



Tuesday
LESSONS
Grade 2
March 30th – April 3rd, 2020

Tuesday

- **English Language Arts**

- **Learning Activity:**

- **Reading:** Your child will be assigned one text at their level to read on RAZ-Kids for the week.
- **Spalding:** Spalding words and phonograms
- **Literature:** *Charlotte's Web* chapter 1 discussion question
- **Poetry:** Stanza 2 of "Block City"

- **Instructions:**

- **Reading:** The RAZ-Kids book can be found under the "assignment" section of RAZ-Kids. Students may read the RAZ-Kids book digitally, or you may print it out. Please read the book before your phone call with the teacher this week. (The book, 'My Stomach' is assigned for Science. Please don't read that book for ELA reading)
- **Spalding:** Refer to parent resources for Spalding words and dictate Tuesday's words and phonograms to students twice. Check to ensure that spelling, syllables, markings, and rules are accurate. Use your own paper, or the provided lined Spalding paper (Printing Optional).
- **Literature:** Discuss the following question orally or write your answer on a sheet of paper:
 - Is Fern right, or should Mr. Arable have been allowed to kill the pig? Why or why not?
- **Poetry:** Copy the second stanza in your neatest Spalding handwriting. (Printing Optional) Carefully check for punctuation marks and capital letters. Work on memorizing the second stanza.

- **Mathematics**

- **Learning Activity:** Tuesday Math Part 1 and Part 2 (Printing Optional)
- **Instructions:** Part 1: Use small objects around the house to build an array that is 4x8. The array can have either 4 columns and 8 rows or 8 columns and 4 rows. Students will draw the array after it is built. If small objects are unavailable to build the array, your scholar may draw the array only. *Small object examples: rocks, Goldfish, Cheerios, small toy pieces, coins, etc. Part 2: Students will solve the word problem using a picture, number bond, and equation. Both parts of the activity can be completed in the blank space provided on the page or your own paper.

- **Science**
 - **Learning Activity:** Read OR Listen to the RAZ-Kids book, “My Stomach” (Lessons)
 - **Instructions:** Book is assigned to students as an assignment on RAZ-Kids. Please log in and look under “assignments” to find the book.
 - You may choose to listen to the story in RAZ, or read it aloud. A family member may also read it to you.

- **Music**
 - **Learning Activity:** The Story of Claude Debussy
 - **Instructions:** Read the biography and story on the life of Claude Debussy (Lessons) and complete the worksheet (Printing Optional). Answer Key may be found in Parent Resources and Keys.
 - **Suggested Listening (optional):** Jimbo’s Lullaby from *Children’s Corner Suite*

- **Spanish**
 - **Learning Activity:** Name clothes and colors through different activities learned in the Unit “La ropa” (Lessons)
 - **Instructions:**
 - Activity 1: Practice clothes and colors vocabulary. Read the vocabulary list and practice repeating the word several times until you know the words well.
 - Optional: To confirm pronunciation, you can go to <http://www.spanishdict.com/>, search for the word, and click the sound icon to hear the word in Spanish.
 - Activity 2: Los colores worksheet. (Printing Optional) Using the word bank and vocabulary provided as your guide, write the Spanish word next to the English word. Then, solve the crossword by copying the Spanish words into the puzzle. Answer key may be found in Parent Resources.

My Stomach

A Reading A-Z Level I Leveled Book

Word Count: 295



Connections

Writing

Write about what happens to food after you eat it. Include facts from the book.

Science and Art

Draw and label the parts of the digestive system. Share your drawing with a partner.

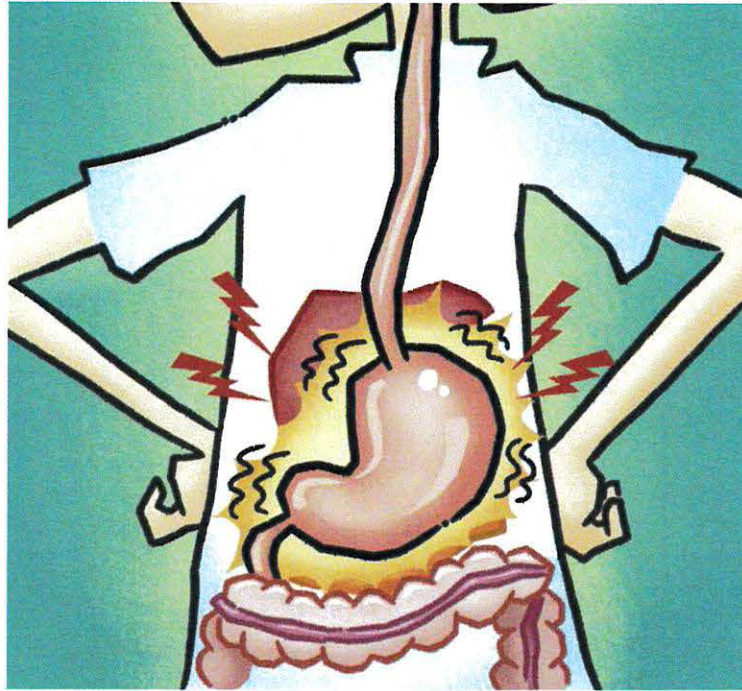
Reading A-Z

Visit www.readinga-z.com
for thousands of books and materials.



www.readinga-z.com

My Stomach



Written by Racheal Rice
Illustrated by Darren McKee

www.readinga-z.com

Focus Question

Why is your stomach an important part of your body?

