



Name _____



2nd Grade Modified ELA Remote Learning Packet

Week 25



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

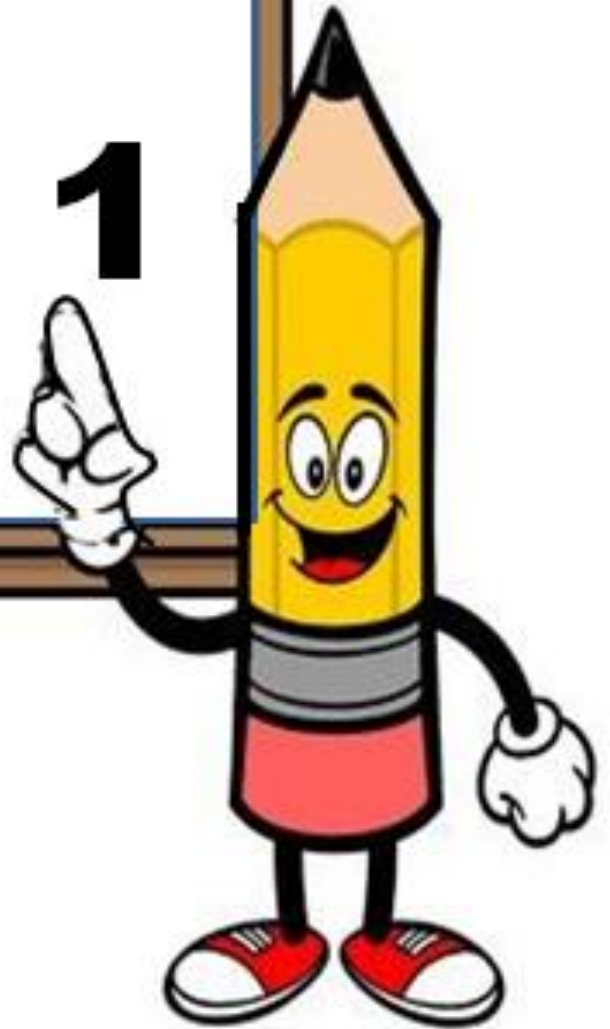
(Parent Signature)

(Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.



Day # 1



Name: _____ Week 25 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Cycles in Nature: The Cycle of Daytime and Nighttime

- | |
|--|
| 1. Axis: a real or ___imaginary_____ central line around which an object spins. |
| 2. Cycle: The period of _____time_____ it takes to complete a sequence of events |
| 3. Rotating: turning around a __central__ point |
| 4. Thrive: when a living thing _grows___ or develops well |

LEQ: How does light affect the distinction between daytime and nighttime?

Guided Practice

Rotation is the movement of Earth on its axis. This controls the cycle of daytime and nighttime. Earth takes twenty-four hours to turn, or rotate, back to the position from which it started. Rotation takes us from daytime to nighttime, and back to the very beginning of daytime again, before the cycle starts over.

Name: _____ Week 25 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Cycles in Nature: The Cycle of Daytime and Nighttime
Independent Practice

As Earth rotates, light from the sun falls on one half of Earth. We call this daytime. The other half of Earth is in darkness, and we call this nighttime. As Earth continues to rotate, the part of Earth that had sunlight moves into darkness, and the part that had darkness moves into the sunlight. This is a never-ending cycle of daytime and nighttime.

Day 1 Exit Ticket

What affects daytime and nighttime on Earth?

- a. Oceans and sky
- b. Rotation and light
- c. Animals and humans
- d. The moon

Name: _____ Week 25 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Day 1 Homework

Directions: Read the text and answer the following question. Use details from the text to support your answer.

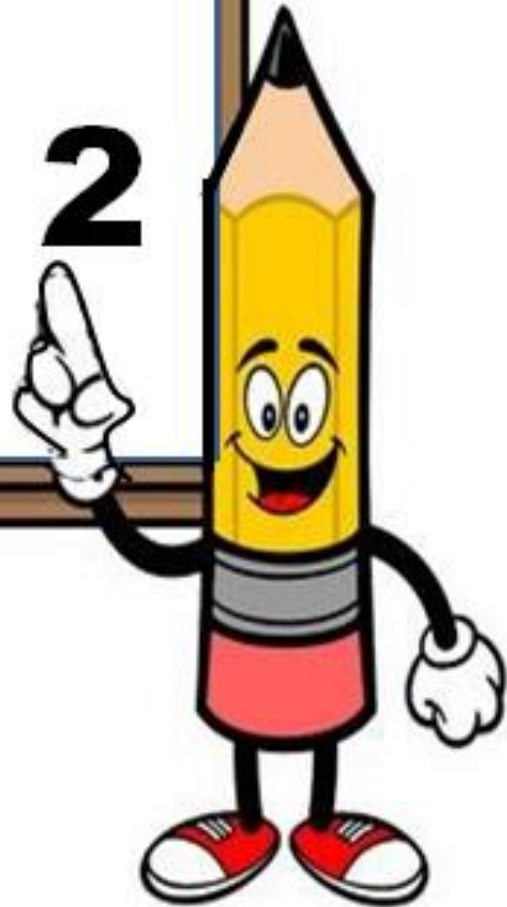
Rotation is the movement of Earth on its axis. This controls the cycle of daytime and nighttime. Earth takes twenty-four hours to turn, or rotate, back to the position from which it started. Rotation takes us from daytime to nighttime, and back to the very beginning of daytime again, before the cycle starts over.

