

2020

Erie Rise Leadership
Academy Charter School

Parent Lesson Plan

[PARENT LESSON PLAN]

2nd Grade, Week of 4/20

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INTRODUCTION

Hello Parents!

Included in this packet is a week's worth of printed ELA, Mathematics, and Science/Social Studies work for your students while they are at home. Each day is separated into the 3 content areas for the printed material. If you have access to the digital curriculum, a pacing guide is also provided outlining the digital component assigned for each specific day. If you need technology, please contact the school and we can make it available to you. Also remember, USATestPrep is always an option!

We know some of this material maybe be challenging, but try your best to complete it! Hopefully we will see you back in the classroom soon and will be able to go over all the information.

Printed materials may be turned into to the distribution centers once completed, but it is not a requirement.

Mrs. Will will be available on Youtube Live every day from 10AM-11AM to assist with curriculum questions and/or any resource questions for parents or students.

Stay safe and healthy everyone!

Missing seeing everyone's smiling face! Remember to wash your hands!

Educationally Yours ,
Mrs. Veronica Will

HELPFUL INFORMATION

Distribution Sites/Information

Food/Curriculum distribution will take place at:

Erie Rise Leadership Academy Charter School
1006 West 10th Street
Erie, PA 16502

Tuesday and Friday from 10AM-12PM

Leadership Team

Mr. Aubrey Favors, Interim CEO, HR: 814 812-3026

Mrs. Veronica Will, Principal: 814 873-5158

Mr. Kirk Paskell, Transportation: 814 566-0002

Mr. Homer Smith, PR: 814 392-3413

Mrs. Pearl Jeffries, Social Services: 814 722-5056

DIGITAL LESSON PACING GUIDE

ConnectED Instructions

Please see attached instructions for accessing the digital curriculum.

USATestPrep Instructions

Please see attached instructions for accessing this test-prep site.

If you have access to high speed internet, below are the assignments the teachers have assigned for the various content areas:

Digital Pacing Guide

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Writing	U5L5D1 April 20th	U5L5D2 April 21 st	U5L5D3 April 22 nd	U5L5D4 April 23 rd	U5L5D5 April 24 th
Math	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:
Science	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:
Social Studies	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:

ELA PRINT MATERIAL

Monday: Unit 5 Lesson 5 Day 1

Reading- Preview the Genre, Preview all of the pictures and letters, give the story a first read

Spelling- Review sound card, decode words, decode sentences, WKST 133-134

Writing-Read and review Compound Sentences BOOK page

Tuesday: Unit 5 Lesson 5 Day 2

Reading- Preview the vocab words, read and find all of the vocab words while you read, complete WKST 137-138

Spelling- Find/circle/highlight all of the oy/oi in “How Roy got a Toy Drum” then read it

Writing-Read and identify if the sentences is compound (1 GOOD/BIG sentences) or not compound (TWO short/brief sentences).

Wednesday: Unit 5 Lesson 5 Day 3

Reading- Reread the story, while you’re reading the story complete the fact/opinion chart.

What letters do you think are FACTS (real) and which letters are OPINIONS (thoughts/feelings)?

Complete WKST 139-140

Spelling- Decode words that have the same base word, decode sentences that have the same base word, complete WKST 135-136

Writing- Read and identify if the sentences is compound (1 GOOD/BIG sentences) or not compound (TWO short/brief sentences).

Thursday: Unit 5 Lesson 5 Day 4

Reading- Final read of the story! Complete the story questions at the end of the story as a review on Pg 288-289

Spelling-Find/circle/highlight all oy/oi in Decodable The Koi and the Dragon Gate, then read.

Complete WKST 143-144

Writing- Read and identify if the sentences is compound (1 GOOD/BIG sentences) or not compound (TWO short/brief sentences).

Friday: Unit 5 Lesson 5 Day 5

Reading- Complete Friday Assessments!

Spelling- Complete Friday Assessments!

Writing- Complete Friday Assessments!

***At some point throughout the week pick your favorite letter, record a video of you reading that page and send it to us! We will take all of the videos and put them together into a fun video!!!!

MATH PRINT MATERIALS

Monday: Chapter 11 Am I Ready

Chapter 11 Game Time

Chapter 11 Vocab and Word Cards

Tuesday: Chapter 11 Lesson 1

-Reteach

-Homework

-Enrich

Wednesday: Chapter 11 Lesson 2

-Reteach

-Homework

-Enrich

Thursday: Chapter 11 Lesson 3

-Reteach

-Homework

-Enrich

Friday: Chapter 11 Check My Progress

SCIENCE/SOCIAL STUDIES PRINT MATERIAL

Monday: Complete Keeping Water Warm Experiment!
Send us pictures!!!!

Tuesday: Open Court Pg 292-293 Questions

Wednesday: Tech in the Classroom & Identify Tech

Thursday: Open Court Pg 292-293 Go Digital!

Friday: Designing, Think of a problem, forces push pull

ADDITIONAL RESOURCES (EDUCATIONAL)

<https://connected.mcgraw-hill.com/connected/login.do>

Password: Riseup2020

<https://www.khanacademy.org/khan-for-educators/khan-kids-page>

Password: Riseup2b

-or-

Password: Riseup2g

<https://www.headsprout.com/>

EDurovchic

BAnderson160

Password: rise

264-265

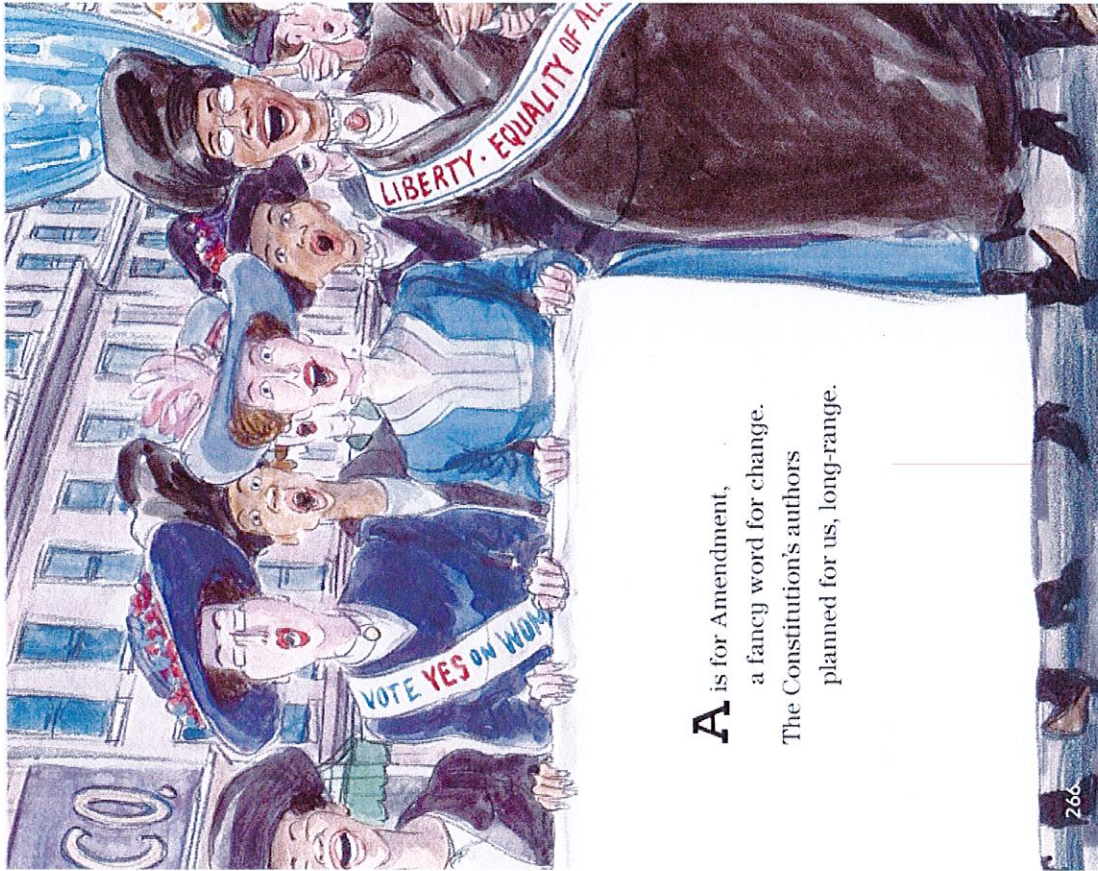
Genre Rhyming Nonfiction

Essential Question

What do you think the word *democracy* means?



266-267



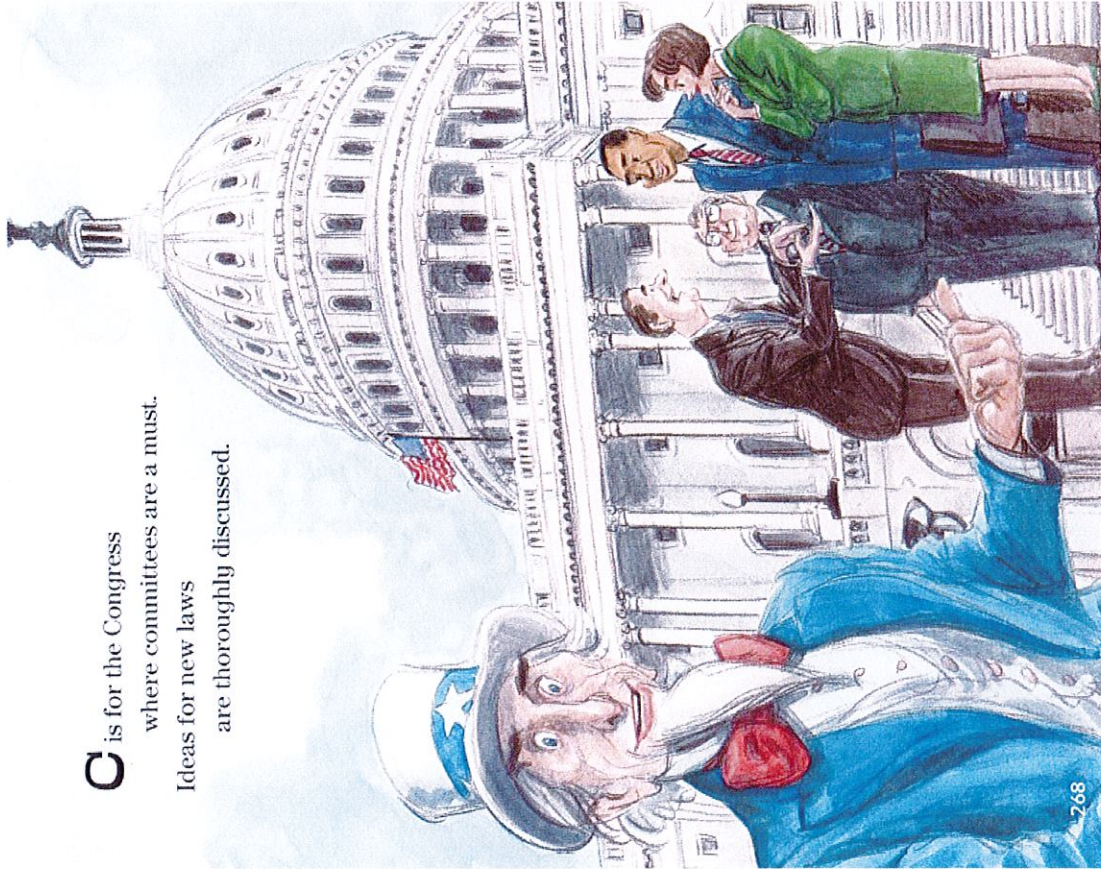
A is for Amendment,
 a fancy word for change.
 The Constitution's authors
 planned for us, long-range.

