



LA MESA-SPRING VALLEY SCHOOLS

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**HOME  
INDEPENDENT  
WORK PACKET  
  
SECOND GRADE  
  
PACKET 2  
APRIL 27 - MAY 8**

**Wonders**

Grade 2

Language  
Arts

**Your Turn**  
**Practice Book**



Mc  
Graw  
Hill  
Education

Name \_\_\_\_\_

curious	distance	Earth resources	enormous
gently	proudly	rarely	supply

**A. Read each clue below. Circle the vocabulary word that matches the clue.**

- |  |                 |          |
|--|-----------------|----------|
| 1. when something doesn't happen often   | gently          | rarely   |
| 2. things found in nature                | Earth resources | distance |
| 3. interested in learning more           | curious         | enormous |
| 4. in a way that is soft or careful      | proudly         | gently   |
| 5. how far away something is             | supply          | distance |
| 6. being pleased with what you have done | proudly         | rarely   |
| 7. very large                            | enormous        | curious  |
| 8. an amount ready to use                | Earth resources | supply   |

**B. Write a sentence using the word enormous.**

9. \_\_\_\_\_

Name \_\_\_\_\_

The letters **a**, **aw**, **au**, **augh**, **al**, and **ough** can stand for the vowel sound you hear in **call**, **dawn**, **sauce**, **caught**, **salt**, and **thought**.

**A. Underline the two words in each group that have the same vowel sound as the word in bold print.**

**1. mall**

stay    pause    lawn

**2. chalk**

paw    rain    taught

**3. jaw**

bought    talk    late

**4. cough**

sauce    found    thaw

In a long word, the letters that make up a vowel team stay together in the same syllable.

**B. Draw a line to break each word into syllables. Read each syllable. Then read the word.**

5. tool|box

6. crayons

7. faucet

8. raccoon

Name \_\_\_\_\_

**Read the passage. Use the make predictions strategy to tell what you think might happen next.**

## The Recycling Contest

Ms. Hines was the principal at Grover School. She  
9 saw students throwing away many sheets of paper. She  
18 called a meeting to talk about recycling.

25 Ms. Hines said, "Recycling is important. Let's help  
33 save the Earth. We can all make a difference."

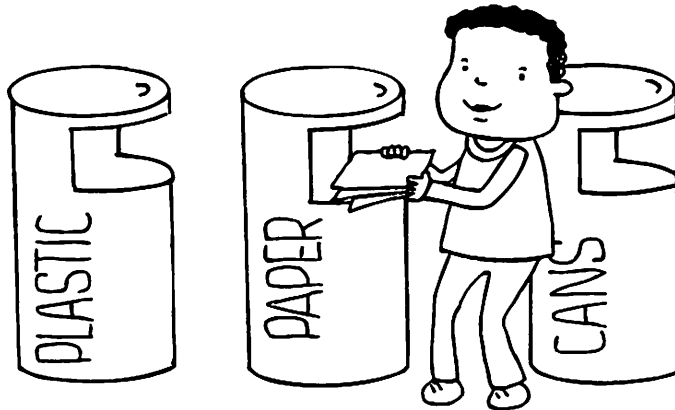
42 The students cheered. Ms. Hines watched the students  
50 over the next few days. They were not recycling so Ms.  
61 Hines thought of another plan.

66 She told the students, "Our school will have a contest.  
76 The class that recycles the most paper will win a prize.  
87 The contest starts tomorrow and you have one week."

96 Eric was in second grade. He claimed, "Our class  
105 can win."

107 His teacher was Mrs. Park. She said, "Let's try  
116 our best."

Name \_\_\_\_\_



118 Ms. Hines gave each class a recycling bin. She made a  
129 big wall chart. Each time a class filled a bin with paper,  
141 they showed Ms. Hines. She kept track of the paper on  
152 her chart.

154 Eric reminded all his classmates to recycle. He might  
163 see someone throwing away paper. Then Eric would say,  
172 "Put that paper in the bin." He never forgot to recycle.

183 Ms. Hines had a meeting at the end of the week. She  
195 held up the chart. Eric's class had won!

203 Ms. Hines said, "This is your prize. You have ten extra  
214 minutes outside at recess for one week. Enjoy the Earth  
224 you are helping to save!"

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

1. The problem is described at the beginning of the story. What is the problem at Grover School?

\_\_\_\_\_

\_\_\_\_\_

2. The problem is described at the beginning of the story. What is the problem at Grover School? Circle the answer.

The students are throwing away too much paper.

The students are always late for school.

3. What is the solution to the problem?

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to how you raise and lower your voice as you speak naturally. Stop after one minute. Fill out the chart.**

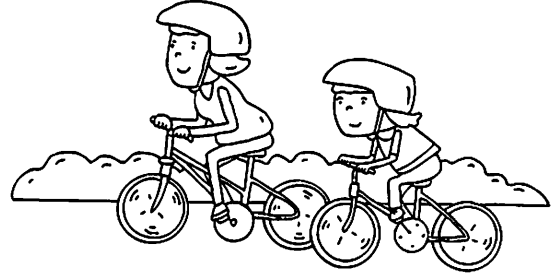
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	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

## Let's Ride!

Mom said, "Let's go to the park. We'll drive."

Joan said, "Driving can hurt the Earth. Let's ride our bikes."



Mom liked Joan's plan. It would help protect the Earth.

**Answer the questions about the text.**

1. Fiction is a made-up story. It may have a problem and a solution, and dialogue. What helps you know this text is fiction?

---

2. Dialogue is the words the characters say to each other. What is Mom's dialogue in the story?

---

3. A problem is something that is difficult or hard to figure out. What is the problem in this story?

---

4. A solution is a way to fix a problem. What is the solution in this story?

---



Name \_\_\_\_\_

**Homophones** are words that sound the same but have different spellings and meanings. **No** and **know** are homophones.

**Read each sentence. Choose the definition that fits the homophone in bold print. Write it on the line.**

1. They were not recycling **so** Ms. Hines thought of another plan.

why something happened

use a needle and thread

\_\_\_\_\_

2. The contest starts tomorrow and you have one **week**.

not strong

seven days

\_\_\_\_\_

3. He might **see** someone throwing away paper.

the ocean

look at

\_\_\_\_\_

4. You have ten extra minutes outside at recess for **one** week.

finished in first place

the number before two

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you add linking words to connect ideas.**

**Draft Model**

My family and I went to the park for a picnic. We sat in one area. We were not happy. People had left a lot of trash there. We moved to another area. We were happy there. People had cleaned up their trash.

1. Why does the family move from the first place?
2. Why is the family happy with where they moved to?
3. What are some words you can use to show how ideas are connected?

**B. Now revise the draft by adding words that connect ideas and help readers understand why things happen.**

---

---

---

---

---

---

---

Name \_\_\_\_\_

Hannah used text evidence to answer the prompt: *Add a scene to The Woodcutter's Gift where the community needs to decide whether to fix the town's community center or to build a new one.*

"This community center is falling apart," said the house painter.

"We need a new one."

"Yes," agreed the gardener. "Let's tear it down and build a new, beautiful center for our community."

"Wait!" said Marta, a little girl who was playing with her friends on the zoo in the town center near where the men were talking.

"Don't you remember what Tomás told us about the mesquite tree? He reminded us that the beauty of the tree wasn't on the outside, but it was on the inside."

"Yeah," said her friend Julio. "We need to reuse the things we have so we can protect our resources for the future."

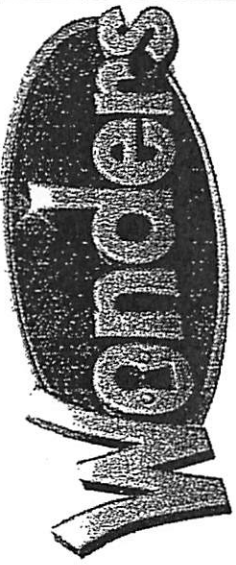
"She's right," said the painter. "We should work together to fix up the building."

All at once, they said, "Let's get started

Reread the scene. Follow the directions below.

1. Circle a detail from *The Woodcutter's Gift* that tells you where the scene takes place.
2. Draw a box around a linking word.
3. Underline the text evidence that tells why reusing things is a good idea.
4. Write a contraction Hannah used on the line.

