

Extending Learning Beyond the Classroom

School is out, but learning continues!



GRADE 2

Clayton County Public Schools



Clayton County Public Schools

Department of Curriculum, Instruction, & Assessment

1058 Fifth Avenue • Jonesboro, Georgia 30236 • (770) 473-2700

DR. MORCEASE J. BEASLEY
Superintendent of Schools

DR. EBONY T. LEE
Director of Curriculum, Instruction, & Assessment

Dear Parents,

We want your child to be well prepared for the current demands of the Georgia Standards of Excellence and the future demands of the Georgia Milestones Assessment System (GMAS) which measure college and career readiness. The Department of Curriculum, Instruction, and Assessment is *Extending Learning Beyond the Classroom* by providing academic assignments for students to complete to support and reinforce their learning. The assignments focus on standards-based practice that reflects what students are expected to demonstrate in Reading, Mathematics, Science, and Social Studies.

These assignments are for students in grades K-2. Students are encouraged to complete the assignments while away from school. They can bring their finished work to school for teachers to review and support their areas of need. As always, students are encouraged to read at least 30 minutes every day. Parents are asked to engage students in conversations about what they are reading and learning from the assignments. Parents may consider having a scheduled time for students to complete their work, and they may assist students – as needed - with the completion of assignments. Finally, an electronic version of the assignments and additional online resources can be found on the Clayton County Public Schools website (www.clayton.k12.ga.us).

Thank you for your partnership and your commitment to high performance!

Regards,

Dr. Ebony T. Lee
Director of Curriculum, Instruction, & Assessment



Reading Science

Name: _____ Date: _____

The Clubhouse



- 1 Logan and Ellie were happy! They were going to build a clubhouse. It was going to be fun!
- 2 They were going to build it in Ellie's living room. First, they needed something for the walls. It needed to be strong. It had to hold the roof. It needed to be rigid. The word rigid means stiff and firm. Ellie and Logan looked around the house. They found something. It was perfect.
- 3 The kitchen chairs were strong and rigid. They would make great clubhouse walls. They would support the roof. They placed chairs on all four sides of the clubhouse.
- 4 Next was the roof. They used a blanket for the roof. They spread it over the tops of the chairs. The blanket sagged into the middle of the clubhouse. It fell. It was too heavy. It was also too flexible. They needed something different. It needed to hold its shape better. It needed to be lightweight. Ellie had an idea. She ran to the recycling bin. She found a cardboard box. The box was big. It would cover the clubhouse. It was firm and lightweight. Logan and Ellie put it on the tops of the chairs. It worked well!
- 5 They had walls and a roof! Now, they needed to fill it with many toys and games. This was the best clubhouse yet! They couldn't wait to tell their friends.
- 6 The next day at school, Logan and Ellie were excited. They wanted to tell their friends about the clubhouse. They were going to have to wait until recess. It was time for science. Their teacher started reading the story *The Three Little Pigs*. The class was confused.
- 7 They had been learning about matter. They knew that matter was anything with mass that takes up space. What could the story of *The Three Little Pigs* have to do with matter?



Reading Science

- 8 After the story, the teacher talked about the three houses. They were all made of different types of matter. Only one of the houses was able to survive the huff and puff of the wolf. The house made of bricks was strong. It did not fall down. The teacher said, “All matter has specific physical properties. These properties can be used to help classify the material. They can be used to determine a material’s usefulness as a building material.” The class looked at straw, sticks, and bricks. They looked at the different physical properties of each. They realized that the bricks were strong and solid. They were better for building a house.
- 9 Logan and Ellie thought about their clubhouse. They told the class how the blanket did not make a good roof. It was too heavy and flexible. The cardboard made a good roof. It was stiff and lightweight. “Yes!” The teacher said, “We can observe the physical properties of different materials. These properties helps us decide which materials would be best for the intended purpose.” She asked the class what would happen if the clubhouse were built outside. Would the cardboard roof have been a good choice? What if it were to rain? Is there something that would work better? Logan and Ellie could not wait to start on their next clubhouse! It was going to be outside!



Reading Science

- 1 What happened first in the story?
 - A. Logan and Ellie told their friends about the clubhouse.
 - B. Logan and Ellie found chairs to use for the clubhouse walls.
 - C. Ellie found a cardboard box in the recycling bin.
 - D. Logan and Ellie decided to build a clubhouse outside.

