

Parents and families,

We are thankful to connect with you through Zoom! We miss you and hope you are staying well.

Lincoln's homepage:

<https://sites.google.com/a/kesd.org/bookmarks/home/lincoln>

- Big Brainz (site code 0619800)
- Lexia
- AR (tests now available at home)
- IXL
- Epic
- Seesaw
- Think Central
- Reading A to Z (RAZ Kids)
- Spelling City
- Brain Pop Jr.
 - (username: lincolnca password: brainpop)
- Scholastic News:
<https://classroommagazines.scholastic.com/support/learnathome.html>

Please email your child's teacher if you have any questions about logging into any of these websites. As always, thank you for your continued support and understanding.

Respectfully,
Lincoln 2nd Grade Teachers



Learn from Home Recommended Daily Schedule for Students



The schedule and resources below are encouraged but not required

Before 8:00am	Wake-up & get your day started: *Wash hands with soap and water. Eat Breakfast & and Clean up Make Bed Hygiene Routine & Get dressed for the day
8:00-8:30	With parent permission and supervision, take a morning walk outside or do stretches inside your house. *Wash hands with soap and water.
8:30-9:00	-Read a Book: If you don't have a "hard copy" book, here is an online option for K-2nd Graders to listen to a read aloud and discuss the story. https://www.getepic.com/students https://hosted330.renlearn.com/277346/ These stories can be read multiple times with a focus on retell during the first listening, and then considering details, such as what characters did and why on Day 2 or 3 when listening again. Read and retell: What happened? Where did the story take place? Was there a problem? What was it? How did the problem get solved? What was your favorite part? -Enjoy your book! *Wash your hands with soap and water
9:00-9:30	Recess With parent permission and supervision, play outside: Stay Active. No Electronics! *Wash hands with soap and water
9:30-10:15	English Language Arts (Reading, Language)
10:15-11:00	Science/Social Studies (M,W,F) / Writing (T,TH)
11:00-11:30	Chores: • Go room by room and put things away. Your parents will love this! • If your parents say it is okay, sweep or vacuum a room in your house. • If your parents say it is okay, help your parents wipe counter tops, light switches, and door knobs throughout your house. *Wash your hands with soap and water.
11:30-12:00	Lunch: Eat lunch/clean up With parent permission and supervision, play outside: Work to be active! No electronics! *Wash your hands with soap and water.
12:00-12:45	Math- Complete each daily lesson. You can also utilize these websites: https://jr.brainpop.com/math/data/ https://www.ixl.com/ https://my.mheducation.com/login?logout=true

12:45-1:30	<p>Creative Time/Music: Here are a Few Ideas Directed Draw (Youtube search "Kids Art Hub") Play with Legos Play with Playdoh SmartMusic (www.smartmusic.com)- explore your inner musician Do Puzzles Paint Craft of Choice</p> <p>Music Options:</p> <ul style="list-style-type: none">• Join Mrs. Assisi's Google Classroom. To join, click the "join class" plus sign and enter the code: juunlto
1:30-2:15	<p>Spelling https://www.spellingcity.com/</p>

Our mission is simple, "We will find a way for ALL students to learn!"

Monday, May 4

Reading/AR tests

20 minutes

Language Arts

Vocabulary Page

Read the story Yeh-Shen by yourself, with help from an adult, or listen to it here :

<https://www.youtube.com/watch?v=WTsCk5fJYpo>

Login to Journeys here:

https://www-k6.thinkcentral.com/content/hsp/reading/journeys2017/ca/gr2/ese_9780544587328_vol2/index.html

---->Go to page: 457. Click on the "Audio" button if you want the story read to you.

Science/Social Studies

Scholastic News: Escape to Freedom

Read and Answer questions on back

Math

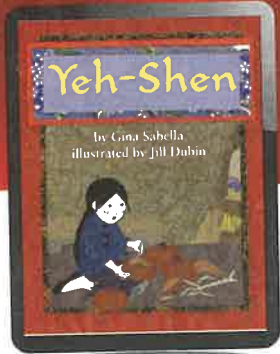
Geometry, Chapter 12 Check my Progress, pg. 757-758

Spelling Lesson 29

Rainbow Words

Lesson

28



Q LANGUAGE DETECTIVE

Talk About Words

Work with a partner. Choose one of the Context Cards. Add words to the sentence to explain more details about the photo.

Vocabulary in Context

- ▶ Study each **Context Card**.
- ▶ Talk about a picture. Use a different **Vocabulary word** from the one on the card.

1

task

My grandfather gave me a **task** to do. I helped him decorate for the party.



2

glimmering

The divers saw something flash in the water. It was a group of **glimmering** fish.



3

served

I think pizza tastes best when it is **served** fresh and hot right out of the oven!



4

content

The girls were **content** to play outside. It was fine with them not to watch TV.



5

worn

The teddy bear looks **worn**. It must be very old.



6

overjoyed

The children were **overjoyed** to see each other. They smiled and laughed.



7

concealed

A smaller doll is **concealed** inside the larger doll.



8

valuable

The ring is **valuable** to my mother. She has had it for many years.



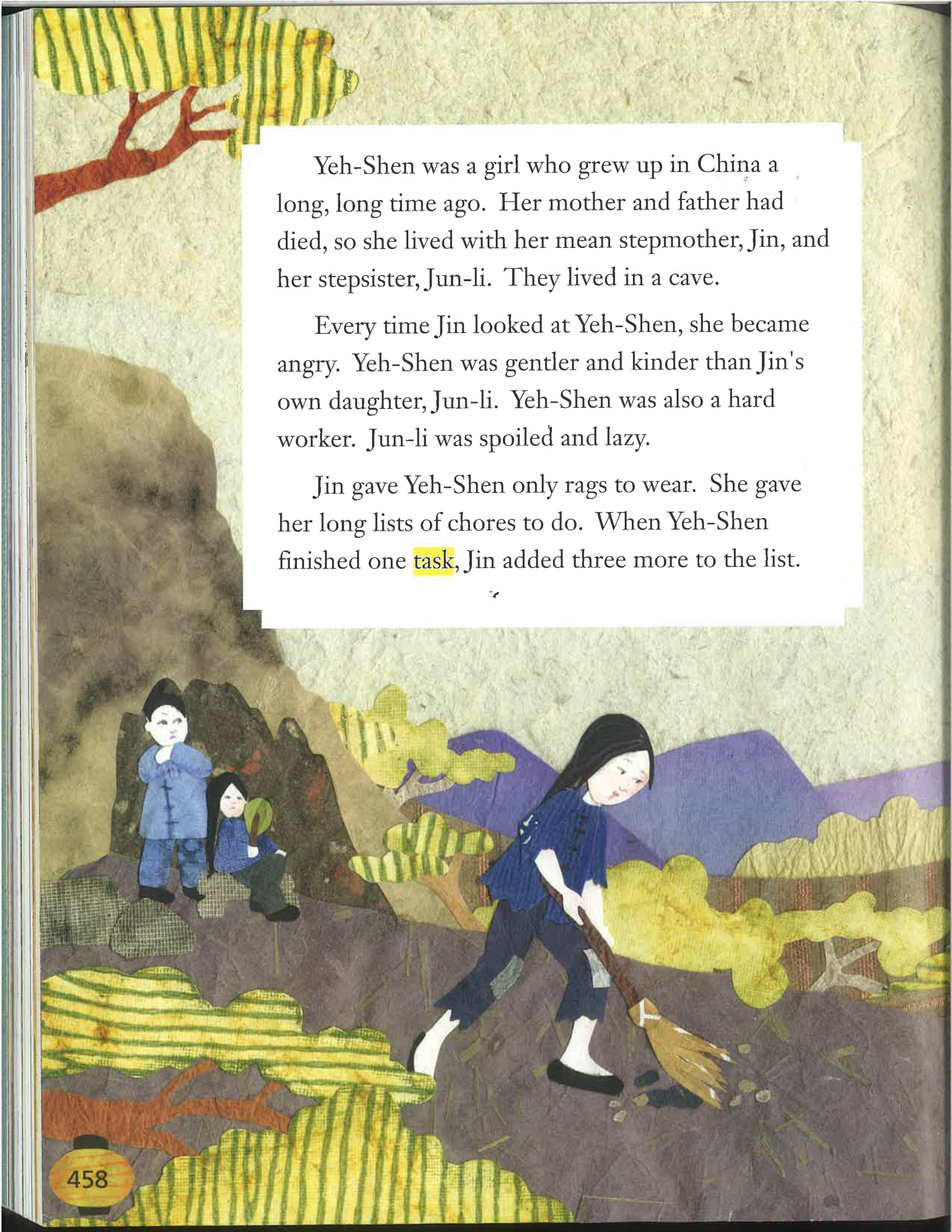


Yeh-Shen

by Gina Sabella illustrated by Jill Dubin

ESSENTIAL QUESTION

What can you learn from reading a fairy tale?



Yeh-Shen was a girl who grew up in China a long, long time ago. Her mother and father had died, so she lived with her mean stepmother, Jin, and her stepsister, Jun-li. They lived in a cave.

Every time Jin looked at Yeh-Shen, she became angry. Yeh-Shen was gentler and kinder than Jin's own daughter, Jun-li. Yeh-Shen was also a hard worker. Jun-li was spoiled and lazy.

Jin gave Yeh-Shen only rags to wear. She gave her long lists of chores to do. When Yeh-Shen finished one task, Jin added three more to the list.

Yeh-Shen was always busy working. She did not have a chance to make many friends, but she did have one very special friend. This friend had golden eyes, **glimmering** scales, and a big beautiful tail. It was a fish that lived in the pond. Every day Yeh-Shen stopped by the pond and shared some crumbs with the fish. Every day the fish popped up to greet its friend.