B is for the Bill of Rights—
 The freedom to express
 ideas and opinions
 and how we want to dress.



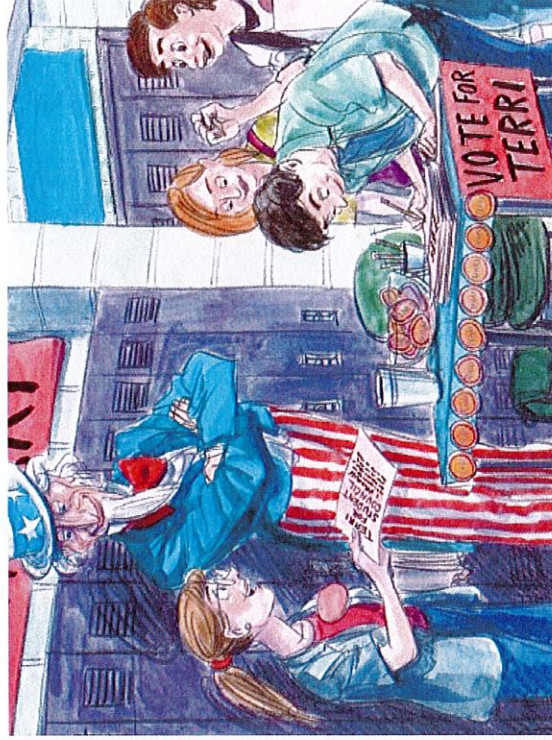
268-269

C is for the Congress where committees are a must. Ideas for new laws are thoroughly discussed.



268

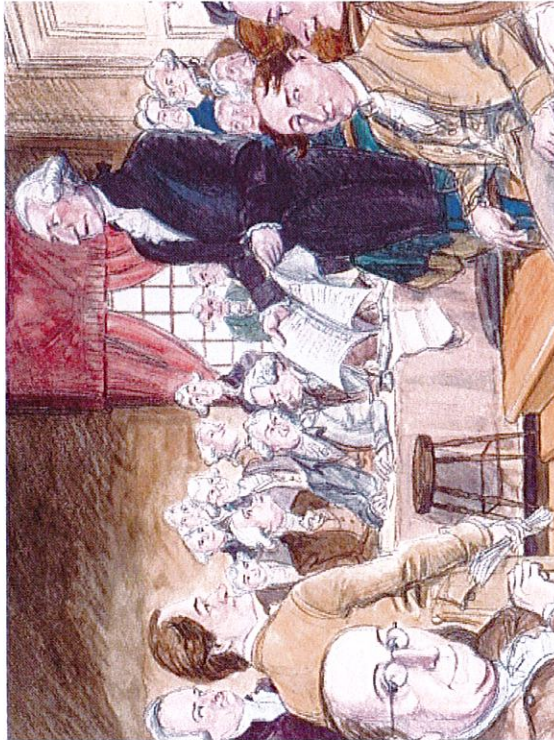
D is for Democracy, where citizens can choose whom they wish to vote for and freely share their views.



E is for Elections— We're guaranteed this right. It often gets exciting counting votes all night.

269

270-271



F is for Founding Fathers
 who went to a convention.
 The U.S. Constitution
 was their wonderful invention.

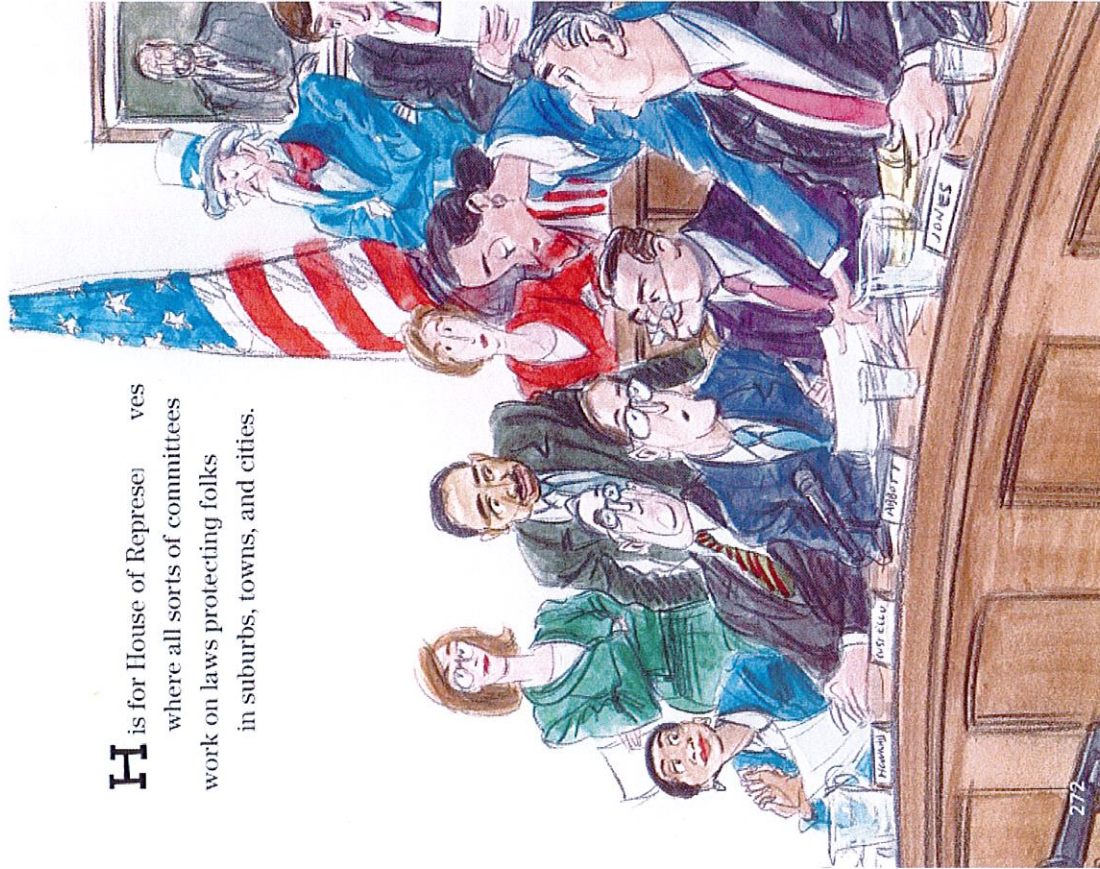
270



G is for the Government,
 the way our country's run:
 With liberties and rights
 enjoyed by everyone.

272-273

His for House of Represe^l ves
where all sorts of committees
work on laws protecting folks
in suburbs, towns, and cities.



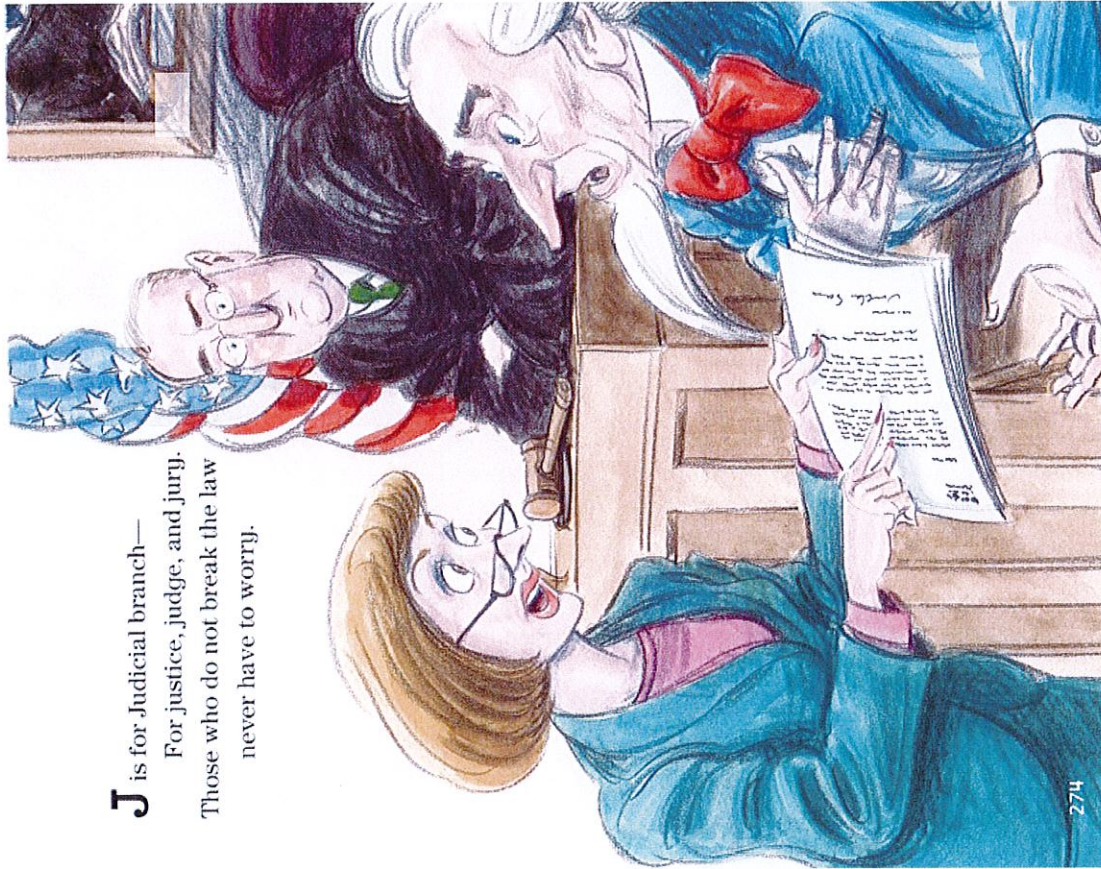
273



Is for Immigration.
Tired of all the strife,
people leave their homes
to find a better life.

