Parents/Guardians, this packet contains 3 days of learning in math, reading/writing, science, and physical education. Please use this template to make a schedule for your child to complete each assignment, and sign when they have finished. Thank you!

- Pais / responsáveis, este pacote contém 3 dias de aprendizado em matemática, leitura / escrita, ciências e educação física. Use este modelo para fazer um cronograma para seu filho concluir cada tarefa e assinar quando terminar. Obrigado!(Portuguese)
- Parents/tuteurs, ce paquet contient 3 jours d'apprentissage en mathématiques, lecture/écriture, sciences et éducation physique. Veuillez utiliser ce modèle pour établir un calendrier pour que votre enfant puisse faire chaque devoir, et signer quand il a terminé. Nous vous remercions!(French/Francais)
- Padres / tutores, este paquete contiene 3 días de aprendizaje en matemáticas, lectura / escritura, ciencias y educación física. Use esta plantilla para hacer un horario para que su hijo complete cada tarea y firme cuando hayan terminado. ¡Gracias!(Spanish/Español)
- Waaliddiinta / ilaalyaasha, Xirmadan waxaa ku jira 3 maalmood oo barashada xisaabta, akhriska / qorista, sayniska, iyo jimicsiga jirka. Fadlan u isticmaal shaxdan si aad ugu sameysato jadwalka cunuggaga si uu u dhammaystiro shaqo kasto, oo saxiix marka ay dhammeeyaan. Mahadsanid!(Somali)
- ឪពុក យ / ពលក ប់េនះនរយៈេពល ៣ តុលសវ សរេសរ វ ទស និងរអប់រយ។ ស ូ មេបគំរ ូ េនះេដមីេធ ល វ គសប់ក ូ នរបស់អ កេដមីបំេពញកិច រនីម ួ យៗេហយចុះហត េលេេពលព ួ កេគនប ប់។ ស ូ មអរគុណ ។!(Khmer)
- Cha me / Người giám hộ, gói này chứa 3 ngày học toán, đọc / viết, khoa học và giáo dục thể chất. Vui lòng sử dụng mẫu này để lập lịch cho con bạn hoàn thành mọi bài tập và ký khi chúng kết thúc. Cảm ơn bạn! (Vietnamese)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date and Time</th>
<th>Parent Sign When Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Day 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Day 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Grade 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Day 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Day 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Day 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Day 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 1 - What are all the combinations of numbers that add to 10?
Quais são todas as combinações de números que somam 10?
Quelles sont toutes les combinaisons de nombres qui s'ajoutent à 10?
¿Cuáles son todas las combinaciones de números que suman 10?
Waa maxay dhamaan iskugeynta lambarada ee ku dar 10?
Tất cả các kết hợp số thêm vào 10 là gì?
ما هي جميع مجموعات الأرقام التي تضيف إلى 10?

Color the 10-sticks with two colors and write equations like the examples:
Pinte as 10 varas com duas cores e escreva equações como nos exemplos:
Colorez les 10 bâtons avec deux couleurs et écrivez des équations comme les exemples:
Colorea los 10 palos con dos colores y escribe ecuaciones como los ejemplos:
Midab 10-uliyo leh laba midabo oo u qor isleegyada sida tusaalooynka:
Tô màu 10 que với hai màu và viết phương trình như các ví dụ:

\[
\begin{array}{cccc}
\text{1} & \text{+} & \text{9} & = 10 \\
\text{2} & \text{+} & \text{8} & = 10 \\
\text{__} & \text{+} & \text{__} & = 10 \\
\text{__} & \text{+} & \text{__} & = 10 \\
\text{__} & \text{+} & \text{__} & = 10 \\
\text{__} & \text{+} & \text{__} & = 10 \\
\text{__} & \text{+} & \text{__} & = 10 \\
\text{__} & \text{+} & \text{__} & = 10 \\
\end{array}
\]
What patterns do you see?  que padrões você vê?  Quels modèles voyez-vous?  ¿Qué patrones ves?
Qaab noocce ah ayaad aragttaa?  Những mẫu bạn nhìn thấy?
ما الأنماط التي ترى؟

Write the equation:  Escreva a equação:  Écrivez l'équation:  Escribe la ecuación:  Qor isla'egta:
Viết phương trình:  แบบสมัยต้องการ:

Student Page: Math Grade 2, Lesson: Addition within 100
Unless otherwise noted, SFUSD Math Core Curriculum is licensed under the Creative Commons Attribution 4.0 International License
Spooky Spiders

Did you know that most spiders are actually helpful? Read more to learn all about spiders.

