

Dear Second Grade EL Families,

Our school is following guidelines provided by the State of Ohio, the Ohio Department of Education, and the Governor as it relates to exercising caution in regards to the COVID-19.

You will find several activities attached to the letter that can be used for student practice. Our goal is to maintain student skills that have already been taught this school year. With this practice, students will be able to return to school and pick-up where they left off.

The following activities that are included in this packet for week 7

- Read Dive Teams and answer the questions
- grammar- 24A Adjectives That Compare worksheet

The following activities that are included in this packet for week 8

- Read The Life of a Dollar Bill and answer the questions
- grammar- 28A: Articles worksheet

The following activities that are included in this packet for week 9

- Read A Box of Crayons and What Story is this? and answer the questions
- Grammar- 38B: Duration Prepositions worksheet

If you have any questions please feel free to email me at myersb@mail.orrville.k12.oh.us

Thank you,
Mrs. Holmes

Estimadas familias EL de segundo grado,

Nuestra escuela sigue las pautas proporcionadas por el Estado de Ohio, el Departamento de Educación de Ohio y el Gobernador en relación con el ejercicio de la precaución con respecto al COVID-19.

Encontrará varias actividades adjuntas a la carta que pueden usarse para la práctica de los estudiantes. Nuestro objetivo es mantener las habilidades de los estudiantes que ya se han enseñado este año escolar. Con esta práctica, los estudiantes podrán regresar a la escuela y continuar donde lo dejaron.

Las siguientes actividades que se incluyen en este paquete para la semana 7

- Lea los equipos de buceo y responda las preguntas
- gramática- 24A Adjetivos que comparan la hoja de trabajo

Las siguientes actividades que se incluyen en este paquete para la semana 8

- Lea La vida de un billete de un dólar y responda las preguntas
- gramática 28A: hoja de trabajo de artículos

Las siguientes actividades que se incluyen en este paquete para la semana 9

- Lea una caja de crayones y ¿qué historia es esta? y responde a las preguntas
- Gramática- 38B: Hoja de trabajo de Preposiciones de duración

Si tiene alguna pregunta, no dude en enviarme un correo electrónico a myersb@mail.orrville.k12.oh.us

Gracias,
Señora Holmes



1 Talk About It

Look at the photograph.
Read the title. Talk about
what you see. You may use
these words.

underwater diver jobs

Write about what you see.

The text is about _____

Who is the woman you see?

The woman is _____

Take notes as you read the
text.

DIVE TEAMS

Essential Question



Why is teamwork important?

Read about a team of divers
who explore a sunken ship.



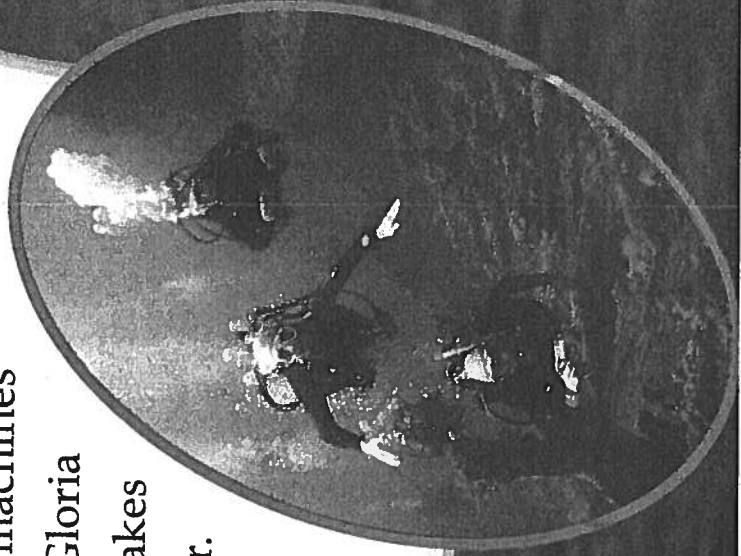
Text Evidence

Imagine exploring the ocean. That is what Gloria does.

Gloria always lived near the sea in California. She was interested in the ocean. So she became an expert diver. She joined a dive team to find **sunken ships**. A sunken ship, or shipwreck, is a boat at the bottom of the sea.

