

Grade 2 - S. Rivera Reading Class

Day 5- Directions YOU HAVE A CHOICE

- Read the passage from Read Works "Lily's Time Line" or "Building Blocks"
- Retell the passage to someone, even if it's yourself, family pet, or a friend.
- Reread the text again. This time scoop your sentences, add more expression, and read with a louder voice.
- Answer the response questions.
- Lastly, edit your writing using C.U.P.S. strategy

Enjoy the passage and make a connection.

Lily's Time Line

by Rachelle Kreisman



Lily wanted to do a project. "What about making a time line?" her father asked. "That is a list of important events in your life."

"Sure!" Lily replied. "Can you show me how?"

Lily's dad gave her a piece of paper, a pencil, and a ruler. She held the pencil and used the ruler to draw a straight line. Then her father marked a small line across the longer line at the left end. Above the small line, he wrote, *Lily is born*.

"Why did you make that small line at the left end, Dad?" Lily asked.

"On a time line, events are ordered from left to right. The first event is

placed on the left end and the last event is placed on the right end."

Lily then wrote the month, day, and year of her birthday under the first small line.

Next, her dad marked another small line to the right of the first small line. He wrote, *Lily learns to walk above that line*. Then he marked another small line to the right of the second small line. Above this line he wrote, *Lily starts school*.

"What about when I learned to ride my bike?" asked Lily.

"Right! We should add that," her dad said.

"I want to add pictures," Lily told her dad. She made a drawing of herself riding a bike and taped it to the paper. Her dad put a photo of Lily's first day of school on the time line, too.

Now their work was done. Lily said, "That time line is a picture of my life." "It is a picture of your life so far," her dad added. "There is a lot more to come!"

Name: _____ Date: _____

1. What is a time line?

- A. a list of important events in your life
- B. a list of important times in the day
- C. a list of important people in your life

2. Who is the main character of this story?

- A. Lily
- B. Mom
- C. Dad

3. Read these sentences from the text.

"Then her father marked a small line across the longer line at the left end. Above the small line, he wrote, Lily is born.

"Why did you make that small line at the left end, Dad?" Lily asked.

"On a time line, events are ordered from left to right. The first event is placed on the left end and the last event is placed on the right end."

What can you conclude from this evidence?

- A. Being born is the event in her life that Lily remembers best.
- B. Being born was the first event in Lily's life.
- C. Being born was the most important event in Lily's life.

4. If Lily's dad made a time line of his life, how might it compare with Lily's time line?

- A. It might have better pictures.
- B. It might be shorter in length.
- C. It might have more events on it.

5. What is the main idea of this story?

- A. Lily and her dad make drawings of their bikes.
- B. Lily and her dad make a time line of her dad's life.
- C. Lily and her dad make a time line of her life so far.

6. Read these sentences from the text.

"On a time line, events are ordered from left to right. The first event is placed on the left end and the last event is placed on the right end."

What does the word "ordered" most nearly mean here?

- A. moved around
- B. placed in a certain spot
- C. told to do something

7. Read these sentences from the text.

"Then he marked another small line to the right of the second small line. Above this line he wrote, Lily starts school."

What does the phrase "this line" refer to in these sentences?

- A. "another small line"
- B. "the second small line"
- C. "to the right"

8. How are events ordered on a time line?

9. Why did Lily's father write "Lily learns to walk" to the right of "Lily is born?"

10. If an important event happens to Lily one month from now, where on the timeline might she add this event? Use evidence from the text to support your answer.

Building Blocks

by Rachelle Kreisman



My class learned about solids today. Solids are things that have their own shape. My building blocks are examples of solids. I can build so many different things with my blocks.

Yesterday, I built a school out of blocks. When I was done playing with my block school, I took it apart and put the blocks away. I keep all my blocks in a cardboard box.

Today, I dumped out the blocks and started building a house. My brother Asante walked into the room while I was making my house. He asked me if he could play, too. I said okay, if he would build something different from what I was making. So my brother made a doghouse and a supermarket.

When we finished our projects, we played with them for a while. Then we knocked the blocks down and built a train. All aboard!

