

2nd Grade ELA Remote Learning Packet

Week 30



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.

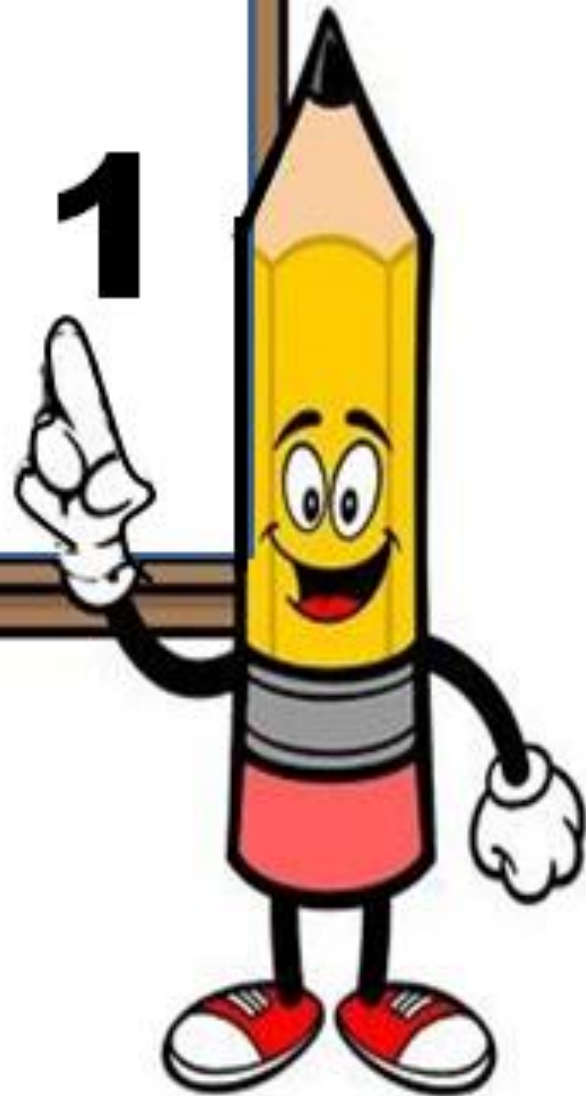
(Parent Signature)

(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 30 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Insects: Insects Everywhere!

Habitats: the natural homes or _____ of plants and animals
Host: A plant or _____ on which, or in which, another organism loves.
Insects: small _____ with six legs and three main body parts
Social: living _____ in organized communities.
Solitary: living _____ or in pairs.

Guided Practice

Directions: Why are insects important to life on Earth? Use the text to help you answer the question.

- Restate the question
- Answer the question
- Cite one piece of evidence

Who knows what this insect is called? ⁹ That's right. It's a ladybug. Did you know that ladybugs are some of the most helpful insects on Earth? They feed on aphids and the eggs of moths and

beetles that destroy crops. Lacewings and ambush bugs also eat aphids, so farmers are happy when they see these insects on their plants.

Name: _____ Week 30 Day 1 Date: _____

BCCS-Boys

NYU Cornell Columbia

Independent Practice

Directions: Why are insects important to life on Earth? Use the text to help you answer the question.

- Restate the question
- Answer the question
- Cite one piece of evidence

beetles that destroy crops. Lacewings and ambush bugs also eat aphids, so farmers are happy when they see these insects on their plants.

Day 1 Exit Ticket

Insects can be helpful to our environment on Earth. (Circle One) True or False

Name: _____ Week 30 Day 1 Date: _____

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NYU Cornell Columbia

Day 1 Homework

Directions: Read the text and answer the following question.