Yeh-Shen's stepmother saw this and became furious. She didn't want Yeh-Shen to have any friends, not even a fish! One day, Jin caught the fish and cooked it for dinner.



Yeh-Shen cried when she saw her friend served for dinner. She ran out of the cave and sat by the pond.

“What’s the matter?” an old man asked her.

Yeh-Shen told him about her friend, the fish. Then she told him what her stepmother had done.

“Listen carefully to me,” the old man said. “The bones of that fish hold special powers. Take the bones and bury them in four pots. Put one pot at each corner of your bed. Whenever you need help, tell the bones what you need. They will make your every wish come true.”



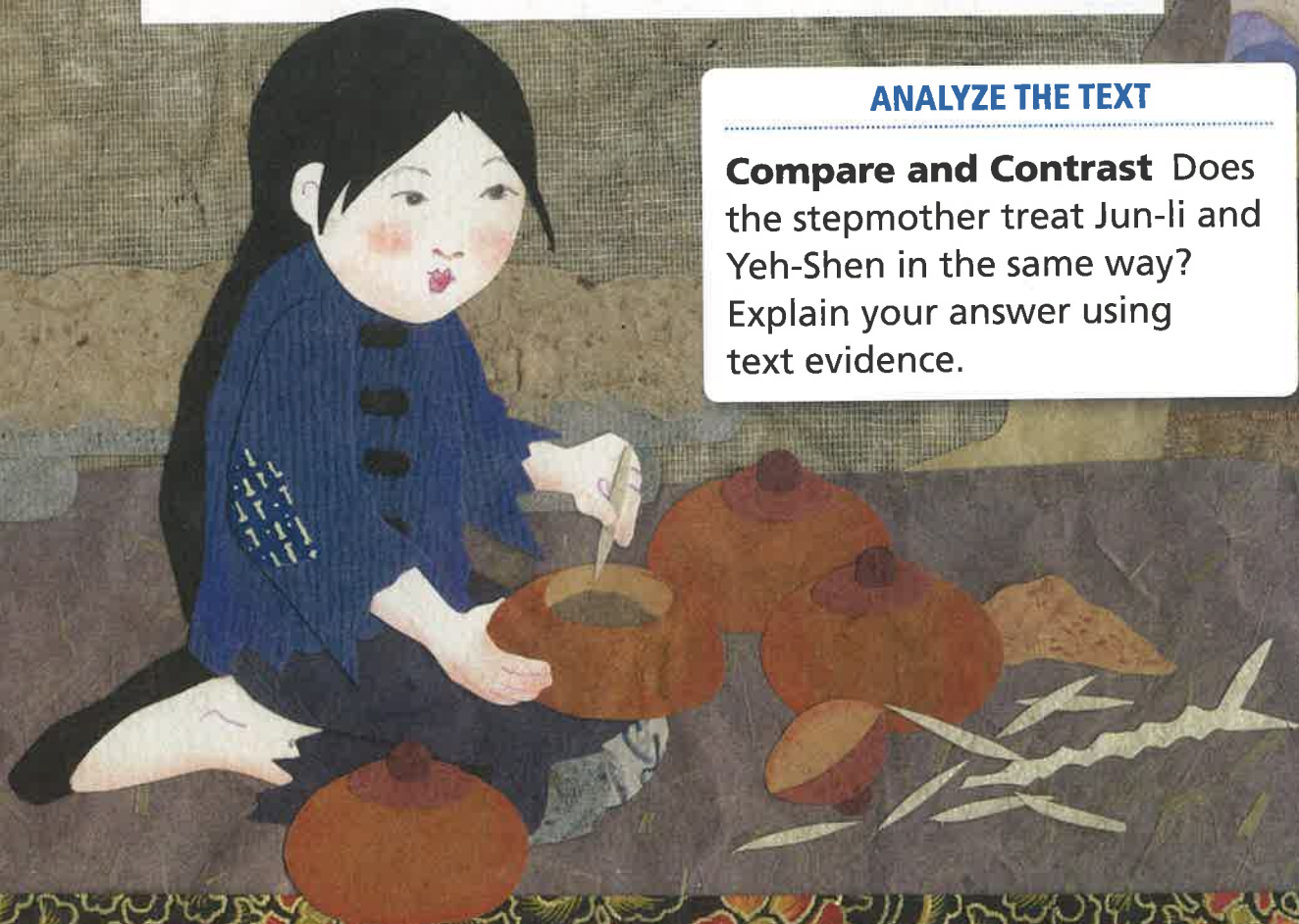
Yeh-Shen followed the old man's directions. When she got back to the cave, she buried the bones in four pots. Then she put the pots by the corners of her bed. She did not have anything to ask for yet, but she felt **content** knowing that her friend was close by.

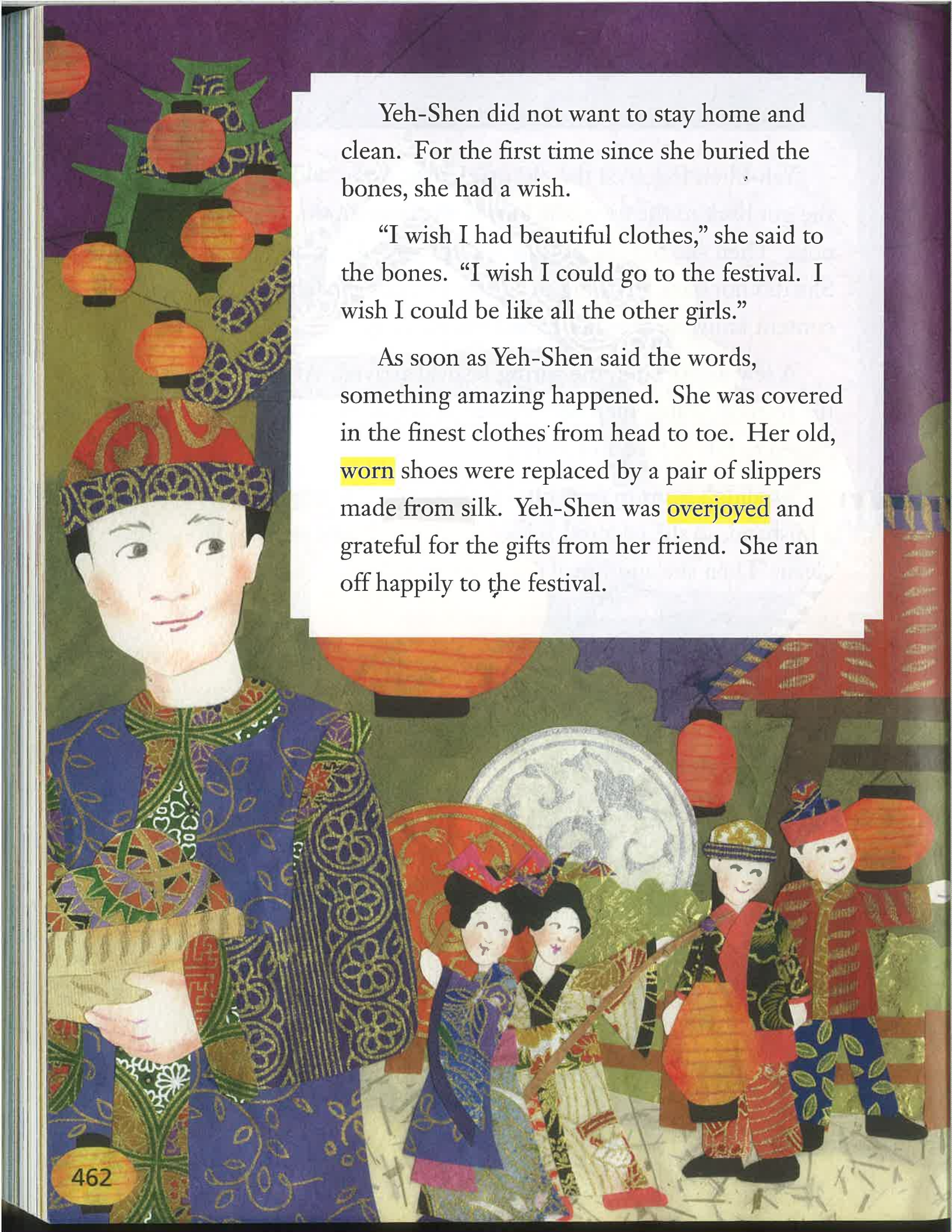
A few weeks later, the spring festival arrived. At the festival, young men and women could meet. They hoped to fall in love and marry.

Jin didn't want to ruin Jun-li's chances of finding a husband, so she ordered Yeh-Shen to stay home and clean. Then she and Jun-li went to the festival.

ANALYZE THE TEXT

Compare and Contrast Does the stepmother treat Jun-li and Yeh-Shen in the same way? Explain your answer using text evidence.





Yeh-Shen did not want to stay home and clean. For the first time since she buried the bones, she had a wish.

