

Grade 2

Week of: May 25-29, 2020

Reading: 15 minutes daily Monday-Friday

- This is the last week to complete the colouring page for recording reading in May. When a book is read, complete the book commercial activity sheet to reflect upon the book. Practice your book commercial and present it to someone in your home. You could even get on the phone and call someone to share your book. Read through the Lethbridge History colouring booklet to learn more about our community.

Spelling/Word Work: 10 minutes daily Monday-Friday

- Finish up lesson 14 (red) or lesson 15 (blue and green). Practice the words using the tic tac toe board. Can you make a line?
- Word Ladder

Writing: 15 minutes daily Monday-Friday

- Students can choose to write about the May calendar prompt, keep a personal journal of their thoughts or write about the new knowledge gained about Lethbridge's history. What makes you curious about Lethbridge in the past?

Math: 20 minutes daily Monday-Friday

- We will continue to practice measurement skills including orientation and mass. Complete the activity pages to understand the concepts.

Take Care,
Mrs. Paterson



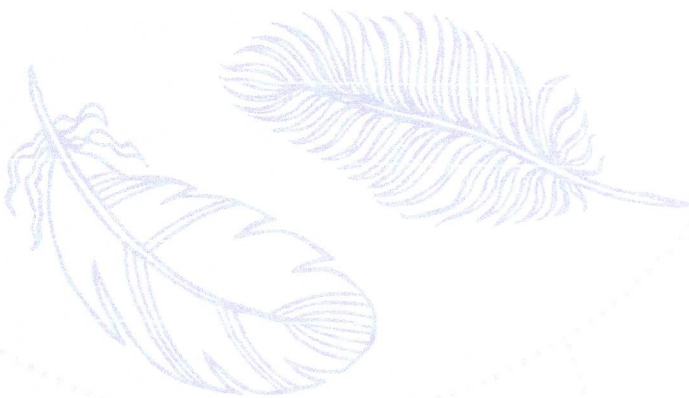
Q: What do ghosts use to wash their hair?

A: Sham-BOO!



Q: Which side of a chicken has more feathers?

A: The outside.



Q: What kind of bee can't make up its mind?

A: A maybe.

Q: Why was the little strawberry crying?

A: His parents were in a jam.

Q: Why can't a bicycle stand up?

A: Because it's two-tired!

Q: How do you mend a broken pumpkin?

A: With a pumpkin patch!

Tic-Tac-Toe

write the
words 3
times each

write the
words with
Silly
letters

rainbow write
the words 2
times each

write the
words with blue
vowels and red
consonants

write the
words with
all CAPITAL
letters

write the
words with
dots on
the letters

write the
words and how
much each is
worth

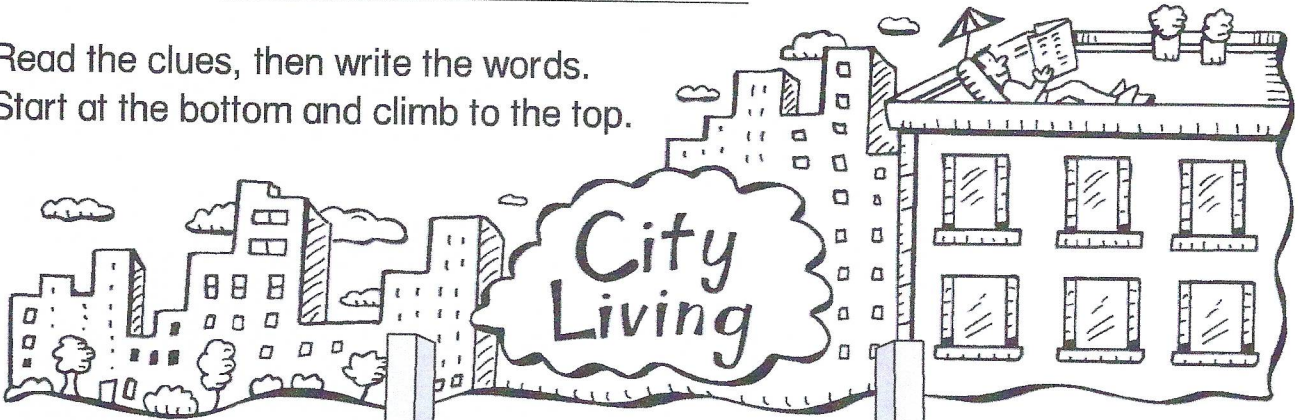
3 letters = 3

write the
words with
an AB color
pattern

write each
word and a
word that
rhymes with it

Name _____

Read the clues, then write the words.
Start at the bottom and climb to the top.