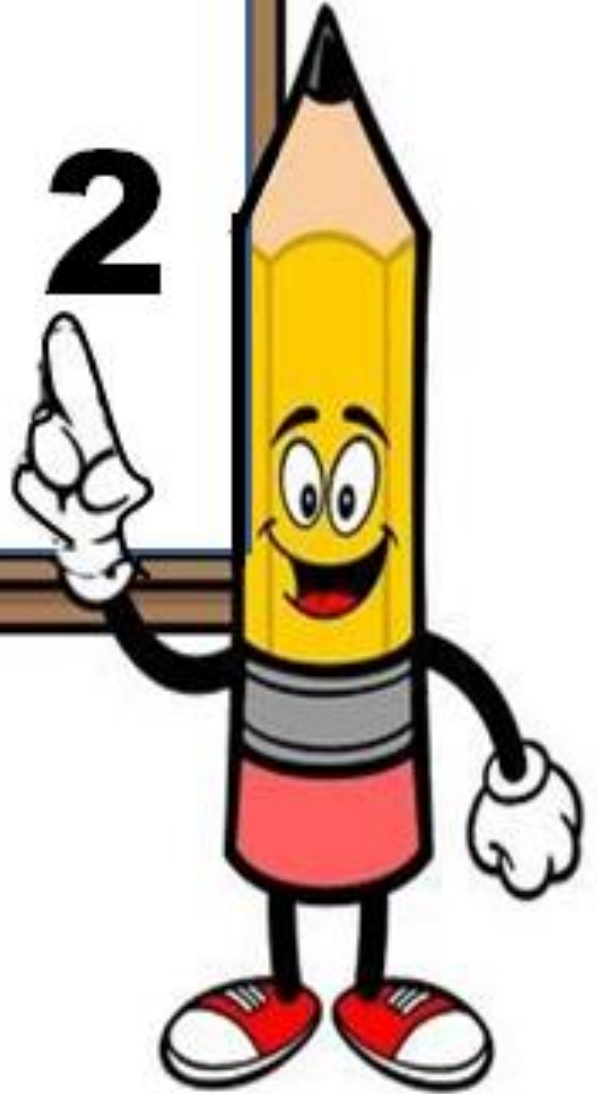
How are bark beetles harmful to our trees?

- Restate the question
- Answer the question
- Cite one piece of evidence

Many, like these pine trees, are hosts to a variety of bark beetles. These tiny insects can kill huge trees! How can that be possible? Bark beetles burrow, or dig, under the tree's bark, creating a series of tunnels in which they lay their eggs. Well, let's think about this . . . what does a tree need to live? By burrowing into the layer of wood beneath the bark, these beetles stop the flow of nutrients, or food and water, throughout the tree and often kill the tree.



Day # 2



Name: _____ Week 30 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Insects: What Makes an Insect an Insect?

Abdomen: the _____ part of an insect's body segment that contains the digestive and reproductive structures.
Antennae: sensory appendages, or feelers, on the heads of insects.
Exoskeletons: The stiff _____ coverings of insects, providing support and protection
Microscopic: refers to something that is too small to be seen without the aid of a microscope; very small
Thorax: The _____ part of an insect's body between the head and the abdomen. (contains the heart and leg attachments)

Guided Practice

Directions: How are insects different from other animals? Use the text to help you answer the question.

- Restate the question
- Answer the question
- Cite one piece of evidence

Most insects, like this cricket, have big eyes located on the side of the head. Many insects also have smaller, simple eyes on the tops of their heads. Look closely at this cricket's head. Can you see its eyes? Although some insects see better than others, most insects also use other senses to get information about their environments.

Name: _____

Week 30 Day 2 Date: _____

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Independent Practice

Directions: How are insects different from other animals? Use the text to help you answer the question.

- Restate the question
- Answer the question
- Cite one piece of evidence

All insects have a head, a **thorax**, and an **abdomen**. The head is the center of an insect's senses, but different kinds of insects can have very different-looking heads. The thorax is the middle part of the insect's body. The abdomen is the end of the insect's body farthest away from the head.

Day 2 Exit Ticket

All insects have _____

Name: _____

Week 30 Day 2 Date: _____

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Day 2 Homework

Directions: Read the text and answer the following question.

