Choose and write a word to complete each sentence. Use each word once.

- The school staff will ___________ some food for the bake sale.
- A teacher wants to ___________ Marta’s cupcakes.
- She writes a check to ___________ for the cupcakes.
- Marta can ___________ the batter while she waits for Dad.
- She has to wait for him to ___________ the oven.
- Marta will ___________ the teacher’s cupcakes first, and then sell the rest.
A Butterfly Grows

1 Butterflies use bright wings to fly in the sky. But butterflies are not born with wings. They change and grow during their lives.

2 Butterflies lay eggs on leaves. Some eggs are round. Some eggs are bumpy. Some hatch quickly. Some don’t hatch until the weather changes.

3 When the eggs hatch, an animal will emerge. But the animal will not be a butterfly yet. A caterpillar comes out!

4 Caterpillars are very hungry when they are born. They eat the egg that was wrapped around them. Then they eat the leaves that they were born on.

5 The caterpillars grow quickly. When they get too big for their skin, their skin bursts open. New skin is under the old skin.

6 Finally, the caterpillar is full-grown. Now it’s time to change into a butterfly. The caterpillar finds a safe place, like a hidden twig. It forms a hard shell around itself. The shell protects it from bad weather and from animals that might eat it. This stage of the butterfly’s life is called a pupa.

7 Inside the pupa, the animal is changing. The long, fat caterpillar grows wings and becomes a butterfly!

8 The caterpillar is done changing. It starts to break through the shell of the pupa. Its wings are wet, though. The caterpillar can’t fly yet. It needs to wait for its wings to dry. The wings become bigger and stronger. Finally, the butterfly can fly away.

9 Butterflies float through the air. They go from flower to flower to find food. They look for mates. They can lay more eggs. Those eggs will hatch caterpillars. And those caterpillars will one day become butterflies!
1. What is the article mainly about?
   a) Butterflies
   b) Eggs
   c) Plants

2. The first stage of a butterfly’s life is the ---
   a) caterpillar
   b) egg
   c) pupa

3. When caterpillars are born, they are—
   a) able to fly
   b) large
   c) hungry

4. Which part of the butterfly’s life is shown in the picture?
   a) Egg
   b) Caterpillar
   c) Pupa

*GT Activity*

What would you do to help protect the butterflies in the world?
Directions: Draw the pictures to complete the stages of the butterfly life cycle.

The butterfly life cycle

1.

2.

3.

4.

[Images of butterfly life cycle stages]
5. Which phrase in paragraph 3 helps the reader understand the meaning of *emerge*?
   a) eggs hatch
   b) comes out
   c) not be a butterfly yet

6. Read the sentence in the chart.

   1. Butterflies lay eggs on leaves.
   2. The butterfly eggs hatch.
   3. Caterpillars eat and grow larger.
   4. ______________________
   5. Butterflies wait for their wings to dry.

Which sentence should be added to the chart?
   a) Caterpillars come out of the eggs.
   b) Butterflies fly from flower to flower.
   c) Caterpillars form a pupa and change inside the pupa.

7. What is the main idea of paragraph 6?
   a) Caterpillars grow up quickly.
   b) Caterpillars form a pupa to become a butterfly.
   c) Caterpillars change a lot inside the pupa.

8. The author wrote this article mainly to—
   a) tell a story
   b) explain something
   c) tell readers to do something
Directions: Write about the text.

Beginning:

Middle:

End:
Where Is the Mississippi River?
The Mississippi River is almost in the middle of the United States. It passes through many states as it flows from north to south. The river is about 2,350 miles long. Some people call it the Mighty Mississippi.

Where Does the River Begin?
The Mississippi River begins at Lake Itasca where it is only a small stream. It is about 12 feet wide and less than 2 feet deep.

Where Does the River End?
The Mississippi River ends at the Gulf of Mexico. The river there is wide and deep.

Who Lives near the Mississippi River?
Some people live and work in big cities along the Mississippi River. Sometimes they have fun near the river. Many farmers live near the Mississippi River, too. Some of them grow food for people in the cities.

How Do People Work on the River?
Some workers put farm crops or coal in long barges. Other people work on tugboats that push the barges. Tugboats and barges bring goods to cities along the river. Four-legged animals also have homes near the river. Some of them are opossums and muskrats.

How Do People Have Fun on the River?
Many people catch fish. Others like to take boat rides.

When Does the Mississippi River Flood?
Water from melted snow or heavy rain runs into the river. A river floods when all of this water spills out over the land. People try to stop floods on the Mississippi River. They fill bags with sand and place the sandbags along the flooding river.

What Happens When the River Floods?
In towns and cities, flood water and mud cover the streets. Of course, then people must clean their houses and stores. A flood can also kill a farmer’s crops. But when the flood is over, the land can grow more crops. The river can hurt and help us. That’s why people say it’s the Mighty Mississippi.
1. Read the following paragraph from the text.

   \textbf{The Mississippi River is almost in the middle of the United States.}  
   \textit{It passes through many states as it flows from north to south.}  
   \textbf{The river is about 2,350 miles long. Some people call it the Mighty Mississippi.}

   Find 1 cause and effect and write about it.

   \begin{tabular}{|c|c|}
   \hline
   \textbf{CAUSE} & \textbf{EFFECT} \\
   \hline
   &  \\
   &  \\
   \hline
   \end{tabular}

2. On paragraph 1 it says, “Some people call it the Mighty Mississippi.” What does the author mean by this? \textit{Explain your answer.}

3. List 2 text features that you found in the text and explain how these text features help you understand the text.

   \begin{tabular}{|c|c|}
   \hline
   \textbf{Text Features:} & \textbf{Explain:} \\
   \hline
   1. & 3.  \\
   &  \\
   2. & 4.  \\
   &  \\
   \hline
   \end{tabular}

\textbf{*GT Activity}

What text features would you change from the text? Why?

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FRIDAY

**Directions:** Answer the questions.

4. Draw and explain two ways of how people have fun at the river.  
   How do people have fun at the river?

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5. Write about the text.

3 Things I learned:

1. 

2. 

3. 

2 Things I found interesting:

1. 

2. 

1 Question I have

1. 