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Let's Learn More Backpack—Grade 2

This sample includes the following:

Let's Learn More Activity Book

- What Should Second Graders Know? (2 pages)
- Guiding Questions (1 page)
- Reading (3 pages)
- High-Frequency Words (1 page)
- Mathematics (1 page)
- Problem Solving (1 page)
- Social Studies (1 page)
- Science (1 page)
- Game (1 page)
- Mindfulness (1 page)
- Technology (1 page)
- Hands-on Activities (1 page)
- Project-Based Learning (1 page)

Reader Sample (23 pages)

Additional backpack resources
not included in this sample:

- Parent Tip Card
- Ebook Library Access Card

To Create a World ⁱⁿ which
Children Love to Learn!

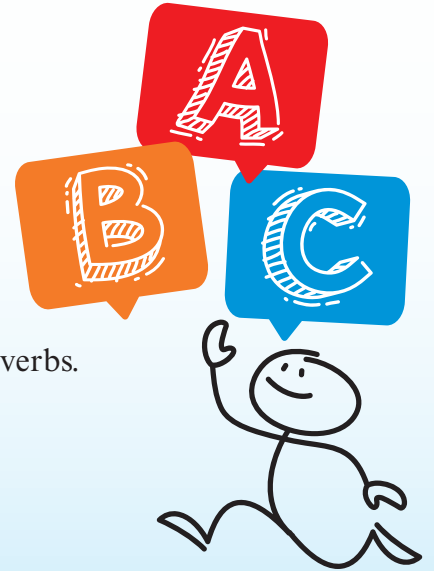
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What Should Second Graders Know?

What key literacy and mathematics concepts are covered in the *Let's Learn!* series?

Literacy

- ▶ **Read** and **answer questions** about **texts**.
- ▶ Practice reading and writing **high-frequency words**.
- ▶ Identify common **spelling patterns**.
- ▶ Write **opinion** and **informative** paragraphs.
- ▶ Write **narratives**.
- ▶ Use an **apostrophe** to form **contractions**.
- ▶ Use frequently occurring **irregular plural** nouns and **past tense** verbs.
- ▶ Use **adjectives** and **adverbs** correctly.
- ▶ Use **commas** in **letters**.
- ▶ Identify and use **adjectives**.
- ▶ Use correct **capitalization**.
- ▶ Use **reflexive pronouns**.



¿Qué deberían saber los estudiantes de segundo grado?

¿Qué conceptos importantes de lectoescritura y matemáticas abarca la serie *¡Aprendamos!*?

Lectoescritura

- ▶ **Leer** y **responder preguntas** sobre **textos**.
- ▶ Practicar **destrezas fundamentales**.
- ▶ Identificar **patrones** comunes de **ortografía**.
- ▶ Escribir párrafos de **opinión** e **informativos**.
- ▶ Escribir **narraciones**.
- ▶ Usar correctamente el **acento ortográfico**.
- ▶ Usar sustantivos **plurales** y verbos **irregulares** en **tiempo pasado**.
- ▶ Usar correctamente los **adverbios** y los **adjetivos**.
- ▶ Usar **dos puntos** y **comas** en **cartas**.
- ▶ Identificar y usar **adjetivos**.
- ▶ Usar correctamente las **mayúsculas**.
- ▶ Usar **pronombres reflexivos**.

Mathematics

- ▶ Fluently **add** and **subtract** within 100.
- ▶ Understand **place value** within 1,000.
- ▶ Identify **shapes**, their **sides**, and their **vertices**.
- ▶ Use **place value** to **compare** numbers.
- ▶ **Estimate lengths** of objects.
- ▶ Use and create **tables** and **bar graphs** to solve problems.
- ▶ Solve addition and subtraction **word problems**.
- ▶ Use **concrete models** to add and subtract within 1,000.
- ▶ Recognize **two-** and **three-dimensional** shapes.
- ▶ Use appropriate **tools** to **measure** objects.
- ▶ Use **number lines** to represent **addition** and **subtraction**.
- ▶ **Partition shapes** into halves, thirds, and quarters.



Matemáticas

- ▶ **Sumar** y **restar** con facilidad hasta 100.
- ▶ Entender el **valor posicional** hasta 1,000.
- ▶ Identificar **figuras**, sus **lados** y sus **vértices**.
- ▶ Usar el **valor posicional** para **comparar** números.
- ▶ **Calcular** las **longitudes** de los objetos.
- ▶ Usar y crear **tablas** y **gráficos de barras** para resolver problemas.
- ▶ Resolver **problemas verbales** de suma y resta.
- ▶ Usar **modelos concretos** para sumar y restar hasta 1,000.
- ▶ Reconocer figuras de **dos** y **tres dimensiones**.
- ▶ Usar **herramientas** apropiadas para **medir** objetos.
- ▶ Usar **rectas numéricas** para representar la **suma** y la **resta**.
- ▶ **Dividir figuras** en mitades, tercios y cuartos.

Guiding Questions

Unit 1: Forces
How do forces act on objects?