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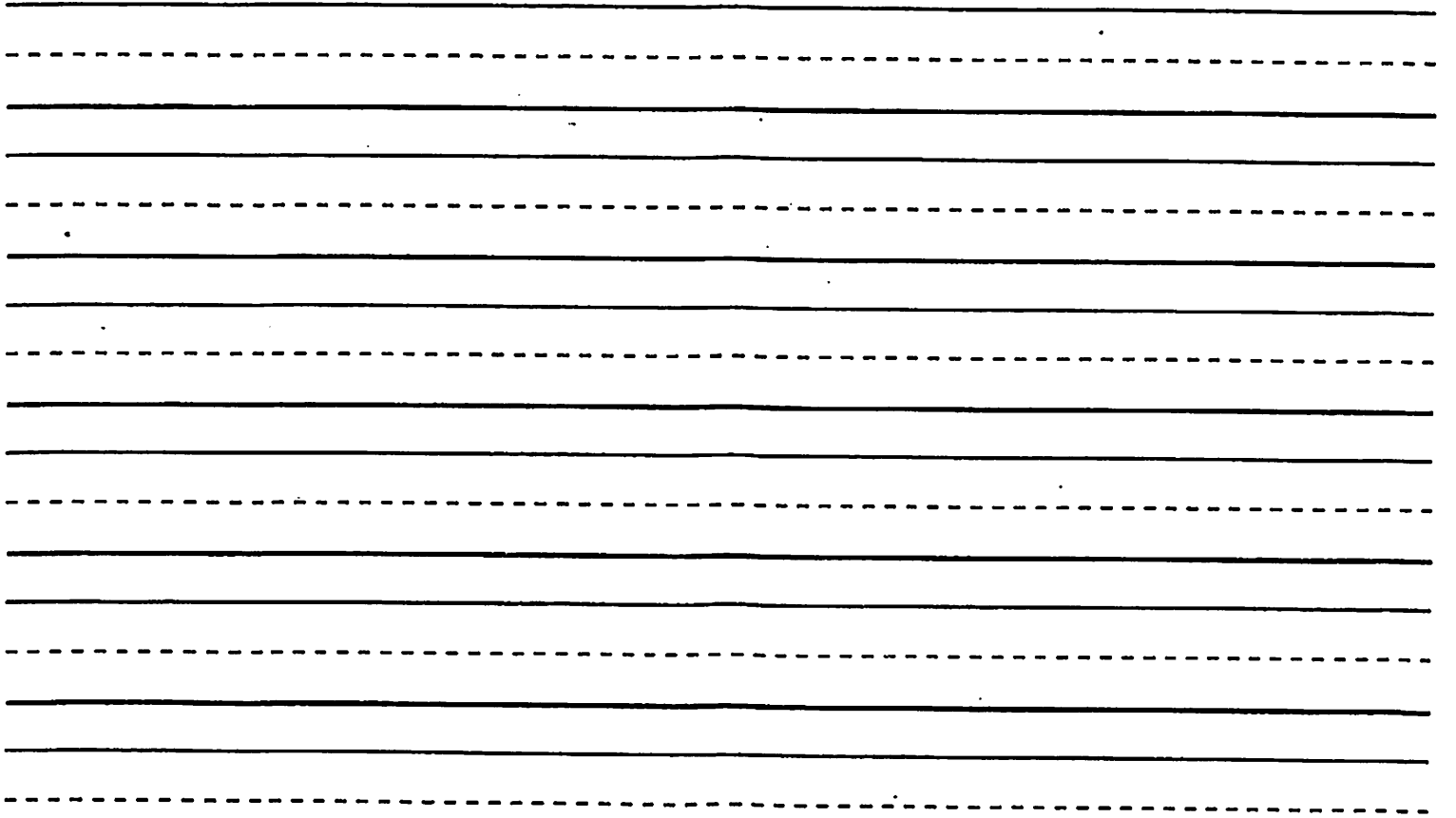
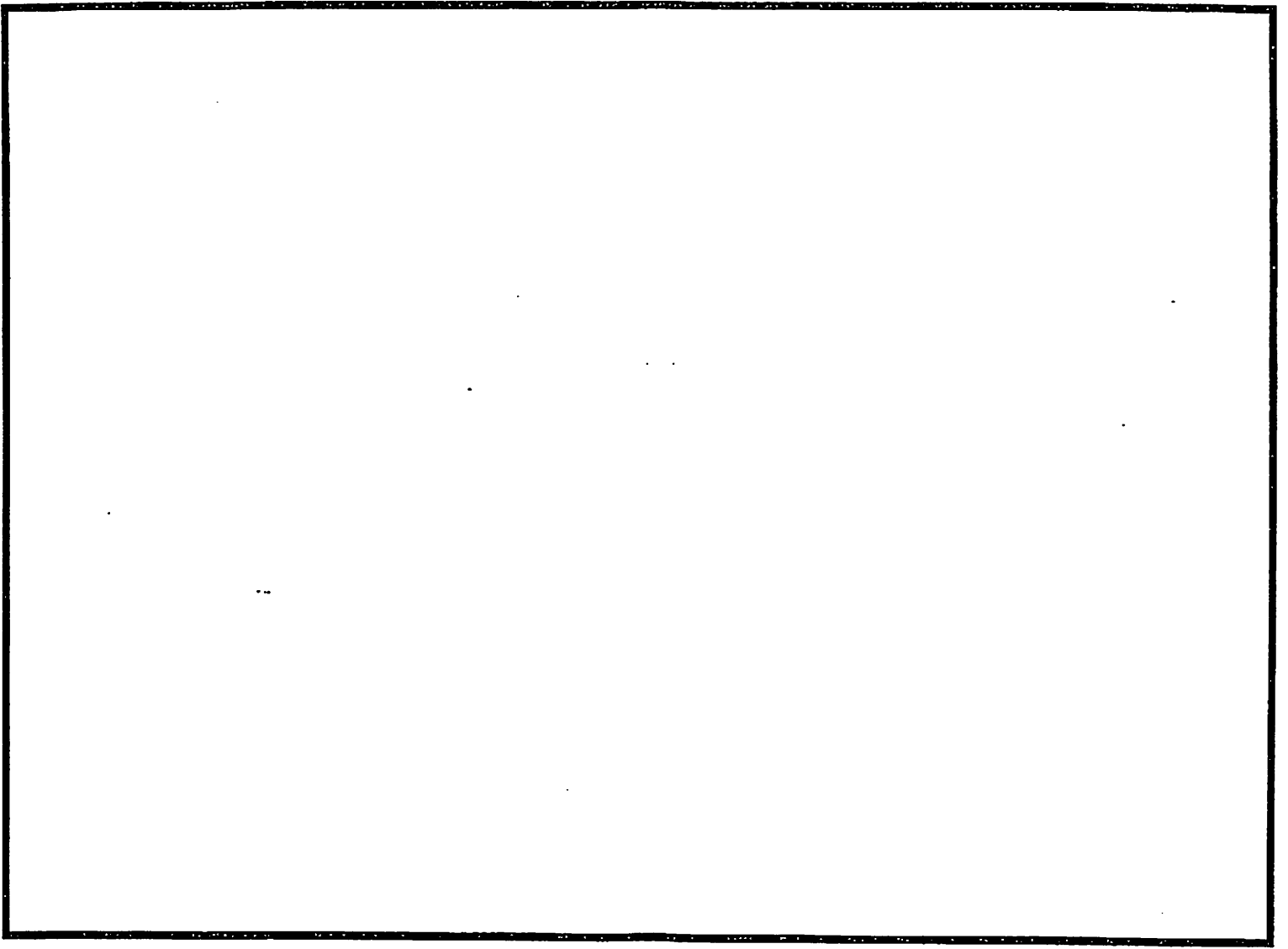


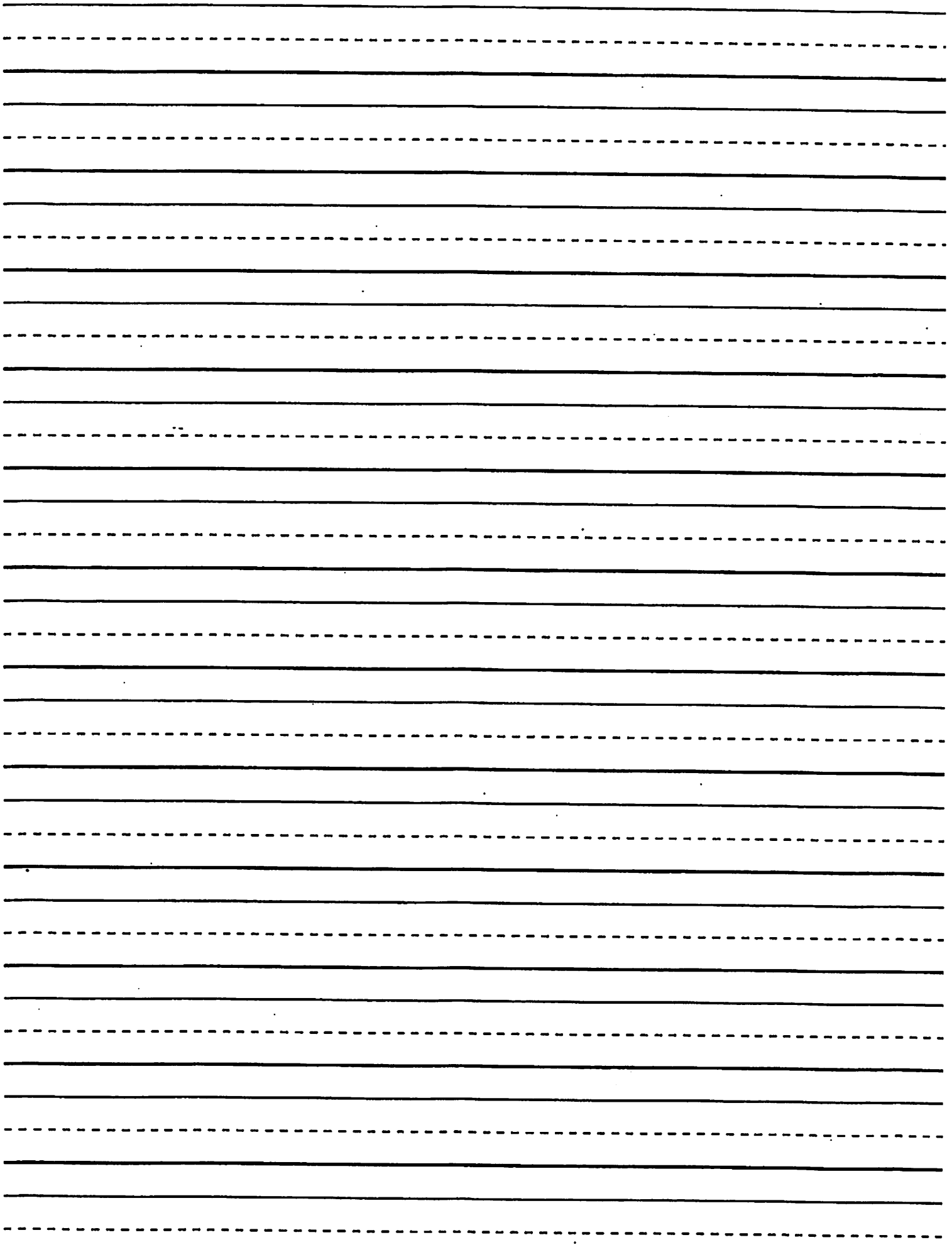
Grade 2

# Handwriting



Bothell, WA • Chicago, IL • Columbus, OH • New York, NY





Name \_\_\_\_\_ Date \_\_\_\_\_

### The Slant Manuscript Alphabet

Circle the letters you use to write your first name.

Aa Bb Cc Dd Ee  
Ff Gg Hh Ii Jj Kk  
Ll Mm Nn Oo Pp  
Qq Rr Ss Tt Uu  
Vv Ww Xx Yy Zz

Name \_\_\_\_\_ Date \_\_\_\_\_

## The Cursive Alphabet

Circle the letters that are in your last name.