As Earth rotates, light from the sun falls on one half of Earth. We call this daytime. The other half of Earth is in darkness, and we call this nighttime. As Earth continues to rotate, the part of Earth that had sunlight moves into darkness, and the part that had darkness moves into the sunlight. This is a never-ending cycle of daytime and nighttime.

What would happen to the Earth if it didn't rotate?



Day # 2



Name: _____ Week 25 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Cycles in Nature: The Reasons for Seasons

- | |
|---|
| 1. Equator: an _____imaginary_____line that divides Earth into the Northern and Southern Hemispheres. |
| 2. Hemisphere: half of _____Earth_____ as divided by North and South and East and West |
| 3. Revolves: moves in a _____circular_____ path or orbit around an object. |
| 4. Tilt: to _____slant_____ or place at an angle |

Guided Practice

LEQ: How does the seasonal cycle affect plants and animals?

How does the winter affect plants and animals?

The cycle of one complete orbit or revolution of Earth around the sun marks or measures one year. Living things respond to the changes in sunlight and warmth throughout the four seasons of the year. With increased sunlight and warmth during spring and summer, many living things tend to grow well. Animals are born and plants grow. With decreased sunlight during autumn and winter, some plants are ready to be harvested, whereas others die. Some become dormant—or become inactive, and stop growing and making new leaves for the winter—and wait for the sunlight to return. You will see that most trees do this in the fall and winter. Some animals, to avoid the winter chill, hibernate or migrate. When animals migrate, they move to warmer environments. ⁸

Name: _____ Week 25 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Cycles in Nature: The Reasons for Seasons Independent Practice

How does the summer affect plants and animals?

The cycle of one complete orbit or revolution of Earth around the sun marks or measures one year. Living things respond to the changes in sunlight and warmth throughout the four seasons of the year. With increased sunlight and warmth during spring and summer, many living things tend to grow well. Animals are born and plants grow. With decreased sunlight during autumn and winter, some plants are ready to be harvested, whereas others die. Some become dormant—or become inactive, and stop growing and making new leaves for the winter—and wait for the sunlight to return. You will see that most trees do this in the fall and winter. Some animals, to avoid the winter chill, hibernate or migrate. When animals migrate, they move to warmer environments.⁸

Day 2 Exit Ticket

Which season is ideal for most plants and animals to thrive in?

- a. Winter
- b. Spring
- c. Summer
- d. Fall

Name: _____

Week 25 Day 2 Date: _____

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Day 2 Homework

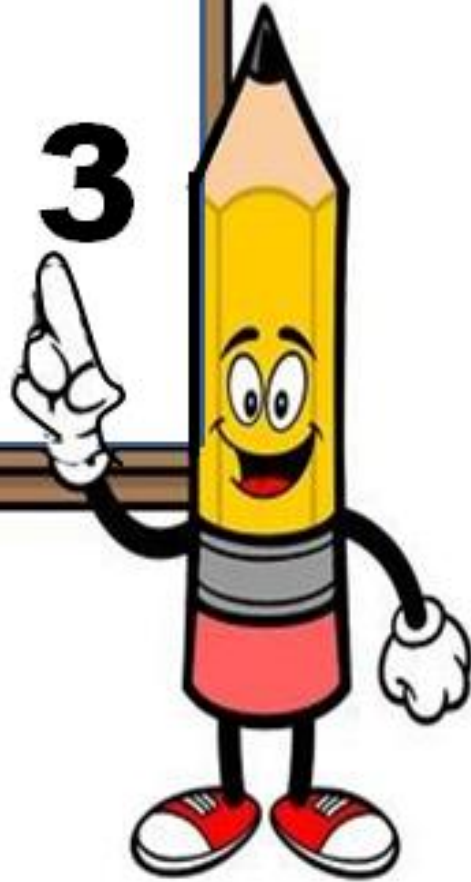
Directions: Read the text and answer the following question. Use details from the text to support your answer.

Not every part of Earth experiences seasons, though. Different areas of Earth have different types of weather. This is partly because of the shape and tilt of our planet. This means that different parts of Earth receive different amounts of sunlight and warmth. The area around the equator receives the greatest amount of direct intense sunlight, so some of the warmest parts of Earth are located in that part of the planet. The North and South Poles are at opposite ends of our planet and they receive the least direct sunlight. In fact, although they are so far apart, they have the same kind of weather as each other. It is always cold in the North and South Poles, and both places are usually covered with ice.