Unit 4: Penguins
What can we learn about penguins?

Unit 2: Kindness
How can we be kind to others?

Unit 5: The Solar System
What makes up our solar system?

Unit 3: Tourism
Why do we travel to new places?

Unit 6: Leaders
What makes a good leader?

Preguntas orientadoras

Unidad 1: Fuerzas
¿De qué manera las fuerzas actúan sobre los objetos?

Unidad 4: Pingüinos
¿Qué podemos aprender sobre los pingüinos?

Unidad 2: Amabilidad
¿De qué manera podemos ser amables con los demás?

Unidad 5: El sistema solar
¿Cómo se conforma nuestro sistema solar?

Unidad 3: Turismo
¿Por qué viajamos a lugares nuevos?

Unidad 6: Líderes
¿Qué convierte a alguien en un buen líder?

Forces

by Debra J. Housel

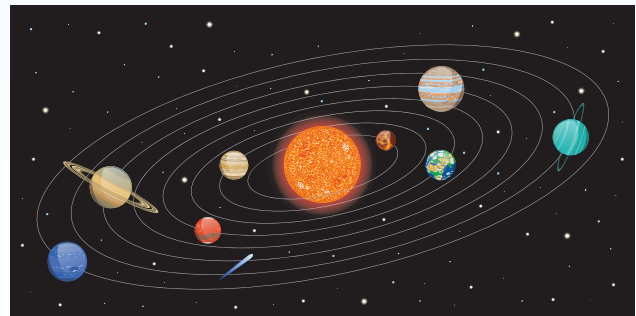
A force is a push, a pull, or a turn. Every force has an equal and opposite force. When you sit, you put force on a chair. This force is your weight. The chair pushes back with equal force. Its force is the strength of the materials from which it is made. Forces are always with you!

A force can make something move. A push or a pull can open a door. As you eat, you pull the fork up to your mouth. A push can bring the fork back to your plate. A force can make something stop moving too.

Gravity

Gravity is a force that pulls all things toward one another. **Mass** affects gravity. The bigger something is, the more gravity pulls on it. Weight measures how hard gravity pulls on an object.

Life on Earth starts with the sun. The sun is huge. Its gravity is very strong. It holds Earth and all the other planets in their **orbits**. This keeps the planets from smashing into one another!



Friction

Friction is also a force. Friction gives things grip. It is what lets your hand hold a doorknob so you can turn it. It is what lets you walk, rather than slide, on a sidewalk. Friction slows motion. It does not let things slip or slide smoothly. The moving parts on a bike are oiled to reduce friction.

Continued

Forces (cont.)

Magnetism

Magnetism (MAG-ni-tiz-uhm) is a force. It makes certain types of metals **attract** or **repel** other metals. These metals are magnets. A magnet's two ends are called *poles*. One is its north pole. One is its south pole.

A magnet's north pole will always attract, or pull close, another magnet's south pole. The south pole of a magnet will always repel, or push away, another magnet's south pole. Two north poles will also repel each other. The area around a magnet is called a *magnetic field*.

Buoyancy

When you take a bath, you do not fill the tub to the top. You know that when you step in, the water level will rise. You **displace** some of the water with the mass of your body. You cannot float in your tub. You do not displace enough water to float. But you can float in a pool or a lake. There is a lot more water to hold you up. This floating force is called **buoyancy** (BOY-uhn-see).



Forces in Your Life

You come into contact with forces each day. Sometimes, a force works against you. Gravity works against you when you have to push hard to ride your skateboard up a hill. At other times, forces help you. Gravity helps you slide down a hill on a sled. Magnets help you hang things on a fridge. Friction helps you turn fast in a soccer game. Buoyancy helps you float in a pool. Whether forces work against you or help you, they are always with you!

Directions: Draw or write an example of each type of force. Then, answer the questions.