274-275

J is for Judicial branch—
For justice, judge, and jury.
Those who do not break the law
never have to worry.



274



K is for Dr. King,
who worked for what was right.
He knew that using peaceful ways
was better than a fight.

275

276-277

L is for First Lady
the other White House resident.
With a fascinating job
and married to the president.



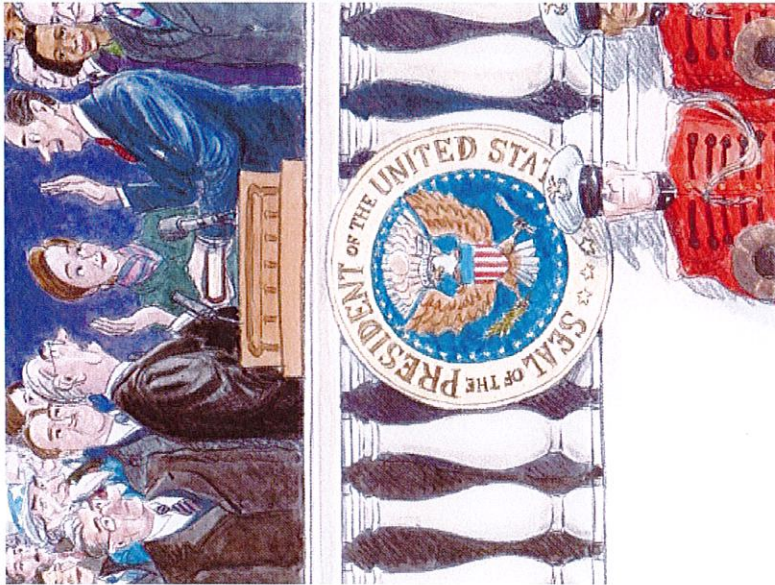
276

N is for our Nation's capital
Where everyone agrees
it's delightful to behold
the famous cherry trees.



278-279

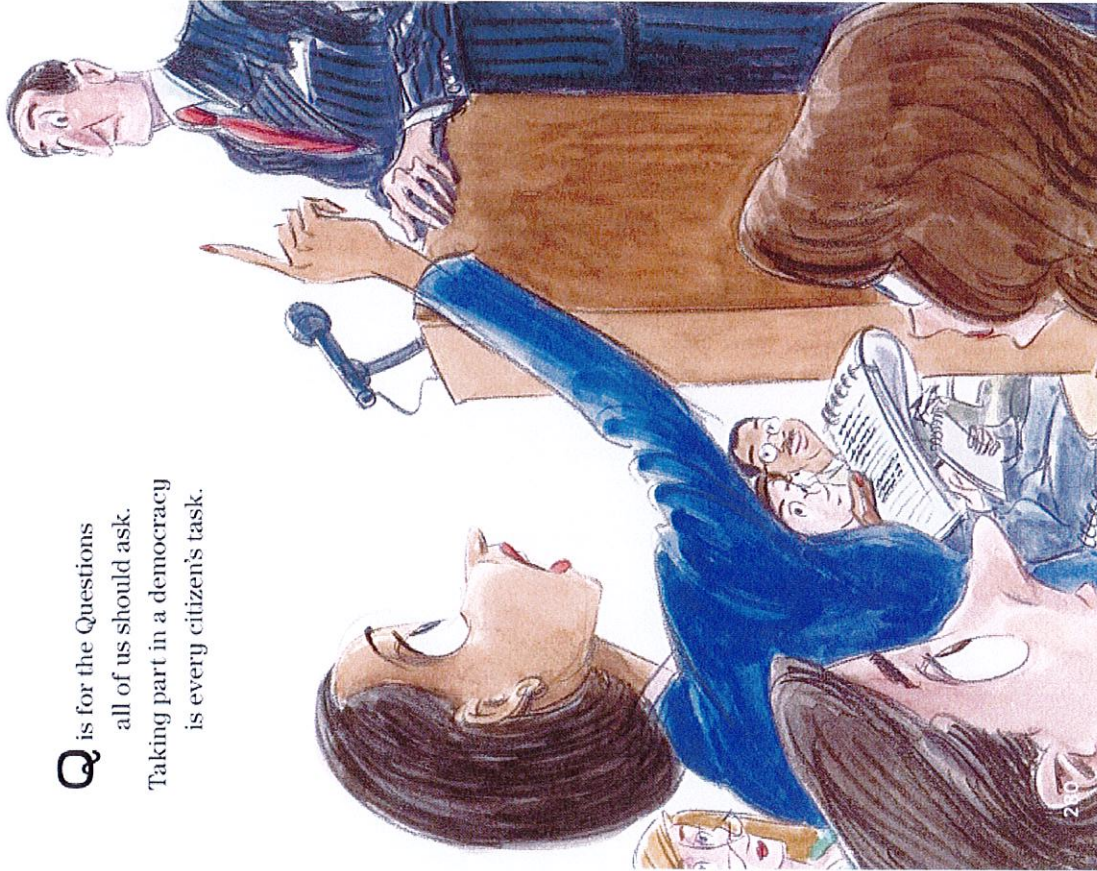
O is for Oath of Office,
 a time for celebration.
 Once the election's over,
 we have the inauguration.



P is for Political Party,
 with ideas that represent
 how the politicians
 should run our government

280-281

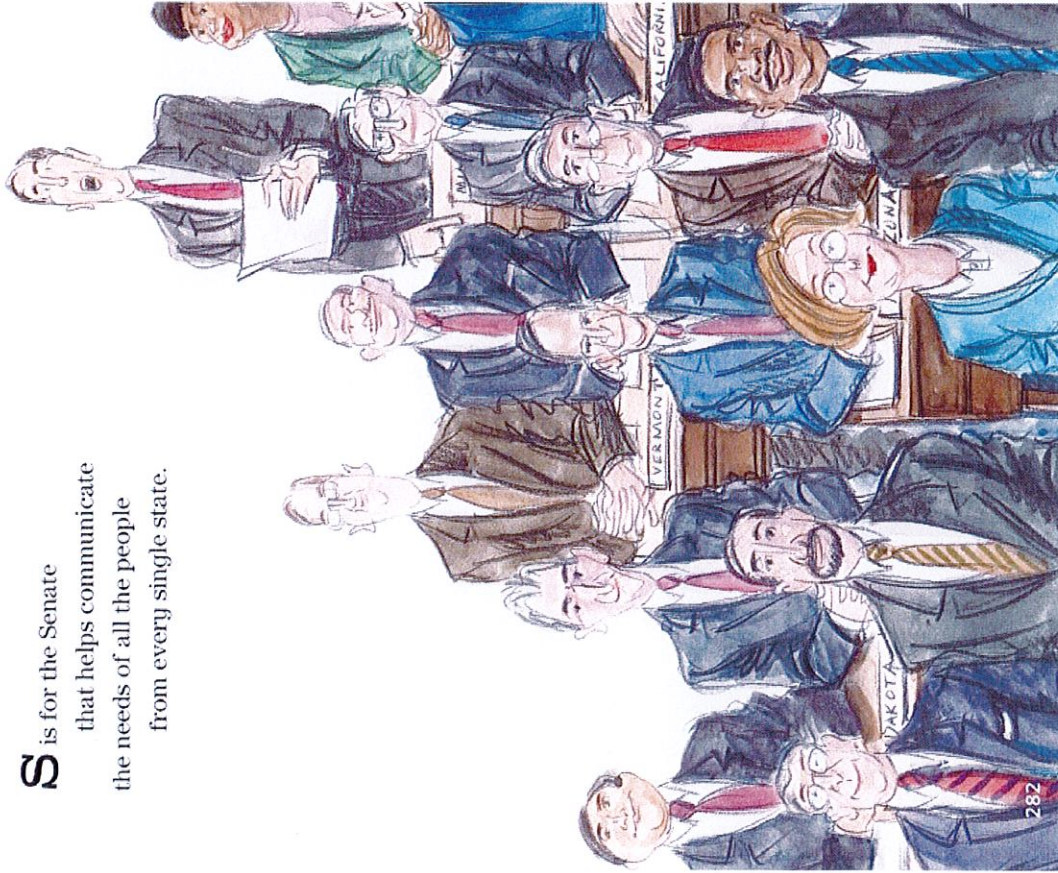
Q is for the Questions
all of us should ask.
Taking part in a democracy
is every citizen's task.



R is for Religious freedom
Folks across the sea
liked it better in a place
where others let them be.

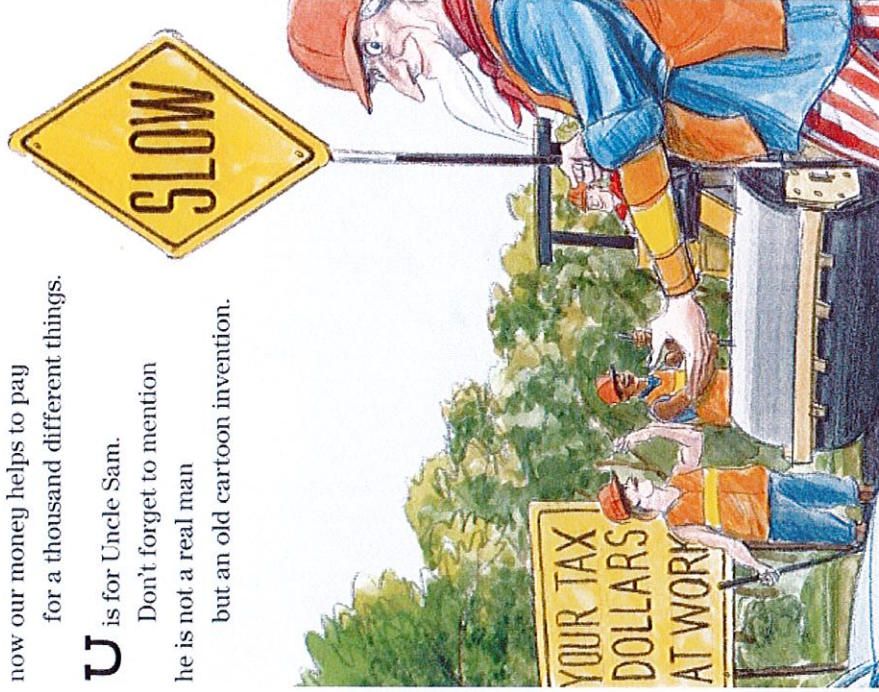
282-283

S is for the Senate
that helps communicate
the needs of all the people
from every single state.



