

Dear Caretakers,

Children are learning wherever they are! In this packet, you will find resources to help them grow and learn while they are not at school.

Home Links with different kinds of activities connected to what second graders are now learning about in school—Connecting Places, Connecting People.

Word cards with images, definitions, more information, and questions to discuss. Cut them apart and use them however you want!

Books and other texts with questions for discussion, drawing, and writing

Literacy activities, including prompts for discussion, reading practice, and word practice

Writing prompts and paper. In first grade, writing includes drawing!

As children are playing, as always, you can **support learning by talking** with them about what they are doing.

Tell me what you are working on.

How did you decide to do that?

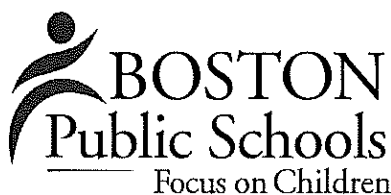
What else could you use?

Can you try that in a different way?

Collect materials around your home, such as food containers, packing materials, twist ties and string, paper scraps, loose buttons, sticks and leaves... all of these can be used for building and making things. Then you and your children can tell stories and draw about what you made.

You may be receiving packets from more than one grade.

Encourage children of different ages to read, work, and explore together!



Department of
Early Childhood



Estimados todos y todas,

¡Los niños y niñas aprenden en todos lados! Es por eso que en estas páginas les enviamos recursos para ayudarlos a que sigan creciendo y aprendiendo mientras no están en la escuela.

Home Links tiene distintos tipos de actividades relacionadas a la unidad que están aprendiendo en la escuela: Conectando lugares, conectando gente.

Tarjetas de palabras con imágenes, definiciones y preguntas para conversar entre ustedes. Pueden cortarlas y usarlas en el orden que deseen.

Libros y otros textos con preguntas para que sigan conversando, dibujen y escriban sobre lo que leyeron y escucharon

Varias actividades de alfabetización, incluyendo más preguntas para conversar, práctica de lectura y escritura y lectura de palabras

Escritura y papel para escribir. En primer grado dibujar es parte de la escritura también!

Mientras los niños y niñas juegan es bueno conversar sobre lo que hacen:

Dime lo que estás haciendo.

¿Cómo decidiste hacer eso?

¿Qué otra cosa podrías usar?

¿Puedes probar eso de otro modo?

Junten materiales reciclables en sus hogares desde cajas de comida a botones e inviten a que los niños y niñas creen y construyan con ellos. Luego juntos pueden inventar historias sobre lo creado.

Tal vez reciban materiales para niños y niñas de distintas edades. **¡Estimúlenlos a que trabajen y exploren juntos!**



Fanmi yo,

Ti moun ap kontinie apran nenpòt kote yo ye! Nan pakèt sa, wap jwen risous po ou ede timoun yo grandi epi apran pandan pa gen lekòl.

Home Links avèk diferan aktivite ki konekte avèk sa timoun yo ap apran nan dezyèm ane. Risous nan kominote nou—Connecting Places, Connecting People.

Word cards avèk imaj, definisyon, enfomasyon, epi kestyon pou nou ka diskite. Koupe yo epi sèvi avèk yo nenpòt jan nou vle!

Books and other texts avèk kestyon pou nou ka diskite, desine, avèk ekri.

Literacy activities, gen sipò avèk kestyon pou nou ka diskite, tèks pou nou li, mo pou nou pratike

Writing sipò avèk papye. Nan dezyèm ane, desine fè pati de ekri tou!

Pandan tout tan ke ti moun yo ap jwe, nou ka sipòte konesans yo : **fè ti pale** avèk yo, mande yo ki sa yap fè, epi fè yo esplike nou sa yap fè.

Sak ki fè ou decide fè sa pito?

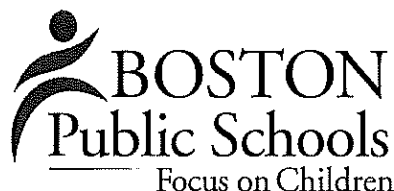
Ki sa ankò ou ka sèvi pou ou te fè sa?

Eske ou ka eseye fè sa youn lò jan?

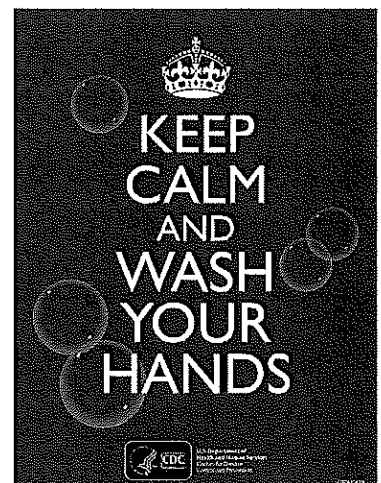
Kolekte materyèl lan tout kay lan, tankou kontenè ke te gan manje, materyèl you sèvi pou ambalaj, lasèt, moso papye, vye bouton, bout bwa, fèy... tout bagay ke nou ka sèvi pou nou fè konstriksyon lòt bagay. Apre, ou menm avèk pitit ou ka rakonte istwa epi desine bagay nou fè - bati yo.

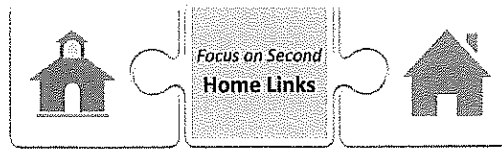
Ou ka ap resevwa pake de plizyè klas, si ou gen pitit nan diferan klas. **Ankouraje ti moun yo pou yo travay ansanm, li ansam, explore ansam!**

RETE KALM EPI KONTINYE LAVE MEEN NOU



Department of
Early Childhood





Unit 3: Connecting Places, Connecting People

Week 6: What are some of Boston's stories?

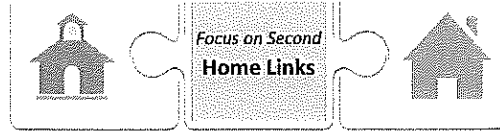
Dear Families,

This week in second grade we are talking about the history of Boston and some of the stories of people who live here.

Try one of these activities with your child each day. Mark the activities you do, and have your child return this sheet to school at the end of the week.

Go outside, do some research ☐ Take another walk around your neighborhood, or take a look out a window. Do you notice something that might have changed over time? Do some research about how Boston has changed over time. What do you find out?	Talk about... ☐ ...how your family has come to live in Boston. Share stories about the places you love in this city and things you remember from other places you have lived.	
Tell a story... ☐ that takes place in Boston. Think about characters you want to include and details about the setting. This can be any kind of story you like!	Read together! at least 20 minutes every day Record your reading on the back of this page.	Use math ideas ☐ There are 365 days in a year. How many days have you been alive if you are two years old? There are 12 months in a year. How many months have you been alive if you are seven years old? How did you figure these out?
Explore science and engineering ☐ Use recycled materials you can find to build a model of a place in Boston. This place could be where you live, your school, or another favorite place in your community.	Play with words ☐ This week one of our vocabulary words is mural. Draw a mural that tells a story about yourself or someone you know. Label the important parts of the mural.	

Child's name _____ Family member's name _____



الوحدة 3: تواصل الأماكن، تواصل الناس

الأسبوع السادس 6: ما هي بعض القصص عن مدينة بوسطن؟

العائلات الأعزاء،

في هذا الأسبوع في الصف الثاني نحن نتحدث عن تاريخ مدينة بوسطن وبعض قصص الناس الذين يعيشون بها هنا. جرب أحداً من هذه الأنشطة مع طفلك كل يوم. قم بتمييز الأنشطة التي تقوم بها ، واطلب من طفلك إعادة الورقة إلى المدرسة في نهاية الأسبوع.

☐ اذهب إلى الخارج في جولة، وقم بعمل بحث قم بأخذ جولة أخرى في الحي الذي تقطن به ، أو انظر إلى النافذة. هل تلاحظ شيئاً ربما تغير مع مرور الوقت؟ قم ببعض الأبحاث حول كيف تغيرت بوسطن بمرور الوقت. ماذا اكتشفت؟	☐ تحدث عن كيف أتيت عائلتك للعيش في بوسطن. شارك معنا بقصص عن الأماكن التي تحبها في هذه المدينة والأشياء التي تتذكرها من الأماكن الأخرى التي عشت فيها.	
☐ أخبرنا عن قصة قد وقعت أحداثها في مدينة بوسطن. فكر في الأحرف التي تريد تضمينها وتفاصيل حول الإعداد. هذا يمكن أن يكون أي نوع من القصص التي تحبها!	☐ اقرأوا سوياً اقرأ ما لا يقل عن 20 دقيقة كل يوم سجل قراءتك خلف هذه الصفحة.	☐ استخدم فكرة من الرياضيات هناك 365 يوماً في السنة. كم يوماً كنت على قيد الحياة إذا كان عمرك عامين؟ هناك 12 شهراً في السنة. كم من الشهور كنت على قيد الحياة إذا كان عمرك سبع سنوات؟ كيف عرفت ذلك؟
☐ اكتشف العلوم والهندسة استخدم المواد المعاد تدويرها التي يمكنك العثور عليها لإنشاء نموذج لمكان في بوسطن. قد يكون هذا المكان هو المكان الذي تعيش فيه ، أو مدرستك ، أو مكان آخر مفضل في مجتمعك.	☐ العب بمفردات الكلمات هذا الأسبوع واحدة من كلمات المفردات لدينا هي الجدارية. ارسم لوحة جدارية تحكي قصة عنك أو عن شخص تعرفه. قم بتسمية الأجزاء الهامة من اللوحة الجدارية.	

أسم عضو الأسرة

أسم الطالب



Unidade 3: Modi ki pesoas sta ligadu un ku kel otu na ses komunidadis, i di un komunidad i pa kel otu? (Connecting Places, Connecting People)

6ª Semana: Kas ki é algumas di stórias di Boston?

Prezadas Famílias,

Es semana na sigunda série nu sta fala sobre stórias di Boston i stórias di alguns pesoas ki ta vivi li. Tenta faze un di kes atividadis li ku bu fidju tudu dia. Marka kes atividades oras ki nhos faze-s, i pidi bu fidju pel intrega es fodja na skola antes ki semana finda.

Baí rua, i faze alguns peskizas ☐ Da más un passeio na bu vizinhansa, ô spia pa janela. Bu nota algun kuza ki muda ku tenpu? Faze peskiza sobre modi ki Boston muda ku pasar di tenpu. Kuzê ki bu diskubri?	Fala sobre... ☐ ...modi ki bu família ben vivi na Boston. Konta-nu stórias sobre lugares ki bu gosta del na sidadi i lenbransas ki bu ten di lugares ondi bu vivi.	
Konta un stória ☐ ... ki kontisi li na Boston. Pensa na ki personagens bu kre inklui i da ditalhes sobre sena. Pode ser kalker stória ki bu kre!	Ler djuntu! pelo menos 20 minutos tudu dia Regista bu leitura na kosta di es pajina.	Usa ideias matemáticas ☐ Ten 365 dias na un ano. Si bu ten dós ano di idade, kantu dias ki dja bu ten bibu? Ten 12 mês na un ano. Si bu ten 7 ano, kantu mês ki dja bu ten bibu? Modi ki bu diskubri resposta?
Splora siênsia i injinharia ☐ Usa materiais reciclados ki bu atxa pa bu faze un modelo di un lugar na Boston. Es lugar pode ser ondi bu ta vivi, bu skola, ô bu lugar favorito na bu komunidad i.		Jogo di palavras ☐ Es semana un di nos vocabulários é mural. Dizenha un mural ki ta konta un stória sobre bô ô sobre algén ki bu konxi. Indika kes partes inportantis di bu mural.

Nomi di kriansa: _____ Nomi di un membro di família _____



第 3 單元: 連接地方，連接人
第 6 周: 波士頓有哪些故事?

親愛的家長，
在二年級的這一週，我們在討論波士頓的歷史，以及住在這裡的人的一些故事。
每天跟你的孩童一起嘗試下列一個活動。在你做過的活動旁做記號，並請你孩童在本週結束時把這張單子交還給學校。

到外面去，做點研究 在你的社區四處散步，或看看窗外。你有沒有注意到隨著時間而改變的東西? 研究波士頓如何隨時間過去而改變。你發現什麼事?	討論... ...你的家庭如何來到波士頓居住。分享故事，有關你在這個城市裡喜愛的地方，以及你所記得有關你曾居住過的其他地方的事情。	
說一個故事... ...在波士頓發生。考慮你想包含的人物以及有關故事背景的細節。這可以是你喜欢任何故事類型!	一起閱讀! 每天至少 20 分鐘 在此頁背面記錄你的閱讀。	運用數學概念 一年有 365 天。若你兩歲，你活了多少天? 一年有 12 個月。若你七歲，你活了幾個月? 你怎麼找到答案的?
探索科學及工程 用你能找到的回收材料建造波士頓的一個地方的模型。這個地方可以是你住的地方，你的學校，或你在社區裡喜愛的另一個地方。	玩文字 這一週，我們的生字之一是 mural (壁畫)。 畫一幅壁畫，敘述一個有關你自己或你認識的某人的故事。把壁畫的重要部分標示出來。	

孩童姓名 _____ 家庭成員的姓名 _____



Unité 3: Connecter les lieux, Connecter les gens

Semaine 6: Quelles sont quelques-unes des histoires de Boston?

Chères familles,

Cette semaine dans la classe de deuxième année nous parlons sur l'histoire de Boston et sur quelques histoires sur les gens qui habitent là.

Essayez l'une de ces activités avec votre enfant chaque jour. Veuillez marquer les activités que vous faites et demandez à votre enfant de rendre cette feuille à l'école à la fin de la semaine.