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn

Oo Pp Qq Rr Ss

Tt Uu Vv Ww

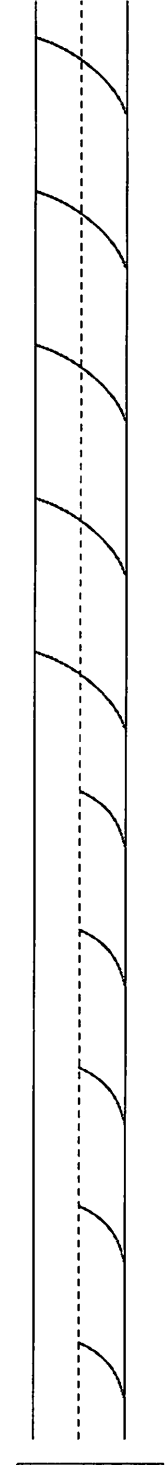
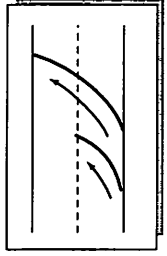
Xx Yy Zz



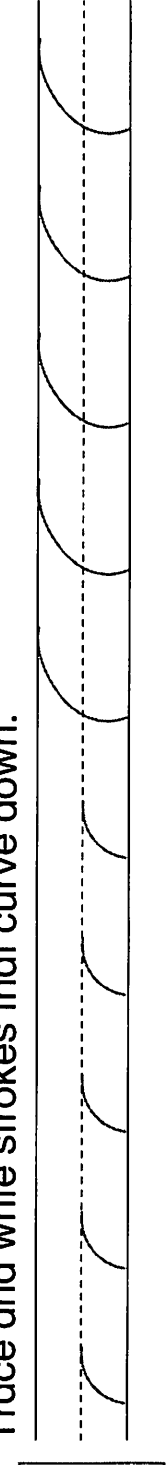
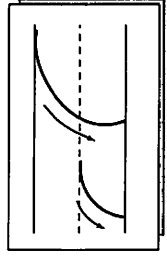
Name \_\_\_\_\_ Date \_\_\_\_\_

## Strokes for Cursive Writing

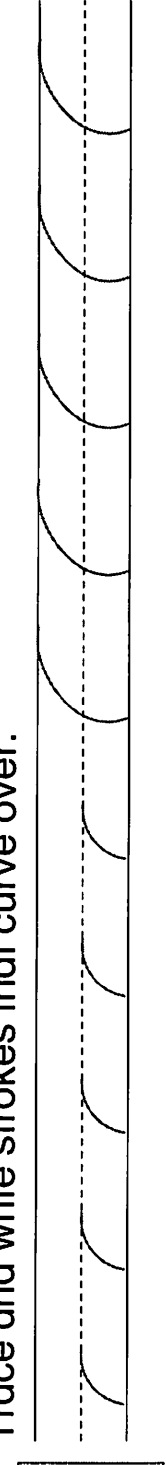
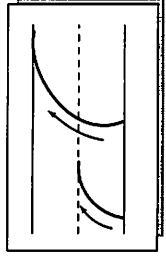
Trace and write the strokes that curve up.



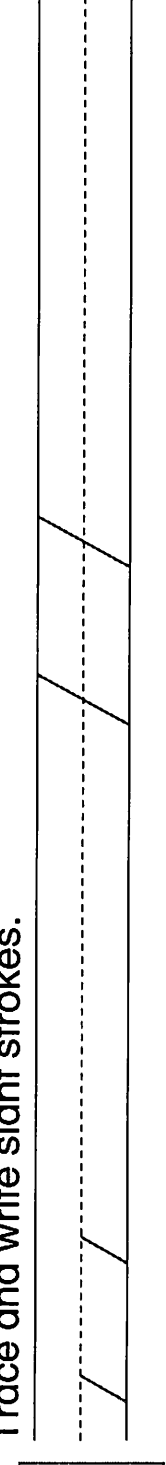
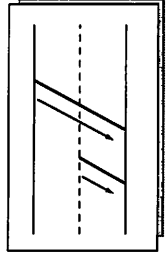
Trace and write strokes that curve down.



Trace and write strokes that curve over.



Trace and write slant strokes.



Name \_\_\_\_\_ Date \_\_\_\_\_

## Size and Shape

Look at the models and the gray letters.

Circle the gray letters that are the correct size and shape.

Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn

Oo Pp Qq Rr Ss

Tt Uu Vv Ww

Xx Yy Zz

Name \_\_\_\_\_ Date \_\_\_\_\_

**A O**

Trace the letters. Then write the letters and the words.

A A A A A A

O O O O O O

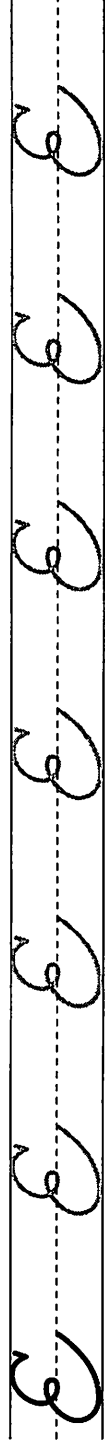
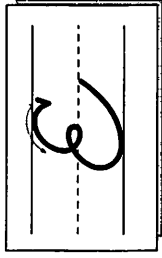
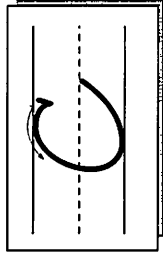
April Anita Andy Ohio

Otto lives in Akron.

Name \_\_\_\_\_ Date \_\_\_\_\_

**C E**

Trace the letters. Then write the letters and the words.



*Carl China Ethan Europe*

*Ella visits China.*

Name \_\_\_\_\_ Date \_\_\_\_\_

**L D**

Trace the letters. Then write the letters and the words.

L

L L L L L L

D

D D D D D D

Linda Luis Dan Denver

Laisie lives in London.

Name \_\_\_\_\_ Date \_\_\_\_\_

**B R**

Trace the letters. Then write the letters and the words.

B

B B B B B B

R

R R R R R R

Bern Boston Ray Russia

Rudny went to Bali.

## Physical Education

Physical activity has positive benefits to student health and academic achievement. The goal is to provide an adequate amount of moderate to vigorous physical activity, build interest and proficiency in movement skills, and encourage students' lifelong fitness through physical activity. And finally, as educators of our children, we have the opportunity to be role models by example and by providing opportunities and encouraging children to make healthy choices.

### Physical Education

Physical Education shall be provided:

Grade 1-6: 20 minutes per day

Grade 7-8: 40 minutes per day

### Physical Fitness Testing

La Mesa-Spring Valley currently administers physical fitness tests (Fitness Gram) to students in grades 5 and 7. Each student's score on the physical performance test shall be included in his/her cumulative record.

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### Highlights of the Standards

The five overarching model content standards for elementary and middle school Physical Education students are as follows:

**Standard 1:** Students demonstrate the *motor skills and movement patterns* needed to perform a variety of physical activities (dribbling).

**Standard 2:** Students demonstrate *knowledge of movement concepts*, principles, and strategies that apply to the learning and performance of physical activities (holding a bat).

**Standard 3:** Students assess and maintain a *level of physical fitness* to improve health and performance (improving).

**Standard 4:** Students demonstrate *knowledge of physical fitness concepts*, principles, and strategies to improve health and performance (research and knowledge).

**Standard 5:** Students demonstrate and utilize *knowledge of psychological and sociological concepts*, principles, and strategies that apply to the learning and performance of physical activity (sportsmanship).

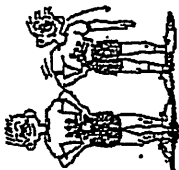
The content standards emphasize the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, the continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed.

Component	Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh/Eighth
Physical Fitness A. Endurance	Jog/walks for 3 minutes	Jog-walks for 4 minutes	Jog-walks for 5 minutes	Jog-walks for 6 minutes	Competes 9-110 yd. laps during 6 min. jog-walk	Completes 10-110 yd. Laps during 6 min. Jog-walk	Completes 11-110 yd. Laps during 6 min. jog-walk	Completes 6 min. jog
B. Strength	Climbs/hangs on apparatus for 5-10 seconds	Supports weight on overhead bar 10 seconds Sidesteps to the right and left	Crosses horizontal ladder Performs 8 knee bent sit-ups in 30 seconds	Crosses horizontal ladder alternate arms Performs 16 knee bent sit-ups in 60 seconds Jumps 40" in standing long jump	Flexed-arm hang for 7 seconds or 1 pull-up (palms outward) Performs 20 knee bent sit-ups in 60 seconds Jumps 56" in standing long jump 8 chair push ups girls, 15 boys 12 sidesteps in 10 seconds	Flexed arm hang for 9 seconds or 2 pull-ups (palms outward) Performs 24 knee bent sit-ups in 60 seconds Jumps 60" in standing long jump 10 chair push ups girls, 16 boys 14 sidesteps in 10 seconds	Flexed arm hang for 10 seconds or 2 pull-ups (palms outward) Performs 28 knee bent sit-ups in 60 seconds Jumps 64" in standing long jump 10 chair push ups girls, 20 boys 17 sidesteps in 10 seconds	Performs 32 knee bent sit-ups in 60 seconds Jumps 64" in standing long jump 10 chair push ups girls, 20 boys
Movement & Skill Throwing & Catching	Rolls & stops large ball Bounces a large ball Catches a large ball Bounces & catches large ball in succession	Bounces & catches large ball 10-15 feet apart Bounces & catches large ball to rhythmic accompaniment Throws small ball underhand 10-12 feet Throws large ball overhead with 2 hands for 10 feet	Throws & catches large ball in air 10-15 feet apart Throws ball overhead stepping forward on opposite foot Bounces large ball with either hand	Throws & catches volleyball in air 10-15 feet apart Throws ball to hit moving object Catches ball thrown to various heights	Throws & catches 12" softball 20 feet apart Throws softball from second base to home plate (65') with or without bouncing Dribbles basketball 50 feet Throws basketball with chest pass Shoots basketball from standing position	Catches fly balls and fields ground ball accurately Shoots basketball while moving (lay up)	Receives & sets volleyball Can catch fly/ground ball Receives & sets volleyball Dribbles basketball 50 feet	
Sportsmanship	Interacts positively with peers Takes turns Follows rules	Takes turns Demonstrates cooperative attitude Accepts differences in ability levels of self & peers	Takes turns Cooperates with others Accepts differences in ability levels Accepts wins & losses	Follows rules Plays without quarrelling Accepts wins & losses Demonstrates teamwork	Respects feelings of others Plays safely & fairly Chooses & accepts teammates willingly Accepts wins & losses	Encourages teammates Recognizes good playing by opposing team members Accepts wins & losses	Assists less capable teammates Assumes leadership role in group Demonstrates good sportsmanship	Demonstrates good sportsmanship Accepts wins & losses gracefully Helps less capable teammates