Each job on a dive team is important. One job is to use machines the team needs. Another job is to fix the machines when they don't work. Gloria is a photographer. She takes photographs underwater.

Gloria and her team search for a sunken ship.



1 Sentence Structure **ACT**

Reread the second paragraph. The word *so* connects the ideas in the second and third sentences. Underline the sentence that tells why Gloria became an expert diver.

2 Specific Vocabulary **ACT**

Find the words *sunken ships*. Circle the word that means the same thing as *sunken ship* and underline its definition in the text.

3 Comprehension

Main Idea and Key Details

Reread the third paragraph. What important job does Gloria have on the dive team?

Text Evidence

1 Comprehension

Main Idea and Key Details

Reread the first paragraph.

Why is teamwork important for a dive team? Underline the details that tell why.

2 Specific Vocabulary ACT

Reread the third paragraph.

The *captain* drives the boat.

Underline the sentence that explains what the captain can do from the boat.



3 Talk About It

Look at the map. Circle the location of the shipwreck described in the text. How does a map help the team?

The team studies a map

where _____

Teamwork is important for a dive team. Team members share the tasks. Each person helps get the job done.

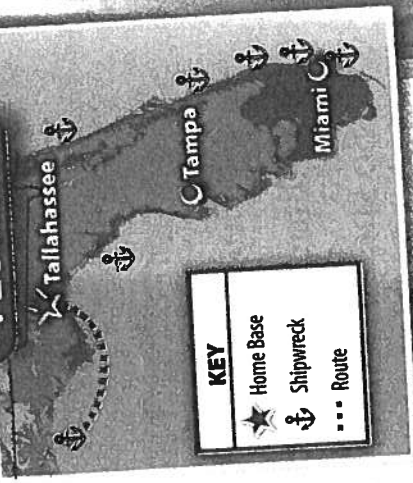
Gloria's team learns about a shipwreck. The ship sank over 100 years ago.

No one has found it! The team studies a map where they think the ship sank.

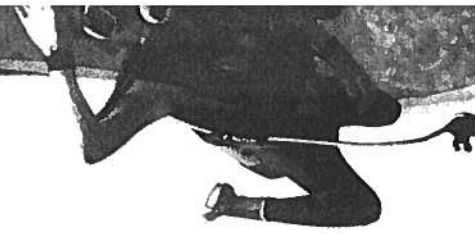
The captain takes the team by boat to their map location. The captain stays on the boat. He can still communicate with the divers.

The divers prepare for their jobs before they dive. Gloria puts on her diving suit and gear. She makes sure her camera is ready.

FLORIDA



This map shows the route the team takes to the shipwreck.



Text Evidence

1 Comprehension

Main Idea and Key Details

Reread the first paragraph.

Underline how a team

member helps the divers see where they are going.

2 Sentence Structure **ACT**

Reread the last paragraph.

Circle the phrase in the first sentence that tells when the divers go back to the boat.



3 Talk About It

Discuss the team's work at the ship. What do they have to share after the dive?

They have _____

The divers jump into the water. A team member turns on a flashlight. Now the divers can see where they are going.

Finally, one team member sees the ship! Gloria takes pictures while her teammates measure the ship. Another teammate watches for sharks.

After an hour of exploring, the divers go back to the boat. They have important information to share. Gloria thinks, "I will always remember this dive!"

Make Connections



Why is teamwork important for exploring shipwrecks?

ESSENTIAL QUESTION

Would you like to be part of a team that explores shipwrecks?

Tell why or why not. **TEXT TO SELF**

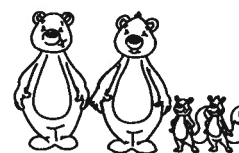
The team thinks the ship sank near the Florida coast.

Name _____

Add *-er* and *-est* to adjectives to compare nouns: *shorter, shortest*. Use *more* or *most* in front of long adjectives: *more delicious, most delicious*. The word *as* can be used to tell when nouns are similar.

Read the sentences. Underline the words that compare the nouns and noun phrases.