Why do different areas of Earth have different types of weather?



Day # 3



Name: _____ Week 25 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Cycles in Nature: Four Seasons in One Year

Absorbed: something that has been taken in and ____soaked____ up

Adapt: to adjust or change to better __suit____ one's environment.

Migrate: to __move____ from one area to another based on the seasons.

Minimum: the __least____ amount possible

Photosynthesis: the __process____ in green plants that uses light to turn water and air into food when the plant is exposed into sunlight.

Guided Practice

LEQ: How are animals affected by the winter?

In winter, some animals whose food source is affected by the change in climate **migrate**, or leave for warmer places. These animals sense the change in daylight and temperature and begin their annual migration. Migration is part of a yearly cycle of changes. Some birds, for example, travel long distances to their winter homes. They prepare for their migration by eating lots of food they can store as energy to use on their journey. Mammals such as caribou and elk migrate across vast expanses of land, and even fish migrate in winter in search of warmth and food.

Name: _____ Week 25 Day 3 Date: _____

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NYU Cornell Columbia

Cycles in Nature: Four Seasons in One Year
Independent Practice

LEQ: How are animals affected by the winter?

Like many plants that lay dormant in winter, there are animals that hibernate. Hibernation is a kind of deep sleep. Like the deciduous trees, animals that hibernate rely on the food they have stored in their bodies to get them through the winter months.¹⁵

There are also animals that stay in their natural habitat through the colder months and survive as best they can. Animals such as foxes, deer, and rabbits search for food on the frozen land. Some build snug homes to keep out the cold. They have learned to **adapt**, or adjust, to their ever-changing environment. People adapt, too. They prepare for the cold months ahead by wearing warmer clothes and even changing the foods they eat. How do you prepare for autumn and winter?

Day 3 Exit Ticket

Name one thing an animal does during the winter.

Name: _____ Week 25 Day 3 Date: _____

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NYU Cornell Columbia

Day 3 Homework

Directions: Read the text and answer the following question. Use details from the text to support your answer.

You have probably heard the saying “April showers bring May flowers.”⁷ New plants emerge, and plants that have been inactive for the winter become active and start growing again. As buds and leaves form, water **absorbed**, or taken in, by the plant travels up the stem to the leaves.⁸ Plants use water and sunlight to make their own food, as well as oxygen for us to breathe. This process is called **photosynthesis**. It is during springtime that this great burst of life and energy occurs.⁹

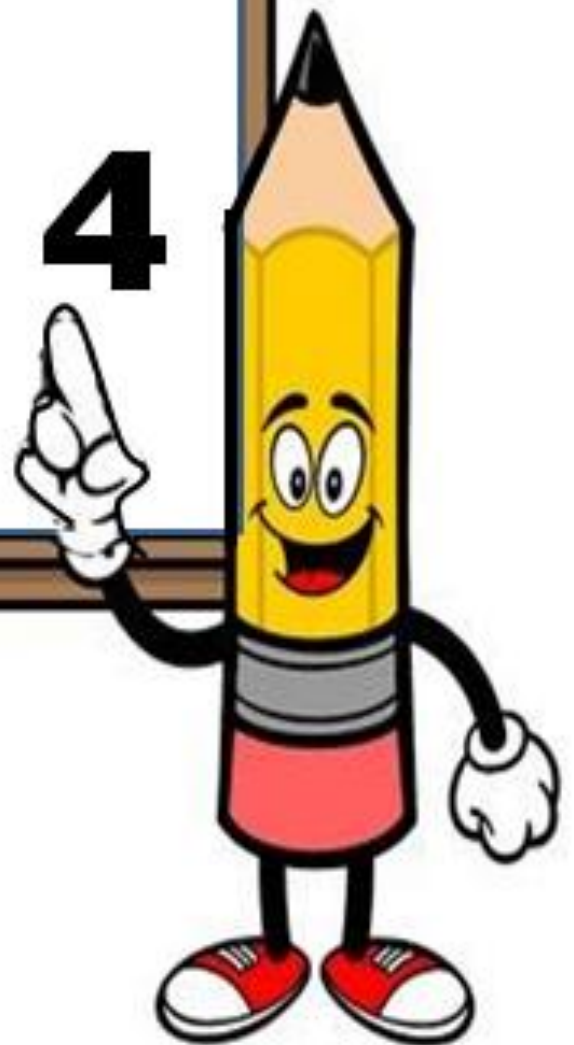
Springtime also sees the return of animals that had migrated, or moved to warmer places during the wintertime. It is also the time when some animals wake up from their winter hibernation. Spring is when many animals give birth to their young. Animals give birth either by bearing live young or by laying eggs. Animals that give birth to live young have nourished their young inside their bodies.¹⁰ Animals that hatch from eggs have been nourished by a yolk within the egg.

Why is spring important to living things?