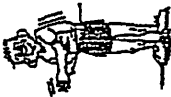


# Get Fit Exercises

## WARM-UP ACTIVITIES



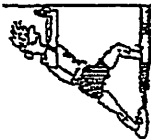
Side Bend



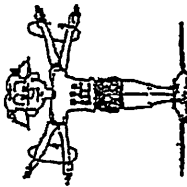
Trunk Twist



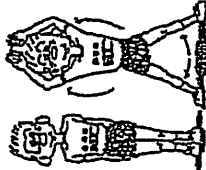
Knee Lift



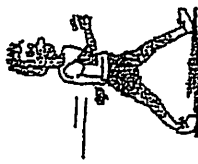
Calf Stretch



Arm Circles



Jumping Jacks



Brisk Walking

## STRENGTH DEVELOPMENT ACTIVITIES



Crunch



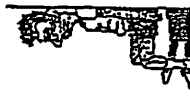
Curl-ups



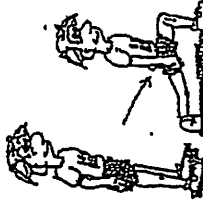
Sit-ups



Back Arch



Wall Sit



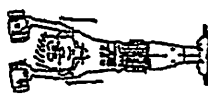
Lunges



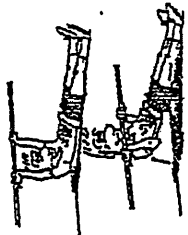
Single Leg Lift



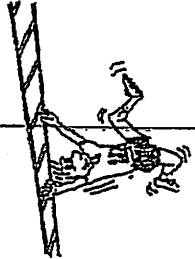
Arm Curls



Military Press



Modified Pull-ups



Horizontal Ladder Activities



Push-ups



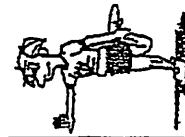
Climbing Activities

## AEROBIC ACTIVITIES

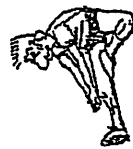
### COOL-DOWN ACTIVITIES



Calf Stretch



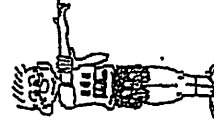
Thigh Stretch



Sitting Toe Touch



Knee Hug



Arm/Shoulder Stretch



Arm/Side Stretch

Jogging

Cycling

Swimming

Brisk Walking

Soccer

Basketball

Climbing Activities

Physical Education  
Activity 2 - Learn to Take Your Heart Rate

Name: \_\_\_\_\_ Parent initials \_\_\_\_\_

With any exercise program, it is important to monitor your heart rate. Let's find the following:

1. Resting Heart Rate =  (RHR)

After you have been sitting for at least 15 minutes, take your heart rate for 1 minute. Here's how... place your ring and middle finger over your wrist just below the thumb of the opposite arm. You should feel your heart beating. **Never use your thumb to measure heart rate**, because it has a pulse of it's own. You can count the beats for 15 second and multiply by 4 to save time. Write that number in the box above for RHR.

2. Maximum Heart Rate =  (MHR)

To find your Maximum Heart Rate, subtract your age from the number 220. Write that number in the box above.

3. Training Heart Rate Zone =  (TZ)

To find your TZ, you have to find the upper and lower limit of your heart rate. Write them both in the box above. Your heart rate should stay in this range for best results.

Lower Limit =  $\frac{\text{maximum heart rate}}{\text{maximum heart rate}} \times .6 = \frac{\text{lower limit}}{\text{lower limit}}$  bpm

Upper Limit =  $\frac{\text{maximum heart rate}}{\text{maximum heart rate}} \times .8 = \frac{\text{upper limit}}{\text{upper limit}}$  bpm

PE

# Physical Education Activity Log

Name: \_\_\_\_\_ Week of: \_\_\_\_\_ Parent Initials \_\_\_\_\_

	<b>Activity</b> (list the activities and the time spent doing them)
Mon	
Tues	
Wed	
Thur	
Fri	

\*Rule of Thumb: 20 minutes a day for K-6, and 40 minutes a day grades 7 and 8

\*Ed Code: 200 mins of PE every ten school days for grades 1-6, and 400 mins for grades 7-12

PE

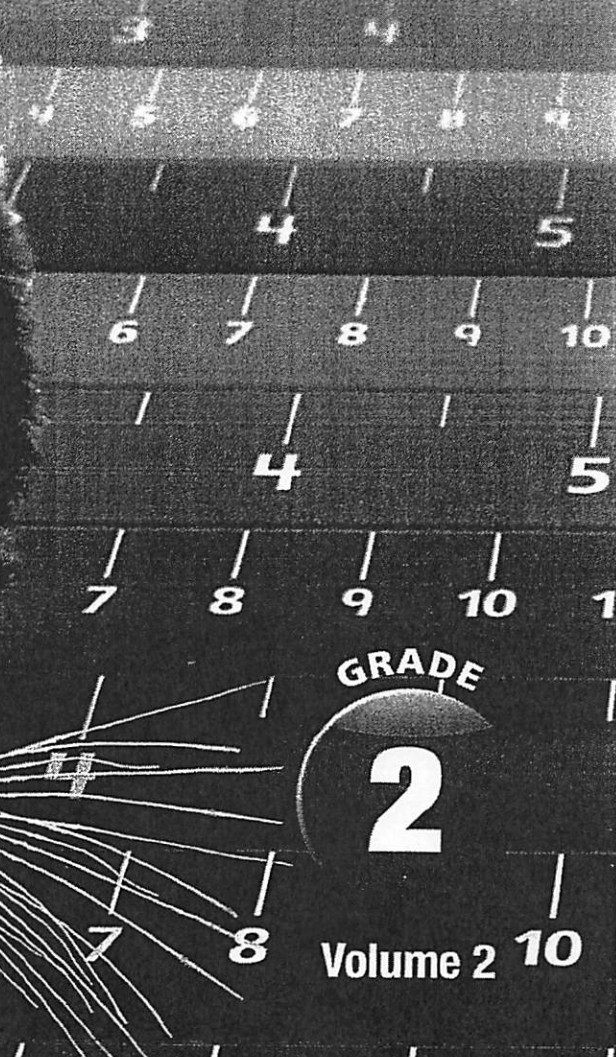
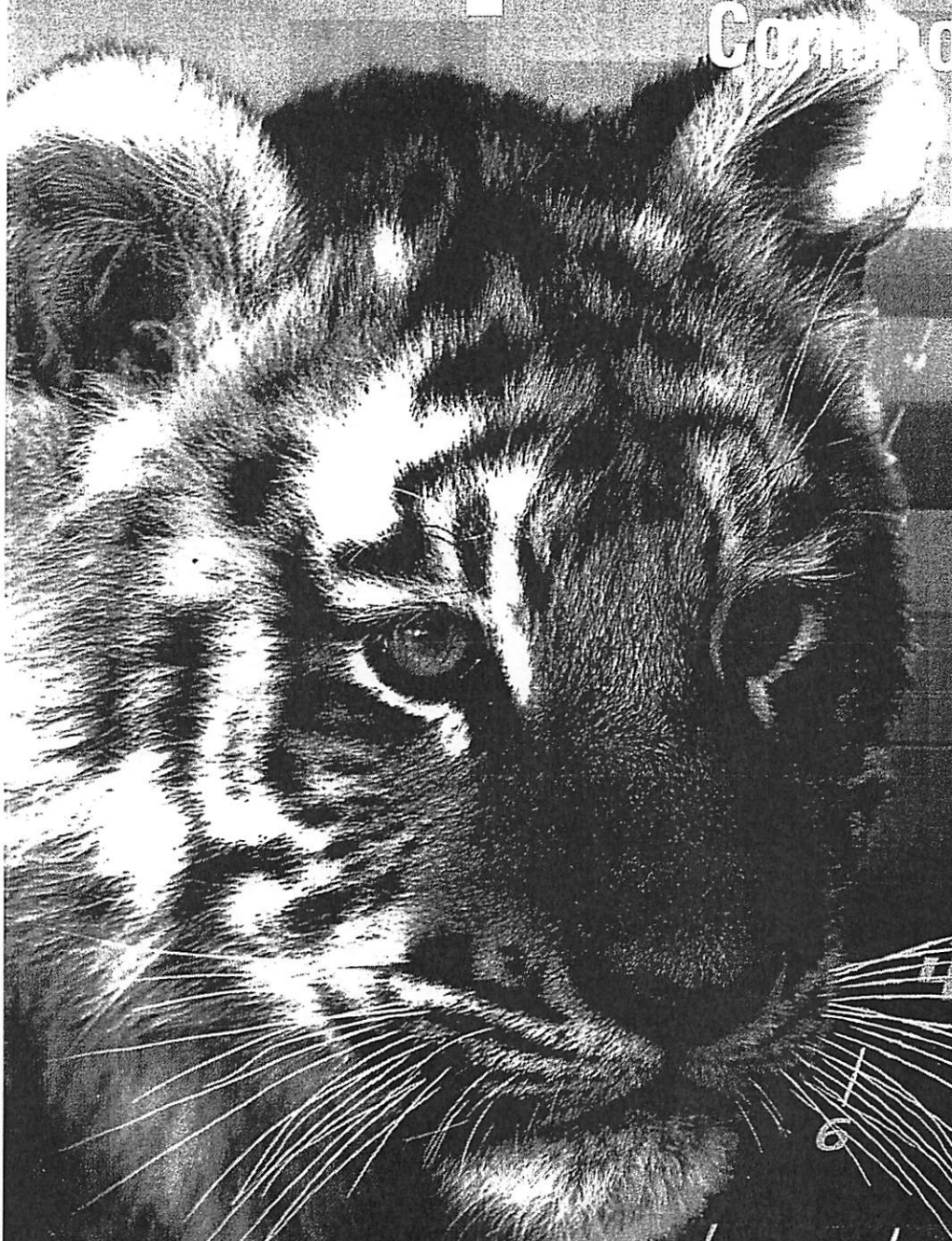


CALIFORNIA

**M A T H**

**Expressions**

Common Core



GRADE  
**2**

Volume 2 10



### ► Make Graphs Using Data from a Table

The table shows the number of bicycles sold at a store on four days last week.