Force	Example
gravity	
friction	
magnetism	
buoyancy	

1 Which two forces are most alike? Why do you think so?

2 Which two forces are most different? Why do you think so?

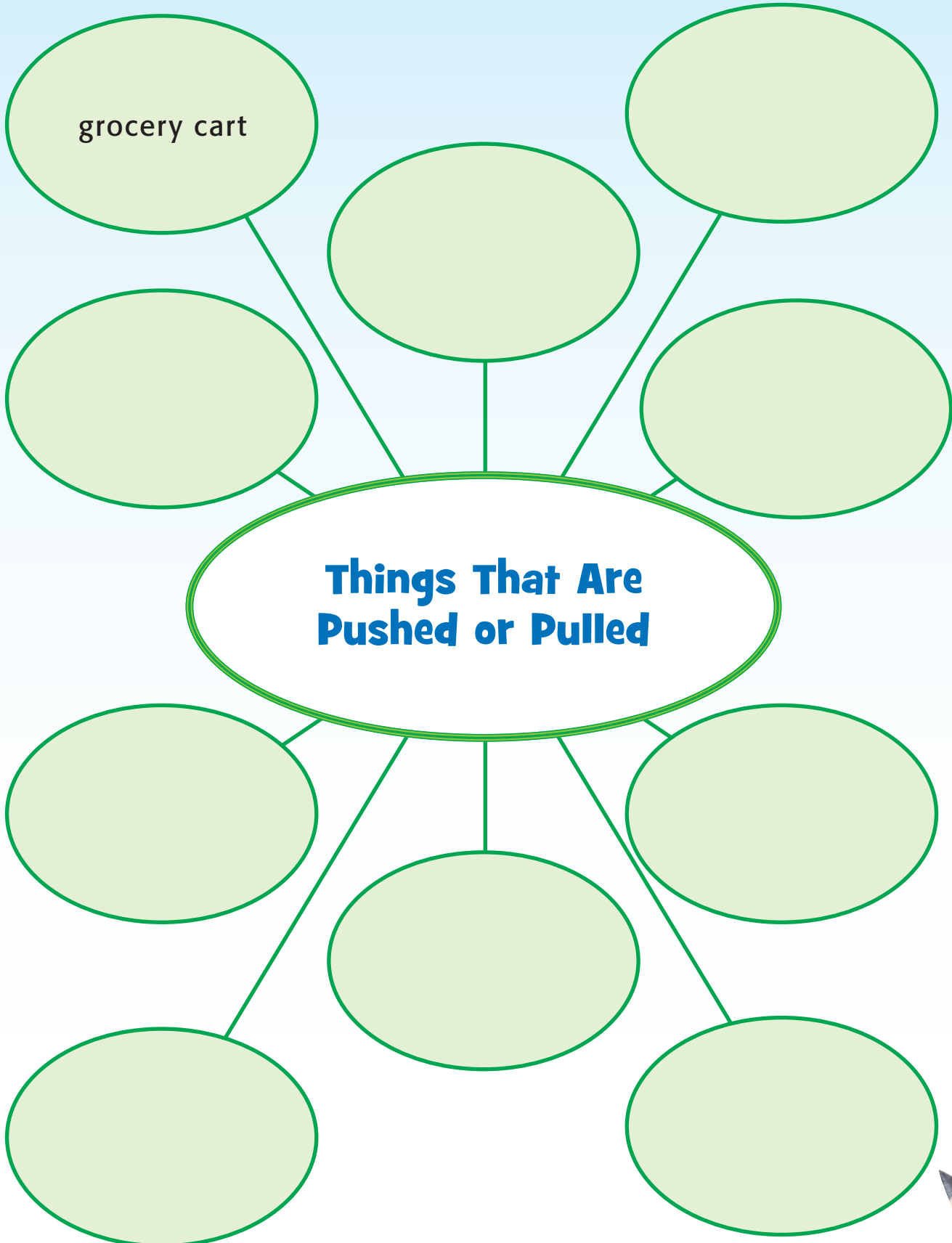


Directions: Work with a partner. Take turns rolling two number cubes. Match the sum of the cubes to a word, and read it in a funny voice. Place a tally in the column next to it. If the sum is 12, mark and say all the words. Continue until you have read each word at least three times.

Number	Word	Tallies
2	four	
3	began	
4	river	
5	took	
6	grow	
7	listen	
8	went	
9	clock	
10	write	
11	caught	

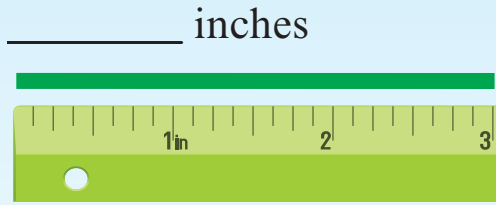
Which word did you roll the most? _____

Directions: Brainstorm objects that can be pushed or pulled.
An example is provided.

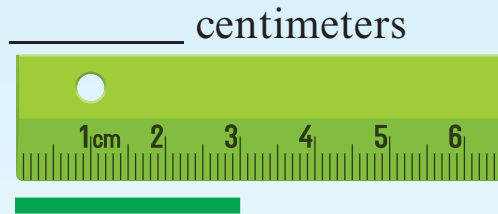


Directions: Solve each problem.

1 Write the length.



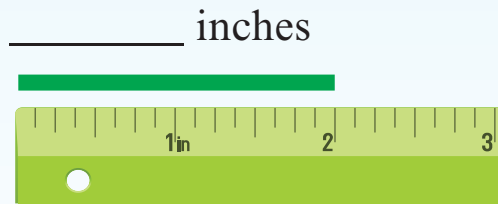
5 Write the length.



2 What tool would you use to measure length?

- (A) ruler
- (B) scale
- (C) clock

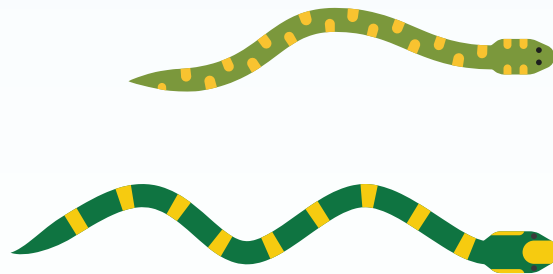
6 Write the length.