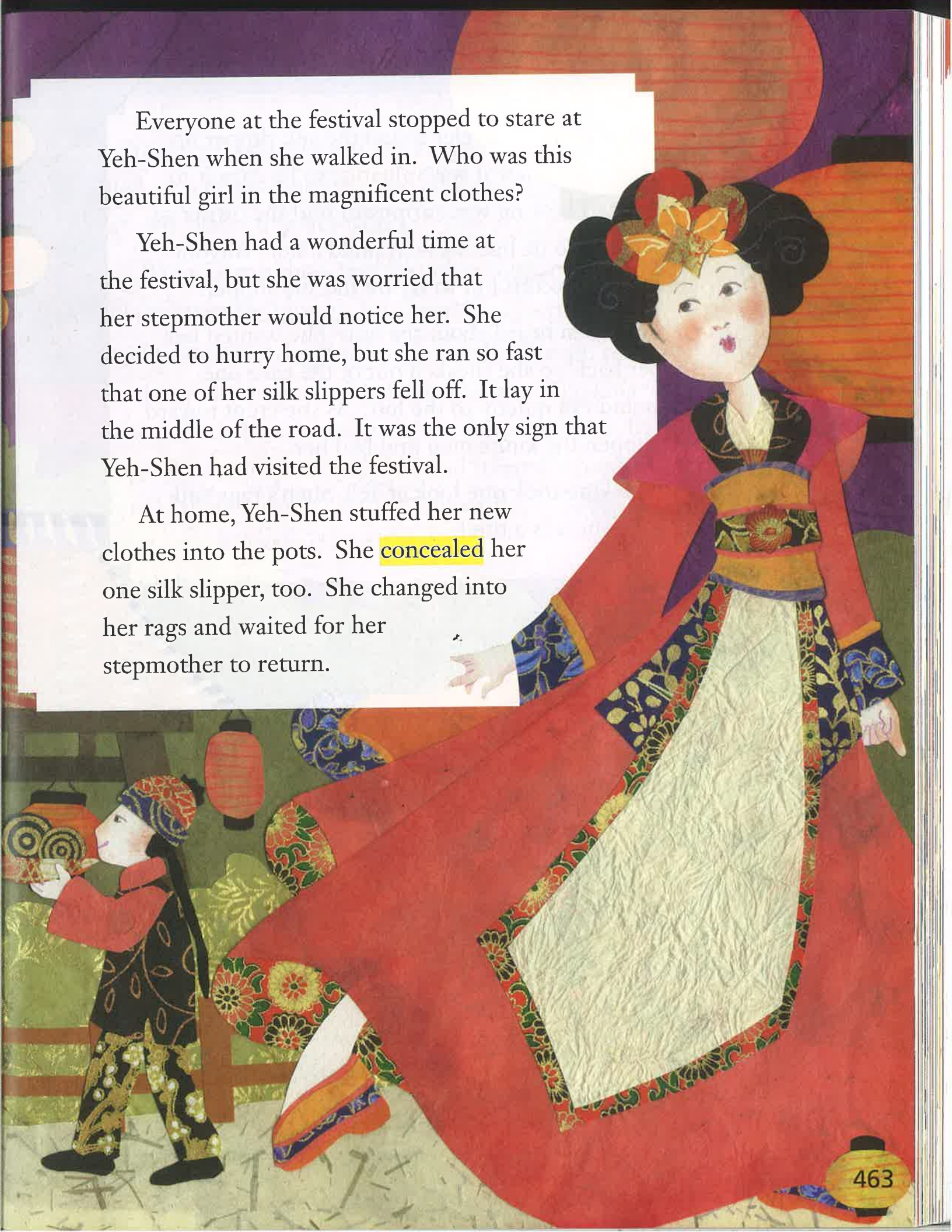
“I wish I had beautiful clothes,” she said to the bones. “I wish I could go to the festival. I wish I could be like all the other girls.”

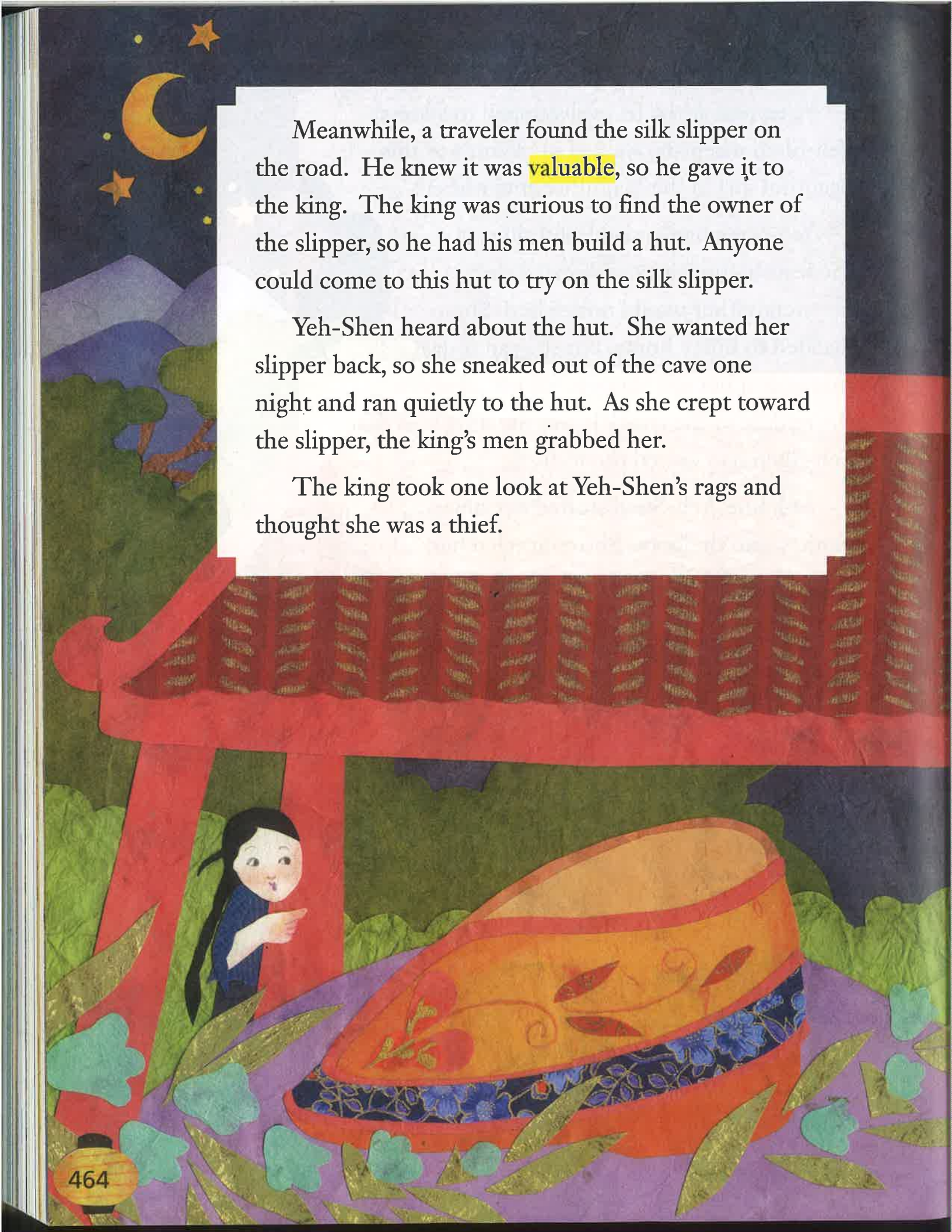
As soon as Yeh-Shen said the words, something amazing happened. She was covered in the finest clothes from head to toe. Her old, worn shoes were replaced by a pair of slippers made from silk. Yeh-Shen was overjoyed and grateful for the gifts from her friend. She ran off happily to the festival.

Everyone at the festival stopped to stare at Yeh-Shen when she walked in. Who was this beautiful girl in the magnificent clothes?

Yeh-Shen had a wonderful time at the festival, but she was worried that her stepmother would notice her. She decided to hurry home, but she ran so fast that one of her silk slippers fell off. It lay in the middle of the road. It was the only sign that Yeh-Shen had visited the festival.

At home, Yeh-Shen stuffed her new clothes into the pots. She **concealed** her one silk slipper, too. She changed into her rags and waited for her stepmother to return.





Meanwhile, a traveler found the silk slipper on the road. He knew it was **valuable**, so he gave it to the king. The king was curious to find the owner of the slipper, so he had his men build a hut. Anyone could come to this hut to try on the silk slipper.

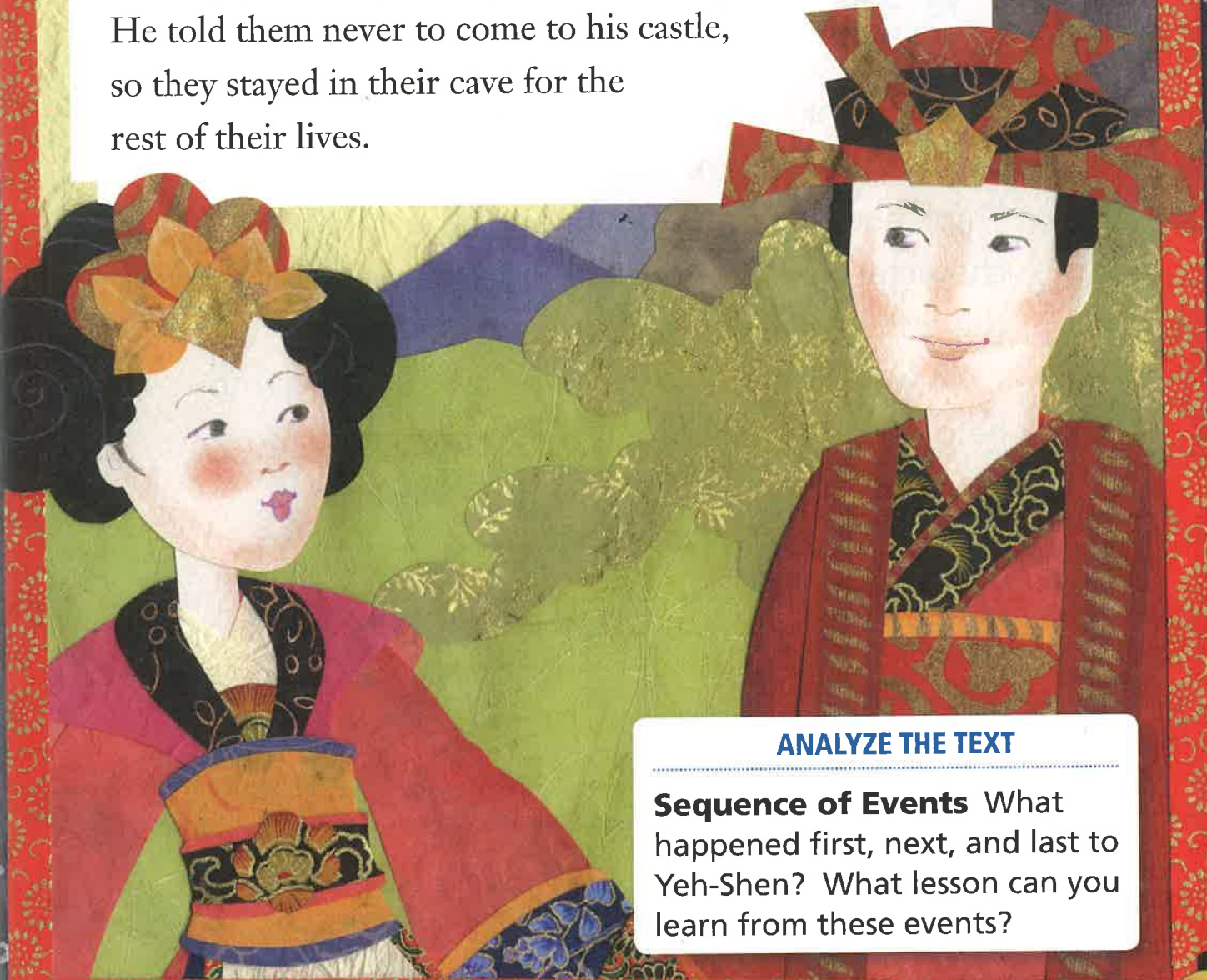
Yeh-Shen heard about the hut. She wanted her slipper back, so she sneaked out of the cave one night and ran quietly to the hut. As she crept toward the slipper, the king's men grabbed her.