It is important because



Day # 4



Name: _____ Week 25 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

Cycles in Nature: The Life Cycle of a Plant

Attracted: to make someone or something <u>interested</u> in someone or something else
Emerge: to come out into <u>view</u> ; to become <u>visible</u>
Pollinators: Something that <u>carries</u> pollen to a plant to enable pollination to occur
Protective: intended to <u>protect</u> or shelter something or someone
Reproduce: to make <u>babies</u> or new plants

Guided Practice

LEQ: Why are animals important to the life of a plant?

A variety of small mammals pollinate flowering plants. Mice, shrews, and rats—even tree-dwelling animals such as lemurs and small monkeys—can help to transfer pollen. People also help the pollination process. Often, when people are working in their flower gardens, the sticky pollen is accidentally carried from flower to flower.

For some plants, pollination does not just occur during the daytime. Some scented flowers attract nighttime pollinators such as bats and moths.⁹

Name: _____ Week 25 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

Cycles in Nature: The Life Cycle of a Plant
Independent Practice

LEQ: Why are animals important to the life of a plant?

Honeybees are the most common pollinators. They carry out more pollination than any other insect. Some scientists think that bees are attracted to bright blue and violet-colored flowers, whereas butterflies like fragrant yellow, pink, red, and orange flowers. Butterflies also like wide petals so that they can settle on them while they drink the sweet nectar.

Day 4 Exit Ticket

Name two animals that help plants to grow.

Name: _____ Week 25 Day 4 Date: _____

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Day 4 Homework

Directions: Read the text and answer the following question. Use details from the text to support your answer.

A flowering plant begins its life cycle as a seed. Seeds need special conditions to germinate, or begin to grow. Spring provides seeds with the right conditions to grow. Therefore, the life cycle of a flowering plant begins in spring.

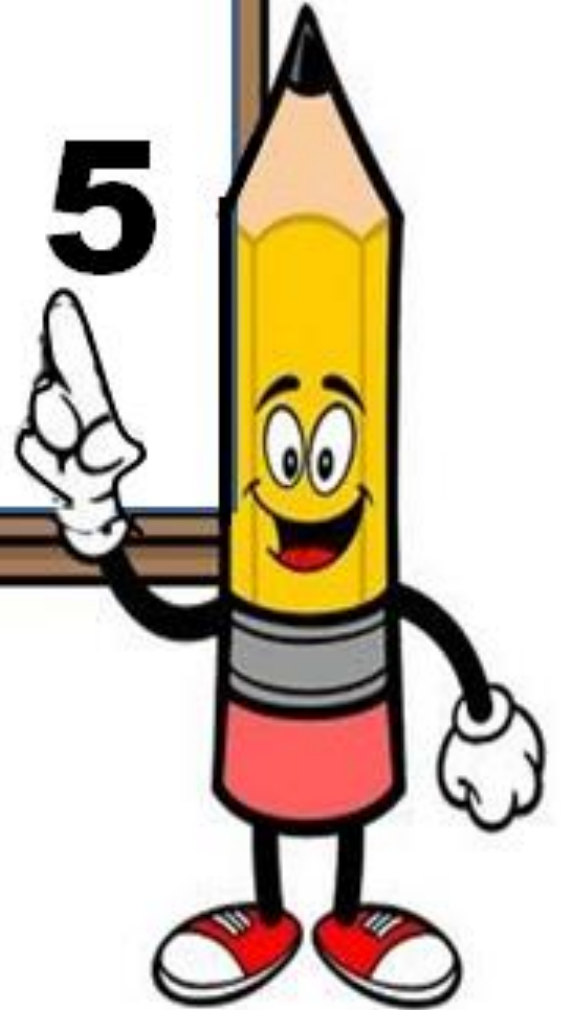
In spring, there is more sunlight and temperatures are warmer.³ Seeds need just the right amount of light from the sun, nutrients from the soil, and water in order to grow. Once the seed germinates, or sprouts, it grows and develops into a young plant with roots, a stem, and leaves.⁴ The first leaves unfold to allow photosynthesis to begin. Photosynthesis is the process by which plants make their own food, as well as oxygen. Plants use sunlight and water to make food in the form of glucose, a type of sugar.

Describe photosynthesis.

Photosynthesis is



Day # 5



Name: _____ Week 25 Day 5 Date: _____

BCCS-Boys

NYU Cornell Columbia

Week 25 Weekly Quiz

My Bean Plant

My grandfather loves to grow plants. He raises vegetables and fruits, and he takes great care of all of them. Last week, Grandpa gave me some green bean seeds. Now I can grow my own green bean plant.

I brought my seeds home and showed my mom. She helped me get my green bean **project** ready. First, we put some soil in a pot. Then we planted a few seeds. I remembered that Grandpa told me that plants **depend** on water and sunlight to grow. So I put the pot in a sunny spot by the window, and I added some water.

I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny **stem**. The plant is growing! Over the next few weeks, more **stems** and leaves will grow. Then flowers will grow, too.