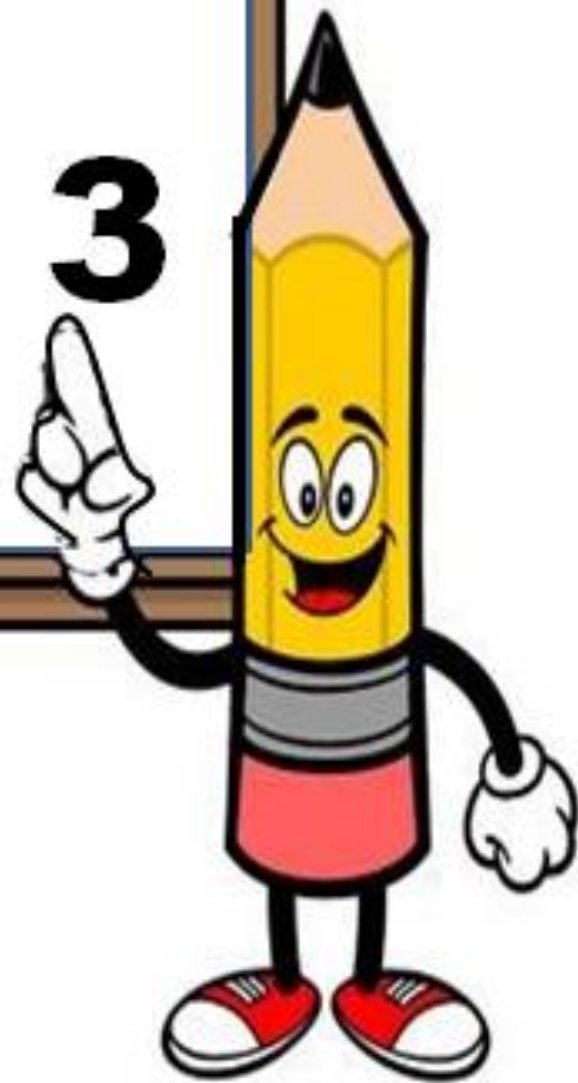
How do cockroaches use their mouth?

- Restate the question
- Answer the question
- Cite one piece of evidence

For example, cockroaches like me eat just about anything we can find. We have two pairs of jaws for biting, cutting, and chewing food well. Other insects, like the tiny aphids that destroy farmers' crops, have mouthparts that look more like drinking straws. They feed by sucking sap from plant leaves and stems through these tubes.



Day # 3



Name: _____ Week 30 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Insects: Life Cycles of Insects

Larva: the _____ stage of an insect's complete metamorphosis.
Metamorphosis: the process of _____ taking place in two or more distinct stages, in the life of an insect.
Molt: to shed old _____, hair, skin, or shells, making way for new growth
Nymph: The _____ stage of an insect that does not undergo a complete metamorphosis, between egg and adult
Progression: a _____ and connected series of actions or events
Pupa: the _____, immature stage of an insect, between larva and adult

Guided Practice

Directions: How are humans and insects similar? Use the text to help you answer the question.

- Restate the question
- Answer the question
- Cite one piece of evidence

Not all insects change so completely. Some insects' young, like mine, are miniature, or very small, models of their parents after hatching. They do change, so they do experience a metamorphosis, but because it is not a complete change, scientists call it an incomplete metamorphosis.

Name: _____ Week 30 Day 3 Date: _____

BCCS-Boys

Name: _____

Week 30 Day 3 Date: _____

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Independent Practice

Directions: How are humans and insects similar? Use the text to help you answer the question.

- Restate the question
- Answer the question
- Cite one piece of evidence

Just like you, the young start off as a smaller version of what they will end up being. Just as you started off as a baby person and are slowly growing into an adult person, some young insects slowly grow and change into an adult.