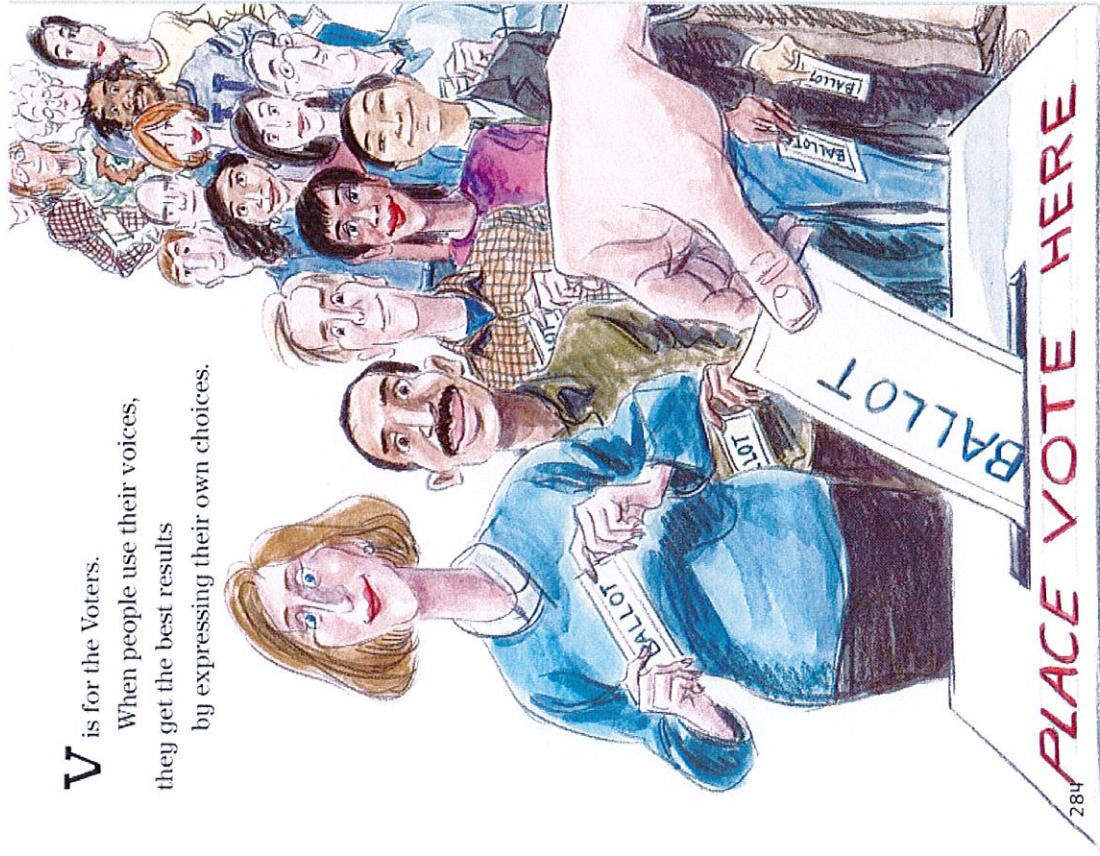
T is for the Taxes:
No longer fees for kings,
now our money helps to pay
for a thousand different things.

U is for Uncle Sam.
Don't forget to mention
he is not a real man
but an old cartoon invention.



284-285

V is for the Voters.
 When people use their voices,
 they get the best results
 by expressing their own choices.



W is for George Washington
 and presidents down the years.
 For working long and working hard,
 we give them all three cheers!

285

286-287

X marks the spot for a meeting one fall in Philadelphia's Carpenter's Hall.



Y can be for You and me! In the spirit of improvement we'll organize some friends of ours and start a brand new movement.



Z is for the Zeitgeist, the excitement in the air. There was hard work ahead with freedom to declare.

Vocabulary

FOCUS Review the vocabulary words from “D Is for Democracy.”

committees
convention
express
inauguration

judicial
jury
liberties
mint

movement
organize
politicians
strife

PRACTICE Circle *yes* or *no* to answer each question below.

1. Would *judicial committees* do work that has to do with the law?

Yes No

2. Could *politicians* go to a convention?

Yes No

3. Are *liberties* places where books are kept?

Yes No

4. After people vote for leader, does an *inauguration* mean the leader has been chosen?

Yes No

5. If there is peace after an election, is this a kind of *strife*?

Yes No

APPLY Read the definitions for each multiple-meaning word below. Write the number of the definition that matches the example sentence.

express: **1.** to say or show a thought. **2.** to squeeze out a liquid.

6. _____ The juicer can express all the juice from the orange.

mint: **1.** a place where money is made. **2.** a sweet-smelling plant.

7. _____ The mint prints the country's bills.

movement: **1.** the act of changing place. **2.** a group of people working together.

8. _____ The people formed a movement that worked for peace.

organize: **1.** to put into order. **2.** to coordinate an event or activity.

9. _____ The woman decided to organize her cupboards.

jury: **1.** to judge an art or craft show. **2.** a group of people who hear the facts in a court of law.

10. _____ The jury listened to the lawyers present the case's facts.

Fact and Opinion

- FOCUS**
- A *fact* states something that can happen, has happened, or is real. You can do research to check a fact.
 - An *opinion* states something someone believes to have happened or to be true. Words often used in opinions include: *believe, think, feel, always, best, worst, and never.*

PRACTICE Read each sentence below. Circle *Fact* or *Opinion*.

1. Summer is the best season.

Fact **Opinion**

2. The moon goes around Earth.

Fact **Opinion**

3. Everyone should always eat a big breakfast.

Fact **Opinion**

4. The concert was wonderful.

Fact **Opinion**

5. The Declaration of Independence was adopted in 1776.

Fact **Opinion**

APPLY Read the following quotes from “D Is for Democracy.” Decide if the underlined words are fact or opinion.

6. “F is for Founding Fathers who went to a convention.”

Fact or Opinion? _____

7. “L is for First Lady, the other White House resident. With a fascinating job and married to the president.”

Fact or Opinion? _____

8. “N is for our Nation’s capital—Where everyone agrees it’s delightful to behold the famous cherry trees.”

Fact or Opinion? _____

9. “T is for the Taxes: no longer fees for kings, now our money helps to pay for a thousand different things.”

Fact or Opinion? _____

Choose one of the quotes above. Explain how you knew it was a fact or an opinion.

10. I know quote number _____

above was a(n) _____ because

_____.

Apply

Read the story. Then discuss it with your class.

Vocabulary Words

- committees
- convention
- express
- inauguration
- judicial
- jury
- liberties
- mint
- movement
- organize
- politicians
- strife

Vocabulary

The Class Play

My class was performing a special play all about our nation. The first act was about democracy. Some students played **judges**, while others were **jurors**. One of my classmates was a **politician**. He led a **committee** to try to pass a new law. The teacher played the president, and she gave a speech at a **convention**. Later she was **inaugurated**!

The second act was about capitalism. One student played a **mint**er who makes coins and paper money. Other students played shop owners, workers, and customers. I played the banker!

Concept Vocabulary

Think about the word *government*. What important things does the government do in your town, state, or country?

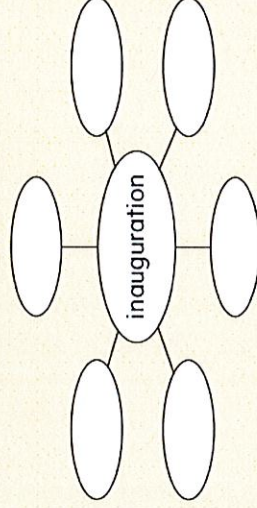
The third act was about progress. Some of us played protesters, marching as part of a **movement**.

We **expressed** anger and hope. We showed that sometimes people have to go through struggles and **strife** to gain **liberty**.

We performed the play for the school. At the end, we took a bow, and everyone applauded. It was a lot of work to write and **organize** the play, but it was a success!

Extend Vocabulary

Copy the word web in your Writer's Notebook. Then think of other words and phrases that have something to do with the word *inauguration*. Think about what happens at an inauguration. Discuss your responses with a partner.



Respond

You will answer the comprehension questions on these pages as a class.

Comprehension

Text Connections

1. The author says that the _____ of the U.S. Constitution “planned for us, long-range.” What does that mean?
2. What is one way the text says that the average citizen can participate in American democracy?
3. Which branch of government has its own letter? How are the other two branches represented through other letters?
4. What is the purpose of the parties, according to the text?

Did You Know?

The faces of four of the Founding Fathers (George Washington, Thomas Jefferson, Alexander Hamilton, and Benjamin Franklin) can be found on U.S. money.

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Write

Write your own alphabet poem using the letters A, B, and C to represent words about your school. It does not have to rhyme, but it can if you like!

Look Closer

Keys to Comprehension

1. Who are the real people the author names in this story? Why were their names used?
2. What is the main topic or text? How does the author use each stanza to describe democracy? Be specific.

Writer's Craft

3. How do the letter headings help you navigate the text?
4. Why is “D Is for Democracy” used for the title instead of another letter and word?

Concept Development

5. How does the stanza on immigration compare to what “United States Citizenship” says about immigration?

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Fact and Opinion

FACT

OPINION

--	--

D is for Democracy

Vocabulary

Read each item. Fill in the correct answer.

- Which of these words means *putting someone into office*?
(A) expertise
(B) inauguration
(C) rectangular
(D) partitioning
- What is a synonym for *convention* in this sentence?
The farmers had a *convention* in the fall.
(A) harvest
(B) graduation
(C) meeting
(D) disagreement
- Which of these words means *people who make court decisions*?
(A) jury
(B) host
(C) fuse
(D) etch
- What does the word *mint* most likely mean in this sentence?
People like to visit the national *mint*.
(A) a park with a lot of open space
(B) a building with a lot of pictures
(C) a large area with a lot of stores
(D) a place where money is made
- What does the word *organize* mean in this sentence?
Some students will *organize* a music club.
(A) ask the teacher for permission
(B) work together for a goal
(C) walk far to raise money
(D) explain to their parents about

D is for Democracy (continued)

Comprehension

Read the following items carefully and fill in the correct answer. You may look back at the selection to answer the questions.

1. The following question has two parts. First, answer **Part A**. Then, answer **Part B**.

Part A Immigrants come to America to

- (A) worry less. (C) express their own opinions.
 (B) live in peace. (D) find a better life.