What am I most excited about? I cannot wait to eat the beans! I think they will taste even better because I grew them myself.

1. What did Grandpa give to the main character?
 - a) Some green beans
 - b) Green bean seeds
 - c) A fully-grown bean plant
2. The main character planted the seeds, put the pot in a sunny spot, and added water. What was the effect of these actions?
 - a) The soil got dry right away
 - b) A tiny stem grew after some time
 - c) The seeds quickly turned into green beans.

Name: _____ Week 25 Day 5 Date: _____

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Continued Weekly Quiz

3. Read these sentences from the text.

"I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

What conclusion can you draw from this evidence?

- a) The main character has taken care of many different plants in the past.
- b) The main character is doing a good job of taking care of the bean plant.
- c) The main character doesn't really care about the bean plant.

4. Read these sentences from the text.

"I cannot wait to eat the beans! I think they will taste even better because I grew them myself."

Why might the main character think the beans will taste even better because he or she grew them?

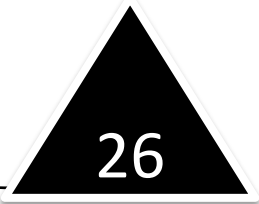
- a) Because the main character normally hates the taste of green beans
- b) Because the main character is way better at growing plants than Grandpa
- c) Because the main character put work into taking care of the beans.

4. What is the main idea of this story?

- a) The main character takes care of a green bean seed and helps it start growing into a plant.
- b) The main character's grandfather loves to grow vegetables, and he takes great care of all his plants
- c) The main character is excited to eat green beans because they are a tasty vegetable.



Name _____



2nd Grade Modified ELA Remote Learning Packet

Week 26



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

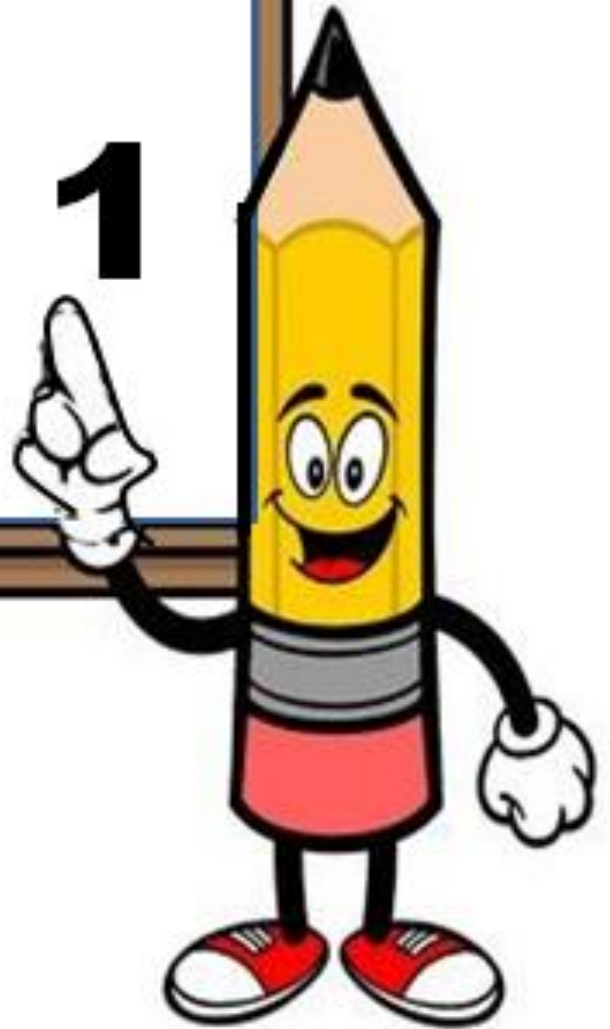
(Parent Signature)

(Date)

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Day # 1



Name: _____ Week 26 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

RL 2.7 Guided Practice

Directions: Look at the picture. Use the picture to answer the following questions.



What can you conclude about the relationship between the two boys?
What are the boys going outside to do?