The king took one look at Yeh-Shen's rags and thought she was a thief.

Yeh-Shen looked up at the king. Her eyes were filled with tears. The king saw how gentle and kind she was. He listened to her words.

“Please, I will show you the other slipper,” Yeh-Shen whispered to the king.

Yeh-Shen led the king to her home. She put on the matching silk slipper and her fine clothes. The king knew then that he wanted to marry her. However, he was angry at how Jin and Jun-li had treated Yeh-Shen. He told them never to come to his castle, so they stayed in their cave for the rest of their lives.



ANALYZE THE TEXT

Sequence of Events What happened first, next, and last to Yeh-Shen? What lesson can you learn from these events?

Name: _____

Vocabulary Lists

Directions: Describe things that relate to each vocabulary word.

List two TASKS you do each day at school:

1. _____
2. _____

List two things that GLIMMER:

1. _____
2. _____

List two things that your favorite restaurant SERVES:

1. _____
2. _____

List two things that make you feel CONTENT:

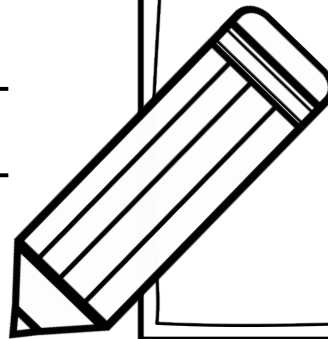
1. _____
2. _____

List two things you can CONCEAL in your backpack:

1. _____
2. _____

Draw a picture of a WORN shoe:

Draw a picture of an OVERJOYED person:



Draw a picture of something VALUABLE:

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 SCHOLASTIC

Watch our video about the
Underground Railroad at
www.scholastic.com/sn2.

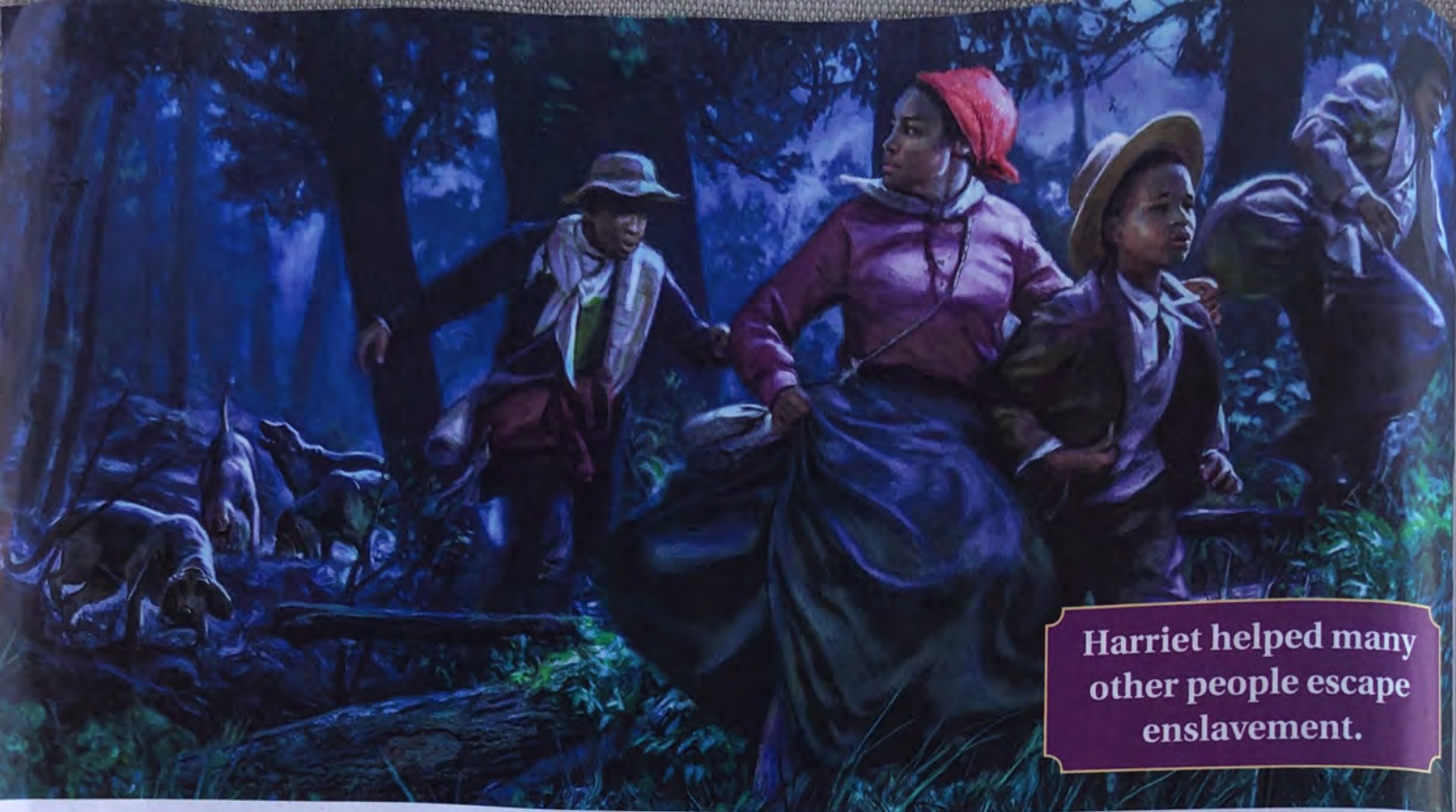
News

edition
2

Escape to Freedom

On a cool October morning, Harriet Tubman stepped into the bright sunlight. She had been running away for days. Angry men and scary dogs had chased after her. The men wanted to capture her and enslave her again. But Harriet had escaped. She was finally free.

My name _____



Harriet helped many other people escape enslavement.

“They Should Be Free”

As You Read

Think about why Harriet was a hero.

Harriet Tubman was born in 1822 in Maryland. She had a mother, a father, and eight brothers and sisters. Harriet and her whole family were **enslaved**. They could be bought, sold, and forced to work all day. They weren't paid, and they could be hurt.

Harriet was forced to start working when she was very young. When she was only 5 years old, she had to take care of her little brothers and sisters all by herself. She couldn't complain or she would be punished harshly.

When Harriet was 27, she learned horrible news. She was going to be sold. The law said that enslaved people could be sold, and Harriet couldn't do anything about it. She was scared. What if she was sold to a person who hurt her? What if she was sent away from her family forever?

Harriet made a decision. She was going to escape to freedom.

Harriet's Escape

Harriet ran away at night. The dark helped her hide, but it also hid anyone who might be looking for her. People called slave catchers chased after enslaved people who ran away.

The slave catchers used dogs to follow Harriet's scent. The dogs were terrifying, and so were the slave catchers. If they caught Harriet, they would hurt her, and they would drag her back to be enslaved again.

Harriet knew she couldn't stop. She traveled at night and rested during the day. After many days of running and hiding, she made it to Pennsylvania. Slavery was **illegal** there. Harriet was free!

Risking Her Life

Harriet was safe, but she didn't rest. Many of the people in her family were still enslaved. "I was free, and they should be free," she said. She decided to go back to help them escape.

If Harriet was caught, she could be hurt, enslaved again, or killed. She knew it was dangerous, but she believed that everyone should be free. She went back about 13 times to help people escape. She rescued her

niece, her four brothers, her parents, and many more people. Other brave people helped Harriet. They were part of a secret group that helped runaways stay safe while going north to freedom.

Harriet was **clever**. She was good at coming up with plans. She wore **disguises** to trick the people looking for her. Sometimes she sang songs that were secret codes for the people she was helping.

Harriet never got caught. She helped about 70 people make it to freedom. She **inspired** many others to escape on their own. She gave them hope that they could do it.

Turn the page to read more about Harriet.