#### Bicycle Sales

Day	Number Sold
Saturday	8
Sunday	9
Monday	3
Tuesday	4

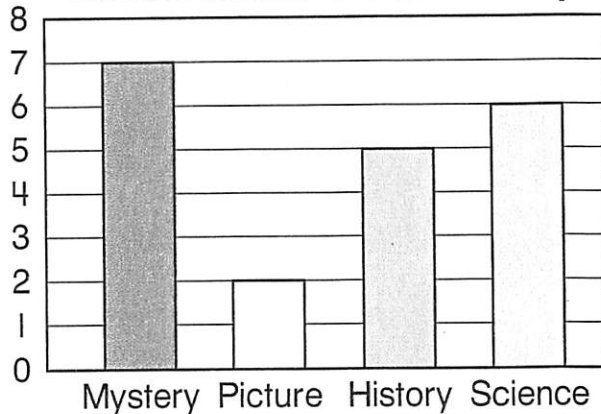
1. Make a picture graph using data from the table.


2. Make a bar graph using data from the table.




## ► Solve Problems Using a Bar Graph

### Books in the Class Library



Use the bar graph to solve the problems.

Show your work.

3. Children are reading 3 history books.  
The rest are on the shelf in the library.  
How many history books are on the shelf?

\_\_\_\_\_  
label

4. The class library has 2 more science books than math books. How many more math books must the library get so there is the same number of math books as mystery books?

\_\_\_\_\_  
label

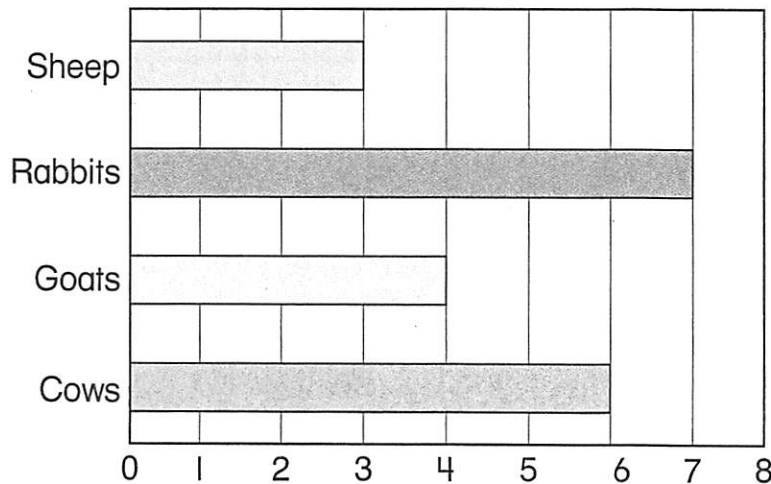
5. Children are reading some of the mystery books.  
The rest are on the shelf. The library gets 6 new mystery books. Now there are 10 mystery books on the shelf. How many mystery books are children reading?

\_\_\_\_\_  
label



### ► Solve Problems Using a Bar Graph (continued)

#### Animals at a Farm



Use the bar graph to solve the problems.

Show your work.

6. The farm has 4 more rabbits than horses. How many horses does the farm have?

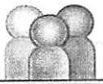
\_\_\_\_\_ label

7. The farm has 5 fewer goats than chickens. How many chickens does the farm have?

\_\_\_\_\_ label

8. There are 3 cows in the barn. The rest of the cows are in the field with the goats and the sheep. How many animals are in the field?

\_\_\_\_\_ label

**Class Activity****► Solve *Compare* Problems with 2-Digit Numbers**

Solve. Draw comparison bars for each.

---

9. A park has 46 maple trees. It has 18 fewer elm trees. How many elm trees are in the park?

\_\_\_\_\_  
label

---

10. There are 62 pine trees in the park. There are 13 fewer pine trees than birch trees. How many birch trees are in the park?

\_\_\_\_\_  
label

---

11. The park has 27 fir trees. There are 16 more spruce trees than fir trees. The park has 28 fewer spruce trees than oak trees. How many oak trees are in the park?

\_\_\_\_\_  
label





**Class Activity**

**CA CC** Content Standards 2.OA.1, 2.MD.10  
Mathematical Practices MP.1, MP.4, MP.5, MP.6

► **Math and Pets**

Mrs. Pratt asks the children in her class to tell which kitten they think is the cutest of these four kittens.



Fluffy



Mink



Odin



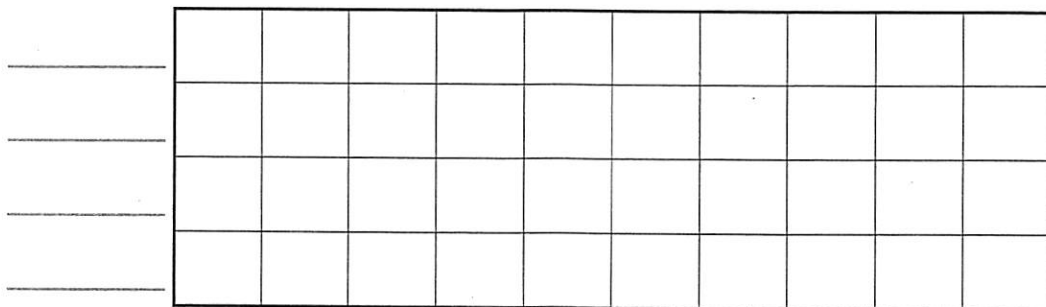
Simba

The results of the survey are shown in this table.

**Which Kitten Do You Think Is the Cutest?**

Fluffy	○ ○ ○ ○ ○ ○ ○
Mink	○ ○ ○ ○
Odin	○ ○ ○ ○ ○ ○ ○ ○ ○ ○
Simba	○ ○ ○ ○ ○ ○ ○

1. Use the information in the table to make a bar graph.



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### ► Take a Survey

Your teacher will ask all of the children in the class to tell which puppy they think is the cutest of these four puppies.



Romy



Parker



Domino



Bernie

Show the results of the survey in this table.

#### Which Puppy Do You Think Is the Cutest?

Romy	
Parker	
Domino	
Bernie	

- Use the information in the table to make a bar graph on your MathBoard.
- Write a 2-step word problem that can be solved by using the graph. Trade problems with a classmate. Solve each other's problems.

---



---



---



Name \_\_\_\_\_

Use the table.

Roses Picked	
Brad	7
Mark	9
Pam	8
Luis	5

1. Make a picture graph to show the data in the table.

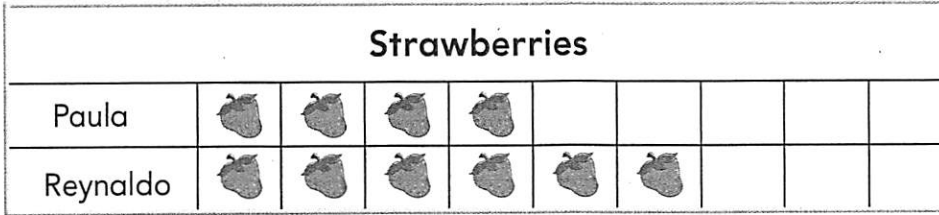
Title: \_\_\_\_\_


2. Make a bar graph to show the data in the table.

Title: \_\_\_\_\_




3. Use the picture graph. Choose the correct statements.



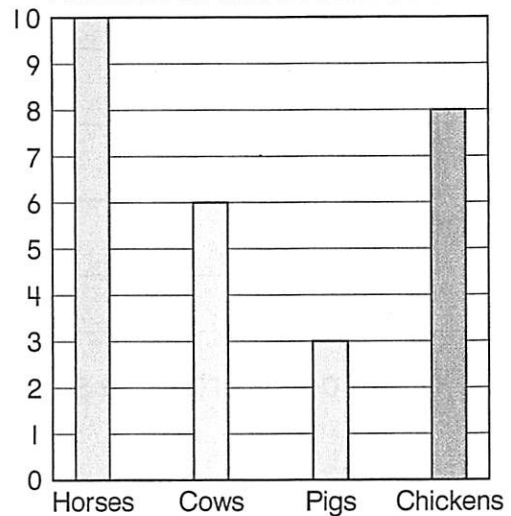
- Paula has 2 more strawberries than Reynaldo.
- Reynaldo has 2 more strawberries than Paula.
- Paula and Reynaldo have 10 strawberries in all.
- Reynaldo has 5 strawberries.

Use the bar graph to solve the problems.

4. The farm has 5 more goats than pigs.  
How many goats does the farm have?

\_\_\_\_\_  
label

Animals at Mr. Brown's Farm



5. All of the horses and cows are in the pasture. Then 5 go back to the barn. Circle the number of animals that are still in the pasture.

10  
 11  
 16  
 \_\_\_\_\_ animals are in the pasture.

6. If Mr. Brown's farm gets 3 more pigs, how many more horses than pigs will there be?

\_\_\_\_\_  
label

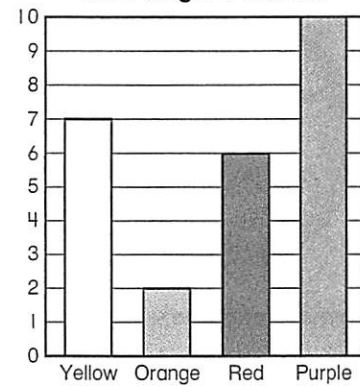


Use the bar graph.

Which statements are correct?

Choose Yes or No.

Colors of Flowers in Mrs. Singer's Garden



7. There are 3 more purple flowers than yellow flowers.

Yes       No

8. There are 25 flowers in Mrs. Singer's garden in all.

Yes       No

9. If 4 of the yellow flowers are tulips and the rest are daffodils, there must be 7 daffodils.

Yes       No

10. Mrs. Singer plants 6 more orange flowers in her garden. Now there are 2 more orange flowers than red flowers.

Yes       No

Circle the correct answer to complete the sentence.