Aller dehors, faites des recherches ☐ Faites une autre promenade dans votre quartier, ou regardez dehors par la fenêtre. Remarquez-vous quelque chose qui a pu changer au cours du temps? Faites des recherches sur comment Boston a changé au cours du temps. Qu'avez-vous découvert?	Parler sur... ☐ ... comment votre famille est venue à habiter à Boston. Partagez des histoires sur les lieux que vous aimez dans cette ville et les choses que vous vous souvenez des autres lieux où vous avez habité.	
Raconter une histoire... ☐ ... qui se passe à Boston. Pensez aux personnages que vous voudriez inclure dans l'histoire ainsi que les détails sur le cadre. Ça peut être n'importe quel type d'histoire que vous aimez!	Lisez ensemble! Pour au moins 20 minutes chaque jour. Enregistrez votre lecture au verso de cette page.	Utiliser des idées mathématiques ☐ Il y a 365 dans une année. Depuis combien de jours êtes-vous vivant si vous avez deux ans. Il y a 12 mois dans une année. Depuis combien de jours êtes-vous vivant si vous avez sept ans. Comment êtes-vous arrivé à ces réponses?
Explorer la science et la génie ☐ Utilisez des matériaux recyclés que vous pouvez trouver pour construire un modèle d'un lieu dans la ville de Boston. Ce lieu peut être le lieu où vous habitez, votre école, ou un autre lieu préféré dans votre communauté.	Jouer avec des mots ☐ L'un de nos mots de vocabulaire cette semaine est le mot mural (murale). Dessinez une murale qui raconte une histoire sur vous-même ou sur quelqu'un que vous connaissez. Étiquetez les parties de la murale.	

Nom de l'enfant _____ Nom du membre de famille _____



Inite 3: Konekte Zòn, Konekte Moun

Semèn 6: Ki sa ki kèk nan istwa Boston yo?

Chè fanmi,

Semèn sa a nan klas dezyèm ane n ap aprann istwa Boston ak kèk lòt istwa moun ki abite la.

Eseyè youn nan aktivite sa yo avèk pitit ou an chak jou. Make aktivite nou fè yo, epi fè pitit ou an remèt fèy sa a bay lekòl la nan fen semèn nan.

Soti deyò a, fè kèk rechèch ☐ Fè yon lòt ti pwomnad nan katye w la, oswa fè yon ti gade deyò a. Èske w remake kichòy ki te ka chanje avèk letan? Fè kèk rechèch sou kòman Boston chanje avèk letan? Ki sa w dekouvri?	Pale sou... ☐ ...ki jan fanmi w te arive abite Boston. Pataje kèk istwa sou zòn nan vil sa a ke w renmen ak bagay ou sonje sou lòt kote ou te abite yo.	
Rakonte yon istwa... ☐ ...ki pase Boston. Panse sou pèsonaj ou vle enkli ladan l ak kèk detay sou kad istwa. Li kapab nenpòt kalite istwa ou renmen!	Li ansanm! pou omwen 20 minit chak jou Anrejistre lekti nou yo dèyè do paj sa a.	Itilize ide matematik ☐ Genyen 365 jou nan ane a. Pou konbyen jou ou vivan si w genyen de (2) an? Genyen 12 mwa nan ane a. Pou konbyen mwa ou vivan si w genyen setan? Se ki jan nou jwenn repons lan?
Eksplòre syans ak jeni (enjenyè) ☐ Itilize materyo resikle ou kapab jwenn pou w bati yon modèl (echantiyon) yon zòn nan Boston. Zòn sa a kapab kote ou abite a, lekòl ou, oswa yon lòt zòn prefere w nan kominote w la.	Jwe avèk mo ☐ Semèn sa a youn nan mo vokabilè nou yo se mural (miral). Desine yon miral ki rakonte yon istwa sou ou oswa sou yon lòt moun ou konnen. Etikete pati enpòtan yo nan miral la.	

Non timoun nan _____ Non manm fanmi an _____



Unidade 3: Como é que as pessoas estão ligadas umas às outras nas suas comunidades, e de uma comunidade à outra? (Connecting Places, Connecting People)

6ª Semana: Quais são algumas das histórias de Boston?

Prezadas Famílias,

Esta semana na segunda série estamos a falar sobre a história de Boston e algumas histórias das pessoas que vivem aqui. Tenta fazer uma destas atividades com o seu filho todos os dias. Marque as actividades quando as fizer, e peça ao seu filho que devolva esta folha à escola no fim da semana.

Vá a rua, e faz algumas pesquisas Faz mais um passeio na tua vizinhança, ou dá uma olhada na janela. Observaste algo que mudou com o tempo? Faz pesquisa sobre como Boston mudou com o passar do tempo. O que descobriste?	Fala sobre... ...como tua família veio viver em Boston. Compartilhe histórias sobre os lugares que gostas desta cidade e as lembranças que tens dos lugares onde viveste.	
Conta uma história ... que acontece aqui em Boston. Pensa em que personagens queres incluir e dá detalhes sobre a cena. Pode ser qualquer história que queres!	Leem juntos! pelo menos 20 minutos todos os dias Registra sua leitura no verso desta página.	Usa ideias matemáticas Há 365 dias em um ano. Por quanto dias estás vivo, se tens dois anos de idade? Há 12 meses em um ano. Por quanto meses estás vivo, se tens sete anos de idade? Como é que descobriste isto?
Explorar a ciência e engenharia Use materiais reciclados que encontraste para fazer um modelo de um lugar em Boston. Este lugar pode ser onde vives, tua escola, ou um lugar favorito na tua comunidade.	Jogo de palavras Esta semana um dos nossos vocabulários é mural. Desenha um mural que conta uma história sobre ti ou sobre alguém que conheces. Indica as partes importantes do teu mural.	

Nome da criança: _____ Nome de um membro da família _____



Qaybta 3: Iskuxirka Goobaha, Iskuxirka Dadka

Asbuuca 6: Waa maxay qaar kamid ah sheekooyinka Boston?

Qoysaska Qaaliga ahoow,

Asbuucaan fasalka labaad waxaan uga hadlaynaa taariikhda Boston iyo qaar kamid ah sheekooyinka dadka halkaan kunool.

Isku daya mid ka mid ah hawlahaan soo socda adiga iyo ilmahaagu maalin kasta. Tigsaro hawlaha aad samayso, kadibna usoo dhiib cunugaaga waraaqdaan si uu ugusoo cesho dugsiga dhamaadka asbuuca.

Banaanka aad, cilmi baaris samee ☐ Markale kusoo wareeg xaafadiina, ama kafiiri daaqada. Ma ujeedaa wax isbadalay muddo kadib? Cilmi baaris kusamee siday magaalada Boston iskubadashay muddo kadib. Ma ogaatay?	Kahadal... ☐ ...sida qoyskaagu kuyimid inuu kunoolaado magaalada Boston. Kahadal sheekooyin kusaabsan goobaha aad kajecehahay magaaladaan iyo waxyaabaha aad kaxasuusato meelaha kale ee aad kunoolaan jirtay.	
Sheeg sheeko... ☐ kadhacday magaalada Boston. Kafakar dadka aad rabto inaad kudarto iyo macluumaad kusaabsan goobta. Tani axay noqon kartaa sheeko noocaad doonto ee aad jeceshahay!	Isa akhriya! ugu yaraan 20 daqiiqo maalinkasta Kuqor waxaad akhridaan dhabarka bogga.	Isticmaalka fikradaha xisaabta ☐ Waxaa jiro 365 maalmood oo sanadka kujira. Meeqa maalmood ayaad noolaan lahayd hadaad jiri lahayd labo sano? Waxaa jiro 12 sano oo sanadka kujira. Meeqa bilood ayaad noolaan lahayd hadaad jiri lahayd todobo sano? Sidee ayaad arimahaan ku ogaatay?
Sahminta sayniska iyo injineernimada ☐ Isticmaal waxyaabaha dib loowarshadeyay ee aad heli karto si aad udhisto tusaalaha meel kutaala Boston. Meeshaan waxay noqon kartaa meeshaad kunooshahay, dugsigaad dhigato, ama meel kale oo bulshadaada kudhexaala.	Kuciyaara erayada ☐ Toddobaadkan mid ka mid ah ereyada cusub ayaa ah sawir. SAMEE sawir kasheekaynaaya naftaada ama qof aad taqaano. Calaamadee qaybaha muhiimka ah ee sawirka.	

Magaca cunuga _____ Magaca xubinta qoyska _____



Unidad 3: Conexiones entre Lugares, Conexiones entre Personas

Semana 6: ¿Cuáles son algunas de las historias de Boston?

Estimadas Familias:

Esta semana en segundo grado estamos hablando sobre la historia de Boston y algunos de las historias de las personas que viven aquí. Trate de hacer una de estas actividades con su hijo/a cada día. Marque las actividades después de hacerlas y haga que su hijo/a entregue esta hoja al final de la semana.

Salir afuera, investigar ☐ Den otra vuelta por su vecindario, o miren por la ventana. ¿Han notado algo que podría haber cambiado con el tiempo? Investiguen cómo Boston ha cambiado con el tiempo. ¿Qué aprendiste?	Hablar sobre... ☐ ...cómo llegó a vivir su familia en Boston. Compartan cuentos sobre los lugares que les encantan en esta ciudad y las cosas que recuerdan de otros sitios donde hayan vivido.	
Contar una historia... ☐ que toma lugar en Boston. Piensen sobre los personajes que quieran incluir y los detalles del entorno. ¡Puede ser cualquier clase de historia que te guste!	¡Lean juntos! por lo menos 20 minutos todos los días Mantenga un registro de su lectura al dorso de esta hoja.	Usar ideas matemáticas ☐ Hay 365 días en un año. ¿Cuántos días de vida tendrías si tuvieras dos años? Hay 12 meses en un año. ¿Cuántos meses de vida tendrías si tuvieras dos años? ¿Cómo has hecho los cálculos?
Explorar las ciencias e ingeniería ☐ Usen materiales reciclados que encuentren para hacer un modelo de un lugar en Boston. Este sitio podría ser donde viven, la escuela u otro lugar favorito en su comunidad.	Jugar con las palabras ☐ Esta semana una de nuestras palabras de vocabulario es mural. Dibuja un mural que cuenta una historia sobre ti o sobre alguien que conozcas. Escribe el nombre de las partes importantes del mural.	

Nombre del estudiante _____ Nombre del pariente _____



Chương Thứ 3: Kết nối Địa điểm, Kết nối Mọi người Tuần Thứ 6: Những Câu Chuyện về Boston?

Phụ huynh học sinh thân mến,

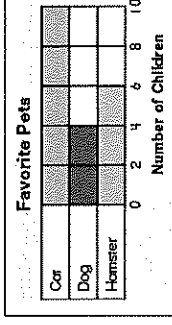
Trong tuần này, chúng ta đang nói về lịch sử của Boston và một số câu chuyện về những người sống ở đây.

Hãy thử một trong những hoạt động này với con em quý vị mỗi ngày. Đánh dấu vào các hoạt động mà quý vị đã cùng làm với các em, và cho con bạn mang lại tờ này đến trường vào ngày cuối của tuần.

Khảo Sát Khu Vực Xung Quanh, Làm Khảo Nghiệm Đi dạo xung quanh khu phố của bạn, hoặc nhìn ra cửa sổ. Bạn có nhận thấy một cái gì đó có thể đã thay đổi theo thời gian? Làm một số nghiên cứu để xem Boston đã thay đổi theo thời gian. Bạn tìm thấy gì?	Trao Đổi Về Nó gia đình bạn đã đến sống ở Boston như thế nào. Chia sẻ những câu chuyện về những nơi bạn yêu thích ở thành phố này và những điều bạn nhớ từ những nơi khác bạn đã sống	
Kể Câu Chuyện... diễn ra ở Boston. Hãy suy nghĩ về các nhân vật bạn muốn kể bao gồm và chi tiết về nơi chốn. Đây có thể là bất kỳ loại câu chuyện nào bạn thích!	Đọc Cùng Nhau! Ít nhất 20 phút mỗi ngày Ghi lại thời gian đọc sách vào trang đăng sau.	Dùng Ý Tưởng Sử Dụng Toán Học Có 365 ngày trong một năm. Bạn đã sống được bao nhiêu ngày nếu bạn hai tuổi? Có 12 tháng trong năm. Bạn đã sống được bao nhiêu tháng nếu bạn bảy tuổi? Làm thế nào bạn tìm ra đáp án này?
Khám Phá Khoa Học và Kỹ Thuật Sử dụng vật liệu tái chế bạn có thể tìm thấy để xây dựng mô hình của một địa điểm ở Boston. Nơi này có thể là nơi bạn sống, trường học hoặc một địa điểm yêu thích khác trong cộng đồng của bạn.	Trò Chơi Dùng Chữ Tuần này từ vựng của chúng ta về tranh treo tường Vẽ một bức tranh treo tường kể câu chuyện về bản thân hoặc người mà bạn biết. Ghi chú các phần quan trọng của bức tranh.	