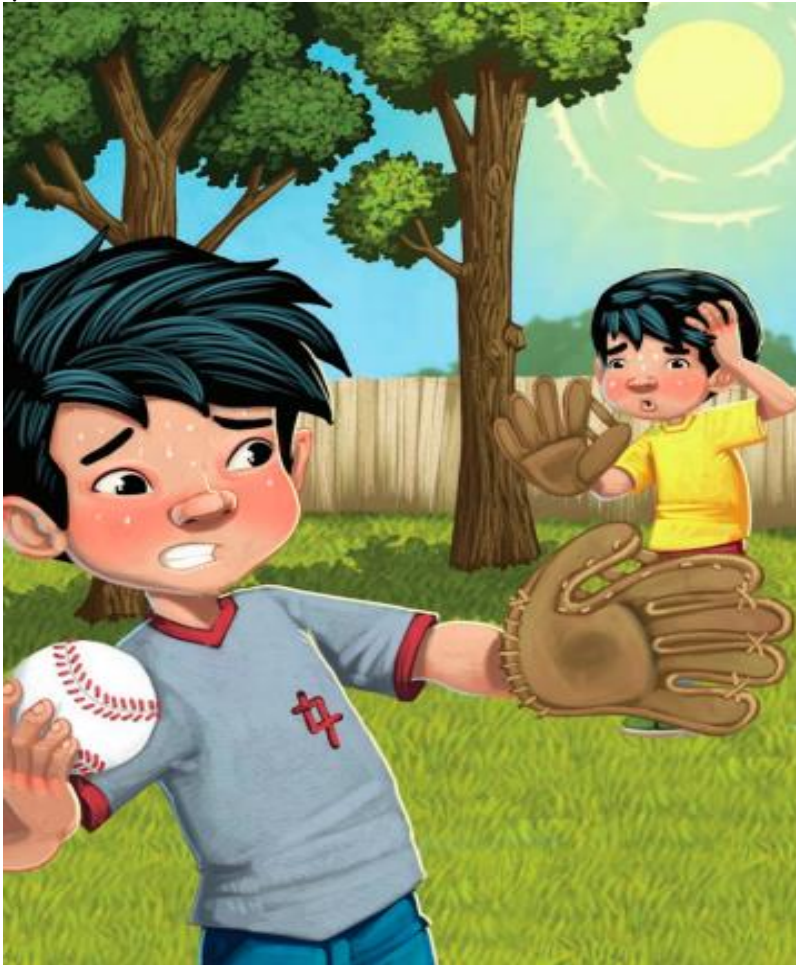
Name: _____ Week 26 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

RL 2.7 Independent Practice

Directions: Look at the picture. Use the picture to answer the following questions.



How do the boys feel?
How do you know?

Day 1 Exit Ticket

What season is it? How do you know?

The season is _____

Name: _____ Week 26 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

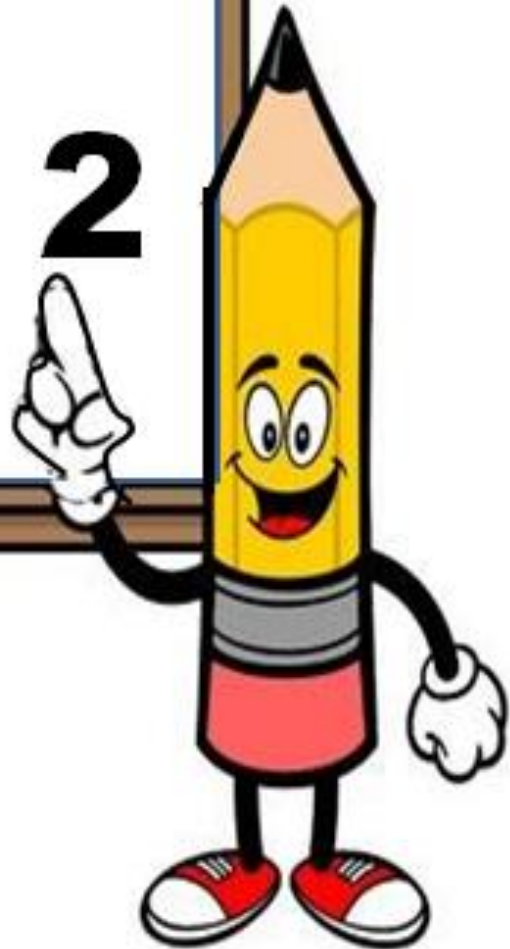
Day 1 Homework

Directions: Look at the picture. Create a caption for the picture.





Day # 2



Name: _____ Week 26 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

RL 2.7 Guided Practice

Directions: Look at the picture. Use the picture to answer the following questions.



What event is happening in the story?
How do the characters feel? How do you know?

Name: _____ Week 26 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

RL 2.7 Independent Practice

Directions: Look at the picture. Use the picture to answer the following questions.



What is happening in these photos? What are the characters doing?

Day 2 Exit Ticket

How are the characters feeling? How do you know?

They feel

Name: _____ Week 26 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Day 2 Homework

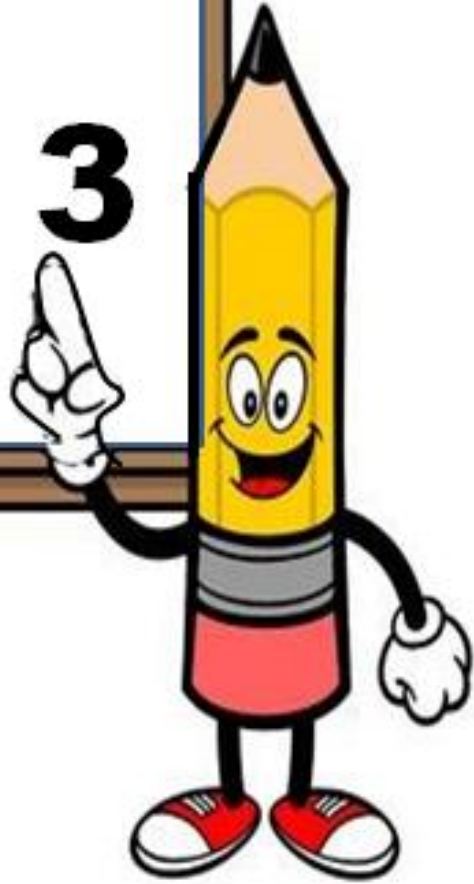
Directions: Look at the picture. Create a caption for the picture.