Words to Know

| | |
|------------------|---------|
| digestive system | smell |
| energy | stomach |
| saliva | swallow |

My Stomach
Level I Leveled Book
© Learning A-Z
Written by Racheal Rice
Illustrated by Darren McKee

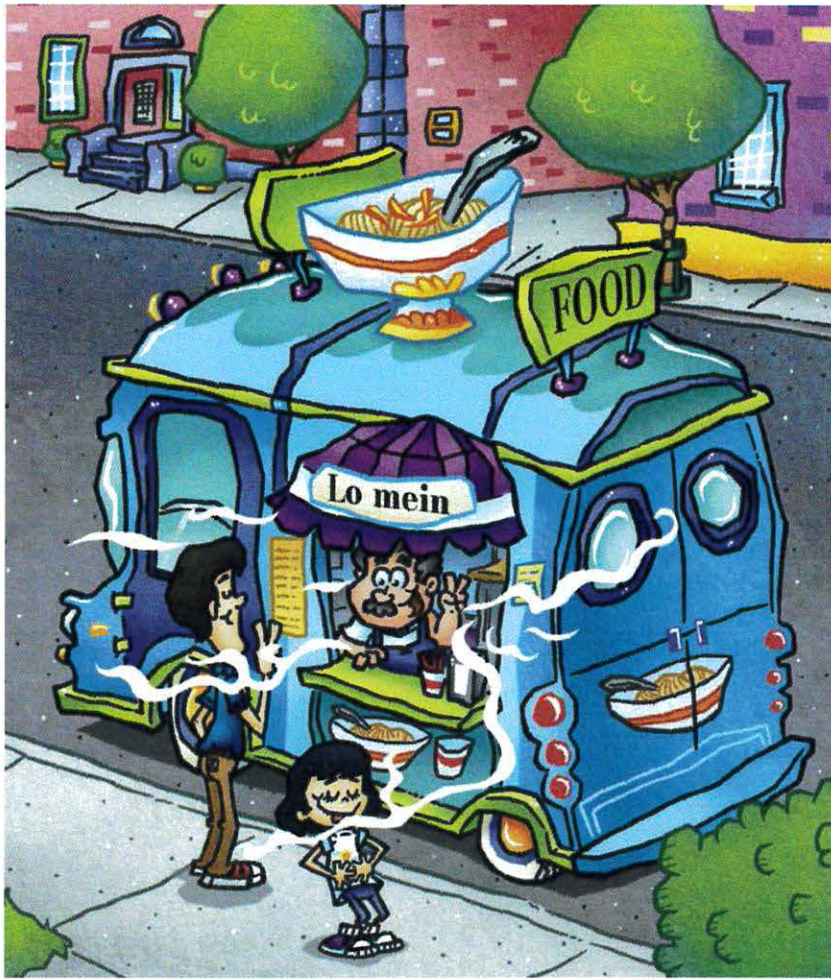
All rights reserved.