Day 3 Exit Ticket

Adults and Insects both go from

_____ stage to _____ stage

Name: _____

Week 30 Day 3 Date: _____

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Day 3 Homework

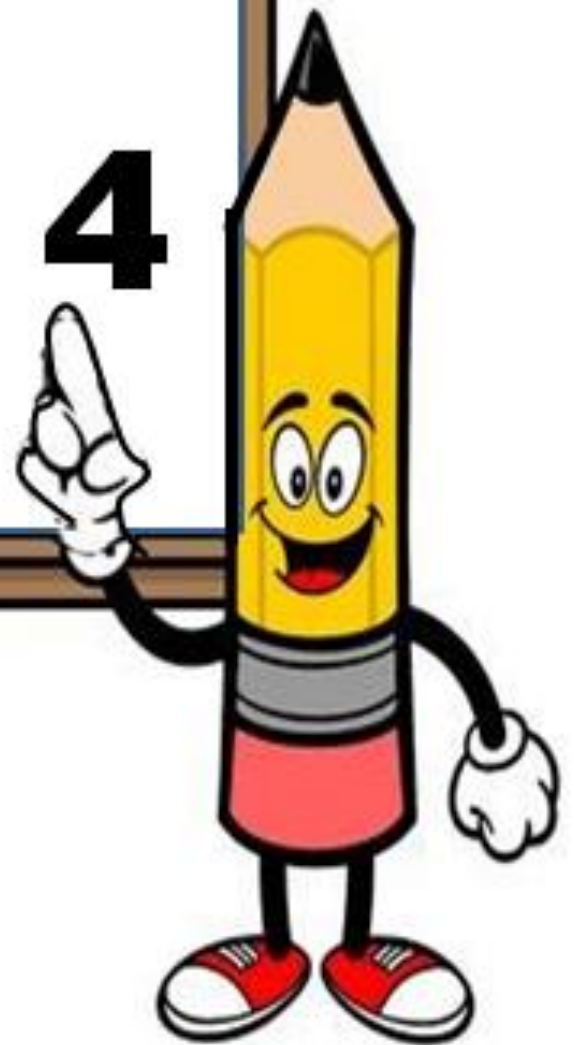
Directions: Compare the human's life cycle to a human's life cycle? Use the text to help you answer the question.

- Restate the question
- Answer the question
- Cite one piece of evidence

An insect's life cycle is quite short compared to yours. In some cases, it takes only a few weeks. Scientists believe that this is one reason there are so many insects on the planet. They are forever breeding and need to reproduce rapidly because they have so many enemies.



Day # 4



Name: _____ Week 30 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

Insects: Social Insects: Bees and Wasps

Colonies: communities of _____ living close together, often sharing a physically connected structure like a beehive
Cooperate: to work _____ for the good of everyone or everything involved
Drones: Male bees in _____ bee colonies whose job is to fertilize the queen.
Pollen: a fine _____ substance produced within flowers, its transport from flower to flower being necessary new flower seeds to grow.
Societies: groups of _____ or animals living together in organized communities.

Guided Practice

Directions: How do we compare and contrast bees and wasps?

- Restate the question
- Answer the question
- Cite one piece of evidence

Like honeybees, wasps build nests. They build them in many different places, usually in hidden, difficult-to-see places that are protected from rain and bad weather, such as under the eaves of houses or in protected areas on trees.¹⁵ Wasp nests have a very different look from beehives on the outside, but their paper-like structures are similar to ours on the inside.

Name: _____

Week 30 Day 4 Date: _____

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Independent Practice

Directions: How do we compare and contrast bees and wasps?

- Restate the question
- Answer the question
- Cite one piece of evidence

Like honeybees, wasps live in large groups. What are these groups called? Yes, wasps live in colonies. Each colony has a leader, a female wasp who is bigger than all the other wasps and who spends most of her time laying eggs. Sound familiar? What is she called? Yes, the queen.

Day 4 Exit Ticket

Bees and wasps live in large groups

True False

Name: _____

Week 30 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

Day 4 Homework

Directions: What happens to the wasps' nest in the fall?

- Restate the question
- Answer the question
- Cite one piece of evidence

All wasps abandon their nests in fall, using them for one season only. When fall comes and the leaves drop from the trees, look up and see if you can spot one of their papery apartment houses dangling from under a roof or partially hidden behind a wall.

Next time you'll find out how some other social insects build their nests. Until then, be thinking about who they might be.



Name: _____

Week 30 Day 5 Date: _____

BCCS-Boys

NYU Cornell Columbia

Weekly Quiz: A Super Fish



By Domingo Trejo from Pixabay

A shark swimming with fish.

Sharks are the oldest fish on the planet. They have been swimming in the Earth's oceans for more than 400 million years. How have they survived for so long? Perhaps it is their special body and super senses!

The shark's body contains a special **skeleton**. This **skeleton** isn't made of **bone**. It is made of cartilage, which isn't as hard or stiff as **bone**. Cartilage is lighter than **bone**, too. This means a shark can move faster in the water. Also, the shark's skin is not covered in scales like other fish. Shark's skin is covered with special teeth-like scales. These scales are called denticles. Denticles help a shark swim fast and protect it, too.

Sharks have super senses. First, sharks have night vision. They can find **prey** in dim or dark water. Next, sharks have an amazing ability to smell. Two-thirds of their brains are used for their sense of smell. Sharks can smell a drop of blood one-third of a mile away. That's about six football fields! These senses make sharks super hunters and have helped them survive.