Part B Which words from the selection **best** support your answer for **Part A**?

- (A) Those who do not break the law never have to worry.
 (B) He knew that using peaceful ways
 (C) people leave their homes to find a better life.
 (D) by expressing their own choices

2. The first Congress met in

- (A) Philadelphia. (C) Washington.
 (B) New York. (D) Texas.

3. When is the Oath of Office given?

- (A) in the Senate (C) in the House of Representatives
 (B) at the inauguration (D) on Election Day

4. Who is the First Lady?

- (A) a cartoon character (C) the president's wife
 (B) a member of the Senate (D) the chief judge

5. What are the author's purposes in writing this selection?

- (A) inform and entertain (C) persuade and inform
 (B) entertain and persuade (D) express an opinion and entertain

D is for Democracy (continued)

Comprehension

Read the following items carefully. Use complete sentences to answer the questions.

6. What is the biggest difference between Uncle Sam and George Washington?

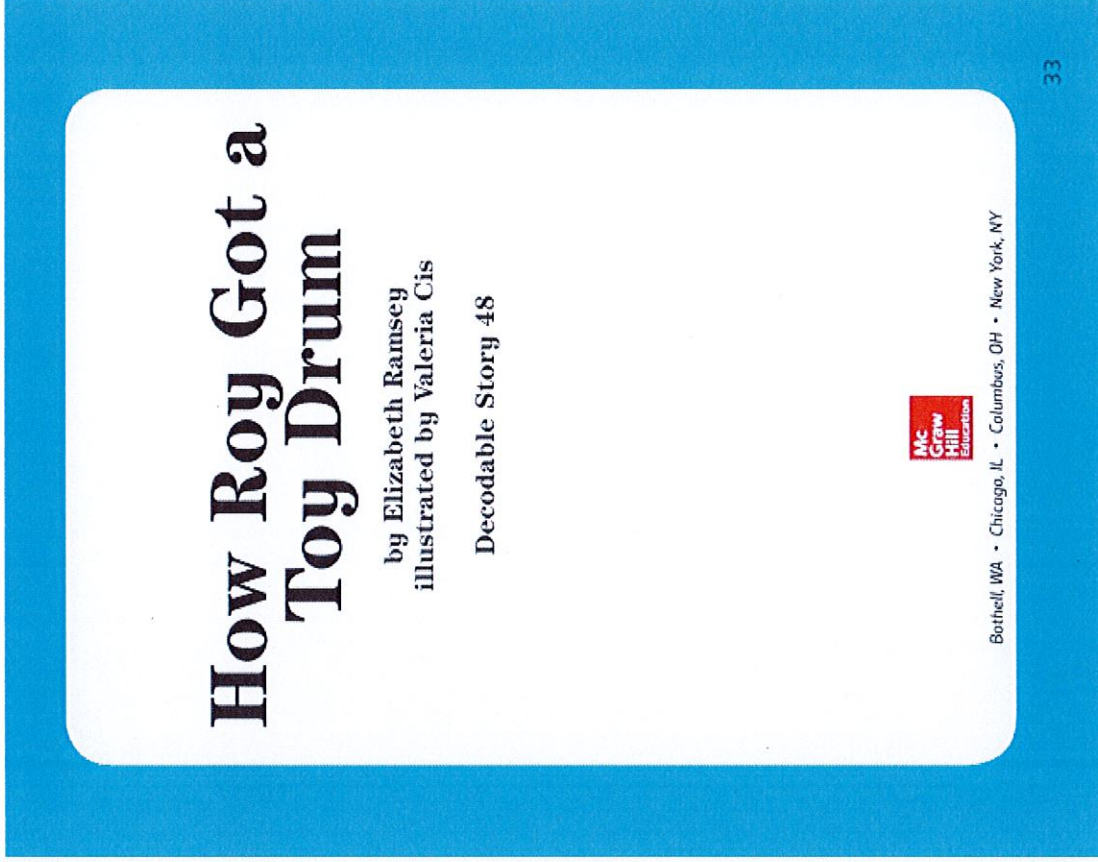
7. What are taxes used for?

8. What did the Founding Fathers do?

9. Why are cherry trees mentioned in the selection?

10. What are amendments, and why are they necessary?

32-33



34-35



Roy was a boy who lived with his mom. Roy really wanted to have a toy drum. Roy's mom worked hard in the soil to grow food. She could not afford a toy drum for Roy.

Roy's mom wanted to get Roy the toy drum. But she didn't have a single coin.

Walking home, she found a coil of rope.

"It's not much," she thought, "but I'll give this to Roy."

36-37



36

Roy thanked his mom for the coil of rope.
"Thanks. It's nice of you to think of me," Roy said.
Soon he met the potter, who was yelling at his goat.
"What's wrong?" asked Roy.
"I need a rope to tie this goat. She always runs off."
Roy gave the potter his coil of rope. The happy potter gave Roy a pot.

Next Roy met a lady with children. The crying children were making an awful noise.

"What's wrong?" asked Roy.
"They are hungry," the lady said.
"I have rice but no pot to boil it in."
Roy gave her his pot.
"Take this oil," the lady said.
"I have too much, and it will spoil."

37

38-39

Next Roy met the baker. He had no bread to sell.
"I have flour but no oil," he said.
"Without oil, I cannot make bread."
Roy gave him the oil. The baker held out a sheet of shiny foil.
"Do you want this?"
"Yes, please!" said Roy.
Roy shaped the foil into a glittering toy. Soon an old man came along.
"I want that toy for my granddaughter," he said.
"Will you accept this coin for it?"
Roy raced to the store. He pointed at the toy drum and showed the seller his coin. At last, the toy drum was his! With joy, Roy joined a band.

38



39

Decoding

Words

1	time	timer	timely	timing
2	sense	nonsense	sensible	sensation
3	person	personal	impersonal	personality
4	appear	disappear	appearance	apparent

Decoding

Sentences

1 Joyce was always annoyed when she had to join the boys' games.

2 Troy pointed the coiled hose at the soil.

Decoding

Sentences

1 Mr. Owens acts more childish than his children do.

2 Taylor said the unused napkins will be useful for our next party.

/oi/ spelled *oi* and *_oy*

FOCUS The /oi/ sound can be spelled with *oi* and *_oy*.

PRACTICE Write a letter on the line to create a word with the *oy* spelling pattern. Then write the whole word.

1. _____oy _____

2. _____oy _____

3. _____oy _____

4. _____oy _____

Write a letter on the lines to create a word with the *oi* spelling pattern. Then write the whole word.

5. _____oi_____

6. _____oi_____

7. _____oi_____

8. _____oi_____

9. _____oi_____

10. _____oi_____

APPLY Write *oi* or *oy* on the line to complete each word with the correct /oi/ spelling pattern.

11. Juan could not av_____d stepping in the puddle.
12. Lots of girls and b_____s ran around the playground during recess.
13. P_____nt the telescope toward the stars.
14. Rain sp_____led our plans for a picnic.
15. Eliza enj_____s knitting and other crafts.
16. The cake was m_____st and tasty.
17. The r_____al family lives in a palace.
18. A tornado can destr_____ a house in seconds.
19. Please keep your v_____ces down while you are in the library.
20. The c_____ns in Luke's pocket equal 75 cents.
21. Grace is ann_____ed by the ticking clock.
22. Our next v_____age will be a trip to Ireland.

Words with the Same Base

FOCUS A **base word** is a word that can stand alone. A base word can give a clue to the meaning of other words in its **word family**.

Example: base word—kind
word family—unkind, kindly,
kindness, kindest

PRACTICE Write the base word for each word family below.

1. walks, walker, walkway

base word: _____

2. handed, handful, handy

base word: _____

3. restate, stately, statement

base word: _____

4. writer, written, writing

base word: _____

5. disfavor, favorable, favorite

base word: _____

APPLY Circle the words in the same word family.
Then write the base word on the line.

6. angles dangled triangle

base word: _____

7. judgment misjudge juggler

base word: _____

8. refund funny funding

base word: _____

9. generous gently gentlemen

base word: _____

10. hurried unhurt hurtful

base word: _____

11. director predictor indirectly

base word: _____

12. unreal reality leery

base word: _____

/oi/ spelled *oi* and *_oy*; Words with the Same Base

- FOCUS**
- The /oi/ sound can be spelled *oi* and *_oy*.
 - A **base word** is a word that can stand alone. A word family is a group of words that share the same base word.

PRACTICE Sort the spelling words.

/oi/ spelled *oi*

1. _____
2. _____
3. _____

Words with the base word *walk*

6. _____
7. _____
8. _____

/oi/ spelled *_oy*

4. _____
5. _____

Words with the base word *place*

9. _____
10. _____

Word List

- | | |
|------------|-------------|
| 1. join | 6. enjoy |
| 2. walked | 7. sidewalk |
| 3. spoil | 8. placed |
| 4. choice | 9. boys |
| 5. walking | 10. replace |

Challenge Words

11. royal
12. placement
13. moist
14. rejoice
15. oyster

APPLY

Write the spelling word that rhymes with each word below. The spelling word will have the same /oi/ spelling pattern as the rhyming word.

11. toys _____

12. rejoice _____

13. foil _____

14. coin _____

15. destroy _____

Circle the correct spelling for each spelling word.
Write the correct spelling on the line.

16. riplaise replace _____

17. wokked walked _____

18. sighedwok sidewalk _____

19. placed plaised _____

20. walking wokking _____

Name _____ Date _____ Score _____

Phonics: /oi/ spelled oi, _oy

Write *oi* or *oy* on the line to complete each word with the *oi* or *_oy* spelling pattern.

1. I plan to j_____n the reading club at school.
2. The food in the cooler will not sp_____l.
3. I keep my t_____s in a wooden chest.
4. The water in the pan will b_____l in a few minutes.
5. The b_____ is new in our class.

Word Analysis: Words with the Same Base

Write the base word for each word family below.

6. runs, running, runway

Base word: _____

7. fights, fighter, fighting

Base word: _____

8. opening, opened, opener

Base word: _____

9. thanked, thankful, thanking

Base word: _____

10. hoped, hoping, hopeful

Base word: _____

Grammar, Usage, and Mechanics

- ▶ Steven and Tyler play baseball.
- ▶ Jamie goes to school in Denver, but Kelly goes to school in Cleveland.
- ▶ Mark and Katie are brother and sister, and Tim and Roman are brothers.

Compound Sentence

A **compound sentence** is made when two sentences with similar ideas are combined into one sentence. The two sentences are connected by a conjunction. The words *and*, *or*, and *but* are conjunctions.