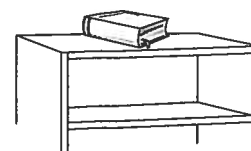
1. Bears are larger than squirrels.



2. The men are as strong as bulls.



3. It is the most amazing story of all the stories in the book.



4. Today is warmer than yesterday.



5. You look as pretty as a picture.



6. The lamp is the brightest light in the room.





COLLABORATE

1 Talk About It

Look at the photo. Read the title. Talk about what you see. Use these words.

boy money dollar bill

Write about what you see.

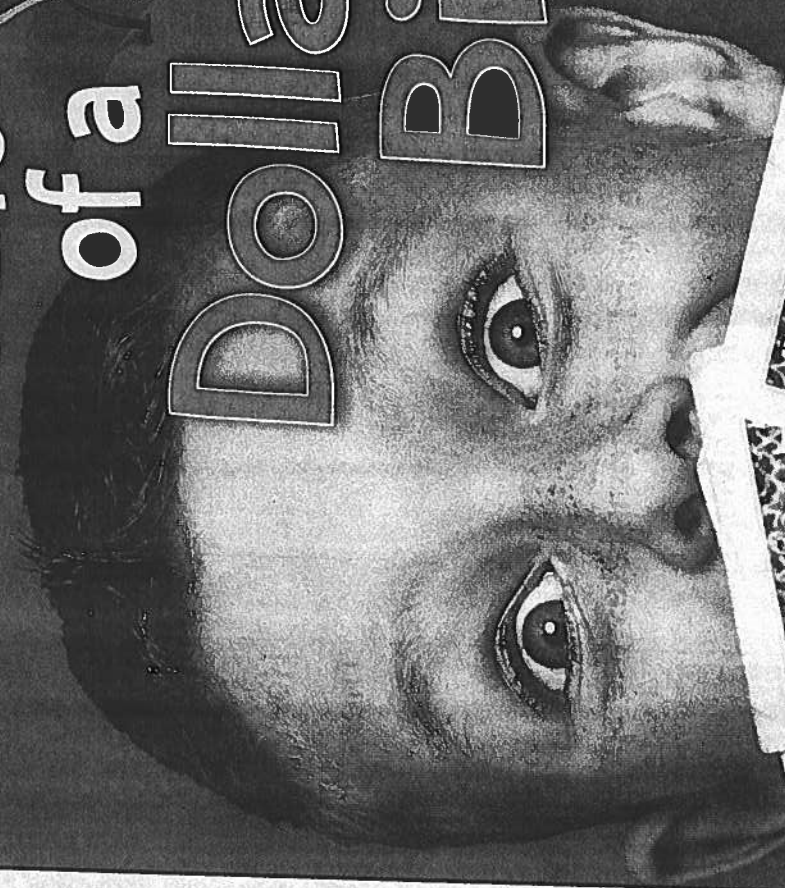
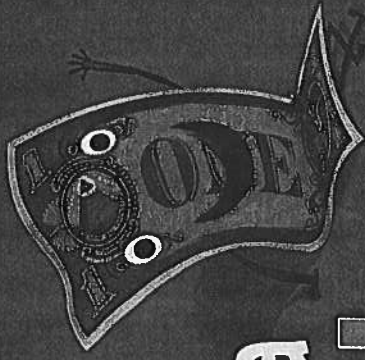
The text is about _____

What does the photo show?

The photo shows _____

Take notes as you read the text.

The Life of a Dollar Bill



Essential Question



How do we use money?

Read to learn about how a dollar bill is used.

The Dollar Bill Is Printed

One day, a dollar bill is printed. A machine prints many bills at a time.

Let's follow the dollar bill.

First, it gets sent to a big **bank** and then to a local bank.

A family visits this bank to get money. A boy gets this dollar bill for his **allowance**.

He takes it to the bookstore. The boy finds a book. He reads the back of the book. He thinks about the price. The boy decides it is a good value. He gives his money and gets the book.

Joe Raedle/Getty Images News/Getty Images; (b) Kevin Zimmer

Text Evidence

1 Sentence Structure **ACT**

Reread the fourth sentence.