Name: _____

Week 30 Day 5 Date: _____

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1. What is a shark's skeleton made of?
 - a. Bone
 - b. Scales
 - c. Cartilage

2. What does the author describe in the second paragraph?
 - a. Shark's bodies
 - b. Shark's personalities
 - c. Shark's eating habits

3. Read these sentences

"First, sharks have night vision...Next, sharks have an amazing ability to smell."

What can you say about sharks based on this information?

- a. They can smell and see their prey
 - b. They can only hunt during the day
 - c. They can't see very well but can smell well
-
4. What is this passage mostly about?
 - a. How sharks grow up
 - b. The kinds of fish and prey that sharks eat
 - c. Sharks' special bodies and super senses

Name: _____

Week 30 Day 5 Date: _____

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Day 5 Homework

Directions: Write a creative story to go with the picture.





Name _____



2nd Grade ELA Remote Learning Packet

Week 31



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.

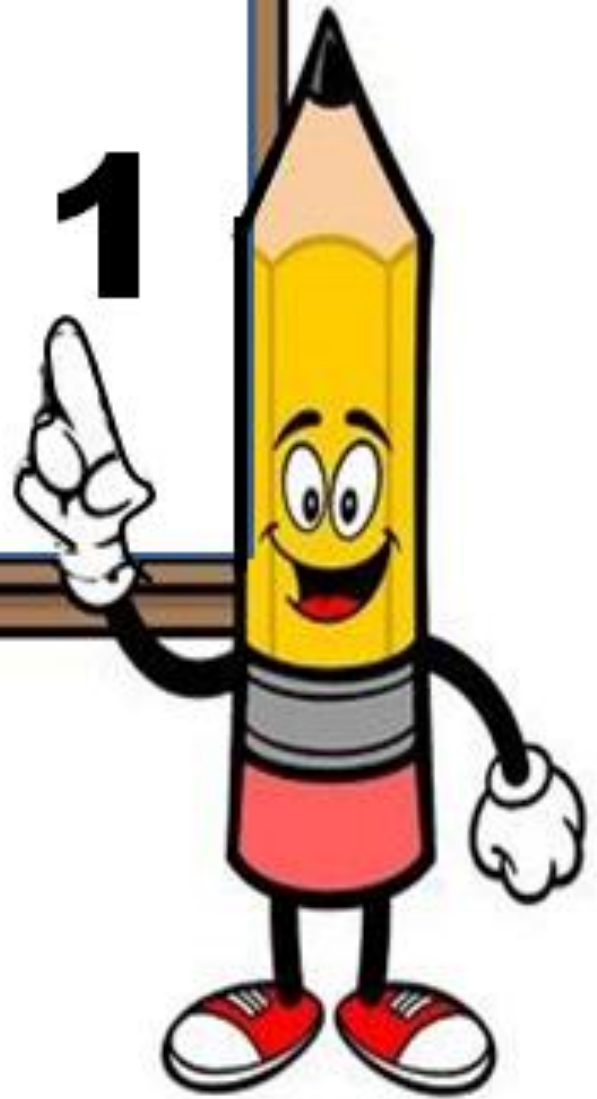
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Day # 1



Name: _____

Week 31 Day 1 Date: _____

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Independent Practice: Walking and Rolling



My **walker** helps me move around.
 It keeps my feet on solid ground.
 I may be different, but you can see
 that I am happy being me.

Exit ticket

What helps you to answer critical thinking questions?

C _____

A _____

Critical Thinking Question:

Does the walker change how the character feels about himself? Why do you think that? (Use character analysis)

Name: _____

Week 31 Day 1 Date: _____

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NYU Cornell Columbia

Day 1 Homework

A Job for Ian's Dog

by Anita N. Amin

"When I grow up, I want to be a bird house painter," Ian told his dad. Ian had a bird house but he didn't have paint.

So, he and Dad walked to the shop. Ian's dog, Sir Wags-a-Lot, went too.

On the way, Ian asked Sir Wags-a-Lot, "What do you want to be when you grow up?"

He saw some police and their dog. The dog smelled the grass.

Ian asked Sir Wags-a-Lot, "Do you want to be a police dog?"