11. At 

6:00 A.M.
6:00 P.M.

 Joel watches the sunrise.

12. Owen has dinner at 

7:00 A.M.
7:00 P.M.

Write the correct number.

13. 1 hour =  minutes

14. 1 day =  hours



Write the time on each digital clock.

15.



\_\_\_\_\_

16.



\_\_\_\_\_

17.



\_\_\_\_\_

18. The football game starts at 1:40. Draw hands on the clock to show the time.



Mac arrives at the football field at 1:55.  
Does he see the start of the game?  
Explain how you know.



\_\_\_\_\_

\_\_\_\_\_

Solve. Draw comparison bars.

19. Elise picks 28 peaches. She picks 14 fewer than Charlie. How many peaches does Charlie pick?

\_\_\_\_\_  
label

6

8

7

9

5

4

3

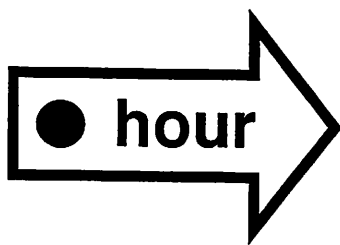
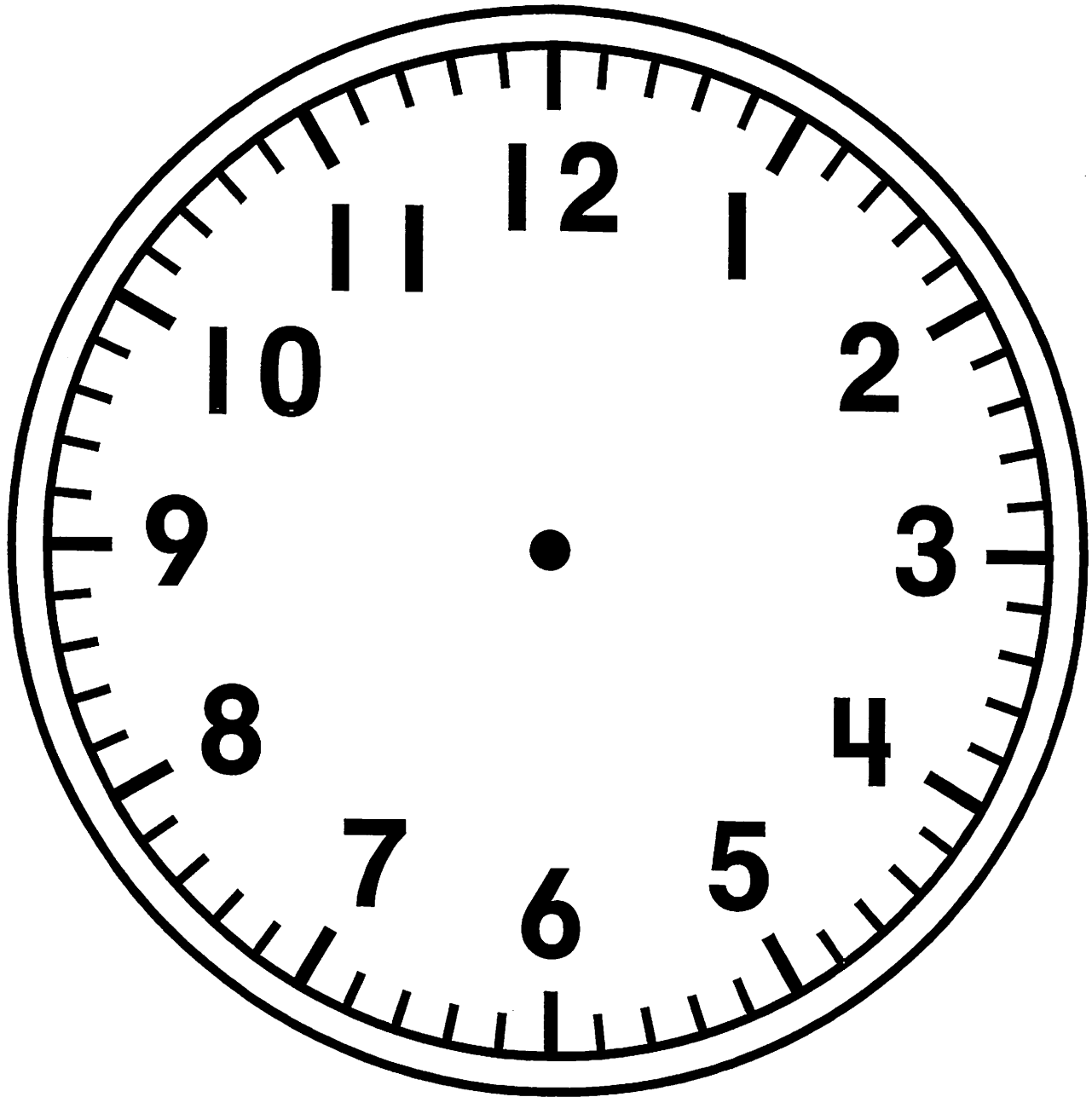
2

1

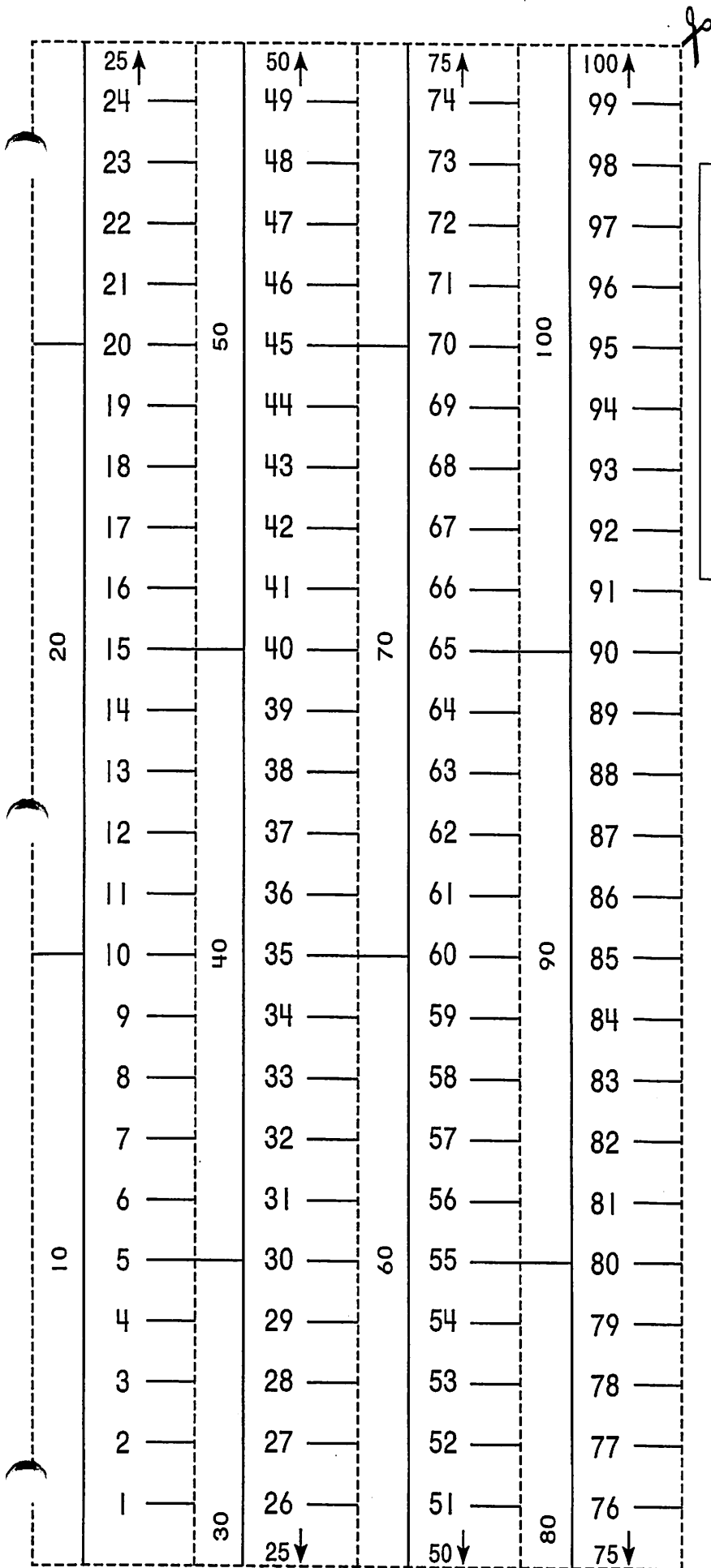
0

Name \_\_\_\_\_

Attach the clock hands using a prong fastener.