Circle where the dollar bill is sent first. Underline where the dollar bill is then sent.

2 Specific Vocabulary **ACT**

Reread the last sentence in the second paragraph. An *allowance* is money parents give children. Circle what the boy gets for his allowance.

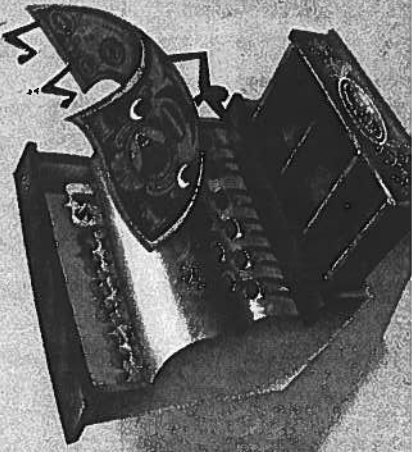
3 Comprehension

Reread the third paragraph.

How does the boy decide the book is a good value?

Underline the sentences that tell you.

The U.S. Bureau of Engraving and Printing prints new bills each day.



Text Evidence

1 Specific Vocabulary **ACT**

The word *change* can mean “the money you get back after you buy something.” Circle what the girl gets as change at the bookstore.

2 Sentence Structure **ACT**

Reread the second sentence in the third paragraph. The word *and* connects two parts of the sentence. Underline the part that describes the dollar bill when the man gets it.

3 Comprehension

Problem and Solution

Reread the last sentence.

What does the man trade the old and torn bill for?

The man trades it in _____

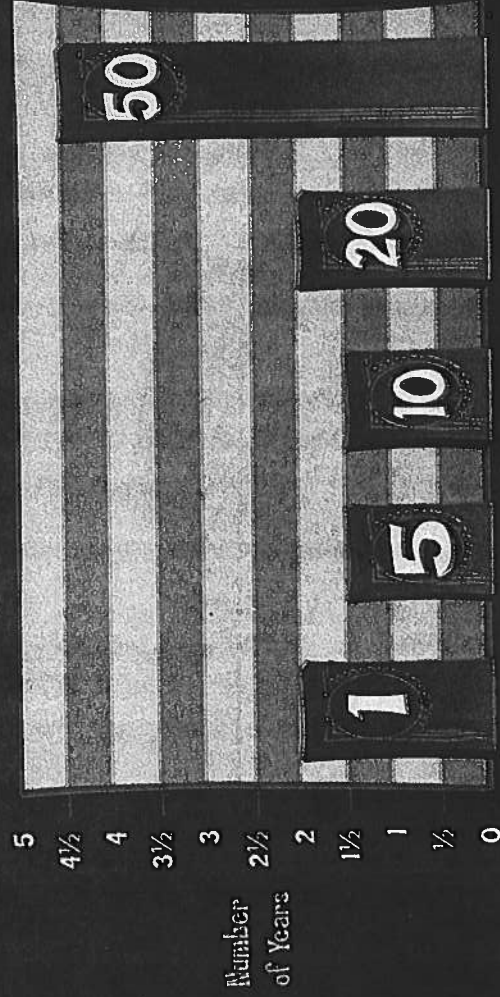
The Dollar Bill Travels

Next, a girl visits the bookstore. She buys a birthday card. She gets the dollar bill as **change**. Later, she puts it in her piggy bank.

One day the girl wants to see a movie. She takes the dollar bill out of her piggy bank. She uses it to pay for the ticket. Then the dollar bill travels on.

Almost two years pass. Now a man gets the dollar bill, and it is old and torn. The man takes it to his bank. He trades it in for a new dollar bill.

The Average Life Span of U.S. Bills



The Dollar Bill Is Replaced

The old dollar bill goes back to the big bank. Workers shred the bill. They cut it into tiny pieces.

Soon, a new dollar bill is printed to replace the old one. Workers keep track of how many bills are printed and destroyed. There must be enough bills in the system so people can buy and sell things.

The next time you hold a one-dollar bill, think of where it has been. Think of where it will go next. Each dollar bill has a busy, useful life.

Make Connections



How is the dollar bill used?