The United States in 1850



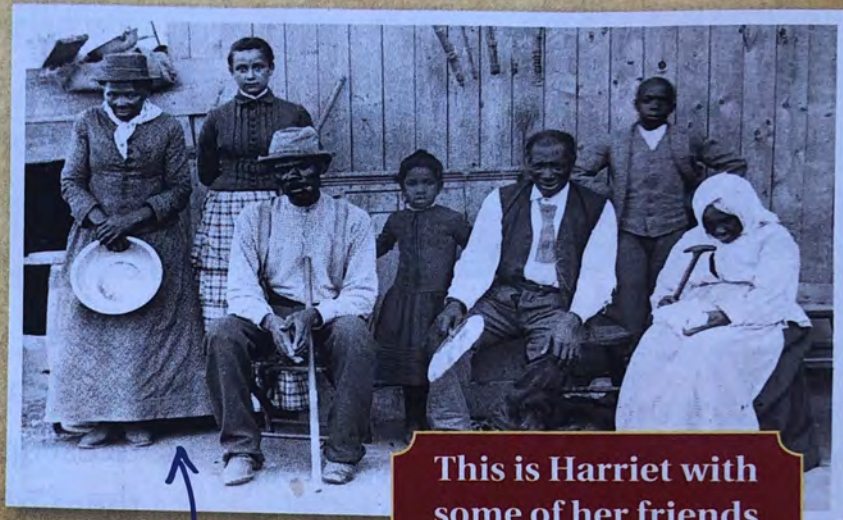


Harriet Didn't Quit

In 1861, a big war started in our country. It was called the Civil War. During the war, Harriet worked as a spy and a nurse. In one battle, she rescued 750 enslaved people! When the war ended, slavery became illegal everywhere in our country.

After the war, Harriet didn't stop working. She opened up a home to take care of old and sick people.

Harriet died in 1913 when she was 91 years old. She lived a long time, and she spent her whole life helping other people.



↑
Harriet

This is Harriet with some of her friends and family.

1. What were Harriet's jobs during the war?
 spy and nurse doctor and pilot teacher and lawyer

2. After the war, slavery became _____ everywhere in our country.
 legal illegal

3. Underline what Harriet did after the war.

★ Talk About It

This article says Harriet spent her whole life helping people. What are some ways she helped people? Think about what you read on pages 2, 3, and 4.



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COVER: ILLUSTRATION BY GREG COPELAND (HARRIET TUBMAN); PAGES 2-3: ILLUSTRATION BY GREG COPELAND; JIM MCMAHON/AMPMAN (MAP); PAGE 4: CHIP SOMODEVILLA/GETTY IMAGES (HARRIET TUBMAN); GALUSHKO SERGEY/SHUTTERSTOCK.COM (PARCHMENT); MPI/GETTY IMAGES (HARRIET & FRIENDS)

Name _____

Check My Progress

Vocabulary Check



Complete each sentence.

angle

hexagon

pentagon

side

triangle

two-dimensional shape

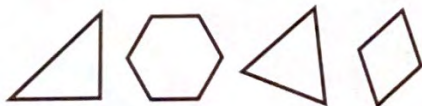
1. A _____ has 5 sides and 5 angles.
2. A _____ has 3 sides and 3 angles.
3. A _____ has 6 sides and 6 angles.

Concept Check



Circle the shape or shapes that match the name.

4. triangle



5. pentagon



6. hexagon



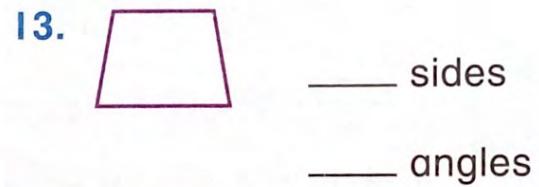
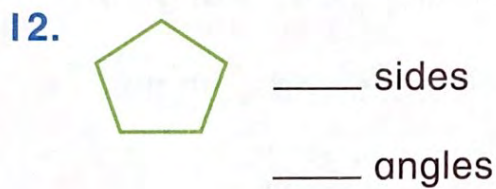
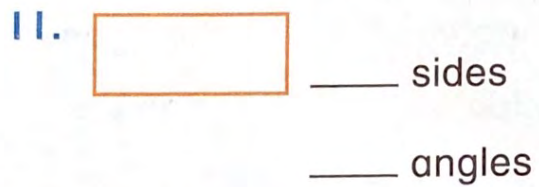
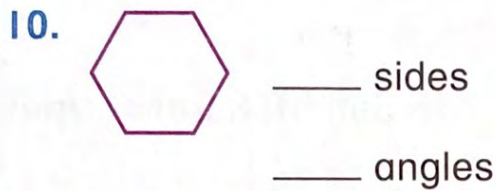
7. quadrilateral



Write the name of the shape. Circle the shapes that match.

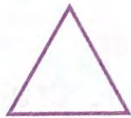


Write how many sides and angles.



Test Practice

14. Look at the shapes. Mark the shape that does not belong.



Name: _____



Directions: Trace over each spelling word with three different colored pencils, markers, or pens. You can also trace the word three times with your pencil.

1. aim

9. chain

2. snail

10. shy

3. bay

11. bright

4. always

12. fright

5. gain

13. tray

6. sly

14. try

7. chain

15. contain

8. shy

16. thigh

Tuesday, May 5

Reading/AR tests

20 minutes

Language Arts

Read Cinderella Paired Text (pg. 130-139) & Answer Questions

Writing

Answer the writing prompt: Which version of the story, *Cinderella* or *Yeh-Shen*, do you like best? Give two reasons to support your opinion.

Math

Geometry, Chapter 12, Lesson 7

Spelling Lesson 29

Spelling Word Sort

Background Cinderella has to get used to a new mother and two new sisters. Her new family members are not very nice to her.

Setting a Purpose Read to find out what happens when Cinderella makes a special wish.

Cinderella

by Sheila Sweeny Higginson
illustrated by Donald Wu



1 Read Underline the start of the story that shows it is a fairy tale.

Once upon a time, there lived a girl named Cinderella. Cinderella was smart, kind, and beautiful. Her father loved her very much, and she loved him.

Cinderella had a stepmother and two stepsisters, too. They did not love Cinderella. They were jealous of her and were never kind.

2 Read Underline the details that show that Cinderella had to work hard.

Cinderella had to do all of the chores. She mopped the floors and washed all of the dirty dishes. She dusted, scrubbed, and polished every single thing in the house.

One day, Cinderella's family received an invitation to a **ball**. The prince was having a dance and inviting all of the young women in the kingdom.

ball:



3 Reread Reread pages 130–131. What details let you know that Cinderella's stepmother and stepsisters do not love her? Write them below.

4 Read In the picture, circle the fairy godmother's wand.

wand:



Cinderella ironed her stepsisters' dresses. She brushed their hair and fixed their bows. Then she waved good-bye as they skipped off to the ball. Cinderella was not allowed to go. After everyone left the house, Cinderella sat alone by the fireplace and cried. Tears streamed down her beautiful face. "Oh, how I wish that I could go to the ball," Cinderella sobbed. "I wish that I had a beautiful dress to wear."

Just then, a tiny woman with wings flew through the window. She had a **wand** in her hand. It was Cinderella's fairy godmother!

5 Reread Reread page 132. Underline the two things that Cinderella wishes for.

6 Read Underline three things that could happen only in a fairy tale.

"Why are you crying, my dear?" the fairy godmother asked Cinderella.

"I want to go to the ball, too," cried Cinderella.

"Then you shall go!" said the fairy godmother.

Cinderella's fairy godmother waved her wand quickly in the air. Poof! A pumpkin **transformed** into a golden coach.

transformed:

Six mice turned into a team of horses to pull the coach. Whoosh! Cinderella's old, worn-out clothes were changed into a beautiful pink and silver gown and two glass slippers.

SHORT RESPONSE

Cite Text Evidence Reread pages 130–133. How does Cinderella's fairy godmother make Cinderella's wishes come true? Write it below.

7 Read In the picture, circle the coach that takes Cinderella to the ball.

“What are you waiting for?” the fairy godmother asked Cinderella. “You need to get to the ball! Just make sure that you come home by midnight.”



The prince saw Cinderella as soon as she entered the ballroom. He could not believe his eyes. She was the most beautiful girl he had ever seen.

8 Reread Reread page 134. What does Cinderella have to remember to do by midnight? Write it below.

9 Read Underline four words that describe Cinderella and the prince.

The prince asked Cinderella to dance. The prince soon discovered that Cinderella was smart and kind, and he fell completely in love with her. Cinderella learned that the prince was good and noble. Cinderella fell in love with him, too.

noble:



SHORT RESPONSE

Cite Text Evidence Reread pages 134–135. Why do Cinderella and the prince fall in love with each other? Write it below.

10 Read In the picture, circle the glass slipper that falls off Cinderella's foot.

Soon enough, the clock began to strike midnight in the ballroom. Cinderella gasped and turned to race out of the castle. As she ran out, one of her glass slippers fell off her foot. Cinderella did not stop to get it.



11 Reread Reread page 136. What clue does Cinderella leave that might help the prince find her? Use details from the text to write the answer below.

12 Read Underline a sentence that tells what the prince vows to do.

The prince rushed after Cinderella, but he couldn't catch her. He picked up the glass slipper and sighed. It belonged on the foot of the girl he loved. He **vowed** to find Cinderella and marry her.

vowed:

The prince was true to his word. With the glass slipper in hand, he knocked on every door in the kingdom. He was looking for the girl whose foot would fit into the slipper.



13 Reread Reread page 137. What was the prince's plan to find Cinderella? Use details from the text to write the answer.

14 Read Underline the sentences that show that the stepsisters want the glass slipper to fit them.

Every girl wished the slipper would fit, especially Cinderella's stepsisters. The stepsisters tugged and pulled on the slipper. They pushed with all their might, but they could not fit their big feet into the slipper.