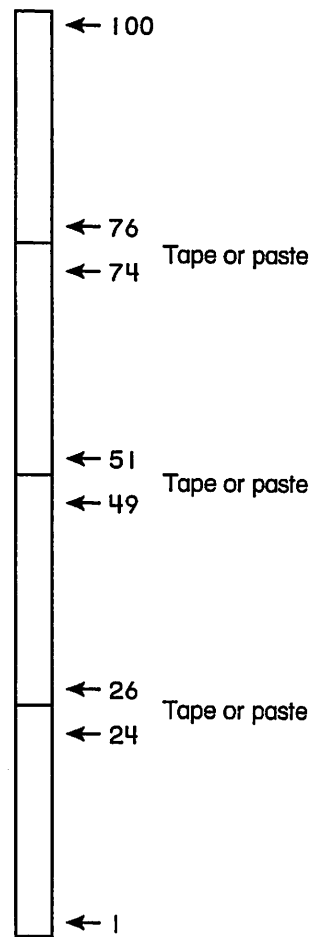


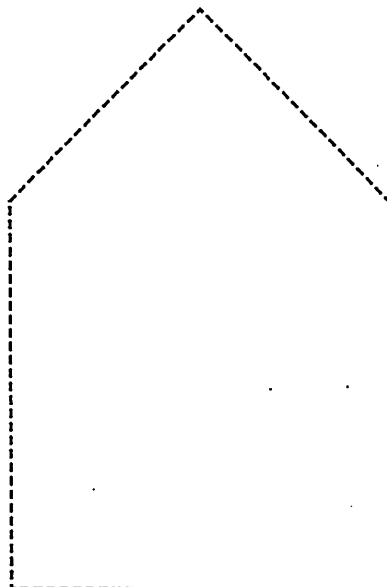
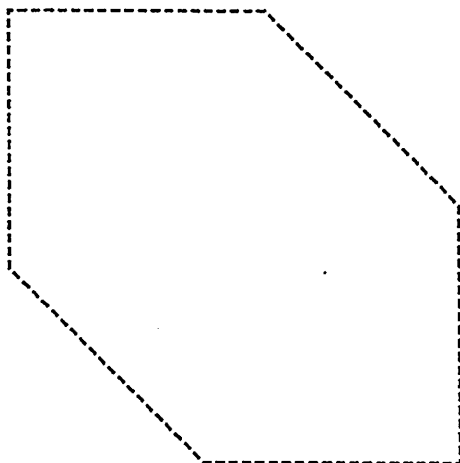
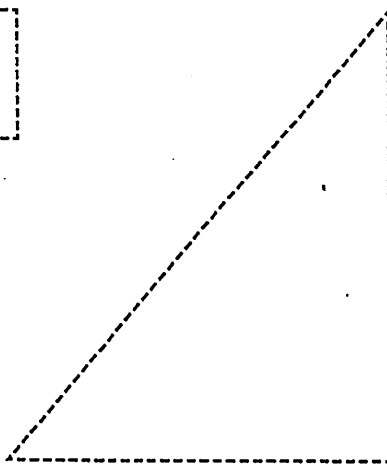
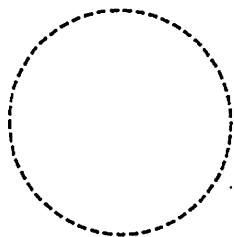


**Step 1:** Cut out on the dashed lines.

**Step 2:** Put the sections in order.

**Step 3:** Tape or paste the sections together at the tabs.





# People in History

**IT'S ALL  
RIGHT  
HERE!**

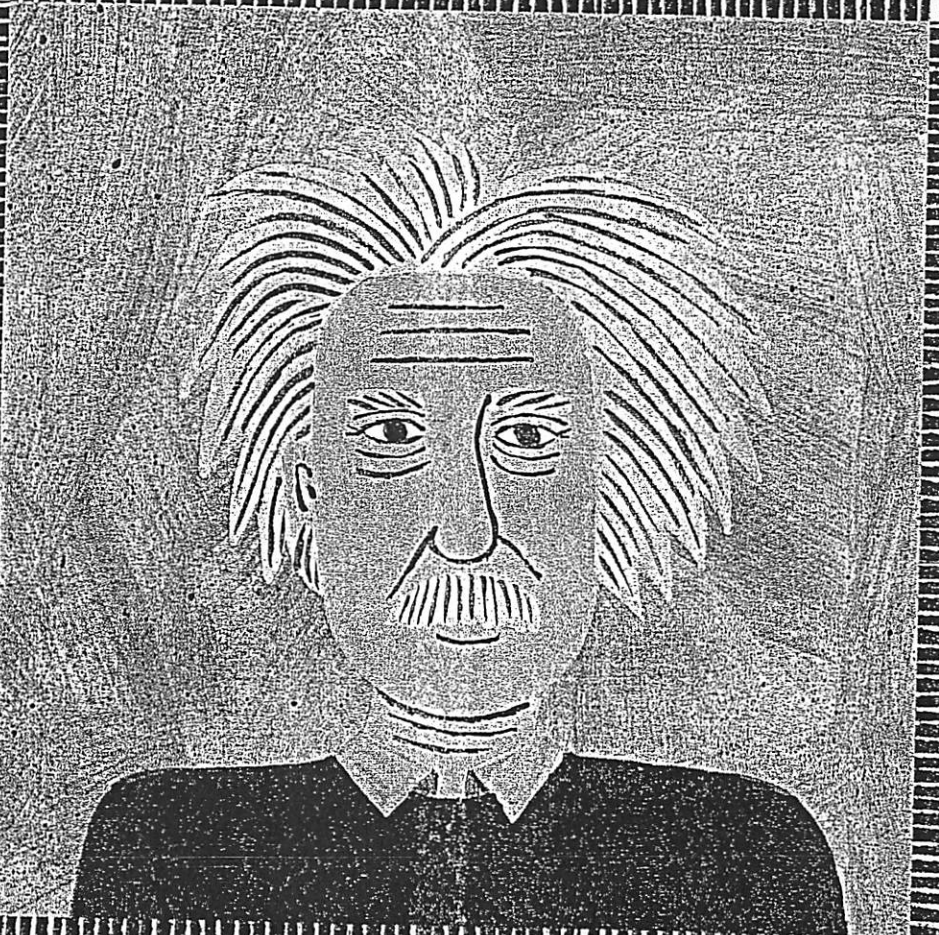
TEACHER RESOURCES  
GRADE 2 UNIT 5

# 5

## HISTORY-SOCIAL SCIENCE FOR CALIFORNIA **THEN AND NOW**

**EVERYTHING  
YOU NEED TO  
TEACH THE UNIT**

- Unit Planner
- Lesson Plans
- English-Language Arts Support
- Assessment
- Intervention
- Home Letters
- Handouts
- Vocabulary Cards, Biography Cards, and More!



*Colonial Williamsburg*

SCOTT FORESMAN

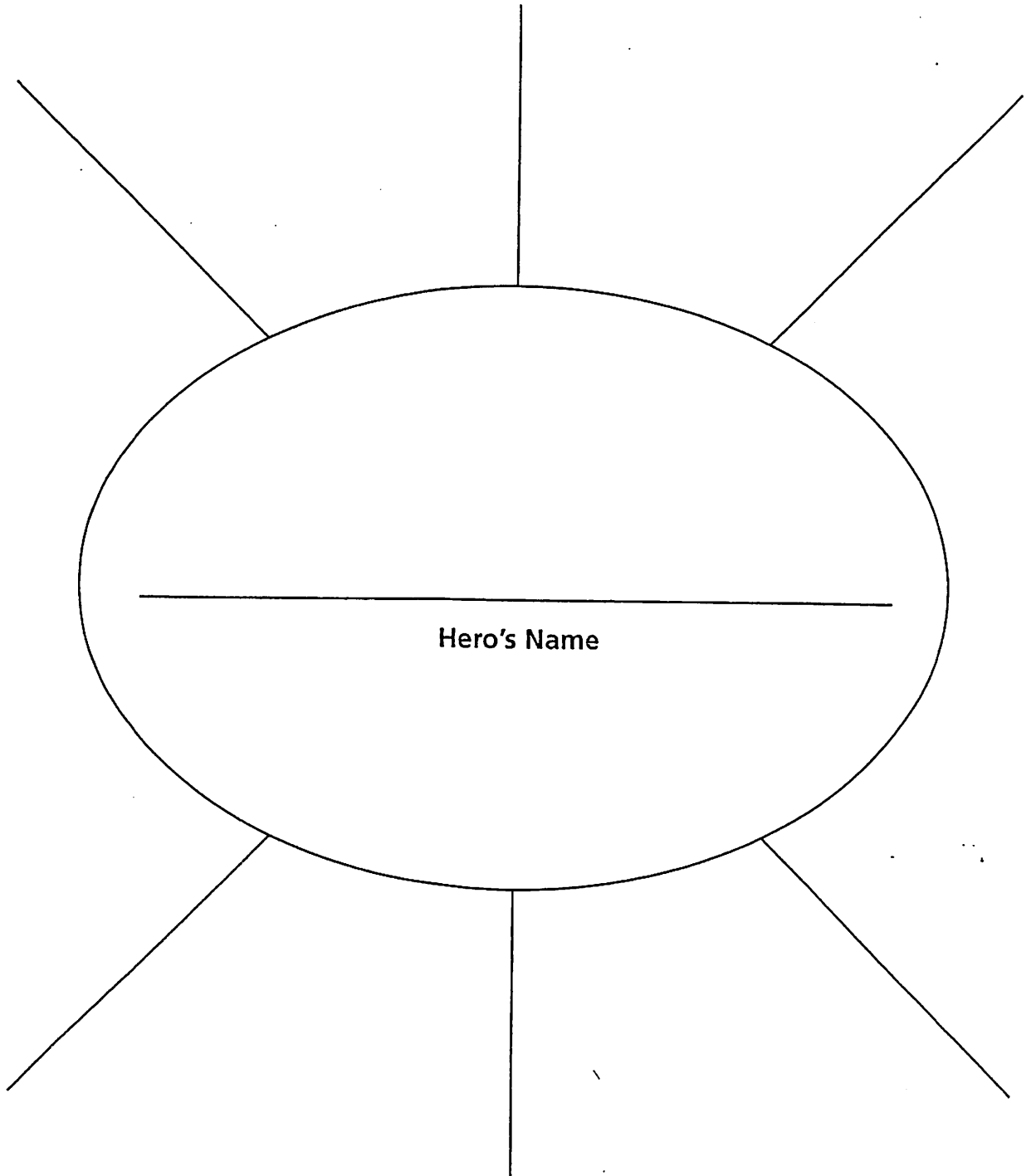


Name: \_\_\_\_\_

Unit 5 Lesson 1



# Hero Word Web



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**Instruction** Explain to children that a word web can help them organize the attributes and actions of a person. Have children read a short biography of a hero and complete a word web for that person.

*Social Studies*  
85



Name: \_\_\_\_\_

Unit 5 Lesson 1

# Honoring Someone Special

Directions: Draw a picture of your hero.

Name \_\_\_\_\_

Date \_\_\_\_\_



## Honoring Someone Special

This is

---

---

This person is important because

---

---

---

**Instruction** Have children use the information from their *Hero Word Web* to complete this page for the hero they read about.