Name: _____ Date: _____

1. Which of the following describes the building blocks?

- A. They can only be used to make one thing.
- B. They are shaped like houses.
- C. They are examples of solids.

2. What happened today, before the main character started building with blocks?

- A. The main character learned about solids in class.
- B. The main character learned about blocks in class.
- C. Asante learned about solids in class.

3. Read this sentence from the text.

"I can build so many different things with my blocks."

What evidence from the text supports this statement?

- A. Building blocks are examples of solids.
- B. The main character keeps all the blocks in a cardboard box.
- C. Asante builds something different from what the main character makes.

4. Yesterday, the main character built a school out of blocks. Today, the main character built a house and a train with the blocks.

What conclusion can you draw from this evidence?

- A. The main character has blocks that can change shape.
- B. The school and the house that the main character built are exactly the same.
- C. The same pieces can be put together in different ways to make different things.

5. What is the main idea of this text?

- A. A kid builds a school out of building blocks.
- B. Two kids make many different things out of building blocks.
- C. Building blocks are examples of solids.

6. Read these sentences from the text.

"Yesterday, I built a school out of blocks. When I was done playing with my block school, I took it apart and put the blocks away."

What does the phrase "took it apart" mean in these sentences?

- A. took the block school to another place
- B. broke each block into pieces
- C. broke the block school into separate blocks

7. Choose the answer that best completes this sentence.

The main character and Asante played with the things they built _____ knocking them down and building something else.

- A. while
- B. after
- C. before

8. What did the main character build yesterday with the blocks?

9. What things did the main character and Asante build today with the blocks?

Grade 2 - S. Rivera Writing Class


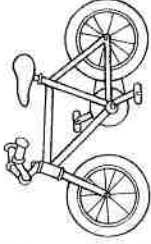
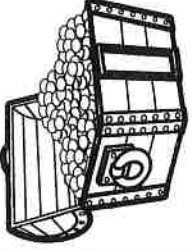

Day 5 - Select one writing activity from the first row of the calendar.

Complete it on the highlighted paper included.

- Write 3-5 sentences
- Be sure to check capitalization and punctuation
- Use C.U.P.S. to edit your sentences.

****Today I may make mistakes, but I will always do the BEST that I can do!**

Writing Prompts

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Write about your best holiday experience. What made it so great?	2 Go outside and write about the sounds you hear.	3 If I were seven feet tall, I would...	4 One thing I wonder about my teacher is...	5 Imagine drinking something that makes you invisible. Describe your adventures.	6 If I had a pet skunk, I would...	7 If you were teacher for the day, how would your class be different?
8 I feel happy when...	9 Write about the strangest dream you ever had.	10 Think of someone you look up to. What do you admire about that person and why?	11 Your bike begins to disappear as you ride down the street. You squeeze the brakes, but they don't work! What do you do?	12 You go to the zoo and discover they have a new exhibit for imaginary animals. Write about your visit.	13 If I could have a superpower, I would want the ability to...	14 Describe a garden to someone who has never seen flowers.
15 If I could talk to animals, I would...	16 Write an adventure story about the day you found a magical four-leaf clover.	17 A leprechaun grants you three wishes. What do you wish for?	18 If I could grow anything in my backyard, I would grow...	19 It's the first day of spring! Write about everything that comes to mind when you think of spring.	20 As I opened the ancient treasure chest, I was shocked to discover...	21 Describe your favorite food using all five senses.
22 Write about a bird that grows up in a cage. One day, her owners set her free and...	23 If you could meet a famous person from the past or present, whom would you meet and why?	24 I accidentally ate watermelon seeds and felt funny. I looked in the mirror and...	25 Write a story about a house you thought was empty—but actually wasn't!	26 Write out your favorite jokes.	27 What is your favorite activity and why?	28 Imagine you are an ant. How do you see the world?
29 Would you rather play baseball, go to a baseball game or watch baseball on TV? Explain.	30 When I hear a song that I really like, the music makes me feel...	31 You wake up and look in the mirror to discover you are now an adult! Write about your day.				

Writing Assignments

Writing Prompts

Day _____



Grade 2 - S. Rivera Math Class

Day 5- Directions for Reading a Bar Graph/Numbers Up to 999/
Counting Money

- Each review sheet has an example completed to help you get started.