EXAMPLE Jonathon used compound sentences to write the following paragraph about gorillas.

Gorillas
Gorillas are very interesting animals, and they are like humans in some ways. Gorillas live in family groups. Each group spends its day sleeping or playing and grooming together. Gorillas cannot speak to each other, but they use sounds to communicate. Some people think gorillas are aggressive, but these animals are actually gentle. Would you like to live with gorillas, or stay with your family?

Try It!
Can you find the conjunctions in Jonathon's paragraph?

SECTION
5
Grammar,
Usage, and
Mechanics

Grammar, Usage, and Mechanics

- ▶ I like music class the most. Jason likes art best.
- ▶ The fifth-grade class went to the museum. The third-grade class went to the zoo.

Grammar, Usage, and Mechanics

- ▶ Last week I was late for soccer practice, but this week I arrived right on time
- ▶ Mitchell wrote his name, and he drew a smiley face.
- ▶ We can have balloons for the party, or we can get flowers instead.

Grammar, Usage, and Mechanics

- ▶ I will go to either Florida or Mexico on vacation.
- ▶ I like to eat chicken, but my sister prefers fish.
- ▶ Marie likes to dance, but she does not like singing.
- ▶ Curtis and I are going to Vermont and Maine.
- ▶ Tomorrow I plan to learn a new song, and I want to go to the store.

Compound Sentences

FOCUS • A **compound sentence** is made when two sentences with related ideas are combined into one sentence. The sentences are connected with a conjunction.

Example:

Today I need to wash my clothes. Today I need to go to the grocery store.

Today I need to wash my clothes, **and** I need to go to the grocery store.

PRACTICE Put an X next to the sentences that can be combined because they are about the same topic.

1. The dog barked. He wagged his tail. _____
2. Jason ran home. The sun was shining. _____
3. Seth hit the ball. He ran to first base. _____
4. The car was going fast. We were eating lunch. _____
5. Nick went to the phone. He answered it. _____
6. I like to watch old movies. My brother likes to listen to music. _____
7. Sean likes first grade. Harry went to preschool. _____
8. Nancy draws pictures of her friends. She gives them as gifts. _____

APPLY Complete the following sentences to make them compound sentences.

9. Josh took his dog for a walk, and _____

10. The state of Georgia is above Florida, and _____

11. Today I have two tests, but _____

12. I do not know if I should take my dog, or _____

13. I would like to take a lot of pictures during our vacation,
but _____

14. Lisa likes to talk on the phone, and _____

15. My chore is to clean the living room, but _____

16. Today I can eat pasta for dinner, or _____

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One Thousand and One Arabian Nights (continued)
Grammar, Usage, and Mechanics

Read each item. Fill in the correct answer.

1. Which of these is a common noun?
 (A) run
 (B) shoe
 (C) Florida
 (D) quickly
2. Which of these is a proper noun?
 (A) Pacific
 (B) beach
 (C) swim
 (D) rough
3. Which of these is an action verb?
 (A) steep
 (B) hill
 (C) were
 (D) climb
4. Which of these is a helping verb?
 (A) stand
 (B) have
 (C) before
 (D) desk
5. In which sentence are the subject and predicate underlined?
 (A) A long snake crawled into a pile of rocks.
 (B) A long snake crawled into a pile of rocks.
 (C) A long snake crawled into a pile of rocks.
 (D) A long snake crawled into a pile of rocks.

Name _____

Game Time

Water Balloon Relay

★ Ready

You will need:

outdoor open area, preferably grassy
water balloons
colored tape
measuring tape

★ Set

Have students measure 25 yards in a straight line, from start to finish. Then have them mark (with tape) 4 relay points each measuring 5 yards from the start line. You will need five lines.

★ Go!

- 1 Divide students into 5 teams of 5. Have students from each team stand at the start line and each relay point.
- 2 Give each student at the start line a water balloon. Ask students to place the water balloons in the palms of their hands.
- 3 Players race to the next relay point and hand the water balloon to the next player. If a student drops the water balloon, he or she has to return to where he or she started and try again.
- 4 The team that crosses the finish line first with the water balloon in hand wins the race.

Name _____

Am I Ready?

Practice

Add.

1. $80 + 13 =$ _____

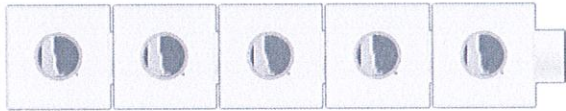
2. $51 + 22 =$ _____

Subtract.

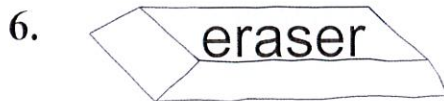
3. $90 - 40 =$ _____

4. $27 - 5 =$ _____

Write the length.



_____ cubes





_____ cubes

7. Jake's book is 12 cubes long. Jake's desk is 20 cubes long. Which is longer? _____

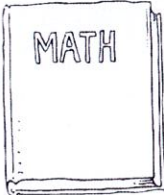
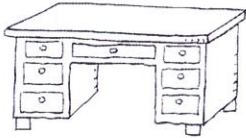
Name _____

Check My Progress *(Lessons 1 through 3)*

Find the object. Estimate the length. Measure the object.

1. 	about _____ inches	about _____ inches
2. 	about _____ feet	about _____ feet

Find the object and estimate its length. Choose the tool and measure it.

Object	Estimate	Tool	Measure
3. 	about _____	_____	_____
4. 	about _____	_____	_____

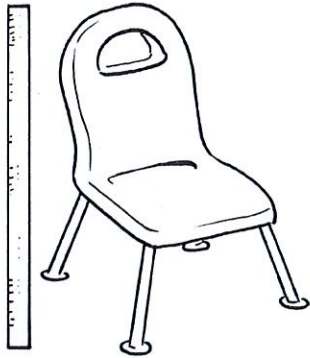
5. Max estimates his math book is 8 inches long. Willie estimates it is 12 inches long. The book is 9 inches long. Whose estimate is closer?

Name _____

Lesson 1 Reteach

Inches

You can measure with inches. Use an inch ruler to measure the length or height of objects.

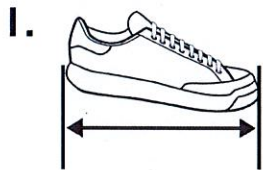


About how tall is the chair?
Circle the better estimate.

about 6 inches

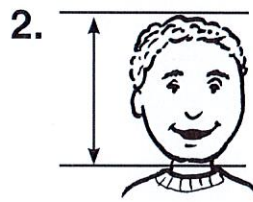
about 24 inches

Think of the real object. Then circle the better estimate.



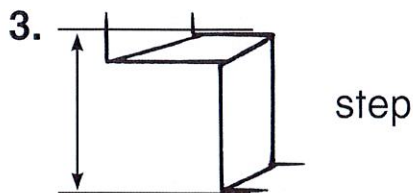
about 5 inches

about 2 inches



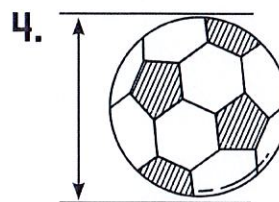
about 24 inches

about 7 inches



about 7 inches

about 14 inches



about 9 inches

about 18 inches

Name _____

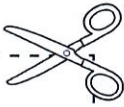
Lesson 1 Enrich

Inches

Play this game with a partner. Cut out the cards at the bottom of the page to play.

How to Play

- A player picks one card and estimates the length of the object.
- The other player uses an inch ruler to find the actual measurement.
- If the estimate is close to the actual measurement, the first player gets a point.
- Continue taking turns until a player gets 10 points.



book	chair leg	paper clip	table leg
supply box	stapler	marker	eraser
shoe	crayon	pencil	folder

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Name

Measurement and Data
2.MD.1, 2.MD.3, 2.MD.5

Lesson 1

Inches

My Homework

Homework Helper



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Estimate the length of an object. Then check your estimate by measuring the length with an inch ruler.

Helpful Hint


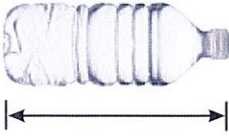
A small paper clip is about 1 inch long.



The chalk is 2 inches long.

Practice

Find the object. Estimate the length. Measure each object in inches.

Object	Estimate	Measure
1. 	about _____ inches	about _____ inches
2. 	about _____ inches	about _____ inches

Find two objects. Draw them. Estimate the length.
Measure each object in inches.

Object	Estimate	Measure
3.	about _____ inches	about _____ inches
4.	about _____ inches	about _____ inches



Brain Builders

5. A red piece of yarn is 22 inches long. A green piece of yarn is 34 inches long. How much longer is the green piece of yarn? Write a number sentence that shows how you solved the problem.

_____ inches

Vocabulary Check



Circle the correct answer.

estimate

inch

measure

length

6. An _____ is a unit for measuring length.



Math at Home Ask your child to measure the length of a fork and a spoon using an inch ruler.

Name _____

Lesson 2 Enrich

Feet and Yards

Complete the table.

Yards	1	2		4		6
Feet	3		9			

Use the table to answer each question.

- A scientist found a dinosaur nest that was 9 feet long. How many yards is that?
_____ yards
- The head of an *Allosaurus* was about 3 feet. How many yards long is that?
_____ yard
- A *Tyrannosaurus rex* stood about 6 yards high. How many feet high is that?
_____ feet
- An *Iguanodon* was about 10 yards long. How many feet would that be if the table continued?
_____ feet
- The *Emeus crassus* was a bird that did not fly. It was 1 yard and 2 feet tall. How many feet tall is that?
_____ feet
- The skeleton of a *Deinonychus* was found to measure 3 yards and 1 foot long. How many feet is that?
_____ feet

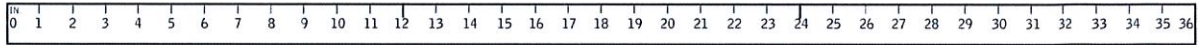
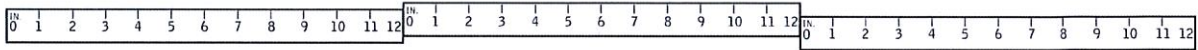
Name _____

Lesson 2 Reteach

Feet and Yards

A ruler is equal to 12 inches or 1 foot.

A yard is equal to 3 feet. A yardstick equals 3 rulers.



Use rulers to measure shorter lengths.

Use yardsticks to measure longer lengths.

Circle the better unit.

1.

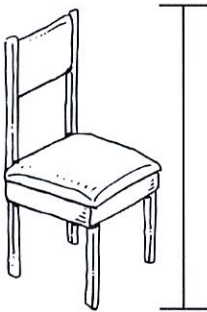


length of a school bus

yardstick

ruler

2.