www.readinga-z.com

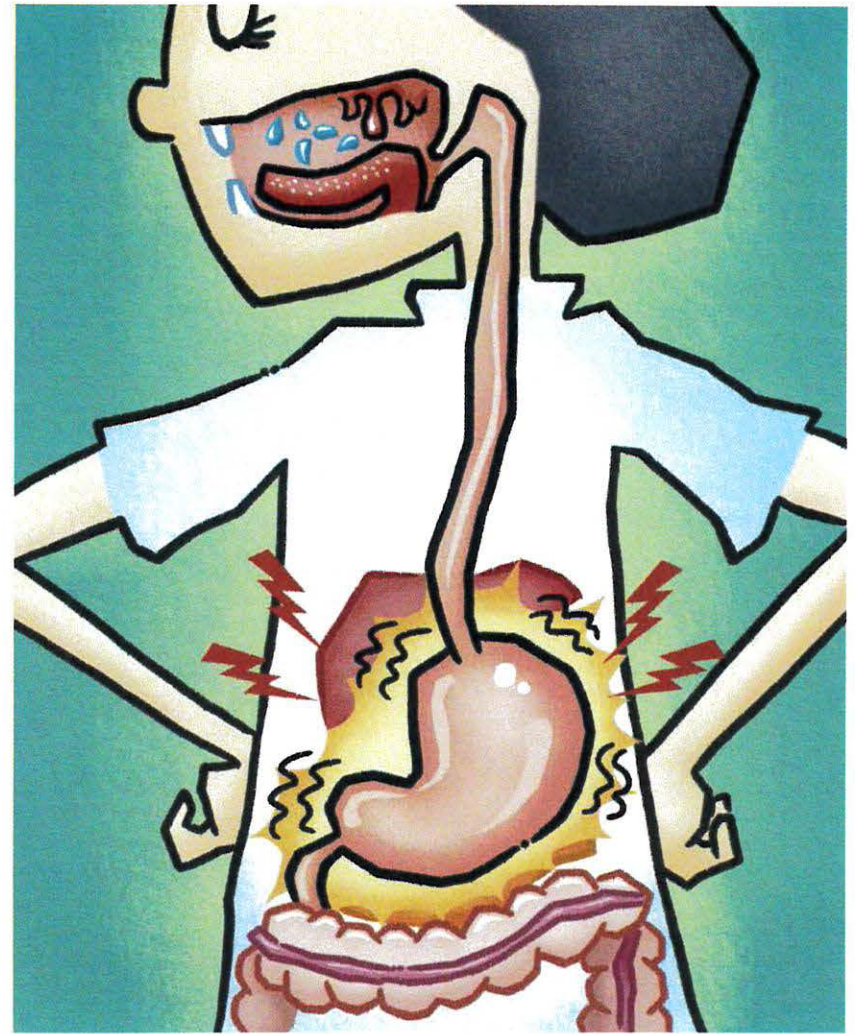
Correlation

LEVEL I

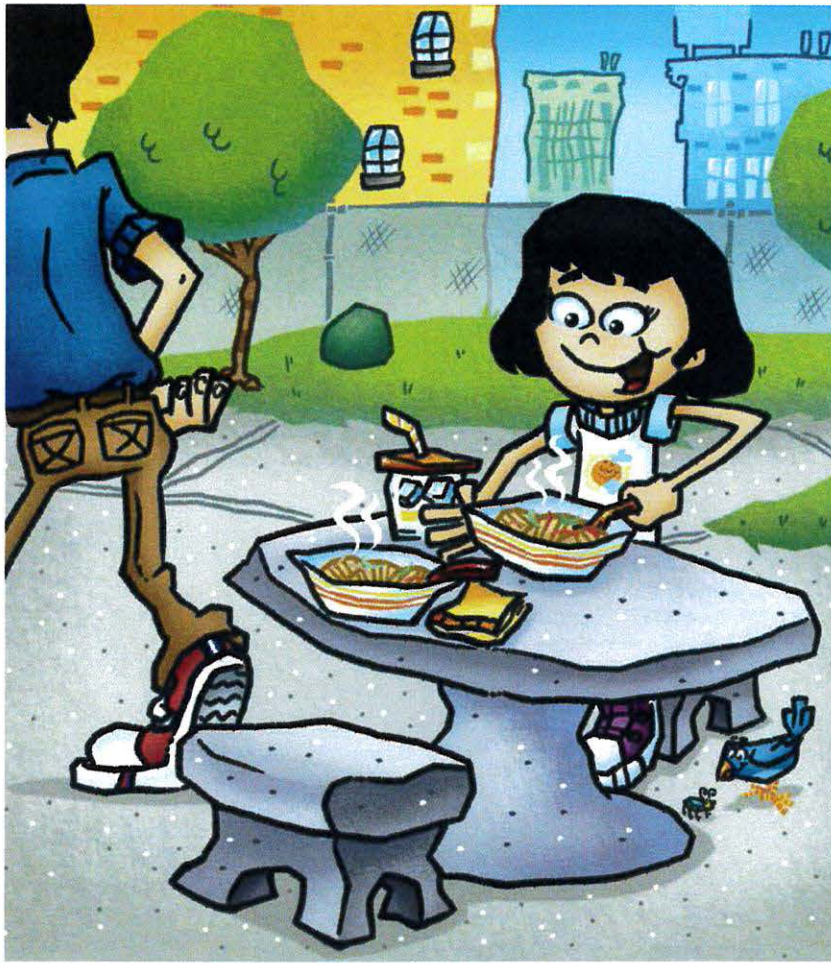
| | |
|-------------------|-------|
| Fountas & Pinnell | I |
| Reading Recovery | 15-16 |
| DRA | 16 |