Blank space for writing a caption.



Day # 3



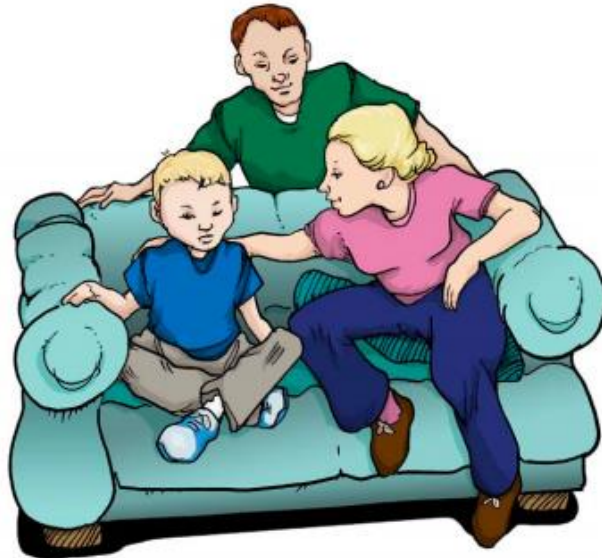
Name: _____ Week 26 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

RL 2.7 Guided Practice

Directions: Look at the picture. Use the picture to answer the following questions.



How does the boy feel? How do you know?

They feel

Name: _____ Week 26 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

RL 2.7 Independent Practice

Directions: Look at the picture. Use the picture to answer the following questions.



What happened to the Iguana? What in the picture makes you think that?

Day 3 Exit Ticket

How does the boy feel about the Iguana?

They feel

Name: _____ Week 26 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Day 3 Homework

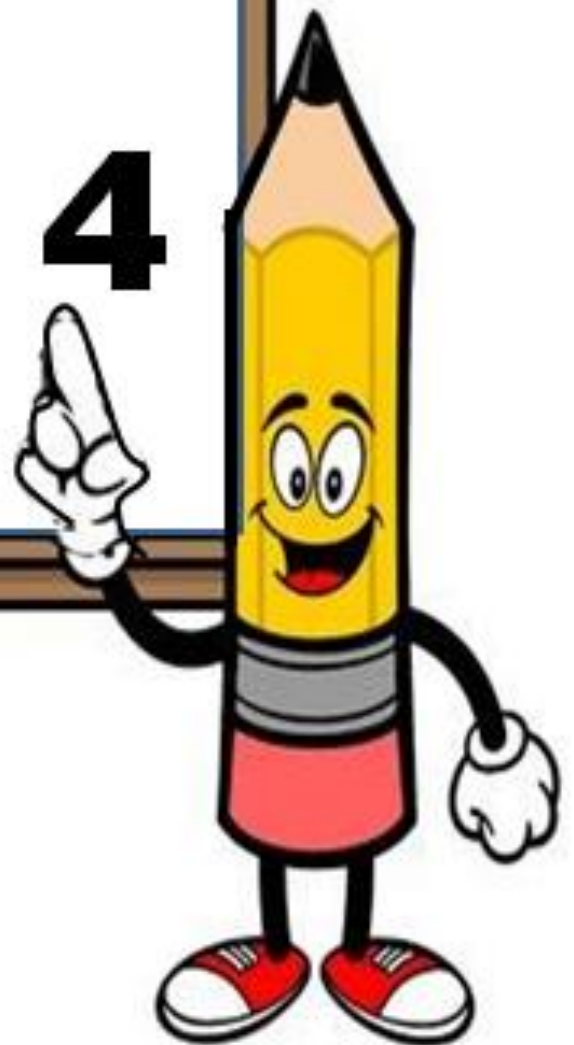
Directions: Look at the picture. Use the picture to answer the following questions.



What did the boy do with the Iguana? How do you know?



Day # 4



Name: _____ Week 26 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

RL 2.7 Guided Practice

Directions: Look at the picture. Use the picture to answer the following questions.



What is happening in the story? How does the boy feel?

Name: _____ Week 26 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

RL 2.7 Independent Practice

Directions: Look at the picture. Use the picture to answer the following questions.



How do the boys feel about the robot?

They feel

Day 4 Exit Ticket

Create a caption for this illustration.