Cinderella watched her stepsisters as she stood next to the fireplace. At last, she stepped out so that the prince could see her.

"May I try?" she asked shyly.

The prince knelt down in front of Cinderella and held out the glass slipper. Cinderella placed her foot into the slipper, and it fit her **perfectly**.

perfectly:

15 Reread Reread page 138. How does the prince know he has found the girl he fell in love with? Write it below.

16 Read Underline a sentence that tells how everything turns out in the end.

However, the prince did not need to see that. He looked into Cinderella's eyes. He knew that she was his true love.

The prince took Cinderella back to his castle, and they were married the next day. Then Cinderella, who was always kind, invited her father, her stepmother, and her stepsisters to live with the prince and her in the castle. They all lived happily ever after.



SHORT RESPONSE

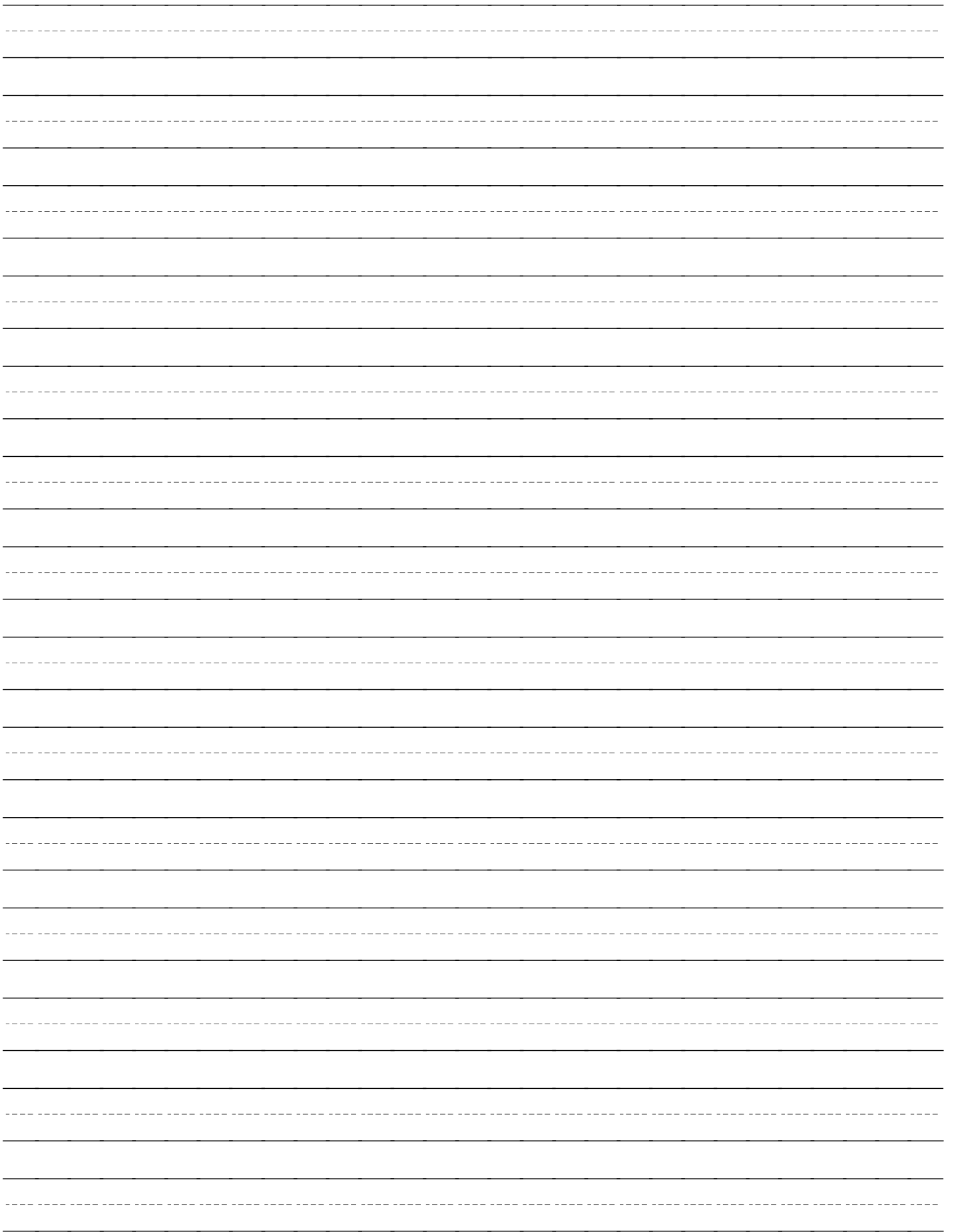
Cite Text Evidence

What lesson does this story tell? Write the lesson below.

Name _____

Which version of the story, *Cinderella* or *Yeh-Shen*, do you like best? Give two reasons to support your opinion.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are ten sets of these lines provided for writing the response.



Name _____

My Homework

Lesson 7

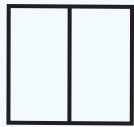
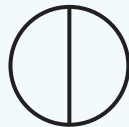
Halves, Thirds, and Fourths

Homework Helper

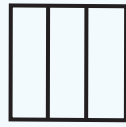


Need help? connectED.mcgraw-hill.com

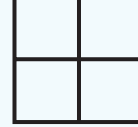
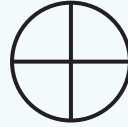
You can partition, or separate, shapes into equal parts.



halves



thirds



fourths

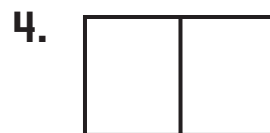
Practice

Describe the equal parts. Write *two halves*, *three thirds*, or *four fourths*.









Draw lines to partition each shape.



3 equal parts



2 equal parts



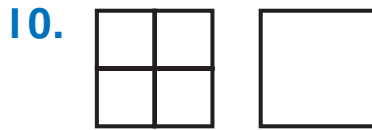
4 equal parts



8. Nora and Brooke are sharing a sandwich. They each have an equal part. How much of the sandwich does each girl have?

_____ sandwich

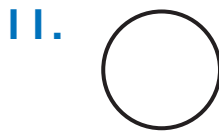
Partition the shape in a different way.
Show the same number of equal shares.



Vocabulary Check



Color each shape as described.



one half green



one fourth blue



one third red



Math at Home Cut your child's food into either halves, thirds, or fourths. Ask him or her to identify how many equal parts you have created.

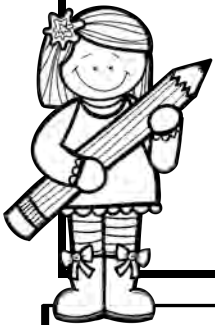
Name: _____

SPELLING WORD SORT

aim	snail	bay	braid
ray	always	gain	sly
chain	shy	bright	fright
tray	try	contain	thigh

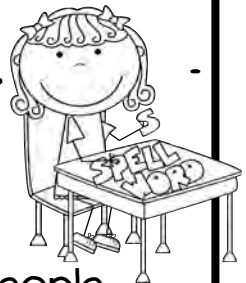
Directions: Sort the spelling words from above into the correct column.

Words with ai	Words with ay	Words with igh	Words with y



Directions: Fill in each blank with a spelling word from the boxes above.

1. The boat was docked in the _____.
2. I put a small _____ in my hair for pictures.
3. The teacher put the snacks on a _____.
4. It was _____ when the sun came up.
5. I _____ take a shower in the morning.
6. You might _____ weight if you eat too much.
7. My _____ hurt after doing squats in P.E.
8. The _____ was moving very slowly.
9. My friend is _____ and doesn't talk to new people.
10. A _____ of sunshine came through the window.



Wednesday, May 6

Reading/AR tests

20 minutes

Language Arts

Text Dependent Questions

Read the story Yeh-Shen by yourself, with help from an adult, or listen to it here :

<https://www.youtube.com/watch?v=WTsCk5fJYpo>

Login to Journeys here:

https://www-k6.thinkcentral.com/content/hsp/reading/journeys2017/ca/gr2/ese_9780544587328_vol2/index.html

---->Go to page: 457 Click on the "Audio" button if you want the story read to you.

Science/Social Studies

Sustainable Fisheries: Build a Better Net

Math

Geometry, Chapter 12 Lesson 8

Spelling Lesson 29

Spelling Skill Practice

Name: _____

Text-Dependent Questions

Directions: Answer the comprehension questions from "Yeh-Shen" by looking in your book for the answers.

What does Jin do to Yeh-Shen that shows she was mean to her? (page 458)

Why did Yeh-Shen never have a chance to make many friends? (page 459)

What did the old man tell Yeh-Shen to do with the fish bones? (page 460)

Why did Jin order Yeh-Shen to stay home? (page 463)

Why did the King first think that Yeh-Shen was a thief? (page 464)

What did the King like about Yeh-Shen? (page 465)



Learning with Fresno Chaffee Zoo

Sustainable Fisheries: Build a Better Net

Objective

After this activity, students will show understanding of the challenge of balancing the needs of humans, other animals, and the environment.

Standards

MS-LS2-5: Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

MS-ETS1-2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.

Materials

“Build a Better Net” worksheet

Lesson

Based on what students learned about fishing methods during their visit to the zoo, students will attempt to design a new method for commercial fishing that eliminates some of the problems associated with bottom trawling nets.

Students will draw their net and describe how it works, including how feasible their fishing design is. A series of questions will lead them to consider environmental impacts and human factors in their design.

Once they have finished their design, students should be prepared to share their design with at least one other classmate and receive feedback on their design.

Extension Ideas

Have students share their designs with the class in a short presentation.

Research other real world fishing methods, and evaluate them using the same questions they used to evaluate their own design.