Qu=25 D=10 N=5 P=1

- Flat = hundred
Long = ten
Cube = one

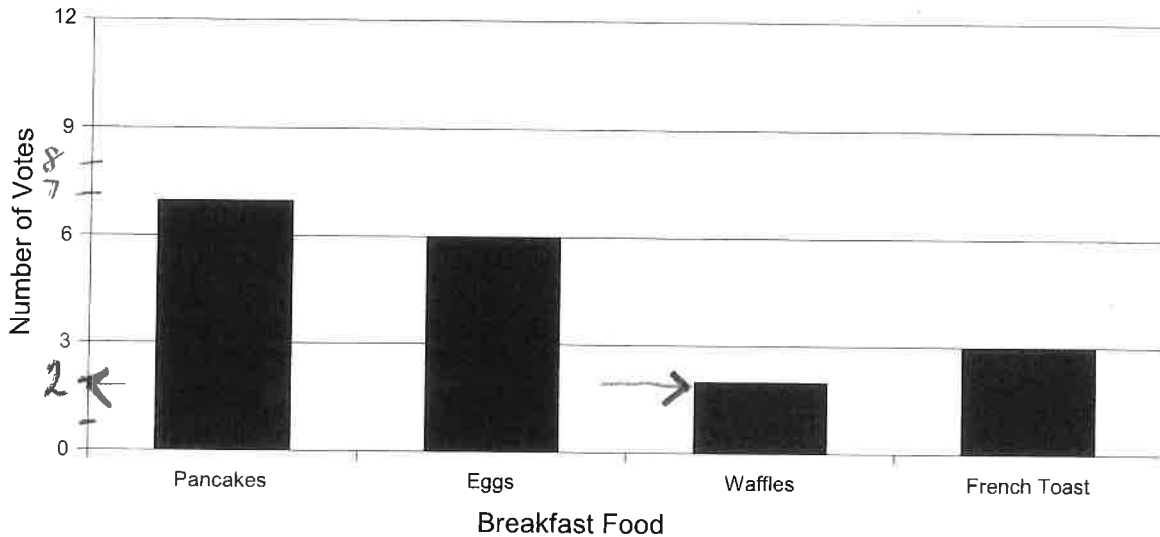
Look at the example to check your work.

Name: _____

Day 5

Reading a Bar Graph

Favorite Breakfast Foods



1. Complete the table:

Breakfast Food	Number of Votes
waffles	
	6
pancakes	
	3

2. How many people chose eggs as their favorite breakfast food?

2. 6 people

3. How many people chose waffles?

3. _____

4. Does the scale on this graph count by 2s, 3s, 4s, or 12s?

4. _____

5. Suppose three more people voted for French toast. How many votes would French toast have?

5. _____

6. How many people voted in all?

6. _____

7. How many more people voted for eggs than French toast?

7. _____

Name: _____

Writing and Reading Numbers Up to 999

Now write each word name in standard form.

example: six hundred seven- 607



- a. nine hundred fifteen - 915
- b. three hundred forty-two - 342
- c. two hundred thirty-one - _____
- d. ninety-seven - _____
- e. one hundred sixty-three - _____
- f. three hundred five - _____
- g. six hundred ninety - _____
- h. five hundred eighteen - _____
- i. seven hundred fourteen - _____

Write the word name for each number below.

example: 572 - five hundred seventy-two

- j. 406 - Four hundred six
- k. 220 - _____
- l. 363 - _____

Name: _____

Day 5

Counting Money

Show 67¢. Use the fewest possible coins.



a. Show 36¢. Use the fewest possible coins.

$$\begin{array}{c} \text{Q}4 \\ 25 \end{array} + \begin{array}{c} \text{D} \\ 10 \\ 35 \end{array} + \begin{array}{c} \text{P} \\ 1 \end{array} =$$

b. Show 80¢. Use the fewest possible coins.

c. Show 55¢. Use the fewest possible coins.

d. Show 73¢. Use the fewest possible coins.

e. Show 19¢. Use the fewest possible coins.