Don't Bug Out

Do spiders bug you? They shouldn't. Spiders are not insects! Spiders are arachnids (ah-RAK-nihdz). Arachnids are related to ticks and scorpions. All spiders have eight legs, and some have eight eyes. Spiders have two main body parts: the abdomen and the head. Spiders also have fangs, feelers, and silk spinners called spinnerets.

Thomas Eisner

Web-building spiders trap insects in their webs.

Builders and Hunters

Spiders are helpful animals. They protect plants by eating insects--their favorite food! That helps farmers keep their crops alive. Spiders catch insects in different ways. Wandering spiders hunt for insects. Web-building spiders trap insects in their webs.
Baby Spiders

Mother spiders lay hundreds of spider eggs at a time. Baby spiders, called **spiderlings**, hatch from the eggs. Spiderlings are usually clear. Having no color helps the spiderlings hide from their enemies.

**Wonderful Weavers**

Spider silk comes out of the spinnerets as a liquid. Air turns the liquid into strong thread. A spider's silk is stronger than steel! Spiders use their silk to tie up insects, protect their eggs, and weave their webs.

![A spider uses its silk to weave a web.](image)

Damon Hart-Davis/DHD Multimedia Gallery
Name: ___________________________ Date: _______________

1. What are two animals that spiders are related to?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What are the names of some of a spider's body parts?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. What is the difference between wandering spiders and web-building spiders?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. What is this passage mostly about?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
5. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Spiders help keep farm crops alive _______ they eat insects.

A. because
B. but
C. so

6. Which group of people appears to be related?
1. In the sentence, "Do spiders bug you?", *bug* means
   A. an insect.
   B. bother.
   C. scare.
   D. spider.

2. When the author says that spiders should not bug you, because they are not insects, which word has a double meaning?
   A. spiders
   B. bugs
   C. scared
   D. insects

3. _________________ make webs.
   A. Wandering spiders
   B. Web-building spiders.
   C. Both
   D. Neither

4. "A spider's silk is stronger than steel!" means:
   A. A spider's silk is very strong.
   B. A spider's silk is steel.
   C. Steel is made from spider's silk.
   D. A spider's silk is not very strong.

5. Why do baby spiders need to hide from enemies?
   A. Answers will vary. Baby spiders need to hide so they will not be eaten or killed.
Writing Menu

Choose from the options below.

**Opinion Writing**

Think of a topic or issue that you know and care about. Write an opinion text in which you write your opinion and tell reasons why you feel that way.

In your writing, make sure you:
- Write an introduction
- Name your opinion
- Give reasons and evidence to explain why you have that opinion
- Write an ending

**Informational Writing**

Think of a topic you’ve studied or that you know a lot about. Write an all-about text that teaches others interesting and important ideas about that topic.

Be sure to include:
- An introduction
- Lots of information
- Organize writing into chapters
- Transition words
- An ending

**Narrative Writing**

Show off all you know about narrative writing by creating the best small moment story that you can write. Make this be the story of one time in your life. You might focus on just a scene or two.

In your writing, make sure you:
- Make a beginning for your story
- Show what happened, in order
- Use details to help readers picture your story
- Make an ending for your story
Gather the family around! Set the timer for 4-6 minutes. Perform each exercise for 20 seconds, then rest for 10 seconds. Keep going until the timer is out!