3 Circle the shorter row.



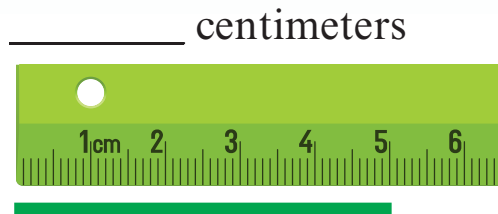
7 Circle the longer snake.



4 Circle the longer row.

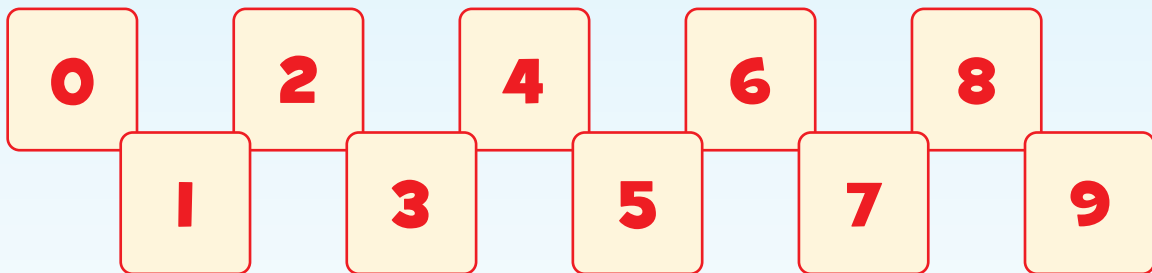


8 Write the length.



Directions: Read and solve the problem.

In a Hula-Hoop contest, four students twirl their Hula-Hoops 89 times. Use the numbers below to write an addition sentence to show the number of times they twirl their Hula-Hoops. You may use the numbers more than once.



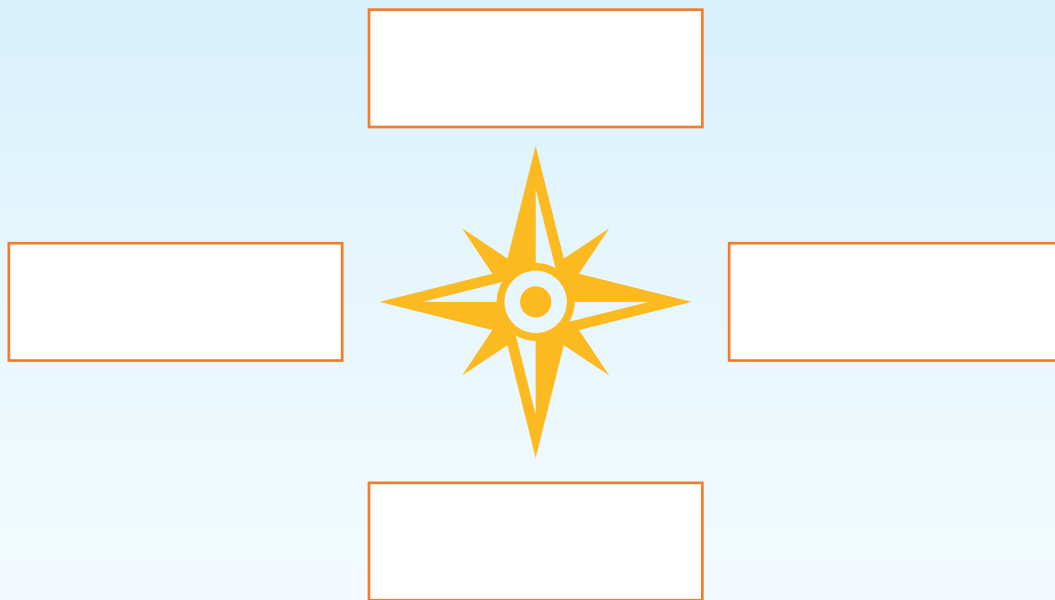
- ① What number sentence can you write?

$$\square \square + \square \square + \square \square + \square \square = 89$$

- ② Write a story problem about the number of times four students twirl their Hula-Hoops.

Directions: Label *north*, *south*, *east*, and *west* on the compass rose. Then, use the compass rose to answer the questions.

.....



1 Imagine you are walking north. If you make a right turn, in which direction are you now walking? _____

2 Imagine you are walking west. If you make a left turn, in which direction are you now walking? _____

3 Imagine you are walking south. If you make a right turn, in which direction are you now walking? _____

4 Imagine you are walking east. If you make a right turn, in which direction are you now walking? _____



Directions: Follow the steps to observe which takes up more space: hot air or cold air. Then, complete the sentence.