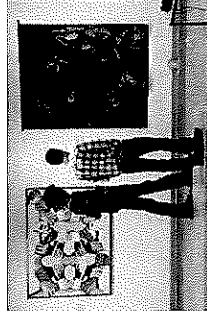
Tên trẻ _____ Tên Phụ Huynh _____

[illegible]



data

facts or information used usually to calculate, analyze, or plan something



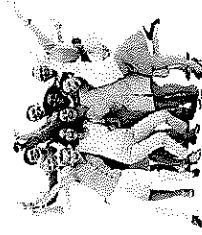
exhibit

an object or a collection of objects that have been put out in a public space for people to look at



mural

a large painting that is done directly on the surface of a wall



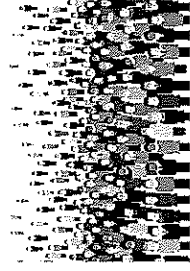
thrive

to do very well



portrait

a short biography about a person or an image of a person



population

the number of people who live in a place



develop

to create something and make it bigger or better over time



passport

a document from the government that allows a person to travel from country to country



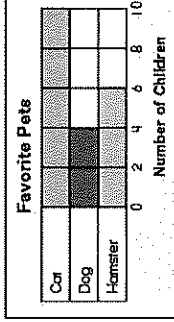
heritage

the cultural history of a group of people



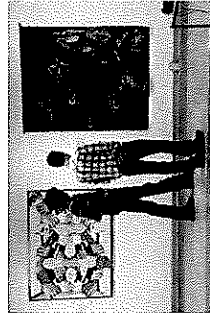
enrich

to improve the quality of something



datos

Información que se utiliza para calcular, analizar o planificar algo



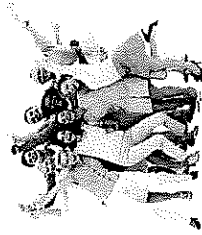
exhibición

Un objeto o grupo de objetos que se muestran en un lugar público para que la gente los mire



mural

una pintura grande que se realiza directamente sobre las paredes



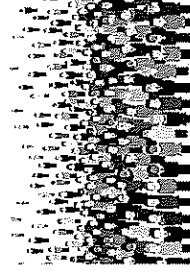
prosperar

tener éxito



retrato

breve biografía sobre una persona o imagen de una persona



población

La cantidad de personas que viven en un lugar



desarrollar

crear algo o mejorarlo a través del tiempo



pasaporte

un documento de identidad que se obtiene del gobierno y que le permite a las personas viajar de un país a otro



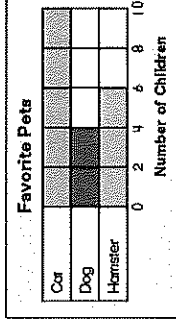
herencia cultural

la historia cultural de un pueblo



enriquecerse

mejorar la calidad de una experiencia



data

Verite ou enfòmasyon ki sèvi pou kalkile , analize ou byen planifye you bagay.



heegzibisyon

Youn objè ou byen youn koleksyon ke yo mete youn kote piblik pou tout moun ka wè.



miral

Youn gwo penti tablo ke you fè dirèkman sou youn mi



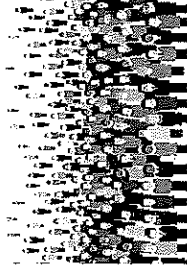
thrive/ avanse

Lè wap byen mennen



portrait/pòtrè

Youn byografi kout sou youn moun ou imaj youn moun



population/ popilasyon

Kantite moun ki viv nan youn kote



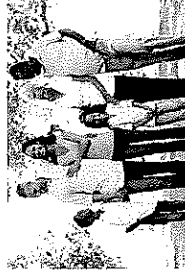
devlope

Pou kreye youn bagay epi ou kontinye ò li pi bon de tanzantan



paspò

Youn dokiman gouvènman ki ba moun dwa pou ou vwayaje de peyi a peyi.



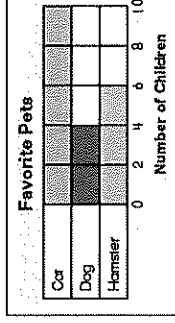
heritage/eritaj

Istwa kiltirèl youn gwoup



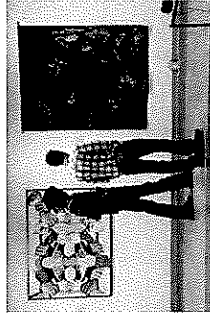
enrich/anrishe

Enprove kalite you bagay



data

Verite ou enfòmasyon ki sèvi pou kalkile , analize ou byen planifye you bagay.



exhibit/

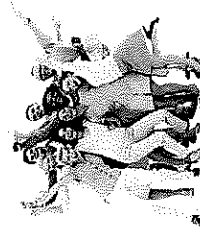
egzibisyon

Youn objè ou byen youn koleksyon ke yo mete youn kote piblik pou tout moun ka wè.



mural/miral

Youn gwo penti tablo ke you fè dirèkman sou youn mi



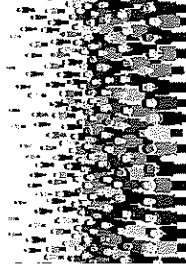
thrive/ avance

Lè wap byen mennen



portrait/pòtrè

Youn byografi kout sou youn moun ou imaj youn moun



population/ popilasyon

Kantite moun ki viv nan youn kote



develop/ devlope

Pou kreye youn bagay epi ou kontinye ò li pi bon de tanzantan



passport/ paspò

Youn dokiman gouvènman ki ba moun dwa pou ou vwayaje de peyi a peyi.



heritage/eritaj

Istwa kiltirèl youn gwoup



enrich/anrishe

Enprove kalite you bagay

Choose 3! Menu

Choose a word, and do one activity from each color column.

Write a definition Write what this word means, or what it is.	In my world Have you seen this word somewhere else? Does this word remind you of something?	Write a connected word Think about the word you chose. How might it be connected to another word you know?
Make a sentence Use the word in a sentence. Write the sentence.	Draw a picture Draw a sketch to show the word's meaning. Act it out Show the word with your body, alone or with a partner.	Give a translation Do you know this word in another language? Does your partner?

Vocabulary Station: Choose 3!

.....

The word is:

Blue

☐ Write a definition

☐ Make a sentence

Yellow

☐ In my world

☐ Act it out

☐ Draw a picture

Green

☐ Make a connection

☐ Give a translation

*Use the writing paper provided to respond to the prompts
at the bottom of each page*

Marie-Claude Mendy

Chef and Restaurant Owner



Tell us about growing up in Senegal. Were you interested in cooking as a child? I started cooking as far back as I can remember. I have always been the one you will find in the kitchen, making mistakes, creating troubles, burning the dish. Around age 11, my mom realized that this person, you cannot chase her out of the kitchen. So then she would ask me to do some little task when she's cooking. Then sometimes when she'd have some guests ... I'd be the one watching to make sure that the fish was being fried properly.

So what made you decide there was a market for Senegalese food in Boston? I came here to Boston in 2001... When I was doing some research, I realized there is no Senegalese restaurant in Boston.

How did you choose the name *Teranga*? *Teranga* means hospitality in Wolof, the Senegalese language, but it's more than hospitality. For us, it's a way of life... Like, we say, "This person, she's *teranga*": This person is hospitable, this person is generous.

What experiences led Marie-Claude Mendy to start a Senegalese restaurant in Boston?

How does Marie-Claude Mendy enrich Boston?

Adapted from Edible Boston (<http://www.edibleboston.com/blog/2017/9/11/q-a-marie-claude-mendy>)

Text Talk U3 W6 D4

Interview by Nicole Fleming, Photo by Michael Piazza

Sreha Shrestha, also known as IMAGINE Boston Artist-in-Residence



What problem are you working to solve?

As an educator I'm constantly working on designing new creative learning experiences for children. As an artist I'm always looking to paint the next big wall and testing the limits of my imagination!

What inspired you to work with children and art?

Growing up in Nepal, I didn't have a lot of art experiences... As an adult I realized that many children don't have a space to learn and be creative outside of school. So at the Children's Art Museum of Nepal (CAM) I wanted to create a space where kids can think, collaborate, and solve problems.

This project is about identity and collaboration. It's about exploring the beauty of the English and Nepali alphabets and the process of graffiti art with second grade students!

What impact do you hope to have?

I hope to continue designing innovative ways to learn.

Why does Sreha Shrestha help children to create art?
How does Sreha Shrestha enrich Boston?

Source: <https://meimagine.squarespace.com/walls/>,
<https://medium.com/@HUBweek/hubweek-change-maker-sneha-shrestha-cfabd40ce549>

Text Talk U3 W6 D4

Michelle Wu

Boston City Councillor



How has your experience as the daughter of immigrants influenced your career path and your priorities?

I am completely driven by the experiences that my family has had and the values that my parents' gave to me and my siblings around understanding hard work and education and focusing on the greater good. I think being the daughter of

immigrants also meant that I grew up with a very keen awareness of invisible barriers that different communities face.

For my parents who were immigrants from Taiwan, it was a language barrier because they didn't speak English when they first arrived in the United States and remained as a cultural barrier often even after their English skills got better. I always felt like I was moving between different worlds and that my parents especially felt this sense of being other.

In my work now I try to focus on taking down barriers for every community and creating opportunities that are truly inclusive because the strength of our country is built on our history of welcoming everyone and giving anyone—no matter what your country of origin is or the language you speak at home—the chance to live up to their full potential.

What does Michelle Wu mean when she says that she was aware of the "invisible barriers" immigrants face?
How does Michelle Wu enrich Boston?

Source:

<https://today.law.harvard.edu/some-counsel-from-a-city-council-president-an-interview-with-michelle-wu-12/>

Photo: <https://www.boston.gov/departments/city-council/michelle-wu>

Text Talk U3 W6 D4

Guillermo Nojehowicz (no-hay-cho-wees)

Musician (Drummer, Composer, Band Leader)



When did you come to Boston?

I came to Boston in 1980 to go to the Berklee College of Music. I thought I would stay for a year or two.

How did you become a musician?

I was like every teenager, influenced by The Beatles. I used to get together with friends, play songs, and sing. I asked my dad, "Would you ever buy me a drum set?" and I was surprised

when he said yes. One thing led to another. My dad was a visual artist in Argentina, so he was very supportive of any artistic stuff. My new CD is a tribute to my dad and my grandmother.

How do you make connections between Argentina and Boston?

I stay connected by traveling and talking to people there often. I play music by certain artists, like Astor Piazzolla, and I write music using Latin tunes, rhythms, and sounds, like tango. I bring the music to kids I teach, and I teach kids to sing in Spanish.

Who and what influence the music you make now?

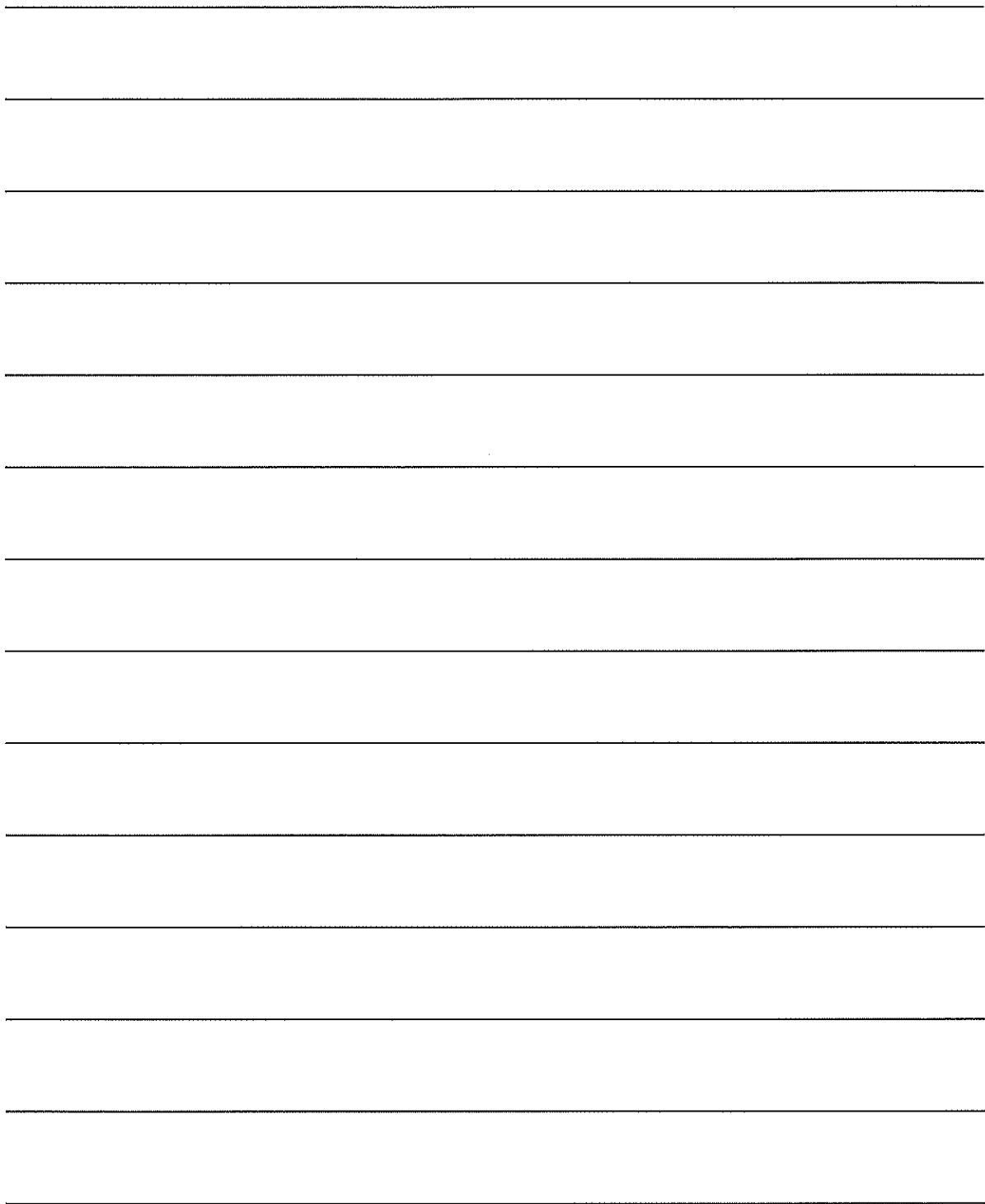
Jazz has been a huge influence. I didn't play jazz before I came to the United States. Your environment influences your life. I'm still getting influenced, like by classical music from Europe. It's important to be connected to other cultures and see how things are done in other places.