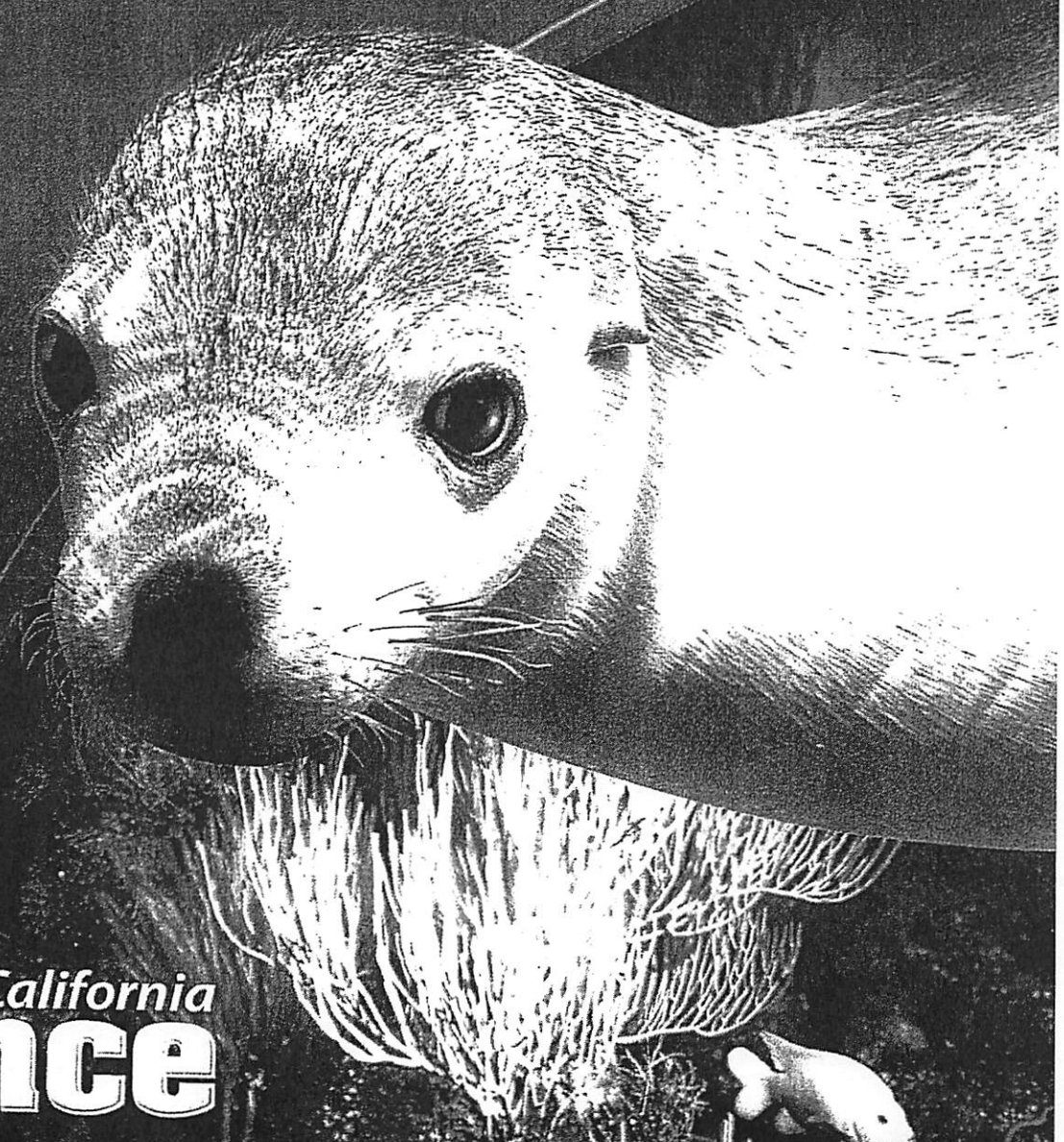
Scott Foresman

Science  
Study  
Notebook



grade  
2

California  
Science



Name \_\_\_\_\_

Use with Chapter 6.

# Chapter 6 Vocabulary

Find each word in your glossary at the back of your book. Read its meaning. Then draw a line from the word to its meaning on this page.

- |                   |   |
|-------------------|---|
| rock              | how shiny or dull a mineral is                          |
| minerals          | the hard, solid part of Earth that is not soil or metal |
| luster            | the breaking apart and changing of rocks                |
| weathering        | useful materials that come from Earth                   |
| soil              | nonliving materials that come from Earth                |
| natural resources | anything that is burned to make heat or power           |
| fuel              | the top layer of Earth                                  |

Answer the questions. Use vocabulary words.

What makes up rocks? \_\_\_\_\_

How are plants, rocks, and water alike?



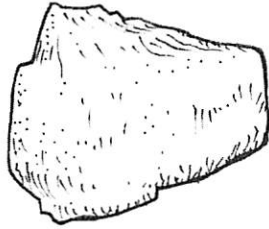
**Notes for Home:** Your child is learning these vocabulary words in Chapter 6. Make a set of cards with vocabulary words and a set with definitions. Use them to play a matching game with your child.

Name \_\_\_\_\_

Use with Chapter 6.

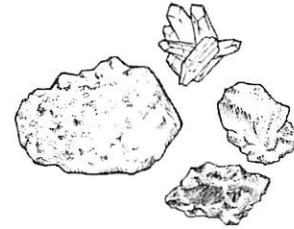


**rock**



Chapter 6, Lesson 1

**minerals**



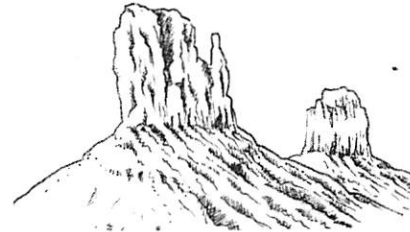
Chapter 6, Lesson 1

**luster**



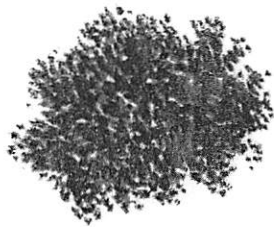
Chapter 6, Lesson 1

**weathering**



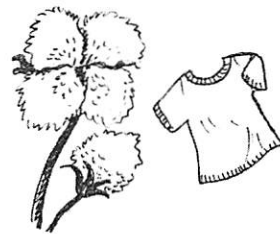
Chapter 6, Lesson 2

**soil**



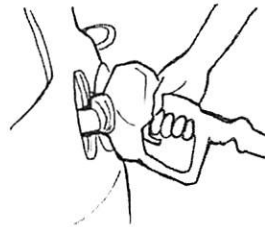
Chapter 6, Lesson 3

**natural resource**



Chapter 6, Lesson 4

**fuel**



Chapter 6, Lesson 4

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**Directions:** Cut out the boxes to use as vocabulary cards.



Name \_\_\_\_\_

Use with Chapter 6.



nonliving materials that come from Earth

Silver is a **mineral**.

the hard, solid part of Earth that is not soil or metal

**Rocks** can come in different colors.

the breaking apart and changing of rocks

**Weathering** caused a big rock to break apart into smaller rocks.

how shiny or dull a mineral is

This mineral has a dull **luster**.

a useful material that comes from Earth

Cotton is a **natural resource**.

the top layer of Earth

Loam is a **soil** that holds water well.

anything that is burned to make heat or power

We use gasoline as **fuel** for our car.



**Directions:** Cut out the boxes to use as vocabulary cards.

# Answer Key - Science

Name \_\_\_\_\_ **CALIFORNIA** Chapter 6 Study Guide

## Rocks and Soil

In this chapter, you will learn about what rocks and how weathering changes them. You will learn about the different materials in soil, and you will learn about Earth's natural resources and how they can be used.

### Tell What You Know

What are some things we get from Earth?

---

### Preview the Chapter

Look through the chapter. The titles and pictures help you learn what the lessons are about. Write the lesson title. Tell what the lesson is about.

What is Lesson 1 about?  
 Title: What are rocks and minerals?  
 Possible answer: Lesson 1 is about the different kinds of rocks and minerals.

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Science Study Notebook Chapter 6 Study Guide **73**

Name \_\_\_\_\_ **CALIFORNIA** Chapter 6 Study Guide

What is Lesson 2 about?  
 Title: What is weathering?  
 Possible answer: Lesson 2 is about how rocks are broken down.

What is Lesson 3 about?  
 Title: What is soil?  
 Possible answer: Lesson 3 is about the makeup of soil.

What is Lesson 4 about?  
 Title: What are natural resources?  
 Possible answer: Lesson 4 is about things that are natural resources including plants and water.

**Notes for Home:** Your child previewed Chapter 6, which tells about rocks, minerals, soil, and Earth's natural resources. Help your child look for objects made from minerals in your home.

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Name \_\_\_\_\_ **CALIFORNIA** Vocabulary Preview Use with Chapter 6.

## Chapter 6 Vocabulary

Find each word in your glossary at the back of your book. Read its meaning. Then draw a line from the word to its meaning on this page.

rock	how shiny or dull a mineral is
minerals	the hard, solid part of Earth that is not soil or metal
luster	the breaking apart and changing of rocks
weathering	useful materials that come from Earth
soil	nonliving materials that come from Earth
natural resources	anything that is burned to make heat or power
fuel	the top layer of Earth

Answer the questions. Use vocabulary words.

What makes up rocks? minerals

How are plants, rocks, and water alike?  
All are natural resources.

**Notes for Home:** Your child is learning these vocabulary words in Chapter 6. Make a set of cards with vocabulary words and a set with definitions. Use them to play a matching game with your child.

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Science Study Notebook Chapter 6 Study Guide **77**

Name \_\_\_\_\_ **CALIFORNIA** Directed Inquiry Use with page 170.

## Explore: How can you compare properties of earth materials?

1 Sort samples by luster. Write the letter in the chart.

Dull Samples	Shiny Samples

2 Weigh the samples. Write each sample's weight next to its letter. Then arrange the samples from lightest to heaviest. **Answers will vary.**

A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D \_\_\_\_\_  
 E \_\_\_\_\_ F \_\_\_\_\_ G \_\_\_\_\_

lightest \_\_\_\_\_ 1 2 3 4 5 6 7 \_\_\_\_\_ heaviest

### Explain Your Results

Share your **observations**. What are some other ways you can sort your samples?  
by color, hardness, or number of minerals

**Notes for Home:** Your child did an activity about comparing samples of earth materials by properties.  
**Home Activity:** Have your child tell you about the luster of the earth materials. Were most of them shiny or dull?

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