**Day 1 Workout**
- Jumping Jacks
- Plank
- Squats
- Step up on a chair over and over

**Day 2 Workout**
- Jog in place
- Shoulder taps
- Jumping jacks
- Sit ups

**Day 3 Workout**
- High Knees
- Push Ups
- 2-legged jumps
- Lunges
Day 2 - Part 1: Skip counting on the hundred chart.

Skip count by fives (5). Color in the numbers.
Contagem de saltos por cinco (5). Cor nos números.
Sautez le compte par cinq (5). Couleur dans les chiffres.
Saltar el conteo por cinco (5). Color en los números.
Ka gudub tir shan (5). Midabbada tirooyinka.
Bố qua tính theo số mệnh (5). Màu trong các số.

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

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

Skip count by tens (10). Color in the numbers.
Contagem de saltos por dezenas (10). Cor nos números.
Sautez le compte par dizaines (10). Couleur dans les chiffres.
Saltar el conteo por decenas (10). Color en los números.
Ka gudub by tobanaan (10). Midabbada tirooyinka.
Bố qua tính theo số mệnh (10). Màu trong các số.

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

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

What patterns do you see?

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What patterns do you see? que padrões você vê? Quels modèles voyez-vous? ¿Que patrones ves?
Qaab noocee ah ayaad aragtta? ما الأنماط التي ترى؟ Những mẫu bạn nhìn thấy? เลือกชนิดที่สังเกตเห็น?
Part 2: Grouping and Counting

Example: Circle groups of 5 stars and count them:

Exemplo: circule grupos de 5 estrelas e conte-os: Exemple: encerclez des groupes de 5 étoiles et comptez-les:
Ejemplo: encierra en un círculo grupos de 5 estrellas y cuéntalos:
Ví dụ: Vòng tròn các nhóm 5 sao và đếm chúng:
مثال: ضع دائرة حول 5 نجوم واحسبها:

What patterns do you see?
que padrões você vê?
Quels modèles voyez-vous?
¿Qué patrones ves?
aab nooce ah ayaad aragtaa?

Những mẫu bạn nhìn thấy?

Math Grade 2, Lesson 2: Skip Counting
Unless otherwise noted, SFUSD Math Core Curriculum is licensed under the Creative Commons Attribution 4.0 International License
More shapes to count:

Circle groups of triangles and count them: Circunde grupos de triángulos e conte-os:
Entourez des groupes de triangles et comptez-les: Encierra en un círculo grupos de triángulos y cuéntalos:
Goobo geli saddeaxagal saddexleyaal ah: وضع دائرة حول المثلثات وأحصاها:
Vòng tròn các nhóm hình tam giác và đếm chúng:

Circle groups of hearts and count them: Circunde grupos de corações e conte-os:
Entourez des groupes de coeurs et comptez-les: Encierra en un círculo grupos de corazones y cuéntalos:
Goobo geli saddeaxagal quluubtooda ah: وضع دائرة مجموعات القلوب وأحصاها:
Vòng tròn các nhóm trái tim và đếm chúng:
Alyssa is excited for her first day of school. Summer was fun, but she always likes it when school starts again in September. There will probably be new kids in her class. Alyssa likes making new friends.

Alyssa thinks a lot about what she wants to wear on the first day of school. Her mom and dad say first impressions are important, so Alyssa wants to look nice.

Alyssa and her mom go to the department store to get her new clothes. They walk past the boys' section. Alyssa sees a bow tie. It has blue and pink stripes, and ties around the neck. Alyssa likes it. No, she loves it!

"Mom, may I have that?" Alyssa says, pointing to the bow tie.
"But that's for boys," Alyssa's mom says.

"Why?" Alyssa asks. "It's a bow. And it's pretty."

"Well..." Alyssa's mom says. She is thinking. Alyssa crosses her fingers. "O.K., I guess we can get it."

Alyssa jumps up and down in excitement. "Yay!"

They pick up the bow tie. Alyssa and her mom also pick out a white dress with a collar with buttons down the front. It's sort of like a boy's shirt, but a dress. Alyssa thinks it will look cool with the bow tie.

On the morning of the first day of school, Alyssa is very, very excited. She hardly eats any of her breakfast, even though her dad made waffles. Her dad shows her how to tie the bow tie. It's harder than tying your shoe!