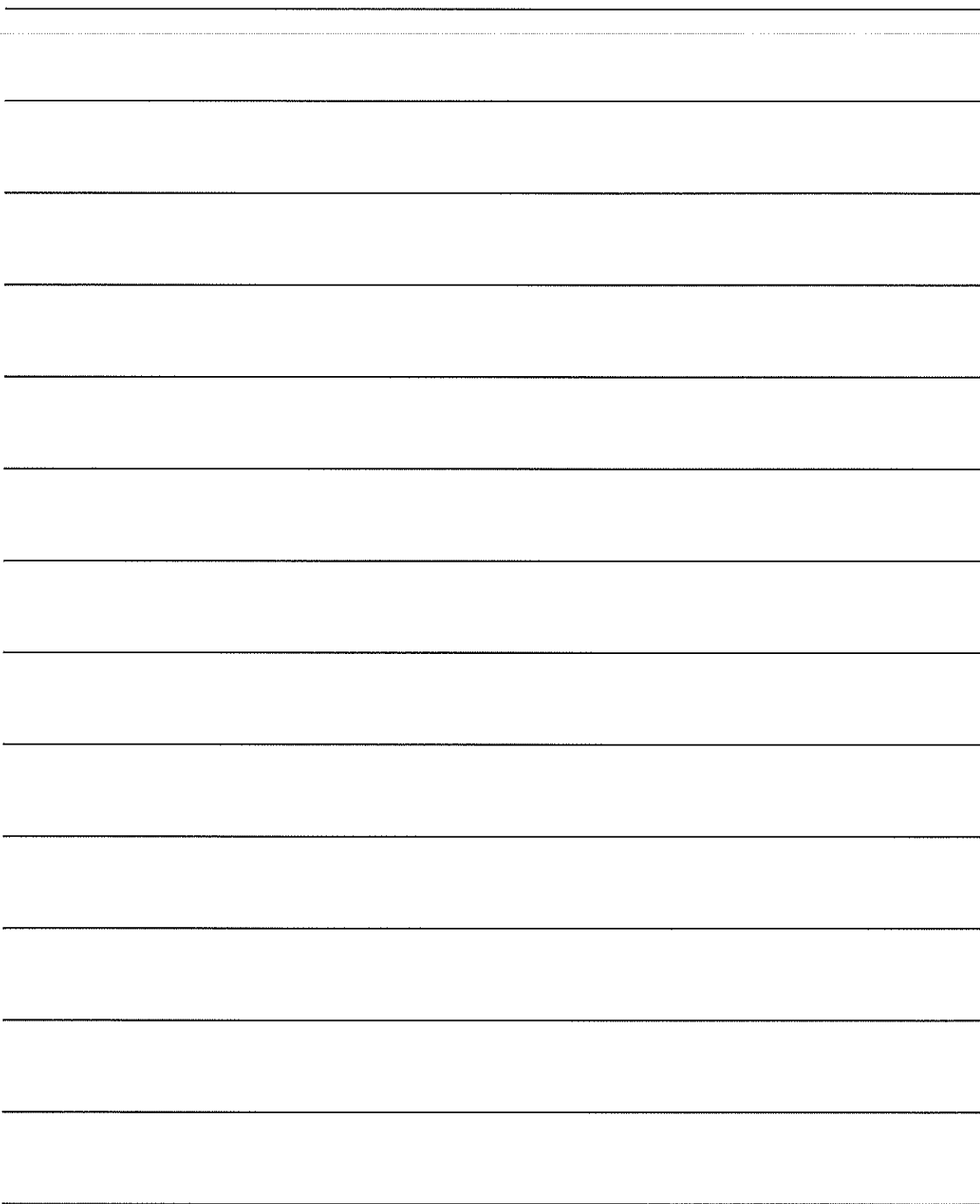
Why does Guillermo Nojehowicz say that it's important to be connected to other cultures?

How does Guillermo Nojehowicz enrich Boston?

Interview by Melissa Tonachel, February 2018

Text Talk U3 W6 D4





Questions for discussion and Writing (use writing paper provided)

What do the article and the mural make you think about East Boston?

What details in the text or mural make you think that?

Underline details in the text that support your idea.

What message does the mural communicate?

How do you know?

Immigrant Grandmothers Mural

Before the mural was painted, people who live in East Boston were asked to send in photos of their grandmothers for the project. People also brought in objects that belonged to their ancestors, such as prayer beads, jewelry, and old keys. The artists in the Mural Crew looked at these objects as they were painting.

Diane Barsotti is one neighbor who sent in photos of her grandmothers. She called her mother's mother "Nonni American" because she was her first grandmother to immigrate to the United States. She is shown in the mural wearing an apron and making pasta. She called her father's mother "Nonni Italy" because she lived longer in Italy before coming to Boston. She is shown in a passport photo sitting on the table in the mural.

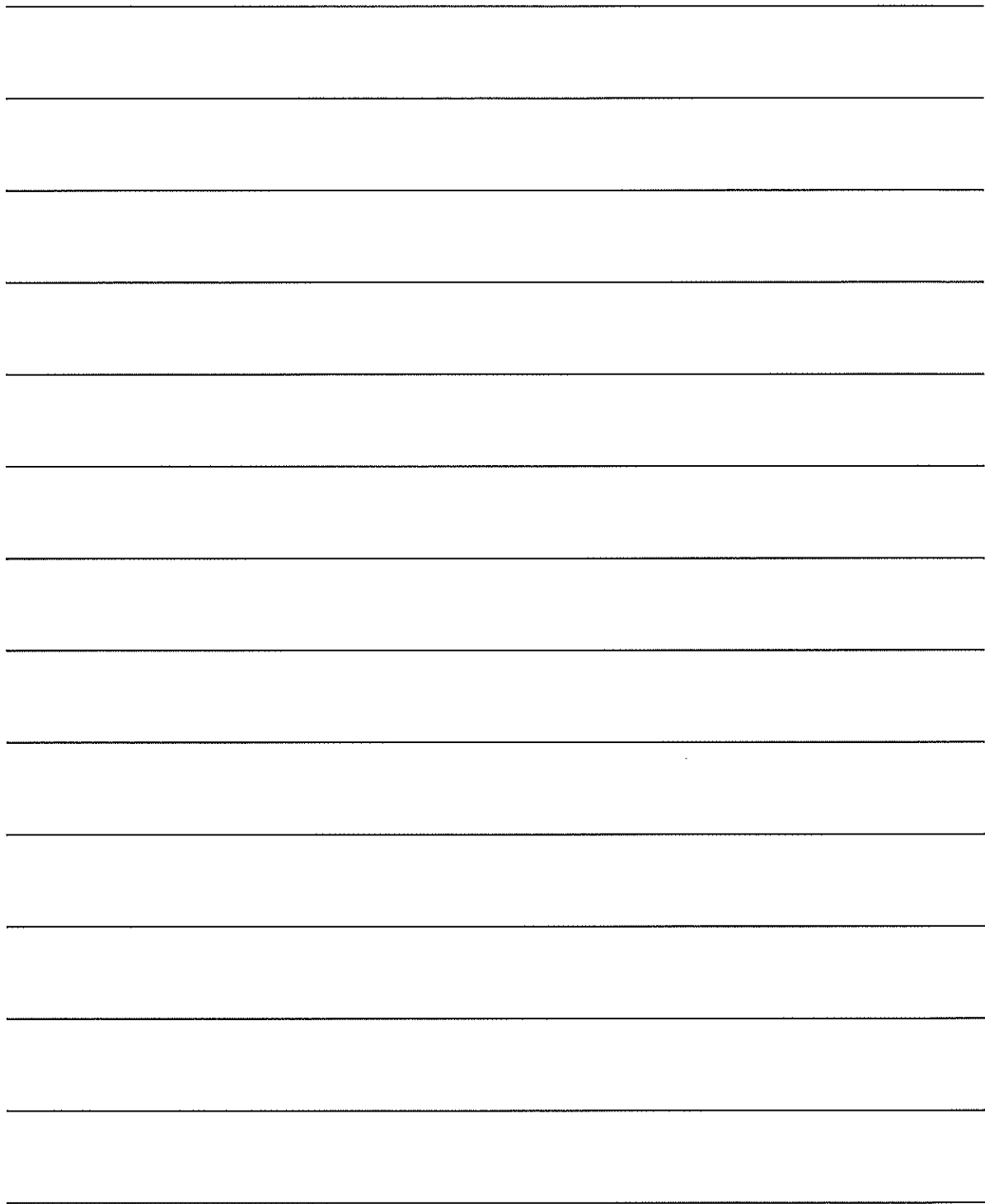
Adapted from www.boston.gov "Immigrant Grandmothers Mural Unveiled in East Boston" December 8, 2017

Text Talk U3 W6 D3

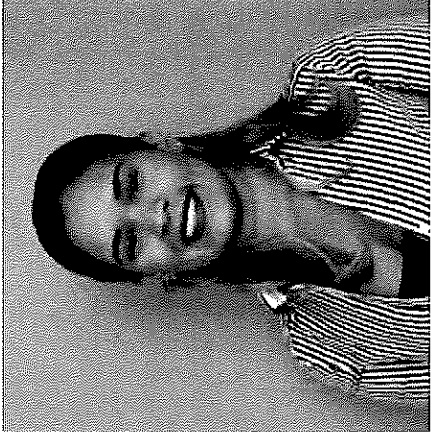


Immigrant Grandmothers Mural

Mayor's Mural Crew, East Boston, December, 2017



Carla Gualdron, Teens in Print



Carla Gualdron was born in Boston. She is Dominican-Colombian-American.

Carla's mother is from the Dominican Republic. Carla's father is from Colombia. Carla's parents met in Venezuela and lived there. That's where Carla's sister was born. After, they lived in Colombia and in the Dominican Republic. And then they the came to the United States.

They moved to New York City. Carla's mother was not happy there. She missed the country feeling of her home in Bani, in the Dominican Republic. She missed being in a place where everyone knew everyone else. She missed the delicious mangoes!

Carla's parents moved to Boston, where other people in their family also lived. And Carla was born.

Carla's first home was in East Boston. She spoke Spanish at home, so when she went to preschool, she did not understand what her teachers and the other children were saying. She had one friend

How did Carla's mother feel when she first moved to the United States? **(talk and take notes in response to the prompts)**

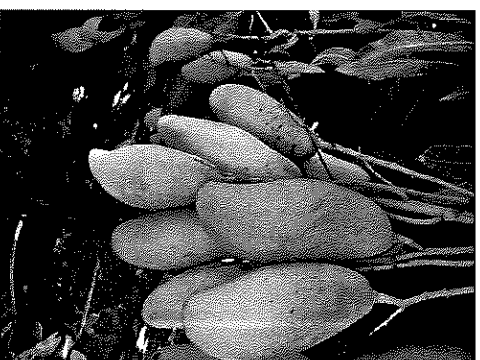
who also spoke Spanish, Francesca. Francesca's family was from Puerto Rico.

Carla's family moved to Hyde Park. Her family was the only family she knew in her neighborhood who spoke Spanish; most of the families spoke Haitian Creole. But all the kids in her neighborhood played together, especially in the summertime.

The summer when Carla was six years old, she spent the summer in the Dominican Republic.

It was very different. It was warm and magical. I had baby bunnies and chicks as pets. I ate mangoes right off the tree. I fell out of a tree, and we put lemon and alcohol on it because the hospital was so far away. I still have the scar.

There were so many stars at night! When the electricity and the lights went out, the kids went out at night to play under the bright stars.



What was it like for Carla as a child in Boston?

Who is speaking in this part of the text? How do you know?

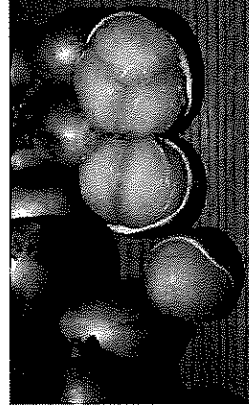
Why do you think Carla said it was "magical" in the Dominican Republic?

In middle school, Carla met other Dominican and Haitian students, and also many students whose families were from Vietnam. She loved being in a place where there were people from so many different places. When she got to high school, most of the students were from Dominican families, and they came from all over the city. Carla began thinking more about what it means to be Dominican.

Carla describes the Dominican Republic:

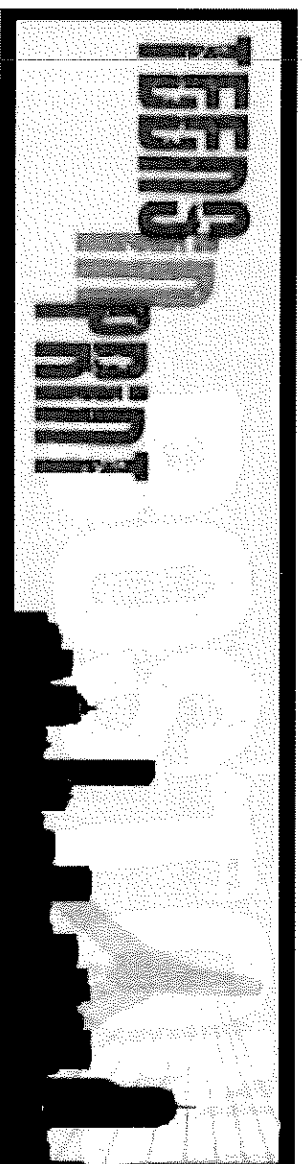
When we think of the Dominican Republic, we think of baseball. But there's also art, there's music, there's photography, films — everyone has a story to tell. As an island, we are rich in so many cultures. We are colorful people.

Every beach is a good beach. Every mango you pick off a tree is a good mango. Every tree is a tree you can climb. And if you climb a tree, you're going to pick fresh fruit, and you can sit up there and eat it. You can pick little green fruits that are orange inside with a big pit, limoncillos. You take off the shell with your teeth and eat the inside.