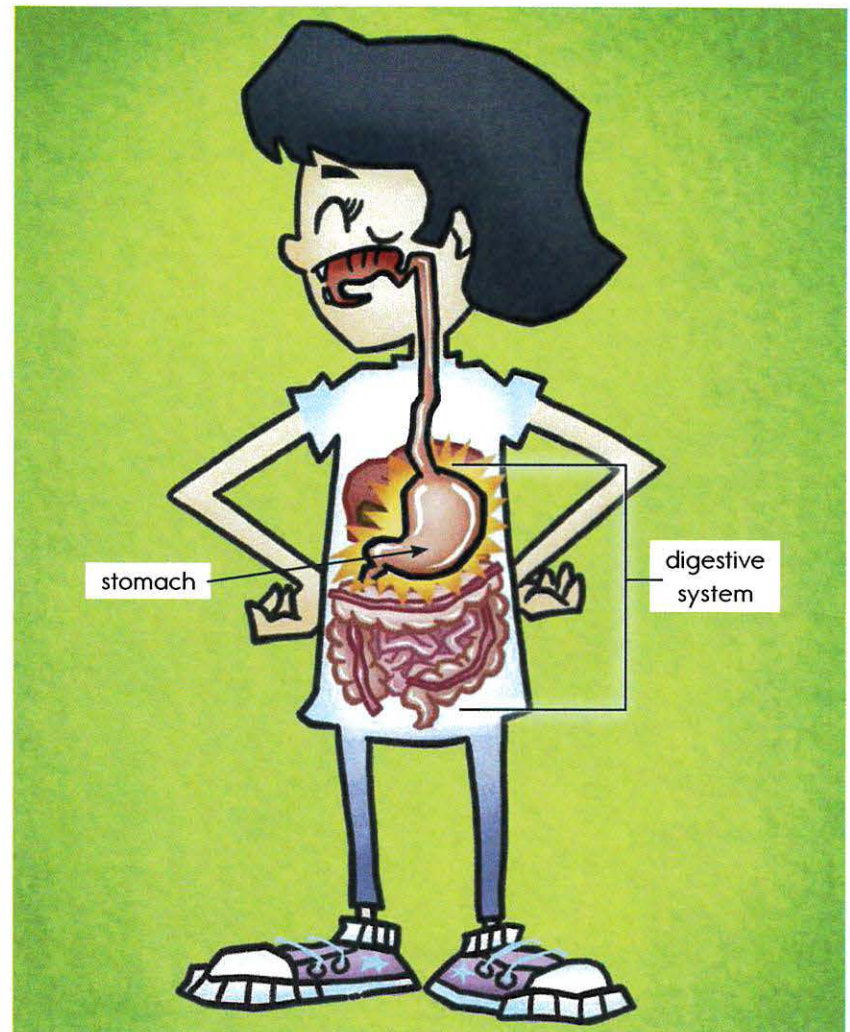
A yummy **smell** is in the air.
My brain tells me that smell
is my favorite food.
My brain sends a message
to my mouth and my **stomach**.



My mouth starts to water,
and my stomach grumbles.
I am hungry!
My stomach tells me so.



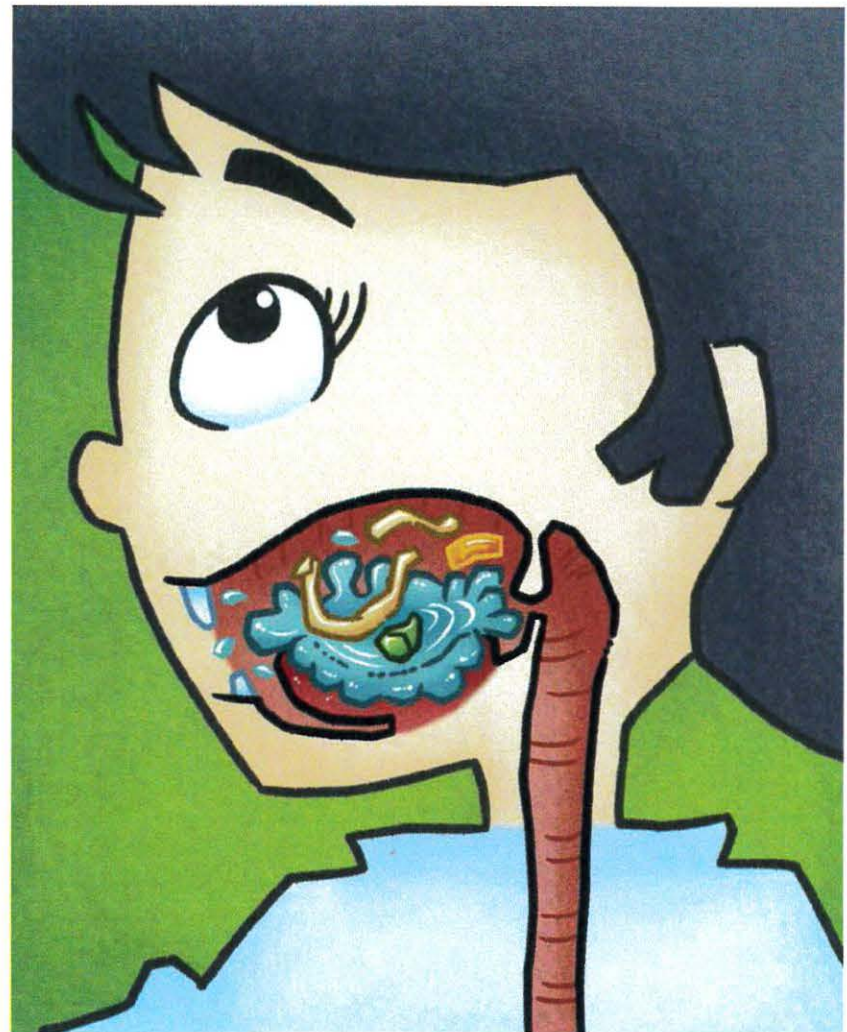
My stomach is a part of my body.
My stomach helps my body break
down the food it needs.
Food gives my body **energy**
and helps it grow.