- 2 What made the blanket roof sag and fall?
 - A. It was not soft enough.
 - B. The walls were not strong and rigid.
 - C. It was too heavy and flexible.
 - D. It was not big enough.

- 3 What was the class learning in science?
 - A. Plants and animals
 - B. Different environments
 - C. Matter
 - D. *The Three Little Pigs*



Reading Science

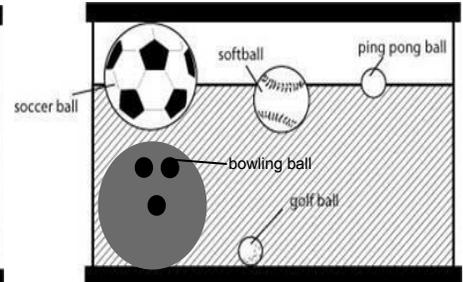
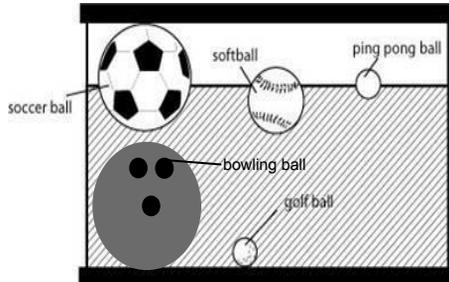
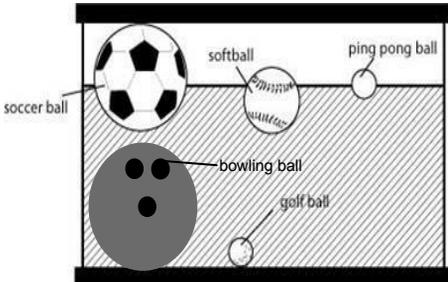
- 4 What properties of the cardboard made it a good roof?
- A. It was free.
 - B. It was recyclable.
 - C. It was light and firm.
 - D. It was brown.
- 5 Which of the following items would make a good roof for the outdoor clubhouse?
- A. A waterproof tarp
 - B. A cardboard box
 - C. A sheet
 - D. A heavy piece of wood



Math Connections

Name: _____ Date: _____

1. Some balls sink and others float. How many balls are there in all?



Count by fives. _____

2. How many balls did not float? Count by twos. _____
3. You have two more aquariums with the same type of balls to add to the collection above. How many balls do you have now? _____
4. Hannah said to answer question 3, you could just add 10 to your answer for number one. Is she correct? Why or why not?

5. How many balls would not float after you added the two aquariums? _____

What is the easiest way to count those? _____



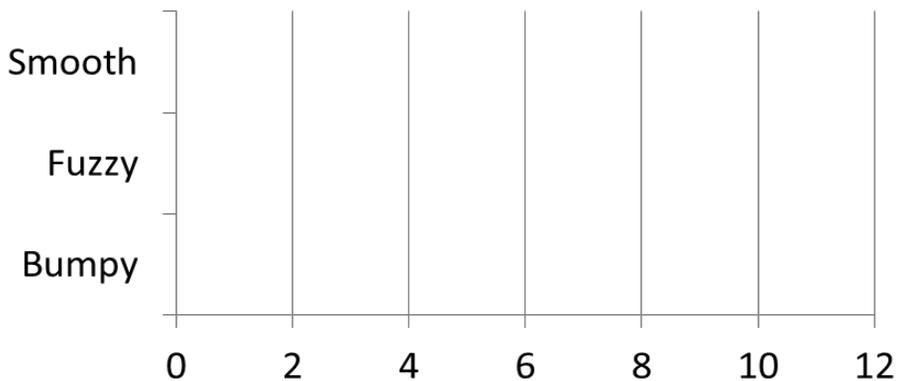
Math Connections

6. Sort the Unifix cubes your teacher gave you by color. Count the number of cubes by fives and add the total for each color to the chart. Use tally marks.

Red	Blue	Green or Yellow

Fill in the blanks using $<$, $>$, or $=$.

7. The number of blue cubes is _____ the number of red cubes.
8. The number of yellow and green cubes is _____ the number of blue cubes.
9. Your science teacher gives you 10 tennis balls, 8 golf balls, and 6 ping-pong balls. Sort the balls by texture and complete the bar graph below. Use the graph to answer the questions that follow.



10. What is the total number of balls? _____
11. How many more smooth and bumpy balls are there than fuzzy balls?