Why do you think Carla loved the diversity of her middle school?

What are some of the things Carla thinks are special about the Dominican Republic?



Carla is the Program Director of *Teens in Print*, a newspaper that is written by teenagers about things that are important to teenagers. The newspaper is available all around Boston. Carla began writing for the newspaper when she was in high school, and that's how she discovered that she wanted to become a journalist. She is curious and she loves interviewing people to find out about people and the world. Carla asks the teenagers to write about things they care about.

There are about 45 teen writers. Most of their parents are immigrants, they speak another language at home, and they will be the first people in their families to go to college... They are very much like me.

Photos

Carla Gualdrón: <http://www.writeboston.org/young-journalists-highlighted-at-teens-in-print-publication-party/>

Teens in Print: <http://www.writeboston.org/our-programs/teens-in-print/>

Mangoes: <https://indacampo.files.wordpress.com/2014/05/dscf1104.jpg>

Limoncillos: <http://islandmix.com/blog/caribbean-experience/>

What do you think Carla enjoys about her job?

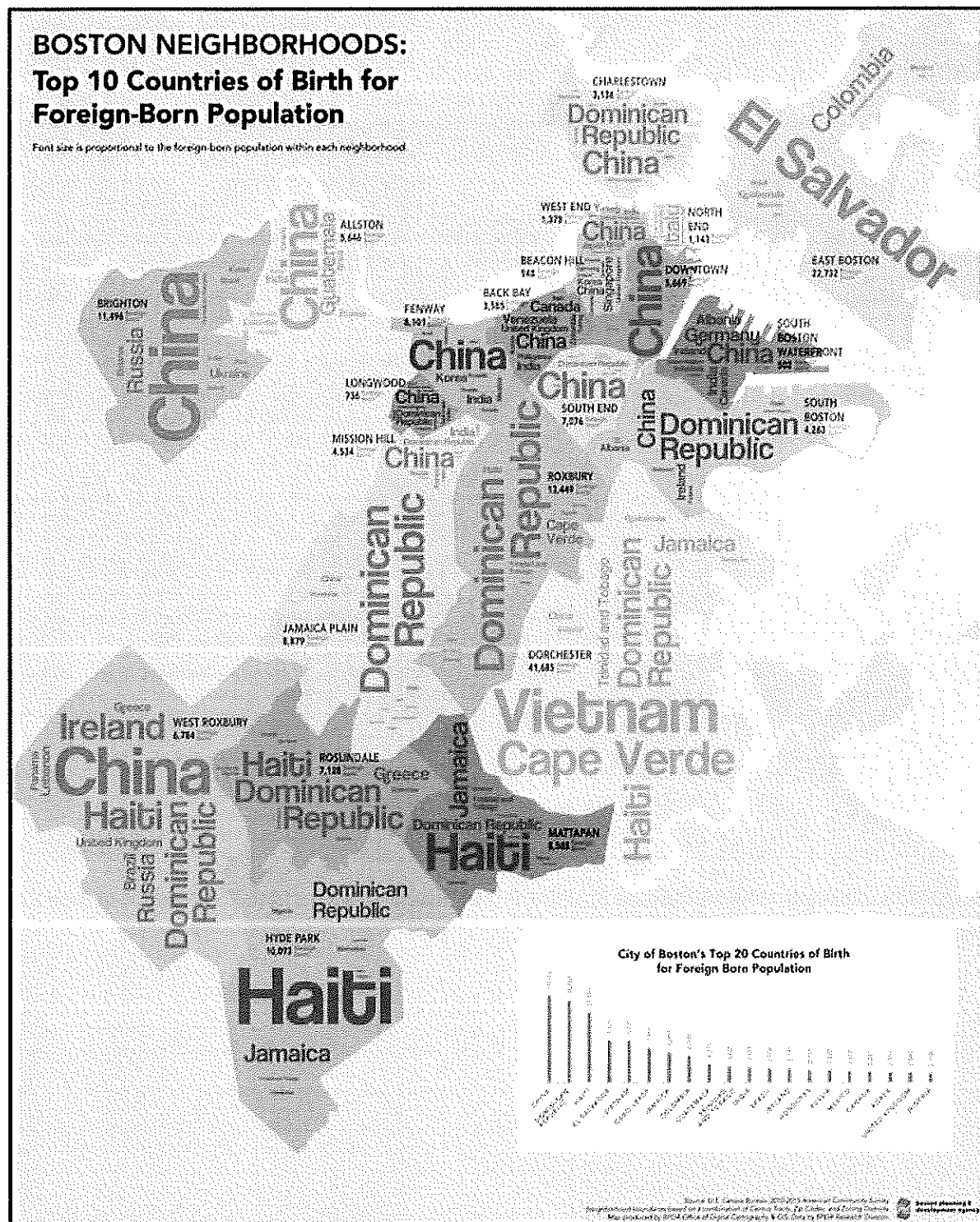
How does Carla Gualdrón enrich the city of Boston?

Talking about Maps Conversation Prompts: Cut apart and make available alongside maps from Text Talk Week 6, Day 1.

Question 1: People from some countries live in many different parts of the city, and people from other countries live mostly in just one part of the city. Why do you think this? <i>Talking about Maps</i>	Question 2: What are some good things about living in a neighborhood with people from many different countries? <i>Talking about Maps</i>
Question 3: What do you think are some reasons that people move to Boston? <i>Talking about Maps</i>	Question 4: Sometimes people who come from different countries have different customs and traditions. What have you learned about another country from a classmate or community member? <i>Talking about Maps</i>

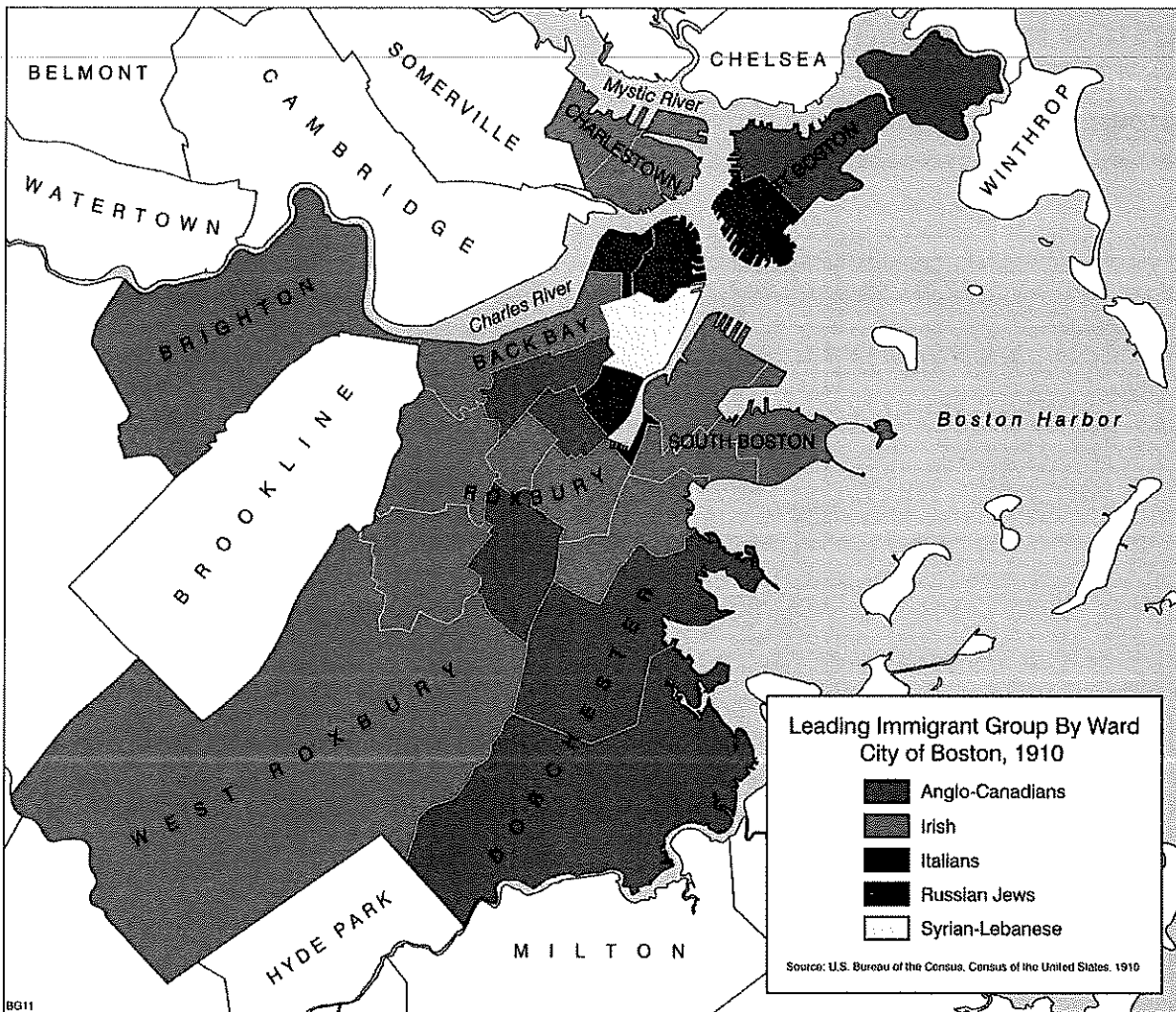
Listening and Speaking Station U3 W6

Focus on Second | Boston Public Schools Department of Early Childhood P-2



Boston Planning & Development Agency, Office of Digital Cartography and GIS
 "Boston Neighborhoods: Top 10 Countries of Birth for Foreign-Born Population" Boston, 2017.
 Courtesy Boston Planning & Development Agency.

Listening and Speaking Station U3 W6



Blake Gumprecht. "Leading Immigrant Groups by Ward, City of Boston, c. 1910", from *The Peopling of New England*, [2013]

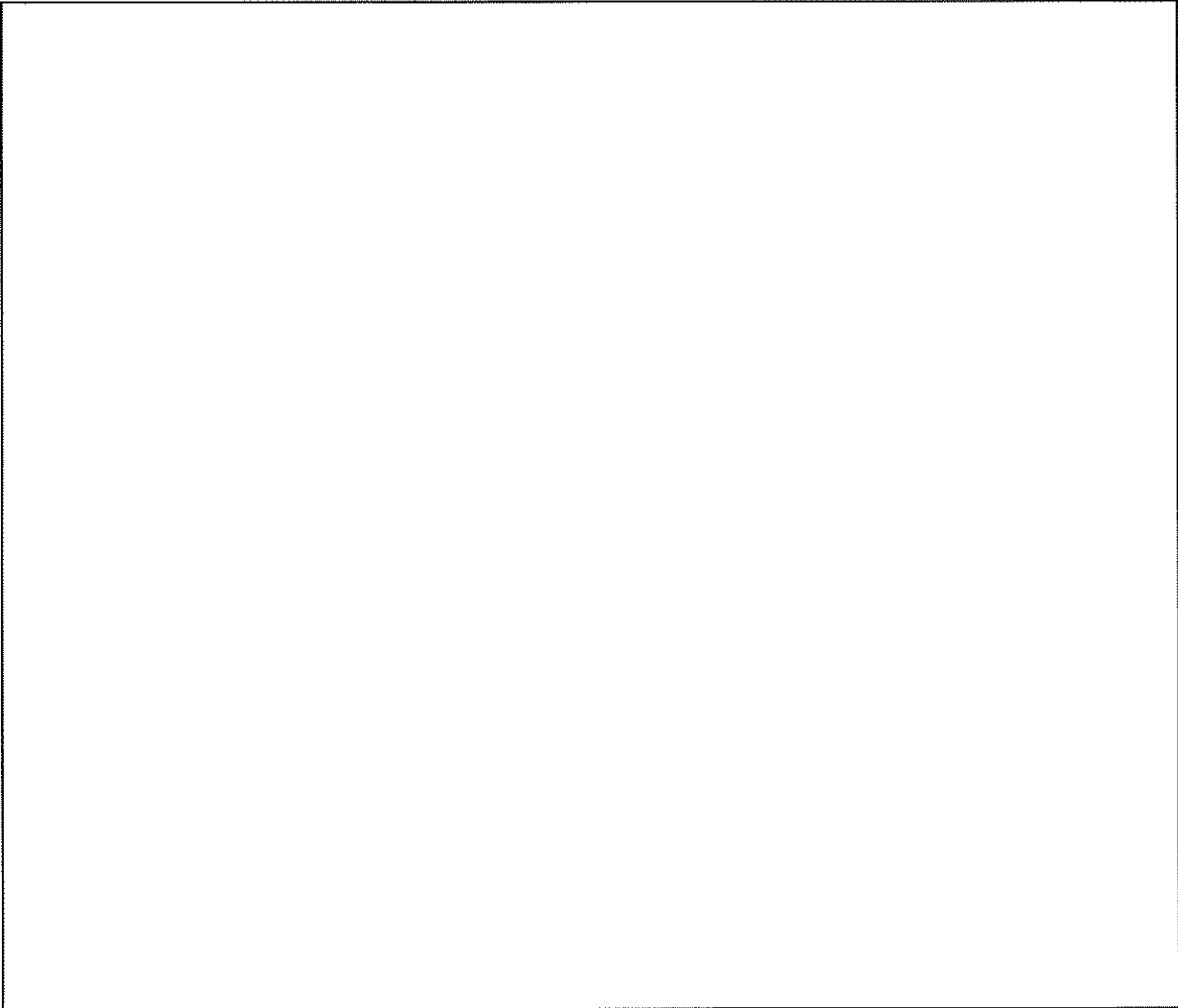


Boston is a swirl of colors, representing the various native countries of its immigrant populations. –*Courtesy of Kyle Walker*

Talking about Community Members

Name: _____

Draw a sketch of someone in your community who is important to you.
Then use the questions in the box below to talk with your partner.