My stomach is part of my **digestive system**.
My digestive system is one of my
body's systems that keep me alive.



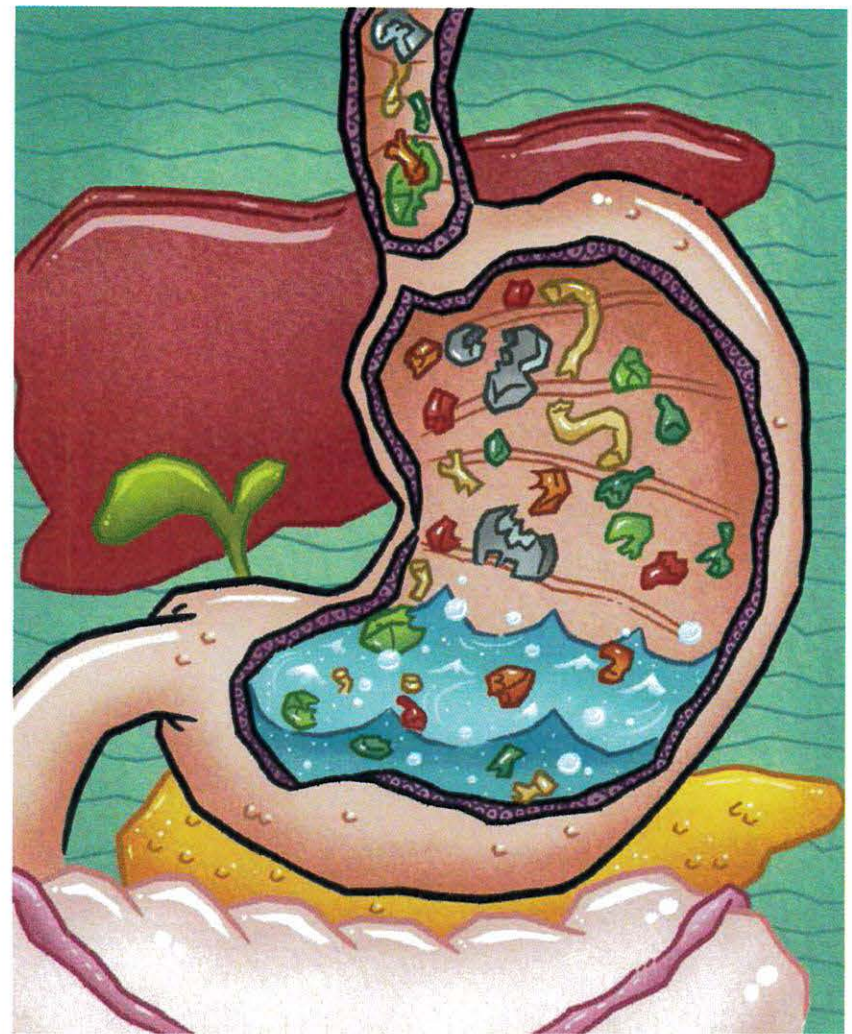
My mouth is the first stop
in my digestive system.
My teeth, tongue, and **saliva** start
to break down my food.
I chew, bite, and mash
with my teeth and tongue.



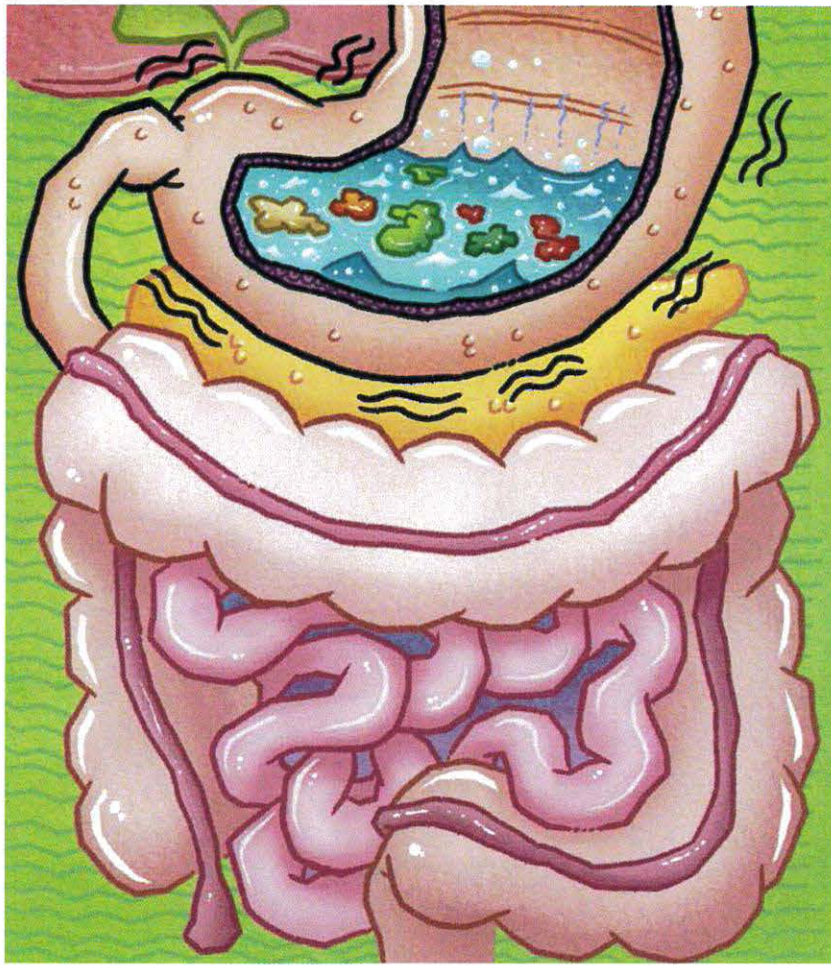
Saliva mixes with the food
in my mouth.
Saliva is a digestive juice that feels
like water in my mouth.