Have students, individually or in teams, build a prototype of their design, and figure out a way to test it.

Build a Better Net

Conservationists, scientists, and fishers from all over the world have gathered to solve a serious problem. The bottom trawling nets many fishers use on their boats are causing damage to the ocean. They have given you the task of finding a better way to fish.

Your job is to find a fishing method that:

1. Does not damage the ocean floor,
2. Minimizes "bycatch": the accidental trapping of animals fishers don't want, like sea turtles and dolphins,
3. Is easy to use and affordable, so that fishers can easily replace their old equipment.

Your design does not have to be a net, but should be able to catch a large number of fish every day. At the end of your conference, you will share your ideas with at least one other person.

In the space below, write a description or draw a picture of your new method of fishing:

How does your invention prevent damage to the ocean floor? _____

How does your invention avoid bycatch? _____

Is your invention difficult for a crew of fishers to use? _____

How much do you think it would cost for a fisher to buy your invention? _____

Name

My Homework

Lesson 8

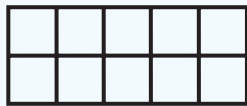
Area

Homework Helper

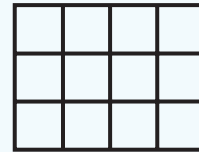


Need help? connectED.mcgraw-hill.com

A rectangle can be partitioned into squares to describe its size.



This rectangle is partitioned into 10 squares.



This rectangle is partitioned into 12 squares.

Practice

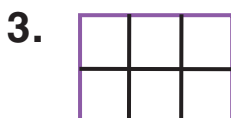
Count the squares. Write how many squares make each rectangle.



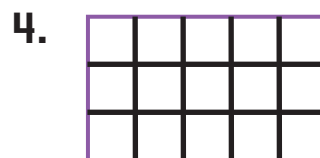
_____ squares



_____ squares



_____ squares



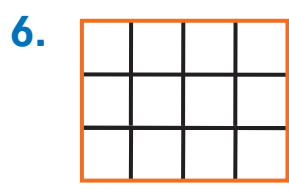
_____ squares

Count the squares. Write how many squares make each rectangle.

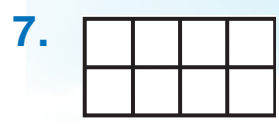
Form a straight line and no pushing!



_____ squares



_____ squares



_____ squares

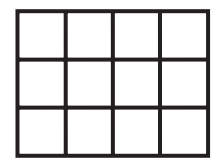
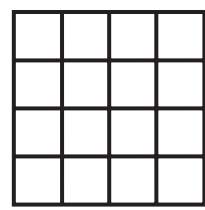
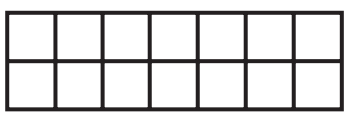
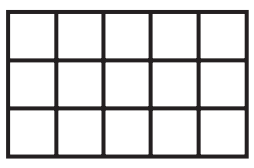
Draw a picture to solve.

8. Jan is cutting a rectangular pan of brownies. She cut them in half and then cut each of those halves in half again. She did the same thing going the other direction. How many brownies does she have?

_____ brownies

Test Practice

9. Choose the rectangle below that is partitioned using the greatest number of squares.



Math at Home Find an opportunity to have your child help you determine how to cut something you are going to serve such as a casserole, brownies, cake, or rice treats. Together determine how many equal pieces you want and how to cut it.

Name: _____

Spelling Skill Practice

aim	snail	bay	braid
ray	always	gain	sly
chain	shy	bright	fright
tray	try	contain	thigh

Directions: Rearrange each group of three spelling words into alphabetical order.

bright, braid, bay: _____

chain, always, aim: _____

contain, try, tray: _____

shy, snail, sly: _____

fright, thigh, ray: _____

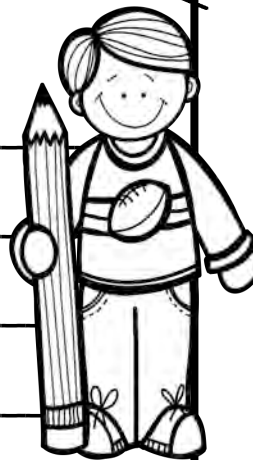
Directions: Write each word three times.

always: _____, _____, _____

chain: _____, _____, _____

fright: _____, _____, _____

braid: _____, _____, _____



Directions: Write a word that rhymes with each word.

aim: _____

thigh: _____

bright: _____

shy: _____

gain: _____

chain: _____

Thursday, May 7

Reading/AR tests

20 minutes

Language Arts

Draw Pictures

Writing

Answer the writing prompt: How to Tie Your Shoes

*Your job is to teach someone, step by step, how to do something! Be specific, use details, and creative!

Math

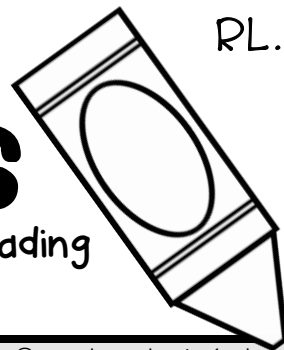
Geometry, Chapter 12 Review, pg 789-792

Spelling Lesson 29

Trace, Copy, Rewrite

Name: _____

Draw Pictures



Directions: Draw pictures to show your understanding after reading "Yeh-Shen" by looking in your book for ideas.

Draw a picture of where Yeh-Shen lived.	Draw a picture of what Yeh-Shen was given to wear.

Draw a picture of Yeh-Shen's one special friend.	Draw a picture of what Yeh-Shen did with the fish bones.

Draw a picture of what Yeh-Shen first wished for.	Draw a picture of where Yeh-Shen hid her new clothes.

Please write about how you tie your shoes.

Remember to give your writing a title.

Remember a topic sentence - it tells what you are writing about.

Tell what you need.

Tell each step - in order.

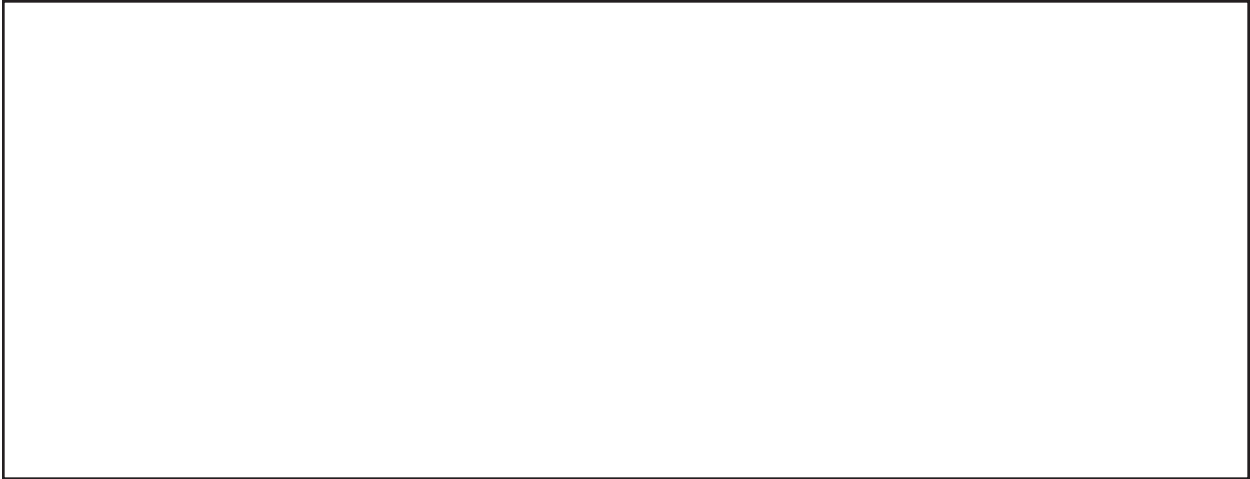
Use linking words - first, then, secondly, next, last, finally.

Don't forget to start every sentence with a capital.

Check to see if you used correct punctuation. (. ? !)

Give your paper a good ending.

Name: _____ #: _____



Name

My Review

Chapter 12

Geometric Shapes and Equal Shares

Vocabulary Check



Draw each shape.

1. hexagon

2. quadrilateral

Match each word to the correct shape.

3. cone

4. pyramid

5. sphere

6. cube

7. cylinder

8. rectangular prism



Concept Check



Circle the shapes that match the name.

9. rectangle



10. pentagon



Circle the shape that matches the description.

11. 3 sides and 3 angles



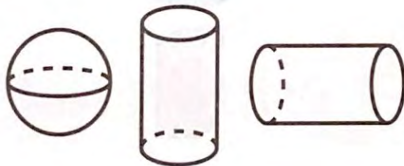
12. 6 sides and 6 angles



Write the name of the shape. Color the shapes that match.

13.





Circle the object that matches the description.

14. 6 faces, 12 edges, 8 vertices

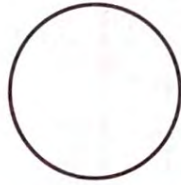


Name _____

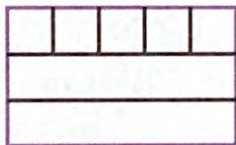


Problem Solving

15. Caden's family is having pizza for dinner. There are 4 people in Caden's family. Draw lines to show how Caden's family should cut the pizza so that everyone gets an equal part.



16. Jamie drew a rectangle. He wants to partition it into equal-sized squares. He starts to partition the rectangle. Finish partitioning his rectangle. Write the total number of squares.



_____ squares

Test Practice

17. Blake has a peanut butter and jelly sandwich for lunch. He wants to share it with his 2 friends. Circle the word that tells how Blake should partition his sandwich.

halves



thirds



fourths



fifths



Lunchtime!