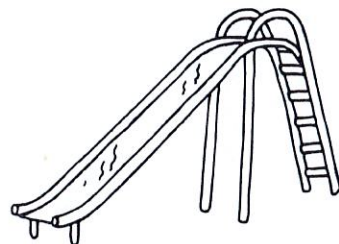


height of the chair

yardstick

ruler

3.



length of a slide

yardstick

ruler

Name _____

Measurement and Data
2.MD.1, 2.MD.3, 2.MD.5

Lesson 2

Feet and Yards

My Homework

Homework Helper



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One foot is equal to 12 inches. One yard is equal to 36 inches. A ruler is 1 foot long. A yardstick is 1 yard long.

Helpful Hint
3 feet = 36 inches

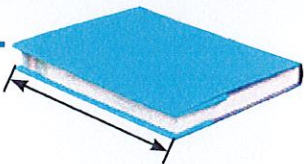



yardstick


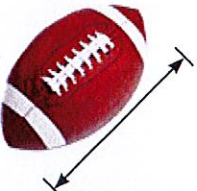
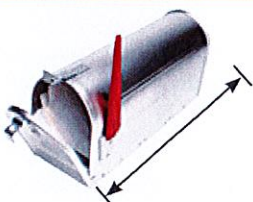


Practice

Find the object. Estimate the length.
Measure each object in feet or yards.

Object	Estimate	Measure
1. 	about _____ feet	about _____ feet
2. 	about _____ yards	about _____ yards

Find the object. Estimate the length. Measure each object in feet or yards.

Object	Estimate	Measure
3. 	about _____ yards	about _____ yards
4. 	about _____ foot	about _____ foot
5. 	about _____ feet	about _____ feet

Brain Builders

6. The sidewalk from Ameila's house to her driveway is 96 inches long. How many feet long is the sidewalk?

_____ feet

Vocabulary Check



Circle the correct answer.

7. **foot**

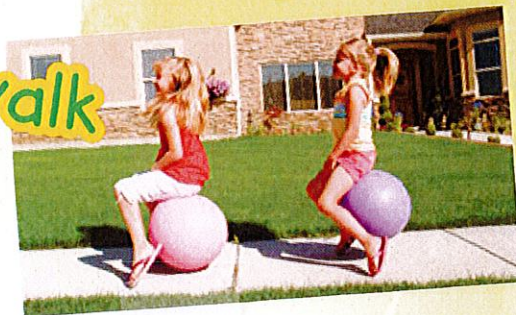
3 yards

12 inches

36 inches

1 yard

Sidewalk race!



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Math at Home Ask your child to measure his or her room using a yardstick or a ruler.

Name _____

Lesson 3 Enrich

Select and Use Customary Tools

1. Joseph is 4 feet tall. Tony is 40 inches tall. Sara is 4 feet 3 inches tall. Write the children's heights in order from shortest to tallest.

2. Karen is 30 inches tall. Erika is 22 inches tall. Gail is 28 inches tall. Are any of the girls more than 2 feet tall? Which girls? Explain your answer.

3. Jeffery's cat is 26 inches long from nose to tail. Sabrina's cat is 31 inches long. How long is each child's cat in both feet and inches?

Jeffery's cat: _____ feet _____ inches

Sabrina's cat: _____ feet _____ inches

4. Jerry's mom is 5 feet 10 inches tall. His dad is 6 feet 4 inches tall, and Jerry is 4 feet 5 inches tall. How tall is each person in inches? Remember, there are 12 inches in 1 foot.

Jerry: _____ inches

Jerry's mom: _____ inches

Jerry's dad: _____ inches

Name _____

Lesson 3 Reteach

Select and Use Customary Tools

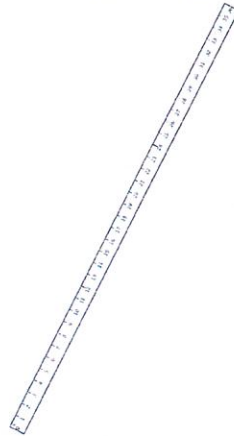
There are different tools for measuring length.



Inch Ruler

1 foot

12 inches



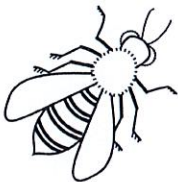
Yardstick

3 feet

36 inches

Circle the tool you would use to measure the real object.

1.

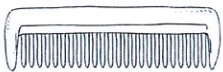


the length of a bee

yardstick

inch ruler

2.



the length of a comb

inch ruler

yardstick

3.



the length of a firetruck

inch ruler

yardstick

Name _____

Measurement and Data

2.MD.1, 2.MD.3

Lesson 3

Select and Use Customary Tools

My Homework

Homework Helper



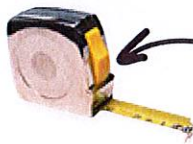
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You can select and use tools to measure length.

← inch ruler



← yardstick



← measuring tape

Helpful Hint

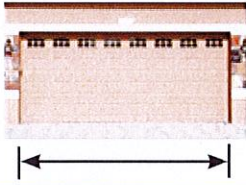
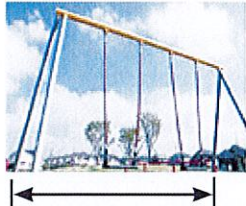

Measure objects shorter than a foot with an inch ruler, objects longer than a foot with a yardstick, and objects longer than 3 feet with a measuring tape.

Practice

Find the object. Choose the tool and measure it.

	Object	Tool	Measure
1.		_____	about _____
2.		_____	about _____

Find the object. Choose the tool and measure it.

Object	Tool	Measure
3. 	_____	about _____
4. 	_____	about _____
5. 	_____	about _____



Brain Builders

6. There are 36 inches in 3 feet.
How many inches are in 6 feet?

_____ inches



7. Test Practice Four feet is equal to _____ inches.

12



24



36



48



Math at Home Have your child measure the width of his or her room using a ruler, a yardstick, and a measuring tape. Talk about which tool is the best choice.

Name _____

Student Glossary

Vocabulary	Description or Example
centimeter	A metric unit for measuring length.
estimate	To find a number close to an exact amount. $38 - 22 = (\text{estimate } 40 - 20) = \text{about } 20$
foot	A customary unit for measuring length. The plural of foot is feet. 1 foot = 12 inches
inch	A customary unit for measuring length. The plural of inch is inches. 12 inches = 1 foot
length	Distance from end to end.
measure	To find length using standard or nonstandard units.
meter	A metric unit for measuring length. The plural of meter is meters. 1 meter = 100 centimeters
yard	A customary unit for measuring length. The plural of yard is yards. 1 yard = 3 feet or 36 inches

Name _____

Student Glossary *(continued)*

Draw lines to match the word to the description.

- | | |
|-------------|--|
| 1. measure | To find a number close to an exact amount. |
| 2. length | 12 inches |
| 3. estimate | To find length using standard and nonstandard units. |
| 4. foot | 100 centimeters |
| 5. meter | Distance from end to end. |

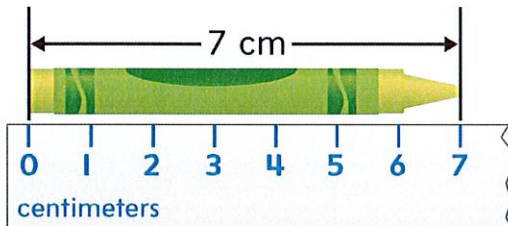
My Vocabulary Cards



Mathematical PRACTICE

Lesson 11-7

centimeter (cm)



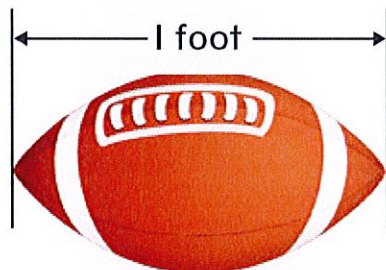
Lesson 11-1

estimate



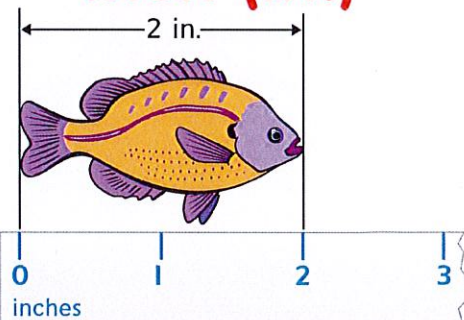
Lesson 11-2

foot (ft)



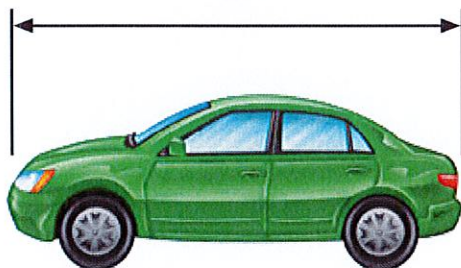
Lesson 11-1

inch (in.)



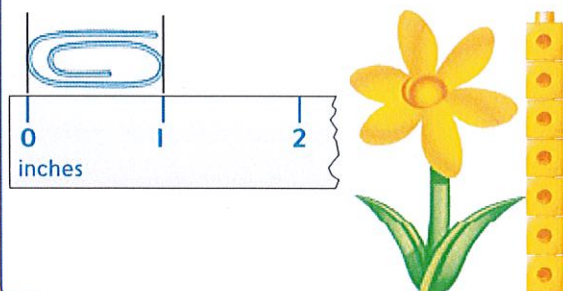
Lesson 11-1

length



Lesson 11-1

measure





Directions:
Ideas for Use

- Have students group 2 or 3 common words. Ask them to add a word that is unrelated to the group. Have them ask a friend to name the unrelated word.
- Ask students to find pictures to show an example of each word. Have them ask a friend to guess which word the picture shows.

To find a number close to an exact amount.

A metric unit for measuring length.

A customary unit for measuring length.
The plural is inches.
 $12 \text{ inches} = 1 \text{ foot}$

A customary unit for measuring length.
The plural is feet.
 $1 \text{ foot} = 12 \text{ inches}$

To find length using standard or nonstandard units.

How long or how far away something is.