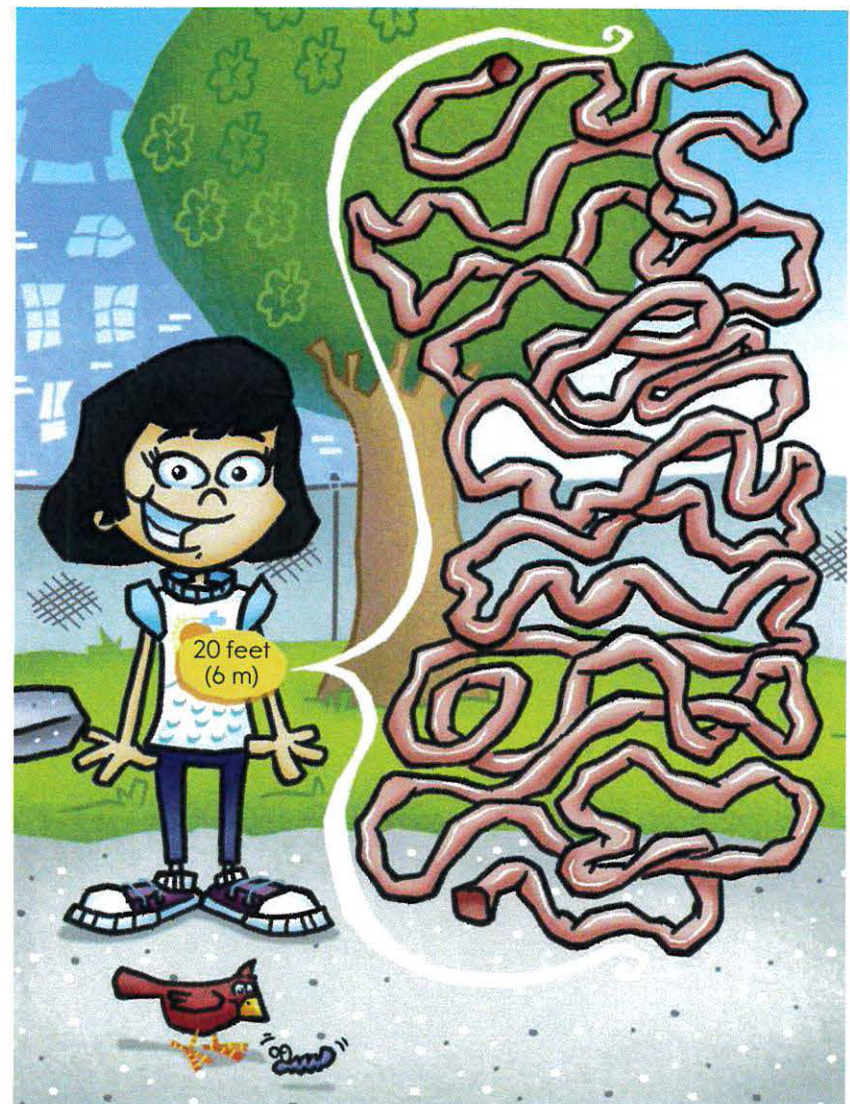
The food in my mouth becomes smaller and easier to **swallow**. Next, the food travels from my mouth down a tube to my stomach.



My stomach is like a sack that catches the food. The food mixes with more digestive juices in my stomach.



My stomach mixes and squeezes my food to break it down more. The food needs to be smaller to travel farther into my digestive system.



Next, my stomach sends the food through about 20 feet (about 6 m) of tubes.