What You Need

- soda bottle
- deep bowl
- hot water
- balloon
- cold water
- ice

What to Do

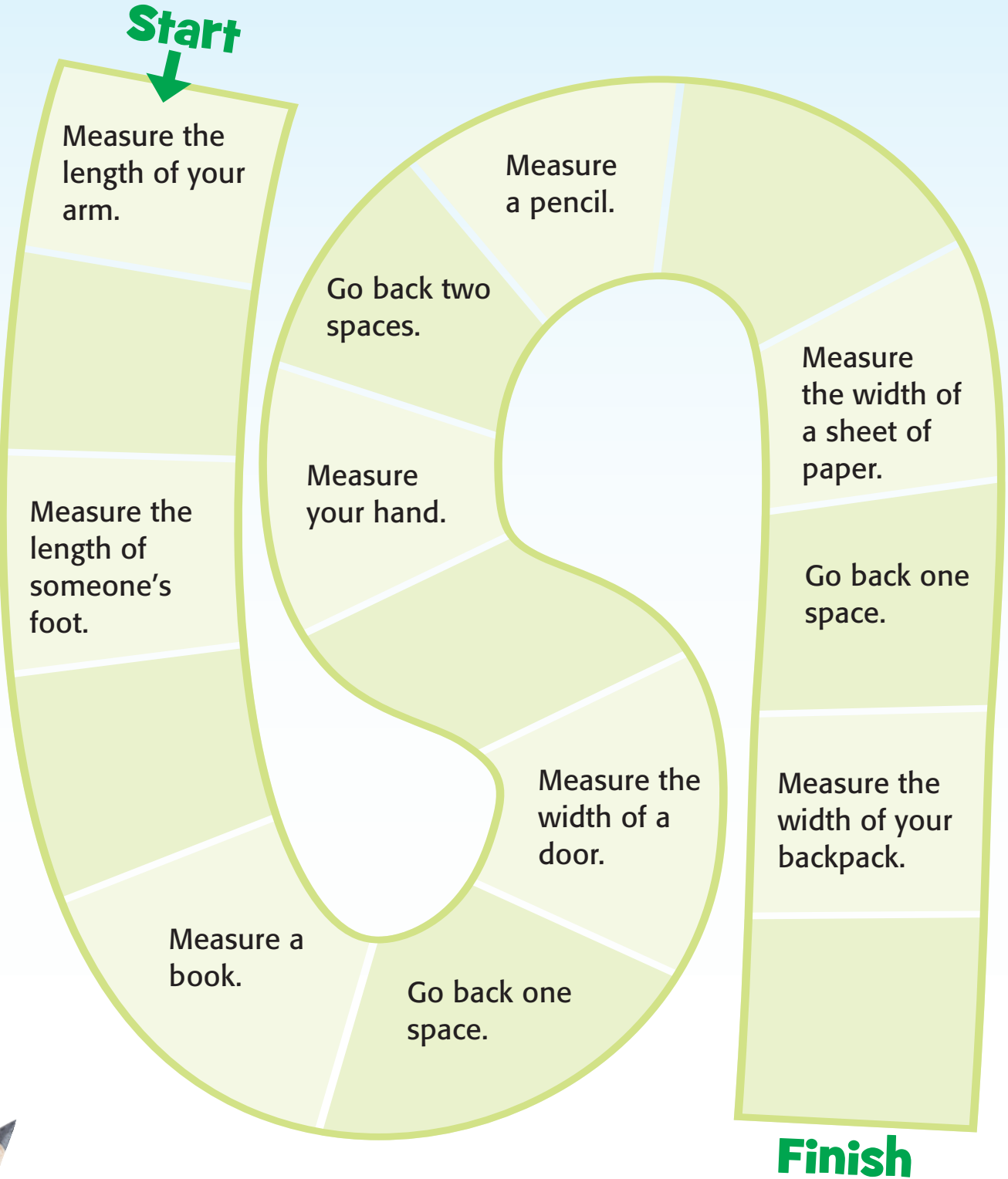
- 1 Pull the neck of the balloon over the mouth of the bottle.
- 2 Fill the bowl halfway with hot water.
- 3 Hold the bottle with its bottom in the water for three minutes. Draw the bottle and the balloon under Hot Water in the chart below.
- 4 Pour the water into the sink. Stand the bottle in the bowl. Fill the bowl with ice.
- 5 Add cold water to the ice. Hold the bottle straight for three minutes. Draw the bottle and the balloon under Cold Water in the chart below.
- 6 The water changed the temperature of the air in the bottle.

Hot air takes up _____ space than cold air.
(*more, less*)

Hot Water	Cold Water



Directions: Work with a partner. Use small objects to mark your spots on the game board. Take turns rolling a number cube. Move the number of spaces that you roll. If the space has words, follow those directions. The first person to reach the finish line wins.



Directions: Forces cause motion, and so do goals! Goals push us to do better. Set a goal in each area. Get in motion to accomplish your goals!

Healthy Eating



Exercise



Schoolwork



Personal Hygiene



Directions: Watch this video or another like it on gravity. Make a video demonstration.

.....