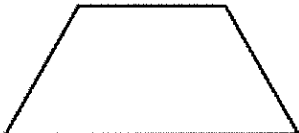
1. Who did you draw, and why is this person important in your community?
2. How do you know or know about this person?
3. Does this person help the community alone, or do they have help?
4. Where do you imagine seeing this person in your community?
5. What two things would you like to tell our class about this person?

Name: _____

Name It	Write It	Mark It
---------	----------	---------

Write the word, then mark the double vowel.

Word Bank							
joy	point	oyster	coins	oil	voice	toilet	trapezoid

 	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

Fundations Unit 12, Week 1

RF.2.3b. Know spelling-sound correspondences for additional common vowel teams.

Word Work Station U3 W6

.....

Name: _____

Complete the Word

Read each sentence.
Add **oi** or **oy** to complete the words.

1. It wasn't easy, but I think we made the right **ch**____**ce**.
2. I saved all the **c**____**ns** for the vending machine.
3. It's hard to open the shell of an ____**ster**.
4. We **enj**____ camping, even when it rains.
5. The trucks are so **n**____**sy**, we can't hear each other!
6. My baby brother **ann**____**s** me sometimes.
7. I put the pot on the stove to **b**____**l** water.
8. Blocks are my favorite **t**____**s**.

Fundations Unit 12, Week 1

RF.2.3b. Know spelling-sound correspondences for additional common vowel teams.

Word Work Station U3 W6

Name: _____

Look	Cover	Write	Check
------	-------	-------	-------

Trick Words

√

favorite		
early		
ocean		

Foundations Unit 12, Week 1

RF.2.3f. Recognize and read grade-appropriate irregularly spelled words.

Word Work Station U3 W6

Use it in a Sentence

favorite

early

ocean

Dear Family:

Units 10 through 16 all work with the new vowel digraph syllable type, or "D" syllable type. In Unit 11 we will focus on the **long e sound**. The three sounds previously introduced will be our focus:

ee - jeep - /ē/

ea - eat - /ē/

ey - key - /ē/

The **ea** vowel combination also has the sounds /ē/ as in **bread**, and /ā/ as in **steak**, but these are less common and will not be studied at this time.

Just as before, the reading is much easier than the spelling. Therefore, the spelling option procedure will need to be practiced. In this Unit I will introduce the various spellings of /e/ such as **ee** in **jeep**, **ea** in **eat**, and **ey** in **key**. Your child already knows that **e** has the long sound in the vowel-consonant-e syllable (as in **Pete**) and in the open syllable (as in **me** and **baby**). In the beginning or middle of a syllable, the most common spelling choices are **ee**, **ea** or **e-e** (e-consonant-e). At the end of a word, the most common spelling options are **y** or **ey**.

Perhaps a trip to the library will encourage your child to read. Some science books that may be of interest are:

A Seed is Sleepy by Dianna Hutts Aston (Chronicle Books, 2007)

An Egg is Quiet by Dianna Hutts Aston (Chronicle Books, 2006)

Electricity by Steve Parker (Dorling Kindersley, 1992)

Pyramid by James Putnam (Dorling Kindersley, 1994)

Also, a game such as **Boggle Junior** will promote spelling and word recognition. It will take several exposures to words before your child is secure with both the reading and spelling. Thank you for your help at home.

Sincerely,





Homework Guide

Follow These 5 Steps:

1. Dictate the word or sentence.
2. Have your child repeat it.
3. Have your child write it.
4. Read the word or sentence again and have your child proofread it carefully.
5. Check his/her work.

WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	stir	lark	live	banged	
On Tuesday Dictate	Current Words	→	meat	sleep	key	speed	beard
On Wednesday Dictate	Trick Words	→	whose	again	won	country	son
On Thursday Dictate	Sentence	→	Jim ate all the meat on his plate.				

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	Review Words	→	Thursday	boxcar	fuse	cattfish	
On Tuesday Dictate	Current Words	→	kidney	thirteen	valley	beaver	turkey
On Wednesday Dictate	Trick Words	→	breakfast	picture	ready	head	answer
On Thursday Dictate	Sentence	→	They will clean the chimney next week.				



Do the “Match the Syllable” Activity

Have your child read the syllables on the left and right and match the syllables to form real words.

trol	key
chim	sey
jer	ney
tur	ley

don	kers
val	teen
snea	key
thir	ley

Have your child write the words from above on the lines below. Scoop and mark the syllables.



Do the "Sentence Correction" Activity

Tell your child that the bold words in the sentences below are spelled incorrectly. Have him or her proofread the sentence, and write the corrected word on the line, adding punctuation.

- 1 Did you use clean **sheats** on the bed _____
- 2 I hope this **screne** keeps the bugs out _____
- 3 Did you pay for that or was it **frey** _____
- 4 The kids like to wade in the **creak** _____
- 5 My dog has **flees** _____

Have your child choose two sentences to write on the line below. Have him or her add punctuation and proofread carefully.

1

 _____

 _____

 _____

 _____

 _____

 _____

 _____

 _____

2

 _____

 _____

 _____

 _____

 _____

 _____

 _____

 _____



Do the "Fill In the Word" Activity

Words that sound the same but are spelled differently and have different meanings are called homophones. Help your child use a dictionary to select the correct word from the box (using each word only once). Please talk about each of the following sentences while pointing out the homophone and discussing the meaning.

week	meet	weak	beat	creek
creak	beet	steel	meat	steal

- 1 I like to _____ friends.
- 2 Beef is my favorite kind of _____.
- 3 In baseball, runners will _____ a base.
- 4 A car is made of _____.
- 5 The frogs are in the _____.
- 6 Did you hear that _____?
- 7 The kids _____ the drums.
- 8 Have you ever eaten a _____?
- 9 There are seven days in a _____.
- 10 Steve felt _____ when he was sick.



Do the "Pick the Right Vowel Team" Activity

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

ee or ey

troll____

ind____d

coff____

ee or ey

sixt____n

kidn____

disagr____

ee or ey

hock____

chimn____

sl____ve

ee or ey

donk____

scr____ch

jers____

Have your child write the words from above on the lines below. Read the words.

ee words

ey words

Fundations® **Trick Words**

WEEK 1

whose

won

son

WEEK 2

breakfast

head

ready

UNIT
11

→ **Cut words into flashcards. 1.** Each night, help your child **read** all Trick Words from previous units, as well as these. **2.** Have your child **trace** each new Trick Word with his or her finger and **spell** it aloud; and **3.** Cover up the Trick Word and have your child write it with his or her finger on the table while naming each letter.

Writing Grid for Word and Sentence Homework



Review Words



1

2



3

4



Current Words



1

2



3

4



Trick Words



5

1



2

3



4

5



Sentence



1



Writing

Each week, choose one of the prompts below to guide your writing.

Personal Recount

Write a story about a time you had a problem and how it was resolved.

Write a poem about a time you had a problem and how it was resolved.

Write a story about a special day you experienced. Include what happened and why it was special.

Write a poem about a special day you experienced. Include what happened and why it was special.

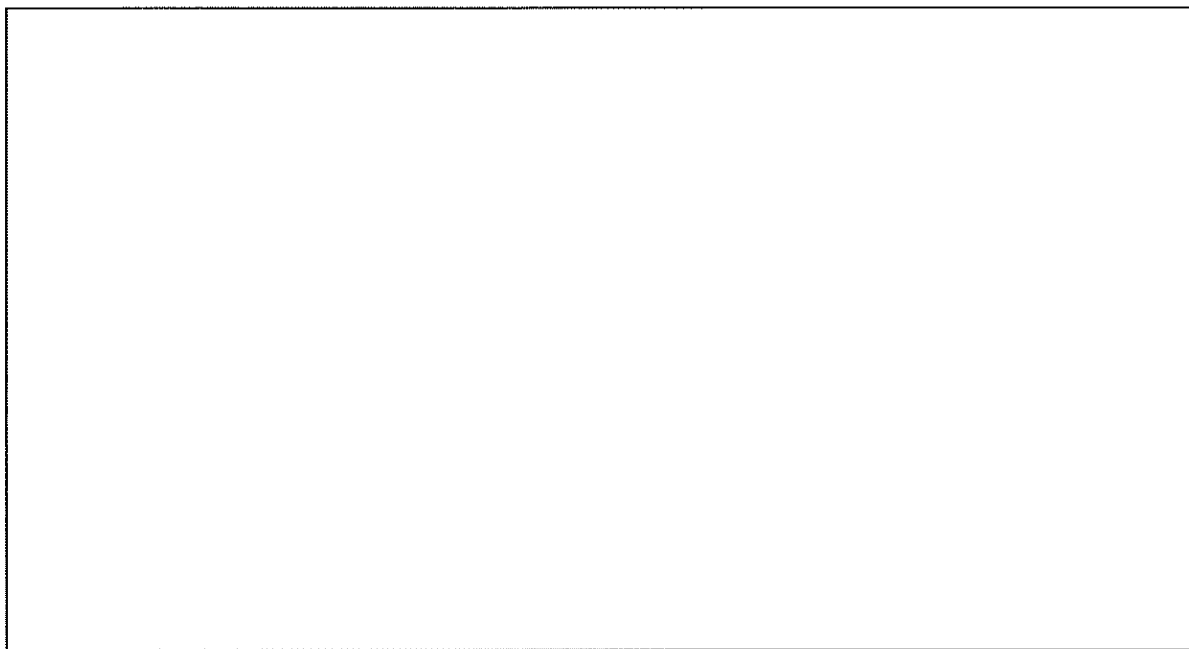
Procedure

Write a procedure for how to cook something.

Write a procedure for how to play a game.

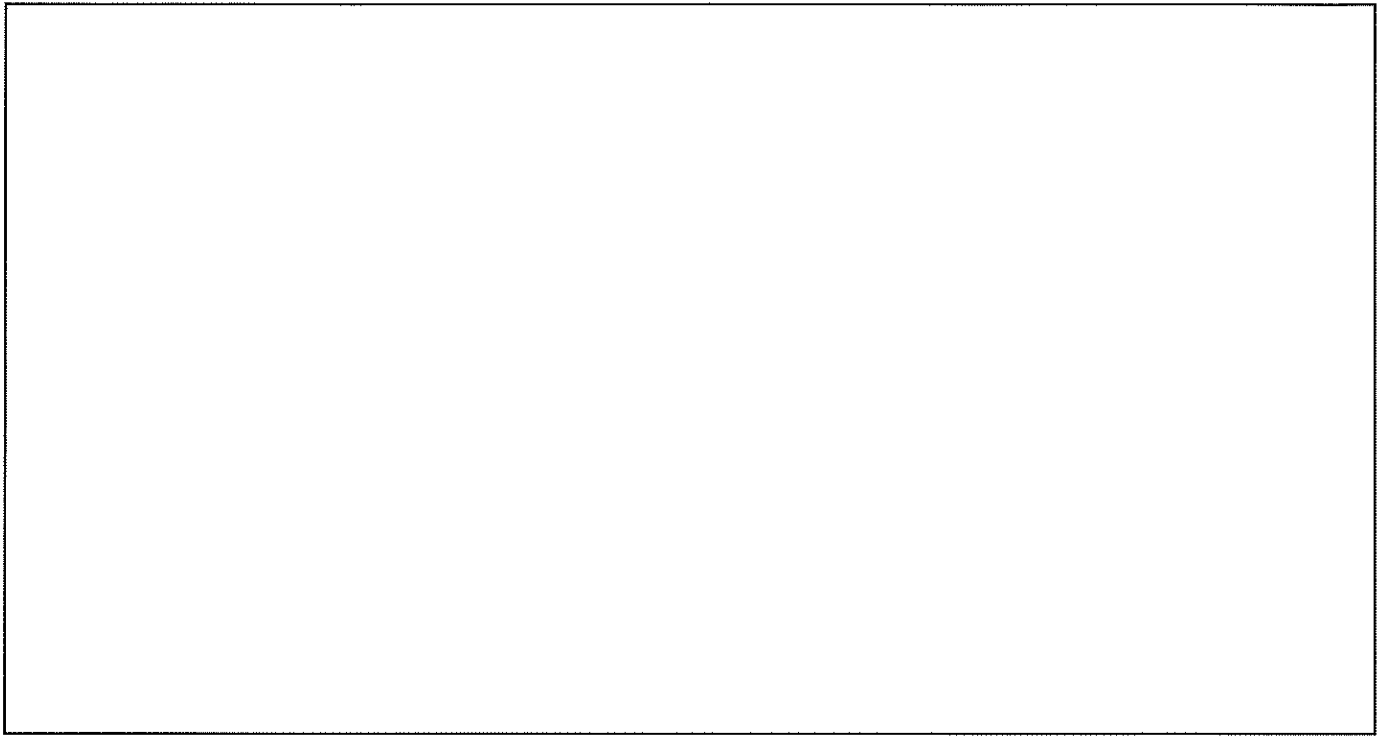
Write a procedure for how to do something that you are really good at.