Later, they saw a blind lady with her dog. She couldn't see. But her guide dog could. It led her across the street.

Ian asked Sir Wags-a-Lot, "Do you want to be a guide dog?"

At the shop, Ian got his paint.

On the way home, Dad said, "I see dogs at work. They play with sick kids." Dad was a nurse.

Ian told Sir Wags-a-Lot. "Do you want to be a dog that helps sick kids?"

Sir Wags-a-Lot barked again.

At home, Ian painted his bird house. "Sir Wags-a-Lot, what do you want to be when you grow up?"

Sir Wags-a-Lot ran away.

"Where is that dog going?" Dad asked.

Sir Wags-a-Lot came back with a paint brush. He painted the bird house.

"Sir Wags-a-Lot wants to paint bird houses when he grows up, too!" Ian said.



Name: _____

Week 31 Day 1 Date: _____

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A Job for Ian's Dog

by Anita N. Amin



1. In the story, which question does Ian ask Sir-Wags-a-Lot first?

- a. "Do you want to be a dog that helps sick kids?"
- b. "What do you want to be when you grow up?"
- c. "Do you want to be a police dog?"
- d. "Do you want to be a guide dog?"

2. How does Ian know that Sir-Wags-a-Lot wants to be a bird house painter too?

Sir-Wags-a-Lot _____.

3. Why does Ian take a walk with his Dad?

- a. Ian wants to find out what Sir-Wags-a-Lot wants to be when he grows up.
- b. Dad wants to buy some food at the grocery store.
- c. Ian needs paint for his bird house.
- d. Sir-Wags-a-Lot needs a new dog toy.

4. Based on what you read in the story, what does the word "blind" mean?

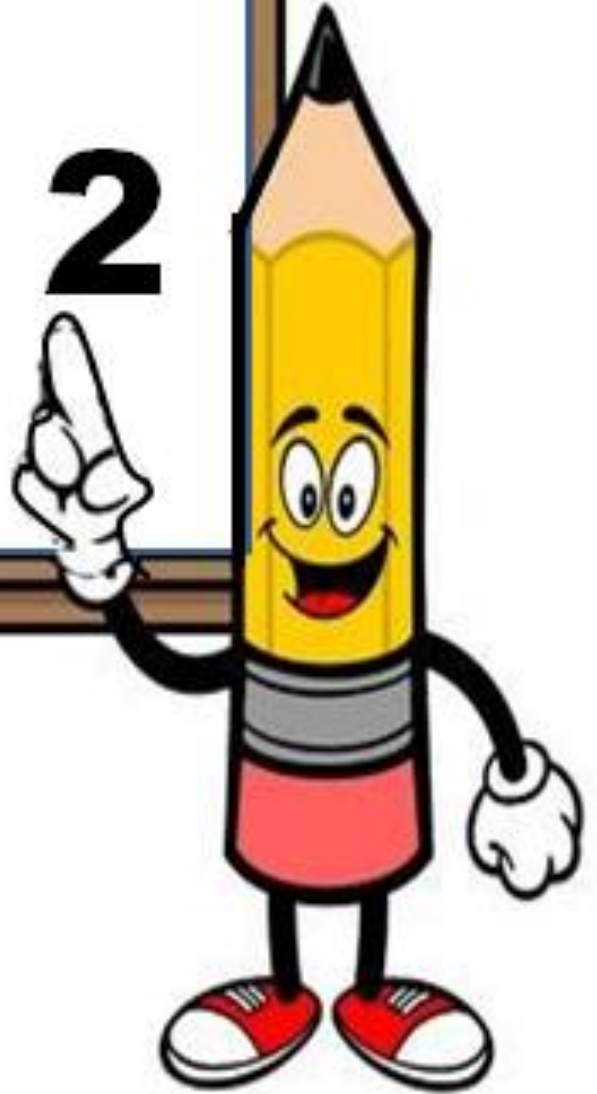
The word "blind" means _____.

5. Who are the three main characters in this story?

- 1. _____
- 2. _____
- 3. _____



Day # 2



Name: _____

Week 31 Day 2 Date: _____

BCCS-Boys

NYU Cornell Columbia

Independent Practice: I'm the Guest



Josie couldn't take it anymore.
 "I don't care if you're the guest!"
 she shouted. "It's my dad's birthday,
 and that's more important than
 any guest!"