My Vocabulary Cards



↓
Mathematical
PRACTICE



Lesson 11-7

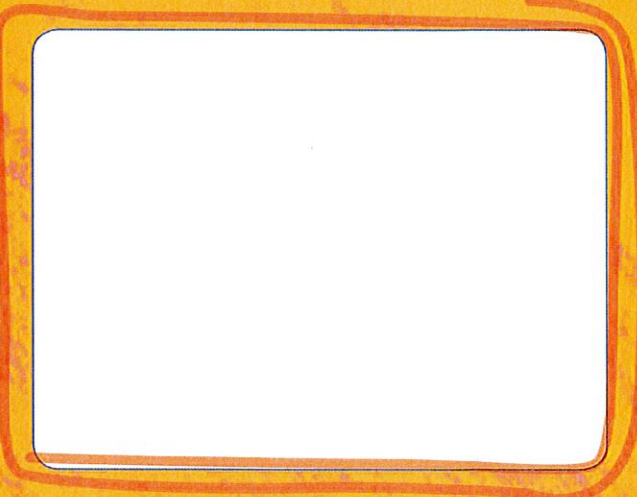
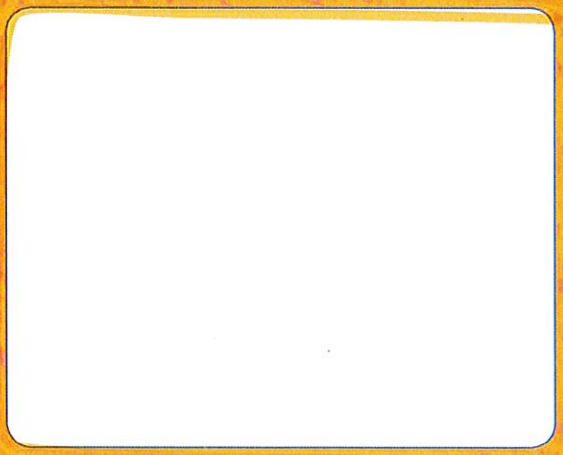
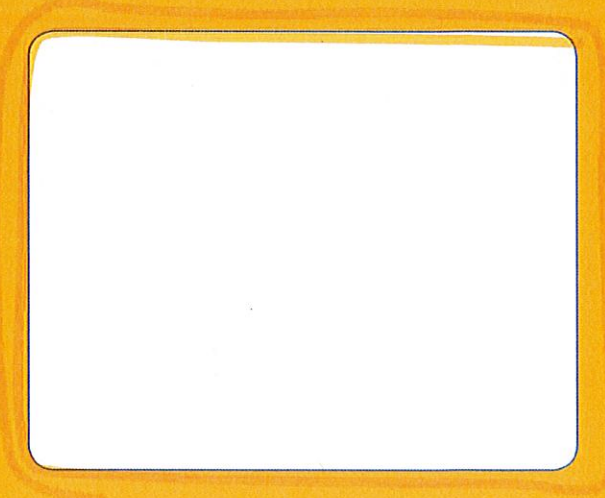
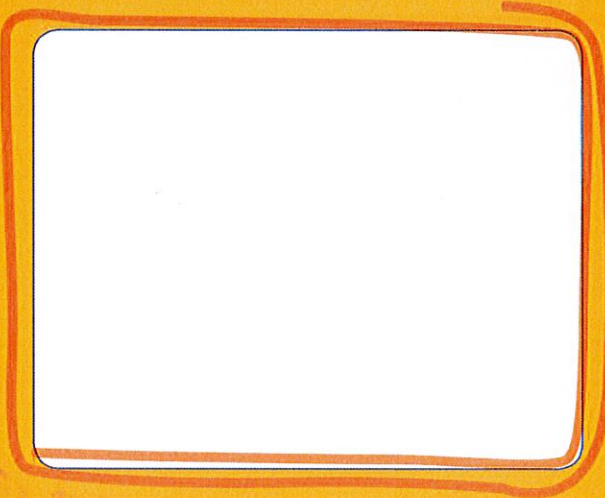
meter (m)

15 meters

Lesson 11-2

yard (yd)

1 yard





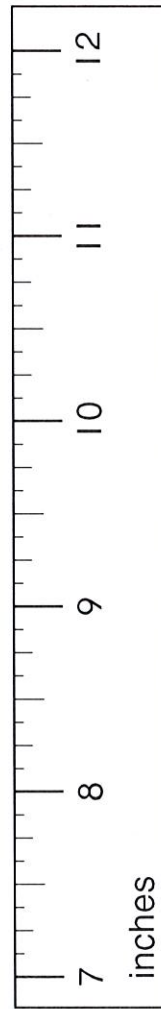
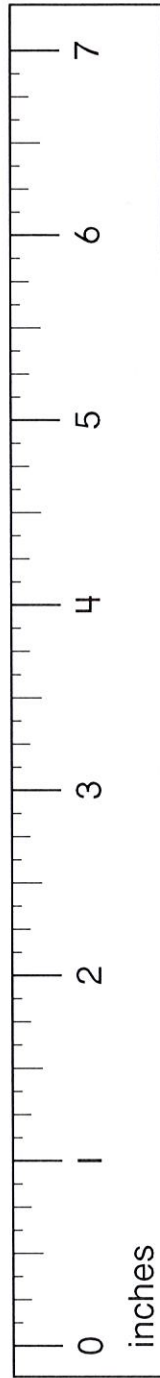
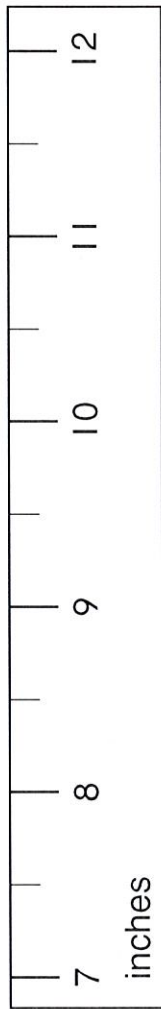
Directions:
More Ideas for Use

- Have students use a blank card to write this chapter's essential question. Have them use the back of the card to write or draw examples that help them answer the question.
- Ask students to use the blank cards to write some of the units of measure they learned in this chapter. They should give examples of different objects they would measure with each unit on the back of each card.

A customary unit for
measuring length.
1 yard = 3 feet or
36 inches

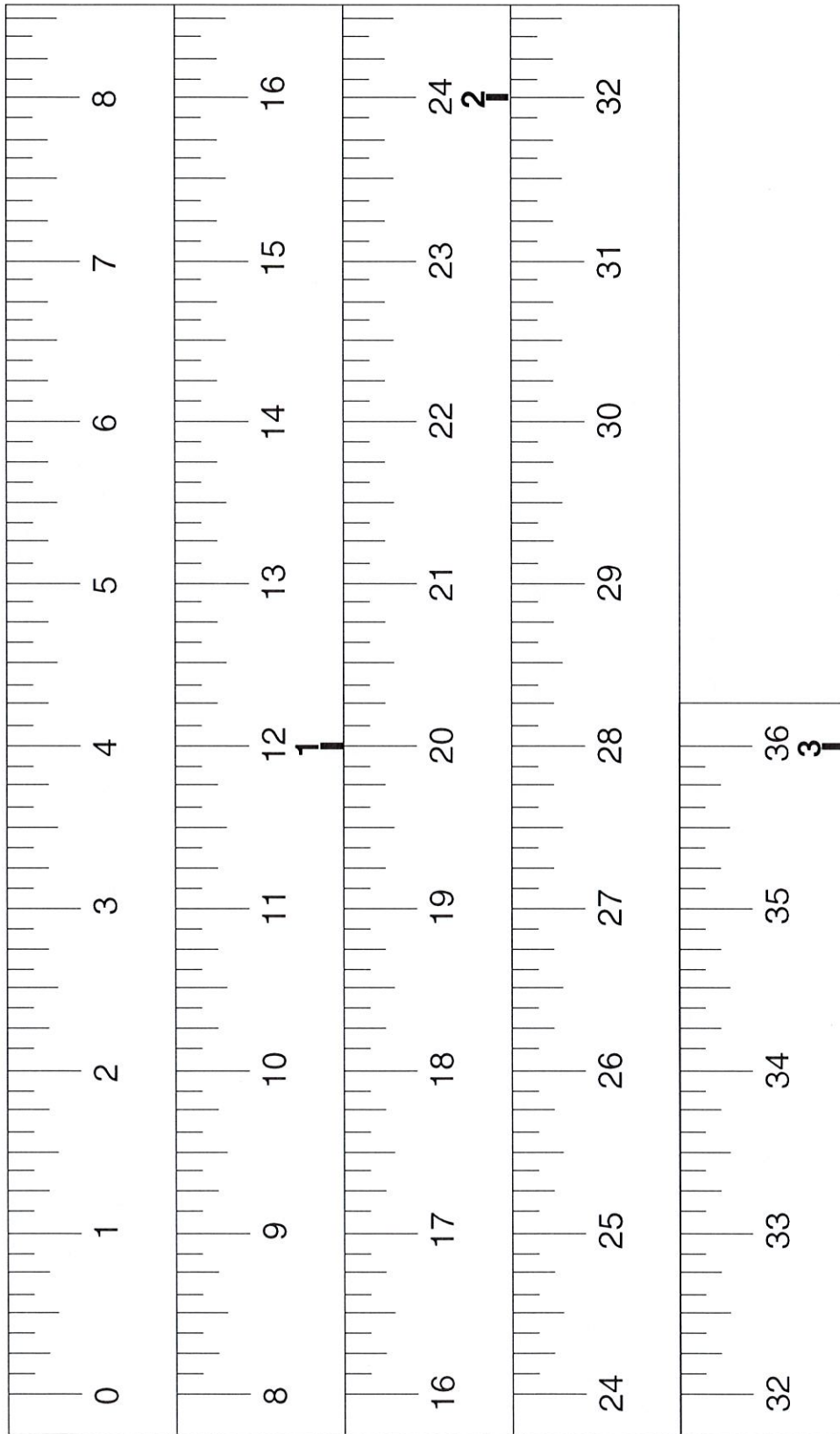
A metric unit used to
measure length.
1 meter = 100 centimeters

Inch Rulers



1. Cut out strips.
2. Tape together to form an inch ruler.

Yard Measuring Tape



To make a yardstick of 36 inches:

1. Cut out all of the strips.
2. Carefully overlap each strip.
3. Tape or glue them together to form a yardstick.

Inquiry Explore It!

How can you keep warm water warm?

- 1. Fill 2 cups with warm water. **Measure** both temperatures. **Record.**
- 2. **Cover** one with foil, plastic, or a paper towel.
- 3. Wait 10 minutes. **Measure.** **Record.**

Materials



- warm water
- plastic wrap
- tape
- paper towel
- foil
- 2 cups
- thermometer

Temperature Chart		
Cup of Water	Starting (°C)	After 10 min (°C)
Not covered		
Covered		

Explain Your Results

4. **Infer** How did you keep the water warm?



What did this activity help you learn about keeping things warm?