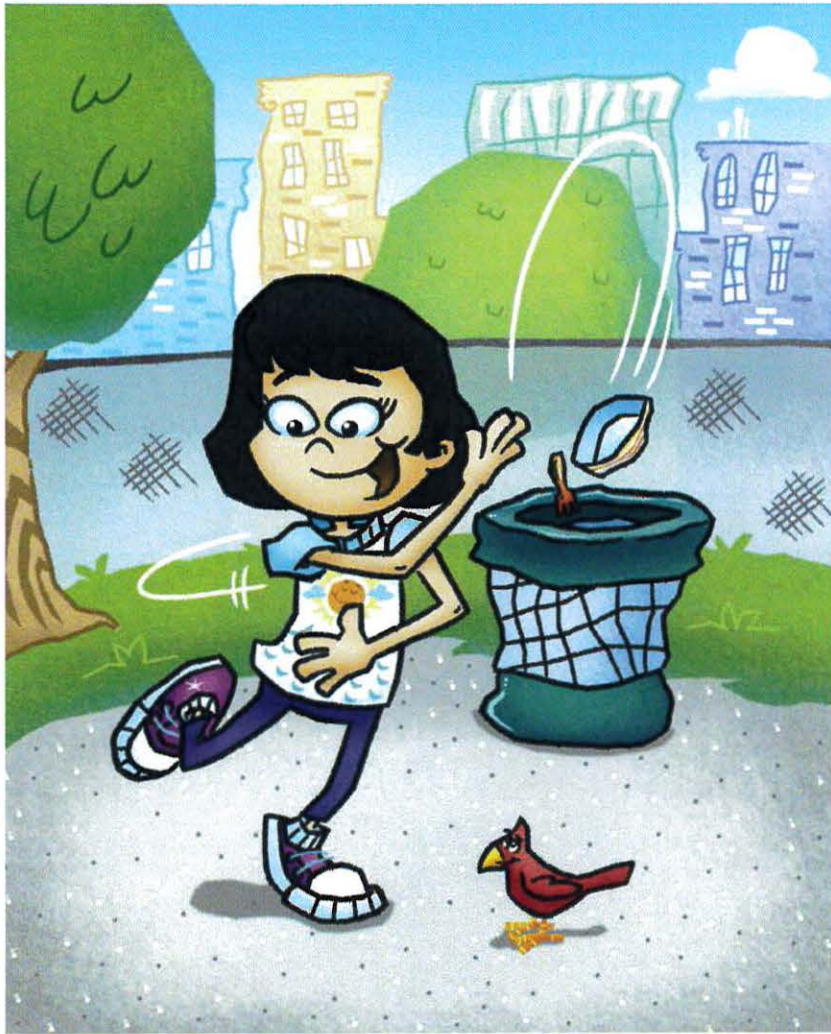


Other parts of my digestive system add juices to break down the food more.

The tubes help my body use what it can from my food.



Where the tubes end, my body gets rid of the waste it can't use.



I eat until my stomach feels full,
and it sends a message to my brain.
I am not hungry anymore!
My stomach tells me so.

Glossary

- digestive system** (n.) parts of the body that work together to break down food to help the body live and grow (p. 6)
- energy** (n.) the power to do work, make a change, or move objects (p. 5)
- saliva** (n.) a liquid in the mouth that mixes with food to help begin digestion; spit (p. 7)
- smell** (n.) an odor or scent (p. 3)
- stomach** (n.) an organ in the body that creates digestive juices to break down food (p. 3)
- swallow** (v.) to cause or allow something, such as food or liquid, to pass through the mouth, down the throat, and into the stomach (p. 9)

Tuesday, March 31, 2020

Hello 2nd Grade Musicians, today we are going to continue exploring music through the lives and music of great composers. From the composers of the past, we can learn a lot about music. We learn about their life, musical styles and genres, and how to continue improving as musicians. Last week, we looked at the life of J.S. Bach, who is considered one of the greatest composers who has ever lived. This week, we are going to learn about one of my favorite composers, Claude Debussy.

I am thinking of you all and miss you very much! I am looking forward to a time when we will be able to make music together again.

Miss Hendricks

Activity: The Story of Claude Debussy

Instructions: Read the biography AND story about the life of Claude Debussy and complete the worksheet, "Debussy Puzzle".

Suggested Listening: After you have read the story and completed the puzzle, listen to this piece by Claude Debussy.

- *Jimbo's Lullaby* from *Children's Corner Suite*



Claude Debussy

... a composer from
FRANCE who lived during
the **IMPRESSIONISTIC**
period of music...

Claude Debussy was born in France in 1862.

As a child, he was rather shy. According to his sister, he would rather watch other children play than join in the fun himself.

At first Claude thought he wanted to be a sailor, because he loved the water so much. However, after having a few piano lessons, he decided that he would much rather be a musician.

When he was eleven years old, he entered the Paris Conservatory. While there, he won many awards for his sight-reading, composition and piano playing abilities.

Claude studied the classical music of the great composers, but he had different ideas in mind for his own compositions. He liked to write pieces that gave an *impression* of

the subject he was writing about. He was the first to write these kinds of pieces. He started *impressionistic* music, just as Claude Monet started *impressionistic* art.

Claude Debussy died in 1918 at the age of 55.



A Picnic with Chou-Chou

"Chou-Chou!" called Papa Claude Debussy. "I'm home! Where are you, my little one?"

The six-year-old Claude-Emma, affectionately called "Chou-Chou" (little cabbage) by her father, came into the room and ran to hug him. "Papa, did you remember the picnic?" she asked as she hugged his neck.