PBS Learning Media: What Is Gravity?
tempub.digital/LLM/2/unit1

- 1 Think of examples that show gravity in action.
- 2 Write a few activities you can do that show gravity.
- 3 Have a family member film you doing the activities.
- 4 Share the video you made with a friend. Tell them about gravity.



Directions: Focus on your well-being with these hands-on activities. Choose at least two to complete.

Staying Healthy

Make a healthy breakfast, such as eggs, with a family member. First, try cooking one egg in a pan with nothing else in it. Then, cook another in a pan coated in nonstick spray or butter. Talk about the difference in cooking with each. Be sure to use the word friction.

Amazing Art

Find an empty box lid with sides. Dip a small, round object, such as a marble, into paint and put it in the box lid. Then, lift the lid and tilt it in different directions. Let the force of gravity make beautiful artwork!

Making Music

Find a musical instrument you can blow into, such as a recorder, harmonica, or kazoo. You can even use a whistle or your own two lips. Use the force of your breath to make a noise with the instrument. Then, use force to suck in your breath, and see if the instrument will still make a noise. How are the sounds different? Which was better?

Getting Active

Tug of war is a fun way to act out forces. Use a jump rope or something similar. Get a few family members or friends together, and divide into two teams. Grab the rope, and use your force to pull your team to victory. Be safe and strong!



Build a Park

Overview

Guiding Question: Where can I enjoy the outdoors?

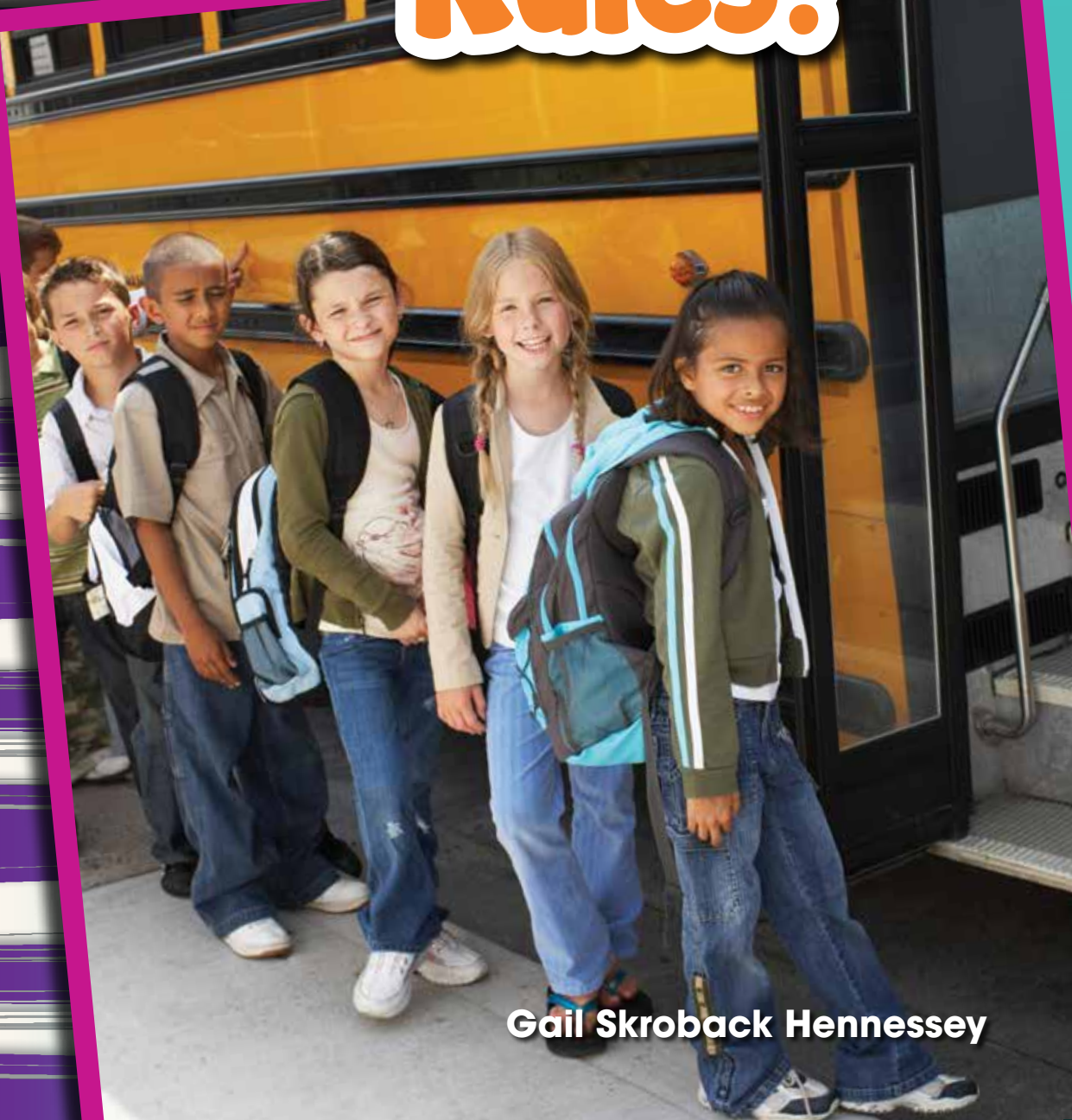
Directions: Plan a new park in your community. Or, plan a remodel of a park that you have already.