Ceci stared at her, licking crumbs
 from her fingers. "What do you
 mean?" she asked.

Someone knocked on the front door.
 It was Ceci's dad, come to fetch her.

Critical Thinking Question:

How does Josie feel about her guest?
 How do you know? (Use character
 analysis)

Exit ticket

What helps you to answer critical thinking
 questions?

C _____

A _____

Name: _____ Week 31 Day 2 Date: _____


BCCS-Boys

NYU Cornell Columbia

Day 2 Homework

Directions: Use the story from Day 1 to help you define the following words.

A Job for Ian's Dog
by Anita N. Amin

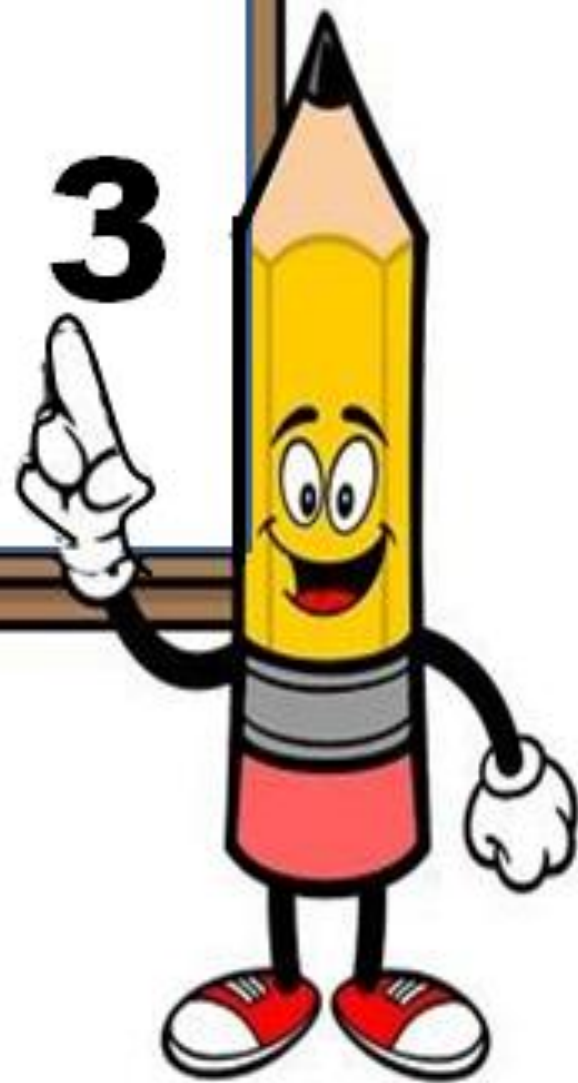


Draw lines to match the words from the story with their meanings.

1. police ●	● a person who is trained to take care of sick people
2. bird house ●	● a public road in a town or city
3. nurse ●	● people whose job it is to protect others and keep peace
4. paint ●	● a dog trained to lead a blind person
5. street ●	● a small box where birds can live and make their nests
6. guide dog ●	● a colored liquid that is brushed onto surfaces to make them look nice or protect them



Day # 3



Name: _____

Week 31 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Independent Practice: Harold the Hungry Plant

The next day April noticed that Harold looked happy. "Hi there, Harold," she said. "You sure look happy today. Did you like the jellybean?"



Inferential Question:

Why does April began feeding Harold a jelly bean once a week?

Exit ticket

What helps you to answer inferential questions?

D_____ from the text.

Name: _____

Week 31 Day 3 Date: _____

BCCS-Boys

NYU Cornell Columbia

Day 3 Homework

A Job for Ian's Dog

by Anita N. Amin

In the story, "A Job for Ian's Dog," Ian decides he wants to be a bird house painter when he grows up. By the end of the story, Sir-Wags-a-Lot also wants to be a bird house painter.