Alyssa's dad walks her to the bus stop. When they get there, Alyssa's friend Aveed is waiting there already with her mom.

"Hi Aveed!" Alyssa says. She's happy to see her friend.

"Is that your dad's?" Aveed says, pointing to Alyssa's new bow tie.

"Um, no," Alyssa says. "It's mine!"

"But bow ties are for boys!" Aveed says.

Alyssa is embarrassed. That is what her mom said, too! Maybe she shouldn't wear the bow tie. But she also doesn't want to take it off in front of her dad. So she just shrugs and says nothing.

The bus comes, and Alyssa and Aveed get on. They sit together. Another classmate Tommy gets on at the next stop.
"Bow ties are for boys!" Tommy says. "Don't you know that?"

"Yes," Alyssa mumbles.

Now she is really embarrassed. All the new kids will think she's dumb for wearing a bow tie. She will ask the teacher when she gets to school to help her take it off.

When they get to school, Alyssa and Aveed walk across the parking lot toward the front doors. Alyssa has her head down.

Suddenly, Alyssa hears, "A bow tie! That's so cool." Alyssa looks up, and sees a 7th grader looking at her.

"What?" Alyssa says.

"I like your bow tie!" the older girl says. "It is very cool. You must be very creative."

Alyssa doesn't feel embarrassed anymore. She likes being creative. She can't wait to show her bow tie to her art teacher.

When one of her classmates says, "Bow ties are for boys," Alyssa says, "Bow ties are for everyone. Especially if you are creative, like me!"
Name: ___________________________________ Date: _______________

1. What does Alyssa get at the department store?
   A. art supplies
   B. a bow tie
   C. a pair of shoes

2. Alyssa is embarrassed by her bow tie for the first time when she meets her friend Aveed at the bus stop. Why does Alyssa become embarrassed by her bow tie?
   A. Aveed says that bow ties are for boys.
   B. Alyssa's mom said that bow ties are for boys.
   C. Aveed won't speak to Alyssa when he sees her bow tie.

3. Alyssa does not feel embarrassed by her bow tie after she speaks with the 7th grader. Which evidence from the story supports this statement?
   A. The older girl says to Alyssa, "I like your bow tie!"
   B. One of Alyssa's classmates says, "Bow ties are for boys."
   C. Alyssa can't wait to show her bow tie to her art teacher.

4. What does Alyssa end up thinking about her bow tie?
   A. The bow tie shows that she is creative.
   B. The bow tie does not show how creative she is.
   C. She should not have worn the bow tie to school.

5. What is a theme of this story?
   A. You shouldn't be embarrassed for being creative.
   B. Only boys should wear bow ties to school.
   C. Your parents know what is best for you.
6. Read the following sentences.

"'Yes,' Alyssa mumbles. Now she is really embarrassed. All the new kids will think she's dumb for wearing a bow tie. She will ask the teacher when she gets to school to help her take it off.

"When they get to school, Alyssa and Aveed walk across the parking lot toward the front doors. Alyssa has her head down."

Why does the author describe that "Alyssa has her head down"?

A. in order to show that Alyssa is lost
B. in order to show that Alyssa is proud
C. in order to show that Alyssa is embarrassed

7. Choose the answer that best completes the sentence below.

Alyssa's classmates tell her that bow ties are for boys, _________ she feels embarrassed.

A. because
B. so
C. but

8. What does the 7th grader say to Alyssa?
9. How does Alyssa feel after speaking with the seventh grader?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

10. How are Alyssa's feelings affected by her friends and classmates?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Scenario
You are telling your friend how excited you are to visit a national park in Hawaii. Your friend says that he was just there a few weeks ago and had a great time! He shows you the picture below that he took while he was at the park.

You get to Hawaii and visit the park, but it looks different from your friend’s picture. You don’t see any grass, but just smooth, black rock.

Prompt
Explain which event most likely caused the changes to the national park.