- 1 Decide to either plan a new park or remodel a park in your community.
- 2 Think about how friends enjoy a park together.
- 3 Think about how forces are at work in a park.
- 4 Think about the foods people might plant in a community garden at the park.
- 5 Think about the rules for the park.
- 6 Complete each page in this section.
- 7 Use your ideas to make a presentation.
- 8 Deliver your presentation to an adult.

First, let's brainstorm. Write your ideas about the kind of park you want to create here. Use your ideas as you work.



Respect the Rules!



Gail Skrobach Hennessey

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What Is a Rule?

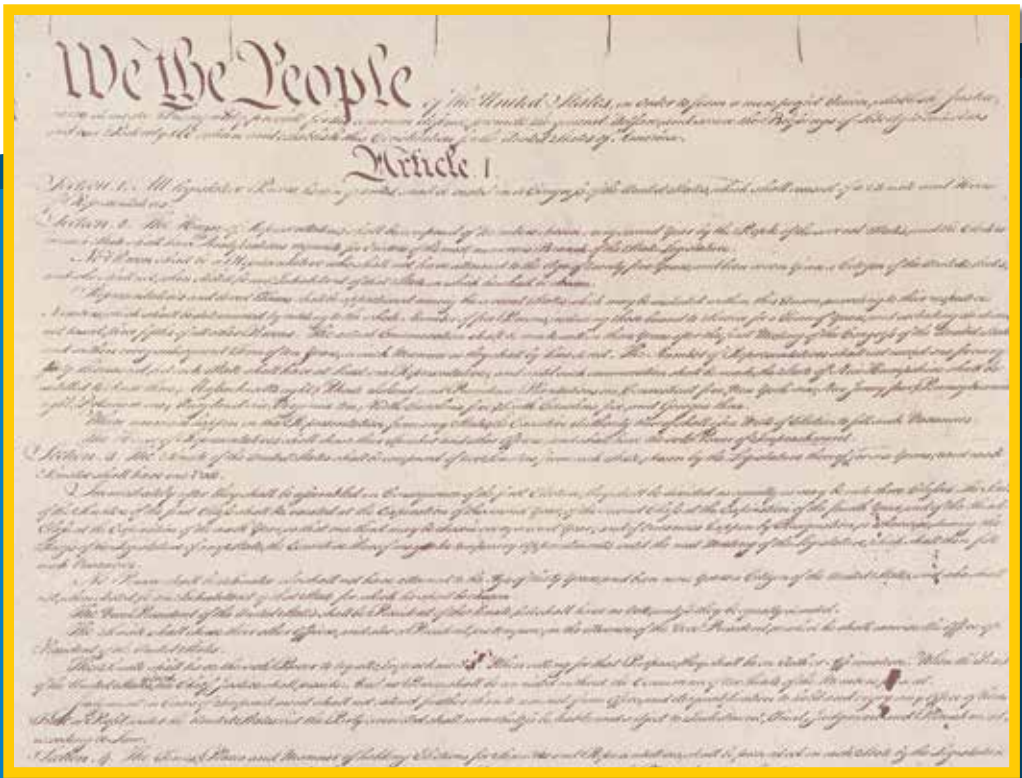
Rules tell us what we may and may not do. Rules should be **equal** (EE-kwuhl) for all people.



A boy reads the rules at a pool.

The Constitution

The Constitution (kon-sti-TOO-shuhn) is a list of rules for the United States of America.



United States Constitution

Rules Are Important

Rules **protect** us. They keep us safe.
They help us work together.



These rules help kids work together at school.



The crossing guard helps the kids cross the street safely.

Without rules, people might make bad choices. Cars might not stop at red lights. People might fight.



Drawing on a wall is a bad choice.



Fighting is a bad choice, too.

Who Makes Rules?

Principals make rules for schools.
Teachers make rules for classrooms.
Parents make rules for homes.



The teacher tells the rules to her class.

Rules for Our Country

Government (GUHV-ern-muhnt)
leaders make rules for our country.
These rules are called **laws**.

This is Capitol Hill in Washington, DC. It is where
government leaders make the rules for our country.



Follow the Rules

Who makes sure we follow the rules?
Parents do. Teachers do. The police do.



This police officer makes sure people follow the rules.



These teachers make sure their students follow the rules in 1940.

When we do not follow a rule, there is a **consequence** (KON-si-kwens), or result. We learn to follow the rule next time.



This girl did not follow the rules.
She has to stay after class.

Good Job!

When you follow the rules in school, you may earn rewards.



Brooke has earned three stars!

It Is Golden

The **Golden Rule** is very old. It says to treat others the way you want to be treated.



This girl helps a friend who is hurt.