Name _____ Date _____





Name _____ Date _____





























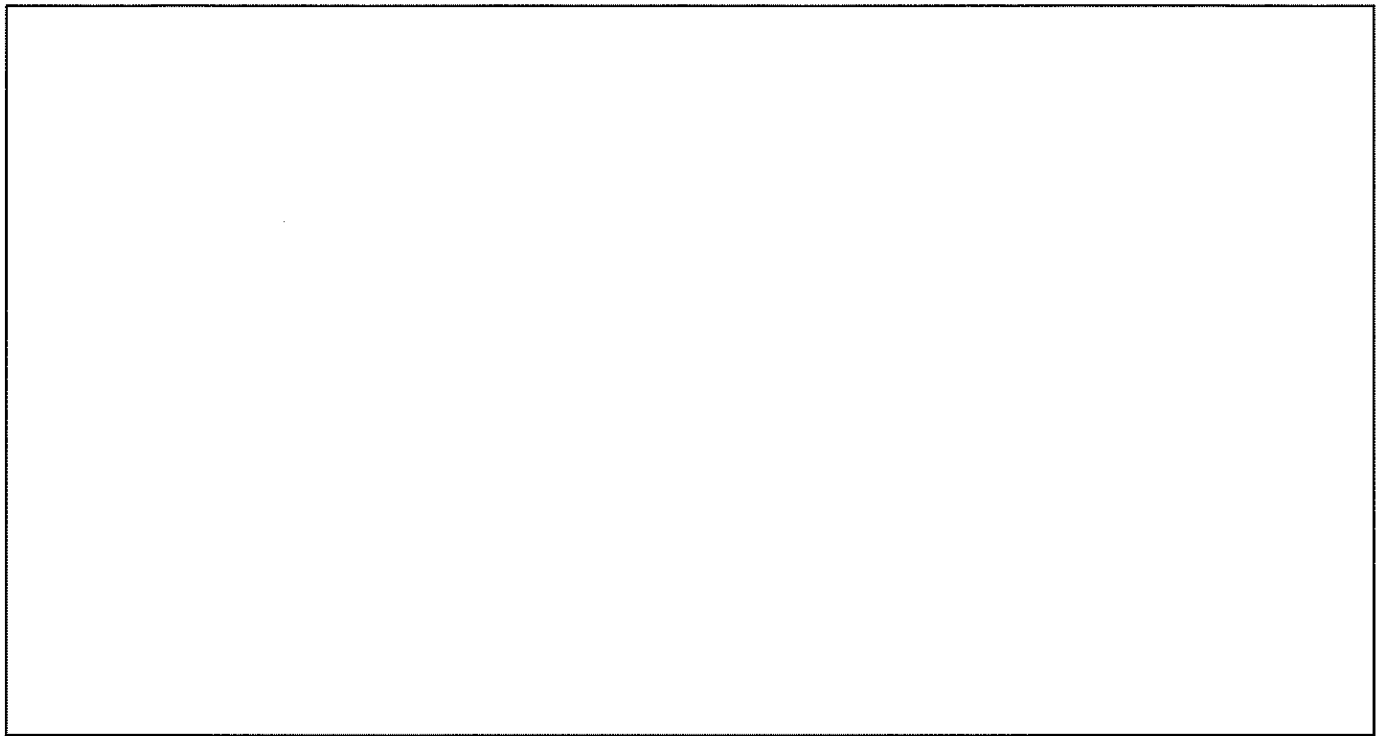




Name: _____

Date: _____



































Name: _____ Date: _____



Name: _____

Materials:

Steps:

☐☐

Steps:

☐☐

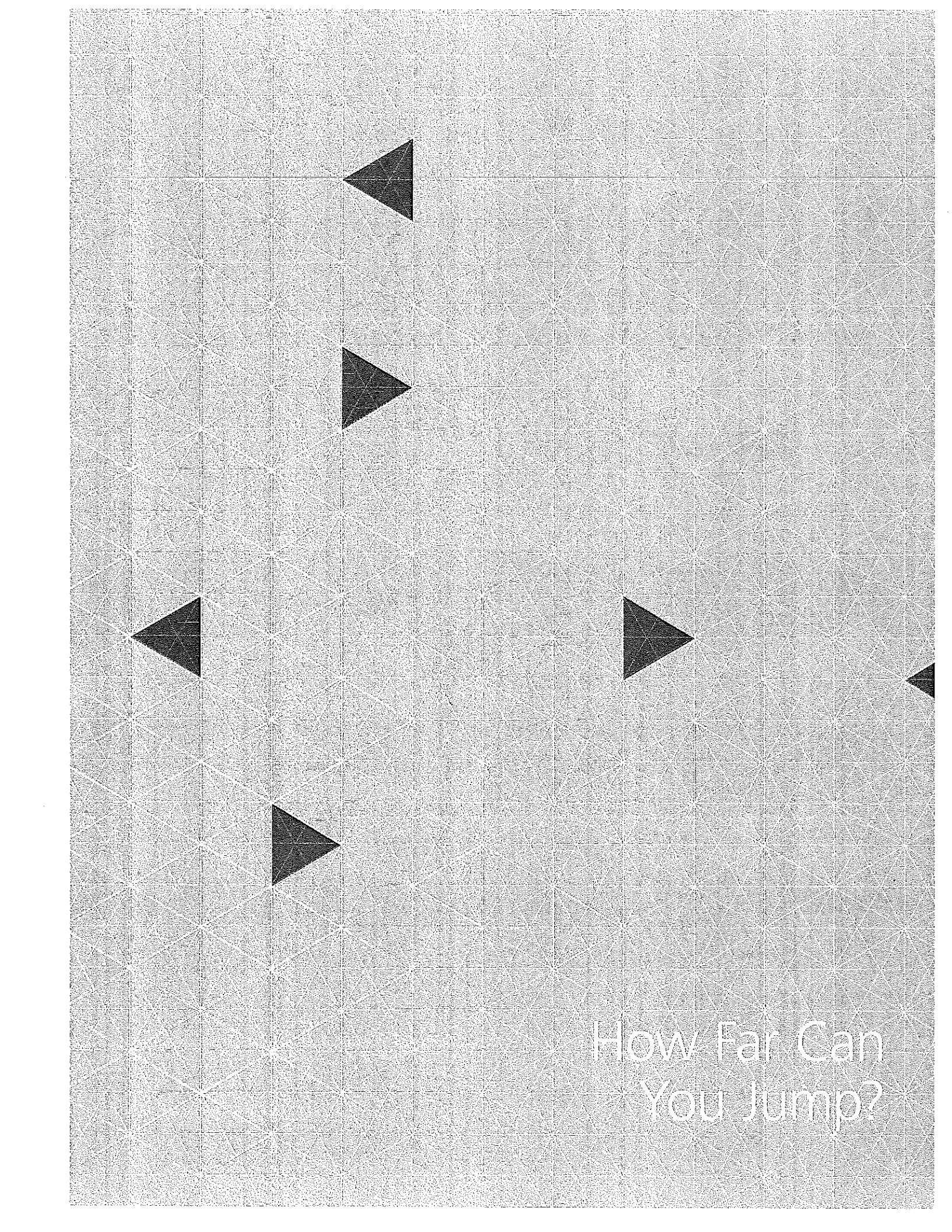
Steps:

☐☐

GR2

WK 2

How Far Can
You Jump?

A light gray background with a grid of small, dark gray triangles. The triangles are arranged in a pattern that suggests a larger, repeating geometric design. Some triangles are solid black, while others are lighter gray, creating a subtle contrast. The triangles are oriented in various directions, some pointing up, some down, and some to the sides.

How Far Can
You Jump?



NAME _____

DATE _____

How Far Can You Jump?

1 Use each of the units to measure each of your jumps.

	 a frog jump	 a rabbit jump	 a kid jump
			
			
			

2 What do you notice about the length of your jumps?

3 Which kind of jump (frog, rabbit, or kid) was your longest jump? How do you know?

4 Did it take more paper clips or craft sticks to measure your longest jump? Why do you think so?



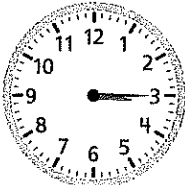
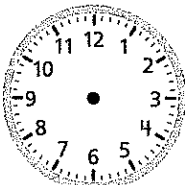
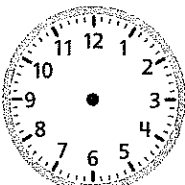
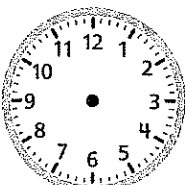
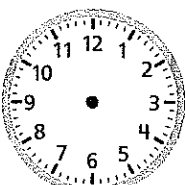
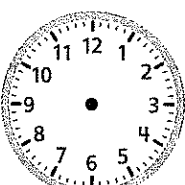
NAME _____

DATE _____

Time to the Quarter Hour

Read each clock. Record what time it is.

Then, show what time it will be in 1 hour and record that time.

What time is it now?	What time will it be in 1 hour?
 	 
 	 
 	 
 	 
 	 

NOTE

Students practice telling time to the quarter hour, determining what time it will be in one hour, and recording time using both analog and digital notation.

 **Telling Time to the Quarter Hour**



NAME _____

DATE _____

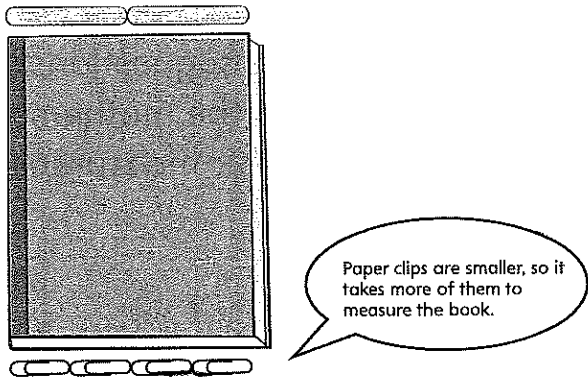
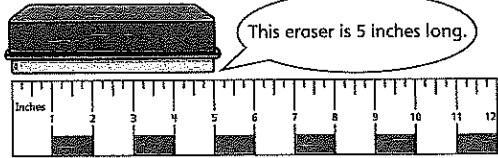
(PAGE 1 OF 2)

About the Mathematics in This Unit

Dear Family,

We are starting a new unit in mathematics called *How Far Can You Jump?* Students will be measuring lengths and distances and solving measurement story problems. We will work with a variety of measurement units, including nonstandard ones like shoe-lengths, craft sticks, paper clips, and cubes, as well as standard ones, like inches, feet, yards, centimeters, and meters.

Throughout this unit, students will be working toward these goals:

Benchmarks/Goals	Examples
Recognize that, when measuring the same length, larger units yield smaller counts (and vice versa).	
Estimate and measure lengths in inches, feet, centimeters, and meters.	



NAME _____

DATE _____

(PAGE 2 OF 2)

About the Mathematics in This Unit

Benchmarks/Goals	Examples
Represent measurement data on a line plot.	Rabbit Jumps Distance (in centimeters)
Solve comparison and other story problems about lengths.	Jake jumped two times. 1st jump: 63 inches 2nd jump: 59 inches - How much longer was Jake's first jump than his second jump? - If you combine Jake's jumps, how far did he jump?

You will soon receive suggestions for activities to do at home that further support the mathematics in this unit. We look forward to sharing our measurement work with you.



NAME _____

DATE _____

Comparing Jumps

You took a kid jump, a rabbit jump, and a frog jump.

My longest jump was a _____ jump.

My shortest jump was a _____ jump.

1

When you measured with your shoe-lengths,

- how long was your longest jump? _____
- how long was your shortest jump? _____
- how many shoe-lengths longer was your longest jump than your shortest jump? _____

2

When you measured with craft sticks,

- how long was your longest jump? _____
- how long was your shortest jump? _____
- how many craft sticks shorter was your shortest jump than your longest jump? _____

3

When you measured with paper clips,

- how long was your longest jump? _____
- how long was your shortest jump? _____
- how many paper clips longer was your longest jump than your shortest jump? _____



NAME _____

DATE _____

Measuring with Pencils

Franco and Sally measured the width of a desk. They used their pencils as the unit of measure. Here are their measurements:

Franco: 32 pencils

Sally: 46 pencils

1

Why did they get different measurements?

2

Which pencil below is Franco's? Circle it.

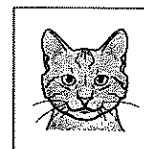
Which pencil is Sally's? Draw a line under it.



Ongoing Review

3

Jacy has 36 cat stickers and 29 horse stickers. How many stickers does Jacy have in all?



Ⓐ 55

Ⓑ 65

Ⓒ 67

Ⓓ 71

NOTE

Students answer questions about measurements made with different-sized units.

STATE Measuring With Units of Different Lengths



NAME _____

DATE _____

Measuring Jumps with Cubes

Measure your longest jump and your shortest jump with cubes.

- 1 My longest jump is _____ cubes.
- 2 My shortest jump is _____ cubes.
- 3 How many cubes longer is your longest jump than your shortest jump?
Write an equation that shows the problem.
Solve the problem and show your work.



NAME _____

DATE _____

A Jumping Contest

The students in Room 203 held a grasshopper-jumping contest.

Grasshopper	Length of Jump
Group A's Grasshopper	36 cubes
Group B's Grasshopper	42 cubes
Group C's Grasshopper	25 cubes
Group D's Grasshopper	57 cubes

- 1 Which group's grasshopper had the longest jump?

- 2 Which group's grasshopper had the shortest jump?

- 3 How many cubes longer was the longest jump than the shortest jump? _____ cubes
- 4 If Group D had only 40 cubes, how could students have measured their grasshopper's jump?

NOTE

Students compare measurements to find the shortest and longest jumps, and then find the difference between them.