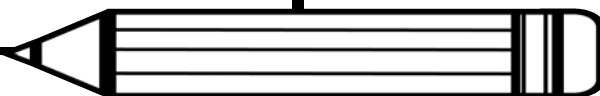


Name: _____

Trace, Copy, Rewrite

Directions: Fold your paper along the black dotted line. Trace and copy one word at a time. Flip your paper over and rewrite each word without peeking.

Trace	Copy	Rewrite
aim		
snail		
bay		
braid		
ray		
always		
gain		
sly		
chain		
shy		
bright		
fright		
tray		
try		



Friday, May 8

Reading/AR tests

20 minutes

Language Arts

Read the story Yeh-Shen by yourself, with help from an adult, or listen to it here :

<https://www.youtube.com/watch?v=WTsCk5fJYpo>

Login to Journeys here:

https://www-k6.thinkcentral.com/content/hsp/reading/journeys2017/ca/gr2/ese_9780544587328_vol2/index.html

---->Go to page: 457 Click on the "Audio" button if you want the story read to you.

****Log onto AR and take the Yeh-Shen Quiz: 913800****

Fun Friday Science

DIY Inflatables Project

Math

Geometry, Chapter 12 Test

Spelling Lesson 29

Spelling Test ([Spelling City](#)) or on paper

Music

Join Mrs. Assisi's music class on Zoom at 10:00.

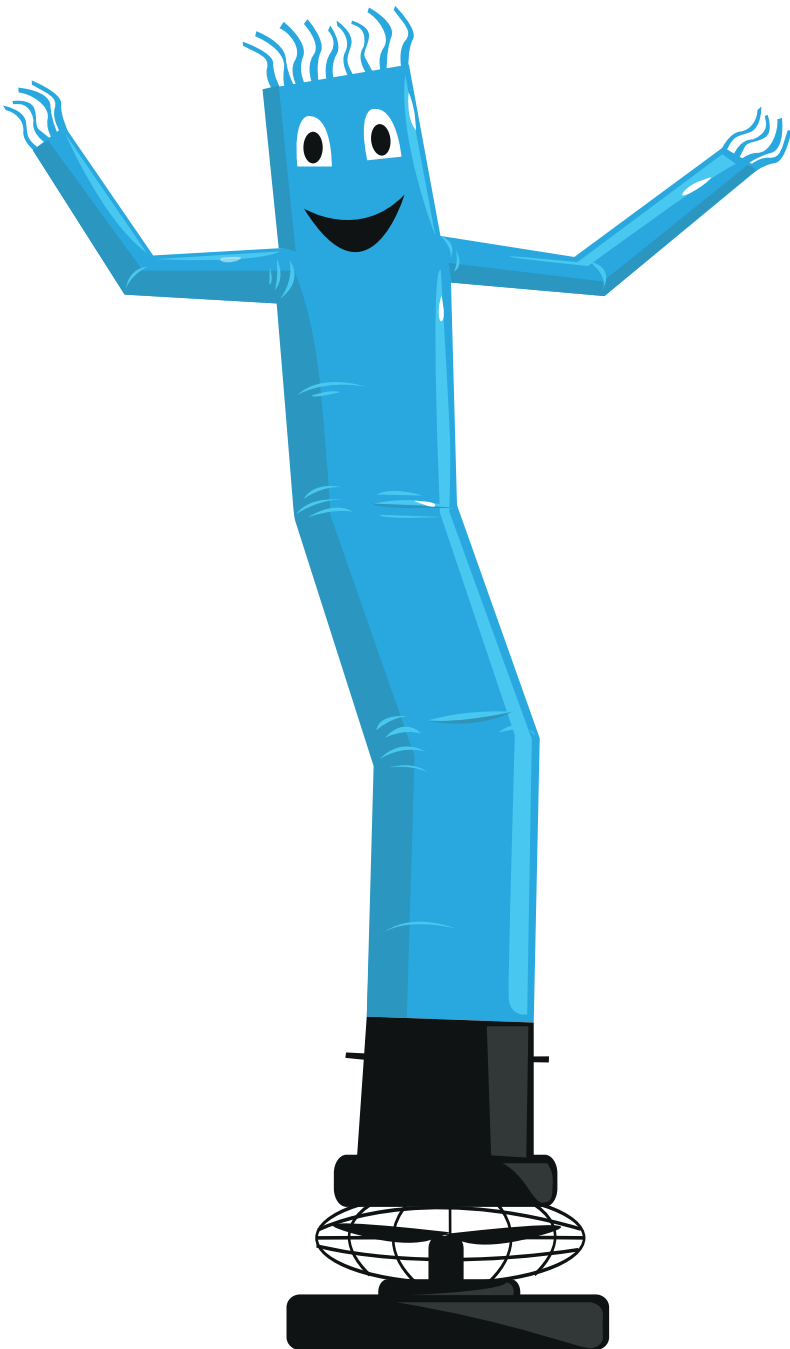
<https://zoom.us/join>

Meeting ID: 219 004 298

Password: 009641



**Who says all the fun has to happen at The Tech Interactive?
This DIY engineering activity can be done with inexpensive
store-bought supplies and things you find around the house!**



What are inflatables?

Ever seen those wacky waving tube dudes outside a car dealership or furniture store? Imagine a DIY version!

In this playful, open-ended activity, thin plastic is cut into shapes and taped together so it inflates when placed over an air source, such as a fan. Motion of the wind brings the character to life, and decorative elements like googly eyes and construction paper tell its story. Inflatables are a wonderful family activity and can be done by anyone who can hold a pair of scissors.

Materials

Inflatables can be created from all kinds of materials. Explore your junk drawer or garage to find fun odds and ends to give your creation personality.

Subject:

Design Thinking

Ages:





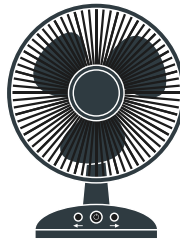
6-12

Key terms:

3D design
Structural integrity
Spatial reasoning
Aerodynamics

Things you can use

Don't limit yourself to the items on this list. Use whatever you have on hand — be creative!

Inflatable parts	Structural materials
<ul style="list-style-type: none">Thin plastic drop clothGrocery bagsBags from shipping or packaging 	<ul style="list-style-type: none">Poster boardThick paperRubber bandsPaper clipsPipe cleaners or twist-ties 
Decorations	Tools
<ul style="list-style-type: none">Googly eyesRhinestonesFeathersConstruction paperYarnBeads and buttonsMacaroniPom-pomsScrap cloth  	<ul style="list-style-type: none">Standing fan (preferably one that can be pointed up)Hole puncherClear tapeScissorsStapler (optional)Permanent markers 

Instructions



Once you've assembled your materials, examine your plastic. What potential does it have? Can it be cut or laid out big and flat, so there is plenty of space to draw multiple designs? If your design is intricate, you may want to use a permanent marker to draw out your shapes.



Next, cut out the design and use clear tape to create one piece. Many designers choose to cut two identical shapes and tape around the outside (like making a pillow), but there are many ways to approach an inflatable design. Don't forget to leave an opening at the bottom so the fan can inflate your creation.

Line the opening with a strong but flexible material, such as a strip of poster board. This will help give your inflatable structural integrity, helping it stay upright when placed over the fan. If you would like the inflatable to stay on the fan without your assistance, punch holes in the poster board and add paper clips. Use the clips to hook the inflatable to the fan while it is turned off.

Now it's time to decorate! What kind of creature is your inflatable? What kind of personality do you see in its movements? Does it flap wildly like a bird or float gently like a jellyfish swaying in the sea? Think about how the wind can activate your decorations. Is there a way to make something hover inside? Blow crazily on the outside? The possibilities are endless!

Finally, flip the switch on your fan and watch your creation inflate!



Top Tips

Start decorating with tape rather than glue, as you may change your mind on placement once your inflatable is set in motion.

Long, flowing materials such as streamers or ribbon look wonderful blowing in the wind, but they can get caught in the fan. This can be prevented by covering the fan with a mesh cover. This is also a good way to keep little fingers away from the fan blades.

Look at the seams on your clothes or stuffed animals for hints on how you might construct different shapes.



Extra Credit

How can you manipulate the plastic to make certain parts of the inflatable puff up?

Try inflating it right after you tape it. Then, turn it inside-out and inflate it again. Was there a difference in how it looked or moved?

How does the air flow when you leave openings in different areas of your creation? Does your inflatable move differently with holes on the top or at the ends of any limbs? What about big openings? Small openings?



The Tech
Interactive
at Home

thetech.org/athome



Chapter Test, Form 3B

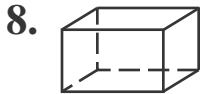
Write the name of the shape.



Complete the sentence.

5. A cube has 6 faces, _____ edges, and 8 vertices.
6. A cylinder has _____ faces, 0 edges, and 0 vertices.
7. A pyramid has 5 faces, 8 edges, and _____ vertices.

Draw the faces that make the shape.



Chapter Test, Form 3B *(continued)*


Write the name of the shape and how many sides and angles it has.

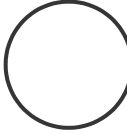
11.  _____ sides _____ angles

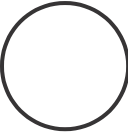
12.  _____ sides _____ angles


13.  _____ sides _____ angles

Partition each shape to match the description.

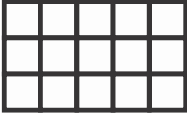
14. 
fourths

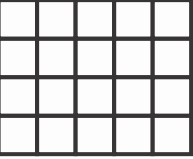
15. 
halves

16. 
thirds

17. 
halves

Count to find the total number of squares. Write how many squares make each rectangle.

18. 
_____ squares

19. 
_____ squares



Name: _____ # _____

Date: _____

Score

Spelling Test

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