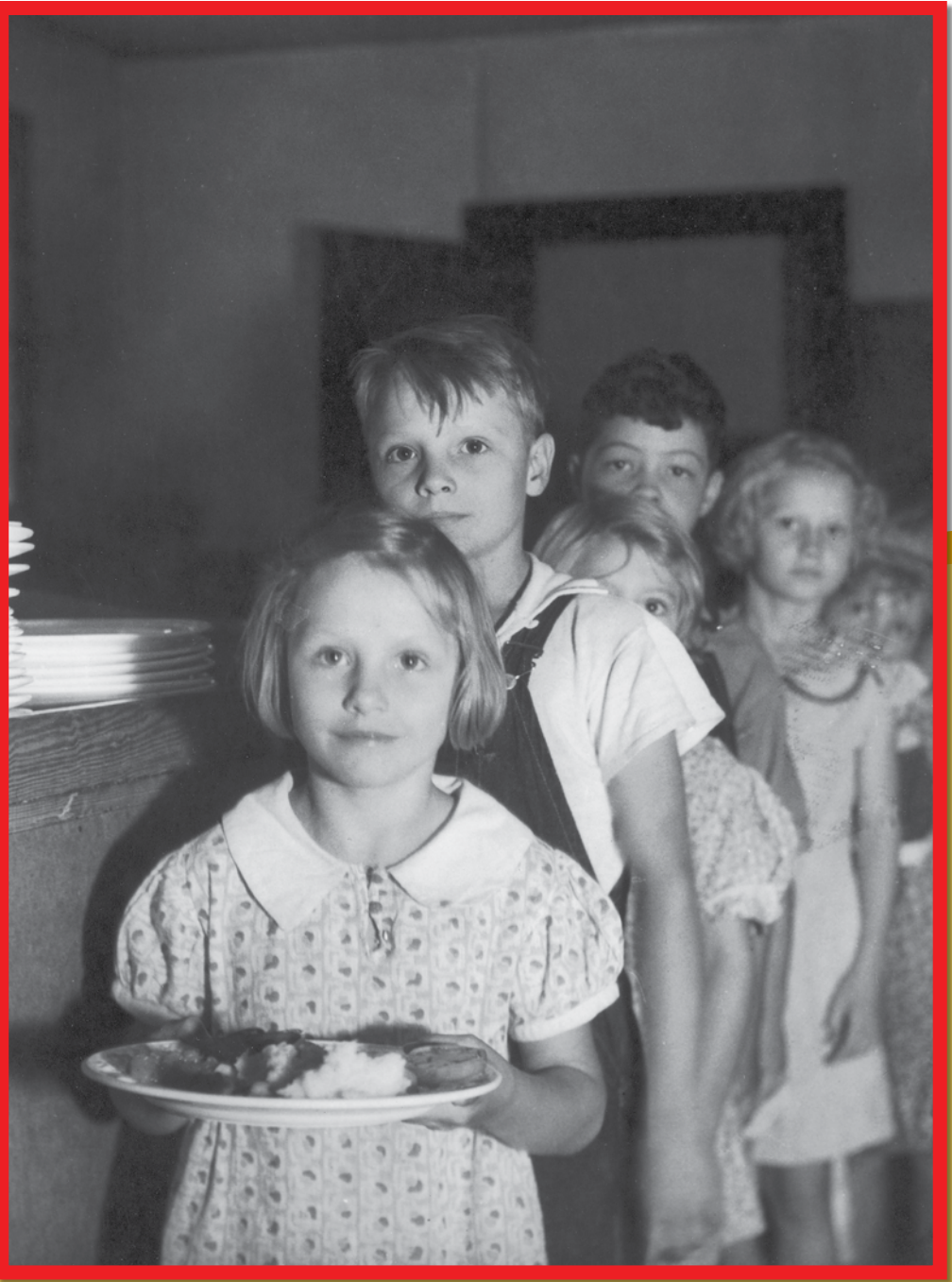
This boy collects blankets to give to people in need.

Show Respect

When you follow the rules, you show **respect** (ri-SPEKT). You show respect for yourself. You show respect for others.



Kids can show respect by waiting in line.



Students wait in line in 1936.

List It!

Think of the rules you have at home. Talk about the rules with your family. Make a list of the rules. Find a place to hang your list to help everyone remember the rules.



This family writes a list of rules.

Family Rules

1. Respect each others property.
2. Conserve energy in our home.
3. Show good manners.
4. Make chores fun.
5. Pick up after your mess.
6. Compliment each other.
7. Listen to each other.

Jordan

xulendy

xlluc

xPeyan ☺

This is a family's list of rules.

Glossary

consequence—a result

equal—the same

Golden Rule—a rule that says to treat others the way you want to be treated

government—a group of people who make choices for a country

laws—a set of rules made by a government

protect—to keep safe

respect—the way you show that someone or something is important

rules—things that tell what you may or may not do

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Your Turn!



My Class Rules!

This teacher is telling her class about rules. What rules do you have in your class? Talk to a friend about your class rules. Write them down.