 **Strategies for Measuring Accurately**



NAME _____

DATE _____

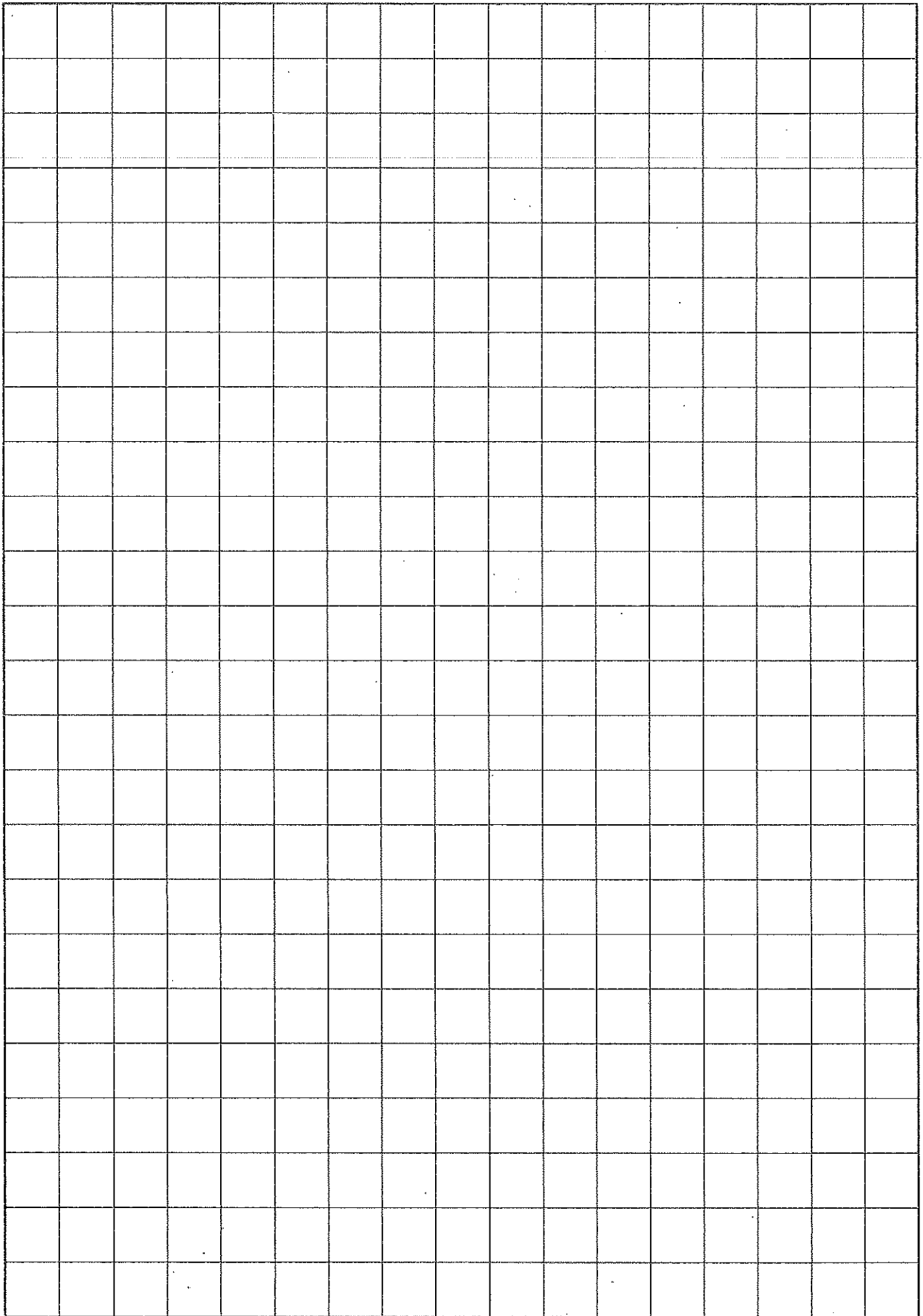
How Much Longer?

Use the information from your class to fill in the blanks.

- 1 The longest jump in the class was _____ cubes.
- 2 The shortest jump in the class was _____ cubes.
- 3 How much longer was the longest jump than the shortest jump?
Write an equation that shows the problem.
Solve the problem and show your work.

NOTE

Students compare measurements to find the shortest and longest jumps, and then find the difference between them.





NAME _____

DATE _____

Jumping in the Land of Inch

Use inch-bricks to figure out how far each of the athletes jumped.

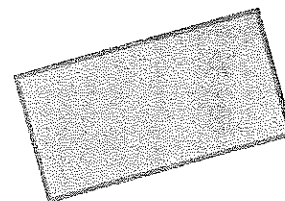
- 1 Pim jumped the width of this paper.
How far did Pim jump?

_____ inch-bricks



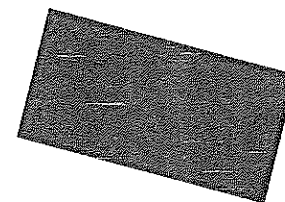
- 2 Ren jumped the length of a craft stick.
How far did Ren jump?

_____ inch-bricks



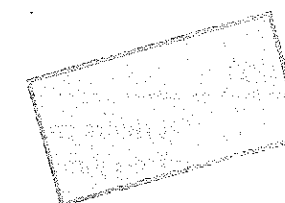
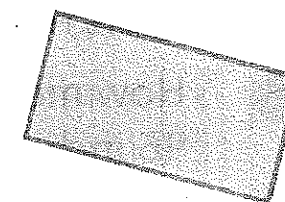
- 3 Hap jumped the length of this paper.
How far did Hap jump?

_____ inch-bricks



- 4 Tob jumped the length of a glue stick.
How far did Tob jump?

_____ inch-bricks





NAME _____

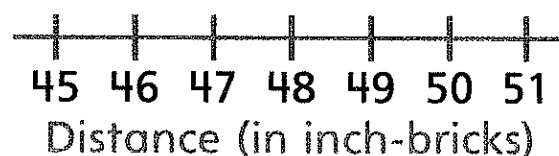
DATE _____

Bullfrog Jumps

- 1 Kira has a pet bullfrog. She measured how far her frog could jump. Use the data to make a line plot.

Frog	Distance (inch-bricks)
A	49
B	46
C	48
D	49
E	50
F	50
G	47
H	46
I	47
J	50
K	46
L	47
M	50

Frog Jumps



- 2 How many times did Kira's frog jump 50 inch-bricks? _____
- 3 How many times did Kira's frog jump 46 inch-bricks? _____
- 4 Which distance did Kira's frog jump more times, 49 inch-bricks or 47 inch-bricks?
_____ inch-bricks

NOTE

Students create a line plot and use the data to answer problems about how far a frog jumped.

Line Plots



NAME _____

DATE _____

Measuring with Inch-Bricks at Home

Use your inch-bricks to measure things at home.
If you want, cut out the measuring tool below.
Then glue the inch-bricks onto the measuring tool.

1

Find something that is 6 inch-bricks long.
What is it? _____

2

Find something that is 3 inch-bricks long.
What is it? _____

3

How long is your toothpaste tube?
_____ inch-bricks

4

How long is a bar of soap?
_____ inch-bricks

5

How long is a spoon?
_____ inch-bricks

Measuring Tool:



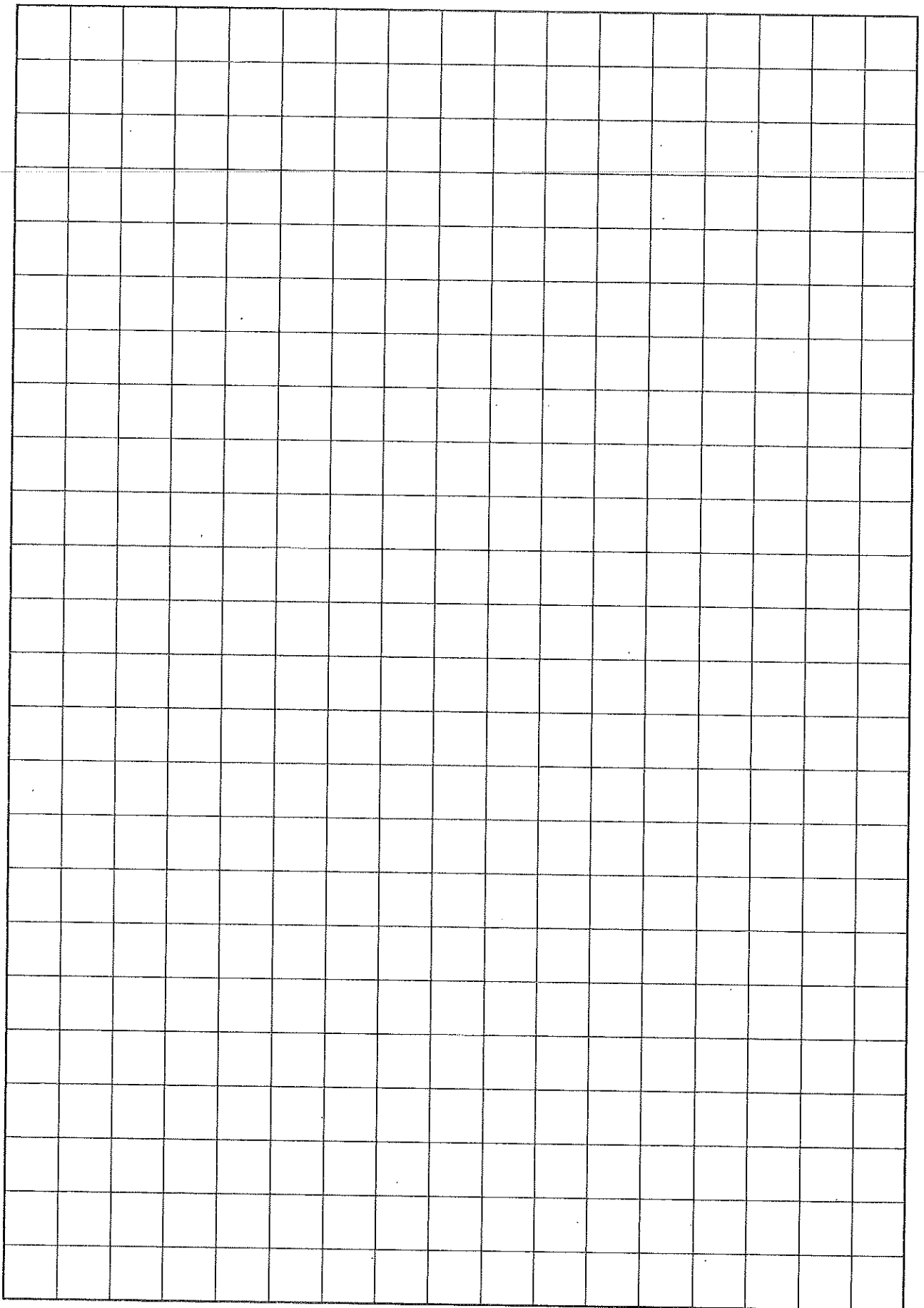
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NOTE

Students use inch-bricks to measure objects at home.



Using a Common Unit; Different Ways to Measure Length



NAME _____

DATE _____

(PAGE 1 OF 2)

Clothes in the Land of Inch

Measure each object with an inch-brick measuring tool. Record each length.

1

The length of Princess Funer's cloak is the same as the length of your pencil.

How long is Princess Funer's cloak? _____ inch-bricks

2

The length of Ren's jacket is the same as the length of 12 cubes.

How long is Ren's jacket? _____ inch-bricks

3

The length of Pim's shirtsleeve is the same as the length of 2 craft sticks.

How long is Pim's shirt sleeve? _____ inch-bricks

4

The length of Raf's knee sock is the same as the length of 4 cubes.

How long is Raf's knee sock? _____ inch-bricks

5

The length of Nim's pants is the same as the length of 4 color tiles.

How long are Nim's pants? _____ inch-bricks



NAME _____

DATE _____

(PAGE 2 OF 2)

Clothes in the Land of Inch

6 The height of the king's crown is the same as the length of 3 color tiles.

How tall is the king's crown? _____ inch-bricks

7 The length of Gar's jacket is the same as the length of 8 color tiles.

How long is Gar's jacket? _____ inch-bricks

Use the information from Problems 1–7 to solve the problems below. Show your work.

8 How many inch-bricks longer is Ren's jacket than Raf's knee sock?

9 How many inch-bricks longer is Gar's jacket than the height of the king's crown?

10 How many inch-bricks longer are Nim's pants than the height of the king's crown?



NAME _____

DATE _____

(PAGE 1 OF 2)

Buildings in the Land of Inch

Use your inch-brick measuring tool to answer each question.

1

The people in the Land of Inch grow to be as tall as the inch-brick measuring tool.

How tall are the people in the Land of Inch?

_____ inch-bricks

2

Princess Funer's castle is as long as the table.

How long is Princess Funer's castle?

_____ inch-bricks

3

Tob's house is as wide as your desk.

How wide is Tob's house?

_____ inch-bricks

NAME

DATE

(PAGE 2 OF 2)

Buildings in the Land of Inch

4

Ren's house is as tall as the seat of your chair.

How tall is Ren's house?

_____ inch-bricks

5

Pim's house is as tall as your desk.

How tall is Pim's house?

_____ inch-bricks

6

Gar's house is as tall as the doorknob is from the floor.

How tall is Gar's house?

_____ inch-bricks

7

The king's castle is as tall as the bookcase.

How tall is the king's castle?

_____ inch-bricks



NAME _____

DATE _____

Inch-Brick Tool Measurements

Solve each problem. Show your work.

1

Jake measured his desk. The desk is as long as 2 inch-brick measuring tools. How many inch-bricks long is his desk?

2

Sally had a piece of wood. It took her 4 inch-brick measuring tools to measure the wood. She cut off a piece that is as long as 3 inch-brick tools. How many inch-bricks long is the piece that is left?

NOTE

Students solve story problems about measuring with inch-brick tools.

Measuring Lengths Longer Than 12 Inches



NAME _____

DATE _____

Practicing the Facts

Choose 6 facts that are hard for you to remember. Write them on the blank cards.

$13 \square 6 = 7$
Clue: $12 - 6 = 6$

Use something you know to write a clue.
Practice these with someone at home.

$\square =$ Clue: _____	$\square =$ Clue: _____
$\square =$ Clue: _____	$\square =$ Clue: _____
$\square =$ Clue: _____	$\square =$ Clue: _____