Claim:
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Evidence:
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
# Claim-Evidence-Reasoning

## Quick Changes to Land CER

Rubric for Writing a Scientific Explanation

<table>
<thead>
<tr>
<th>Points Awarded</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Claim</strong></td>
<td>Student makes an accurate and complete claim.</td>
<td>Student makes a claim that is inaccurate or incomplete.</td>
<td>Student does not make a claim.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>Student provides more than two accurate pieces of evidence.</td>
<td>Student provides one or two accurate pieces of evidence.</td>
<td>Student gives no response or provides a response that is off topic.</td>
</tr>
<tr>
<td>Measurement</td>
<td>Estimate</td>
<td>Tool</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>----------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>centimeters, inches, feet, meters or yards</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Day 3:** Measuring Objects Around the House.

**Student Page: Math Grade 2, Lesson: Measurement**

*SFUSD Math Core Curriculum is licensed under the Creative Commons Attribution 4.0 International License*
What was the longest object you measured? ___________________________________________________

What was the shortest object you measured? __________________________________________________
Years ago, places in the United States had laws that kept black people and white people apart. In some cities, laws said that black people could not sit next to white people on buses. Other laws did not allow black people to use the same drinking fountains or restrooms as white people.

One day, an African American woman named Rosa Parks got on a bus. After she sat down, the bus became full. The bus driver told Rosa to give up her seat to a white man. Rosa refused. She believed it was not fair that she
had to give up her seat.

Rosa was arrested after refusing to move. People heard about Rosa's protest against the law. Some people said there should be fairer laws. Soon, more people began demanding that the law be changed.

Slowly, places in the United States began changing their laws. Bus drivers were no longer allowed to make black people give up their seats. New laws said black people must be able to use the same drinking fountains and restrooms as white people.

Rosa Parks spoke out for what she believed in. She was a person of strong character. We remember Rosa today as a hero who worked for fairness and equality.
1. What did Rosa Parks refuse to do on a bus?
   A. give up her seat to an old lady
   B. sit down instead of standing up
   C. give up her seat to a white man

2. Rosa's protest caused some people to start saying the law should be changed. What was an effect of these people demanding change?
   A. Places in the United States slowly began changing their laws.
   B. Rosa was arrested for refusing to change seats on the bus.
   C. Rosa started to believe that the laws were not fair.

3. Read these sentences from the text.
   "Rosa Parks spoke out for what she believed in. She was a person of strong character."

   What evidence from the text supports this statement?
   A. Rosa refused to give up her seat on the bus because she thought it was unfair.
   B. Some people who heard about Rosa's protest started saying there should be fairer laws.
   C. When the bus Rosa was on became full, the bus driver told Rosa to give up her seat.

4. The article says Rosa Parks was a person of strong character. How else could Rosa be described, based on the article?
   A. brave
   B. lonely
   C. friendly

5. What is the main idea of this article?
   A. Rosa Parks spoke out against a law she thought was unfair by refusing to give up her seat on a bus to a white man.
   B. The United States used to have many laws that kept black people and white people apart.
   C. Rosa Parks wanted to be able to sit down on a bus, but an law stopped her from sitting.
6. Read these sentences from the text.

"The bus driver told Rosa to give up her seat to a white man. Rosa refused. She believed it was not fair that she had to give up her seat.

"Rosa was arrested after refusing to move."

Based on these sentences, what does the word "refuse" mean?

A. say no
B. yell
C. cry

7. Read these sentences from the text.

"The bus driver told Rosa to give up her seat to a white man. Rosa refused. She believed it was not fair that she had to give up her seat."

How could the last two sentences best be combined?

A. Rosa refused, so she believed it was not fair that she had to give up her seat.
B. Rosa refused, but she believed it was not fair that she had to give up her seat.
C. Rosa refused because she believed it was not fair that she had to give up her seat.

8. How did Rosa Parks protest against the law that said black people could not sit next to white people on buses?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
9. What did people do when they heard about Rosa's protest?

____________________________________________________________________

____________________________________________________________________


10. If Rosa had agreed to move from her seat, would the laws keeping black people and white people apart in the United States have changed? Why or why not? Support your answer with evidence from the text.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________