ESSENTIAL QUESTION

What are some ways you use a dollar bill? TEXT TO SELF

Text Evidence

1 Comprehension

Problem and Solution

Reread the second paragraph. Underline how the problem of an old dollar bill is solved.

2 Sentence Structure **ACT**

The word *so* connects two parts of the last sentence in the second paragraph. Underline the part that tells why there must be enough bills in the system.



3 Talk About It

Talk about the information in the graph. What U.S. bill has the longest life span? What two U.S. bills have the shortest life span?




A machine shreds over 6 billion worn-out bills a year.





Name _____


An **article** is a type of adjective. *The* describes a specific item. *A* and *an* describe one item in a category. Use *a* with nouns that begin with consonant sounds. Use *an* with nouns that begin with vowel sounds.

A. Circle the correct indefinite article to use with each noun. Write the article and the noun on the blank line.

1.  (a, an) elephant _____

2.  (a, an) giraffe _____

3.  (a, an) yawn _____

4.  (a, an) overcoat _____

B. Read each sentence. Circle the correct article in parentheses ().

1. Are you still reading (the, an) newspaper?

2. Stella is (a, the) smartest person in the class.

3. May I have (a, an) apple with my lunch?

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A Box of Crayons

1 Literary Elements Metaphor

Reread lines one and two.
Circle the metaphor. Box when crayons are the sun.

2 Literary Elements Rhyme

Reread lines five through eight. Circle the word that rhymes with *sand*.

3 Comprehension Point of View

Reread the last two lines.
What does the author say you can create with crayons?

You can always create _____

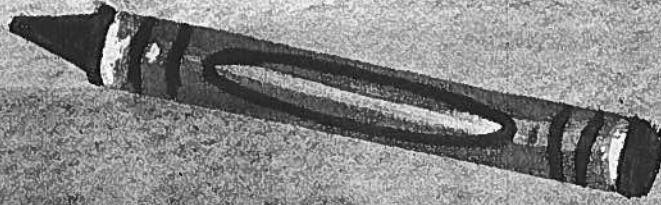
A box of crayons is the sun on a dreary, rainy day.

You can draw a hot air balloon and travel far far away.

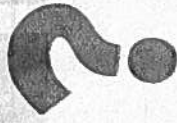
You can draw a beach and play in the silky sand.
You can draw a drum and play in a marching band.

With crayons you can always create something exciting, something great!

— by Isaiah Nowels



Essential Question



Where can your imagination take you?

Read how poems share ideas and creativity.



What Story Is This?

None of us are us today,
We're putting on a play.

"**Knock**, knock, knock! Someone's there!"
That's the wolf, my friend Claire.

"Not by the hair of my chinny-chin chin!"
Julie, a little pig, says with a grin.

Joseph and Pat are pigs as well.

They run to Claire's house and ring the bell.

Do you remember this story's name?

If so, you've won this guessing game!

— by Trevor Reynolds



Text Evidence

1 Comprehension

Point of View

Reread lines 1 and 2. The author and the friends are not themselves, or "us," today. Circle the reason why.

2 Specific Vocabulary **ACT**

Read lines three and four.

You knock on a door to tell people you are there. Circle the character in the play who knocks. Box the friend's name who plays this character.



3 Talk About It

Talk about the characters and what they do in the play. What story is this?

This story is _____

Make Connections



Where does each poet go in his imagination? **ESSENTIAL QUESTION**

Which poem reminds you of somewhere you have been in your own imagination? **TEXT TO TEXT**

Name _____

A prepositional phrase begins with a preposition and includes a noun or pronoun.

Some prepositional phrases answer the question "How long?" They tell you when the action in the sentence happens.

Duration prepositions include *between*, *during*, and *from* → *to*.

A. Circle the preposition(s) in each prepositional phrase. Write the preposition(s) on the line.

1.  between breakfast and lunch _____

2.  during the game _____

3.  from noon to 12:30 _____

B. Read each sentence. Underline the prepositional phrase that answers the question "How long?" Then circle the preposition(s).

1. I can finish my homework between 6:30 and 7 o'clock.
2. I listened to the speech from start to finish.
3. During spring, we work in the garden.