"Well of course I did," he said, "just as I promised. Has nurse packed something for us to eat?"

Just then Miss Gibbs, the governess, came in with a basket of chicken, bread, cheese, fruit and cookies.

"Yummy!" said Chou-Chou. "That looks delicious," said Claude.

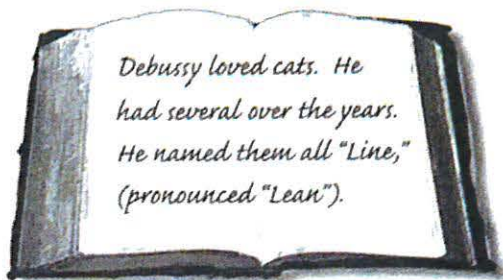
"Would you like me to go with you, sir?" asked Miss Gibbs.

"If you will, please," said Claude. "I may need some help with Chou-Chou since I promised that we would launch her new toy boat."

Soon they were ready and on their way out the door.

"Oh no! Wait!" cried Chou-Chou. "I forgot Jimbo!"

"I'll find him," said Miss Gibbs. "We must not leave Jimbo behind!"



She soon returned with the stuffed toy elephant, which Chou-Chou hugged tightly as they continued on their way.

It was a beautiful, sunny day. They found a grassy spot under a tree by the bank of the river.

They watched the little boat as it floated at the edge of the river and laughed as it turned over time and time again. Chou-Chou and her father took turns seeing who could make the little boat float the farthest without turning over. What a good time they had!

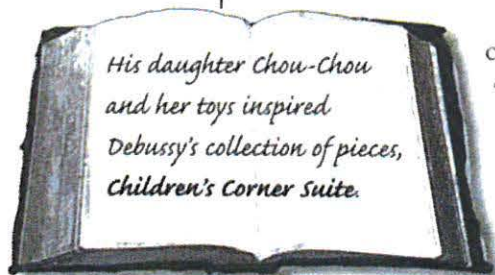
After eating their lunch, it was time to go home.

As they walked to the carriage, Claude said, "When we get home, papa wants you to get your bath and put on your pajamas, then I'll have a little surprise for you!"

Chou-Chou was so excited that she wiggled and fidgeted all through the bath. When she got downstairs, her papa lifted her into a comfortable chair and then began to play a piano piece for her.

"This is a piece I wrote for you and Jimbo," he said. "It is called *Jimbo's Lullaby*. It's about you and Jimbo playing. At the end, there is a lullaby for you to rock Jimbo to sleep."

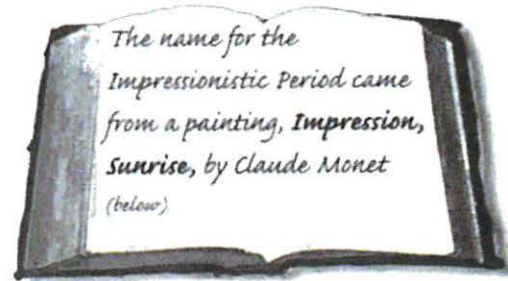
"Jimbo did you hear? Papa has written a piece just for us!" said Chou-Chou with a happy smile.



Her hands moved Jimbo around in a little dance on her lap as she listened to the music.

When the piece was over, Papa Debussy turned around and asked, "Did you like the lullaby for Jimbo, Chou-Chou?"

But there was no answer. Chou-Chou was sound asleep with Jimbo held tightly in her arms. Her papa picked her up gently, carried her upstairs and tucked her lovingly into her bed.



Impression, Sunrise, the inspiring painting by Claude Monet

Important Compositions



Children's Corner Suite
(for piano)

Clair de lune
(for piano)



La Mer
(for orchestra)

12

Jimbo's Lullaby from *Children's Corner Suite*

Jimbo, one of Chou-Chou's most-prized possessions, was a little stuffed elephant. In *Jimbo's Lullaby*, Chou-Chou is reading a bedtime story to her favorite toy. As she reads, she gets sleepier and sleepier. She finally falls asleep in the middle of telling the story. At the end of the piece, Debussy wrote the music to be played quieter and slower to give the impression of his little girl sleeping.

Spanish

Tuesday: Activity 1

Instructions: Instructions: Read the vocabulary list and practice repeating the word several times until you know the words well.

La Ropa

| | | | |
|---|--|--|---|
|  unos pantalones cortos |  unos calcetines |  unos pantalones | |
|  una chaqueta |  unas botas |  unos guantes |  un gorro |
|  un vestido |  un suéter |  una camiseta |  una camisa |
|  una blusa |  una bufanda |  una falda |  unos zapatos |

Spanish

Tuesday: Activity 1

Instructions: Read the vocabulary list and practice repeating the word several times until you know the words well.

Los Colores

© 2018 Miss Mindy

los colores - colors

rojo - red

amarillo - yellow

azul - blue

verde - green

anaranjado - orange

morado - purple

rosado - pink

gris - gray

blanco - white

negro - black

marrón - brown