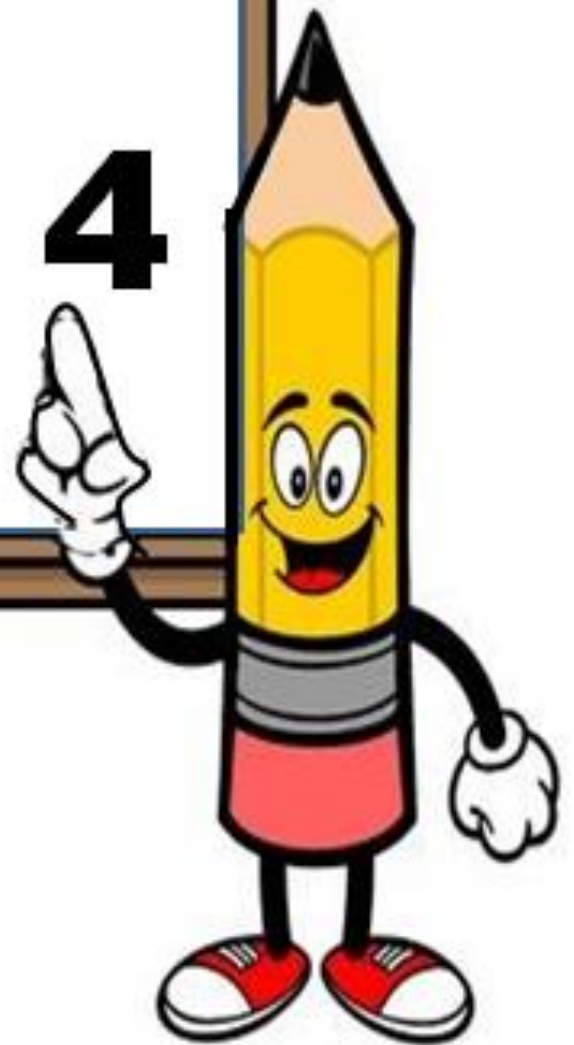


What do you want to be when you grow up? Why do you want to be that? Write your answer on the lines below.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines provided for writing.



Day # 4



Name: _____

Week 31 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

Independent Practice: The Dragon in the Closet

Simon took a deep breath, climbed out of bed, and raced down the hall. "Dad!" he whispered. "Dad, wake up!"



Inferential Question:

How might the story have ended differently if Dad didn't help Simon?

Exit ticket

What helps you to answer inferential questions?

D _____ from the text.

Name: _____

Week 31 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

Day 4 Homework

The Camping Trip

by Anita N. Amin

"That dog needs to stay home," Dad told Ian.
They were about to go camping.

"But Sir Wags-a-Lot is family, too," Ian said.

So, in the end, Sir Wags-a-Lot went camping
too. They hiked in the woods for hours.

Ian felt tired but his dog wasn't.

"Sir Wags-a-Lot, stay!" Ian cried.

But Sir Wags-a-Lot kept running ahead.

"Where is that dog going?" Dad panted. "I told you he should've stayed home."

Sir Wags-a-Lot stopped in a clearing.

"This looks like a good spot to put up our tent," Dad said. "Good boy, Sir Wags-a-Lot."

Ian helped Dad set up the tent.

Dad looked up at the purple sky. "It's getting dark. I need to make a campfire.
We need to find some sticks."

They looked for some sticks. Ian picked up some fat sticks.

Then Ian saw a thin, long stick on the ground. "That will be good for roasting
marshmallows!"

Sir Wags-a-Lot barked at the stick. Then he started chasing it.

The stick raced away. It wasn't a stick at all.

"A snake!" Ian cried.

"That could've bitten you," Dad said. "It's a good thing Sir Wags-a-Lot is here."



Name: _____

Week 31 Day 4 Date: _____

BCCS-Boys

NYU Cornell Columbia

The Camping Trip

by Anita N. Amin

1. Put the sentences in order.
Write 1st, 2nd, 3rd, and 4th on the lines.

_____ Sir Wags-a-Lot finds a clearing in the woods.

_____ Ian found wood for a campfire.

_____ Ian, Dad and the dog hike in the woods.

_____ They put up a tent.



2. Ian saw a long, thin stick.
What did he want to do with it? _____

3. Why did Sir Wags-a-Lot bark at the long, thin stick?

4. At the end of the story, Ian's dad was glad they brought Sir Wags-a-Lot. Why?

- a. Sir Wags-a-Lot was fun to play with.
- b. Sir Wags-a-Lot helped gather wood for the campfire.
- c. Sir Wags-a-Lot helped to protect them.
- d. Sir Wags-a-Lot helped them find many wild animals.