Name: _____ Week 26 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

Day 4 Homework

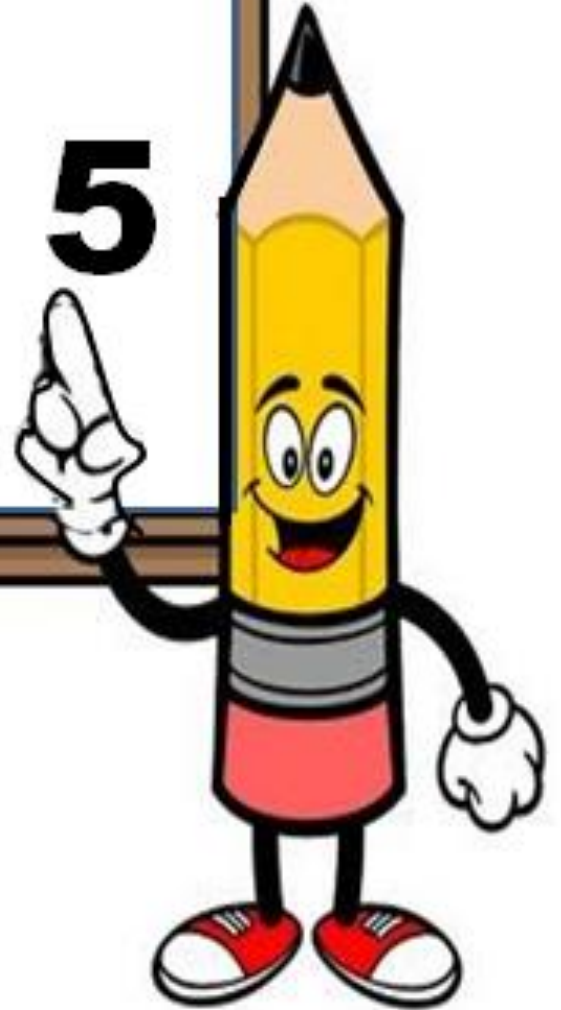
Directions: Look at the picture. Use the picture to answer the following questions.



What is the girl doing? How do you know?



Day # 5



Name: _____ Week 26 Day 5 Date: _____

BCCS-Boys

NYU Cornell Columbia

Week 25 Weekly Quiz

Circuses can be a lot of fun. Usually, there are popcorn, clowns, beautiful **acrobats**, and more. One of the most exciting parts of the circus is the **acrobats**.

Dressed in colorful costumes, these amazing performers fly over the stage on trapezes. **Acrobats** have to **train** for many years to do all of these dangerous stunts. It requires a lot of practice. The trapeze is one of the oldest circus acts around. When **acrobats** first begin to **train**, they typically start on the trapeze. Then, they can develop new skills. There are many different types of stunts that professional **acrobats** can do.

Sometimes, performers use big pieces of silk that hang from the ceiling to the floor. They use their leg and arm strength to climb the silks. Then they spin, flip, and twirl with the fabric. They have to wrap the silks around their feet or wrists so that they can support their body. It is a big feat!

Acrobats also **perform** on the lyra, or aerial hoop. A rope hangs a big hoop, like a hula hoop, from the ceiling. **Acrobats** hang off the hoop to do different tricks. They can flip around the hoop, or climb around it using only their legs or arms. This stunt also requires a lot of body strength. Sometimes, two **acrobats** use just one hoop at the same time to **perform**. This is a very hard trick!

Professional **acrobats** have **trained** for years. Sometimes, they put on shows for a big audience. People love their performances! Even though it is a lot of work, not many other people can say that they fly over a stage on a regular basis!

1. According to the passage, what is one of the most exciting parts of the circus?
 - a) The popcorn
 - b) The acrobats
 - c) The clowns
2. The author gives a list of what in the passage?
 - a) Different kinds of tricks acrobats do
 - b) Different kinds of tricks clowns do
 - c) Different circuses with acrobats

Name: _____ Week 26 Day 5 Date: _____

BCCS-Boys

NYU Cornell Columbia

Continued Weekly Quiz

3. Becoming an acrobat takes a lot of practice. What evidence from the passage best supports this conclusion?

- a) "There are many different types of stunts that professional acrobats can do."
- b) "Sometimes, two acrobats use just one hoop at the same time to perform."
- c) "Acrobats have to train for many years to do all these dangerous stunts."

4. "When acrobats first begin to train, they typically start on the trapeze. Then, they can develop new skills." Based on this information, what conclusion can you make about the trapeze?

- a) The trapeze is the easiest trick to learn
- b) The trapeze is the hardest trick to learn
- c) The trapeze is as hard to learn as climbing the silks.

5. What is this passage mostly about?

- a) How acrobats train and practice new tricks
- b) The shows acrobats put on for audiences
- c) Acrobats and the tricks they do in the circus

Name: _____ Week 26 Day 5 Date: _____

BCCS-Boys

NYU Cornell Columbia

Day 5 Homework

Directions: Look at the picture. Write a story about what is happening and how the characters are feeling using complete sentences and punctuation.