you enter a house
through this
**Add two letters
to the end.**

5

"____ you know how
to tie your shoe?"
**Take away the
last letter.**

4

A short name for
Donald
**Change the first
letter.**

3

opposite of *lost*
**Change the
vowel.**

2

to finish a race first
"I hope I ____ the
bicycle race
tomorrow."
**Take away the
last three letters.**

1

w i n d o w

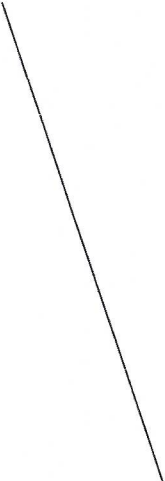
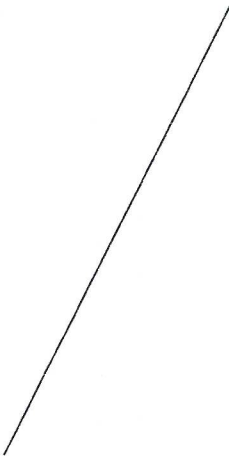

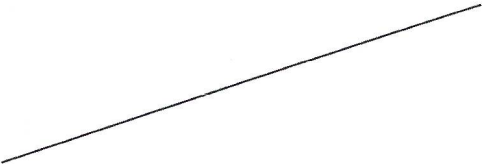


Name _____

Date _____

Lesson 7 - Changing Orientations Worksheet A

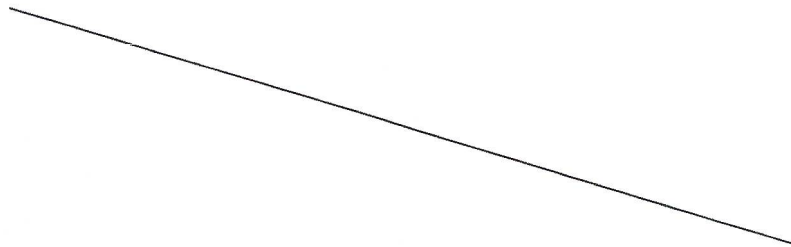
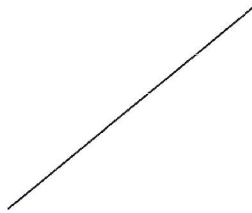
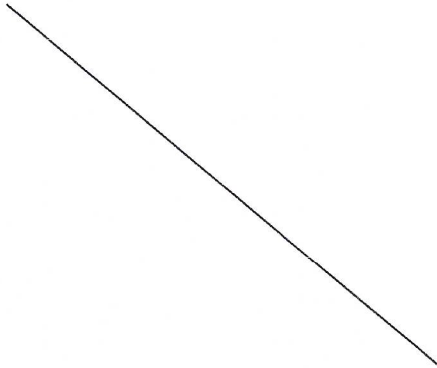
Using nickels, measure each line.

What do you notice?



Lesson 7 - Changing Orientations
Which is Longer?





Name _____

Date _____

Lesson 7 - Changing Orientations
Worksheet B

Create 5 lines below. Measure each line. Rank order the lines from shortest to longest.

If you turned your paper upside down, would the length of your lines still be the same? Try it and explain.

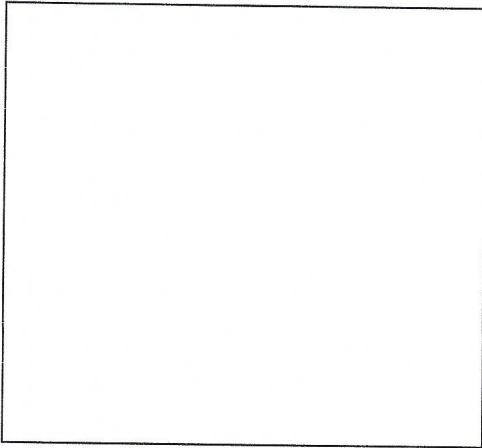


Lesson 6 - Mass
Worksheet A

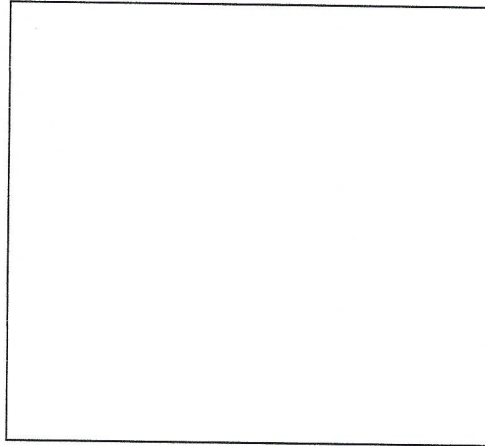
Name _____

Date _____

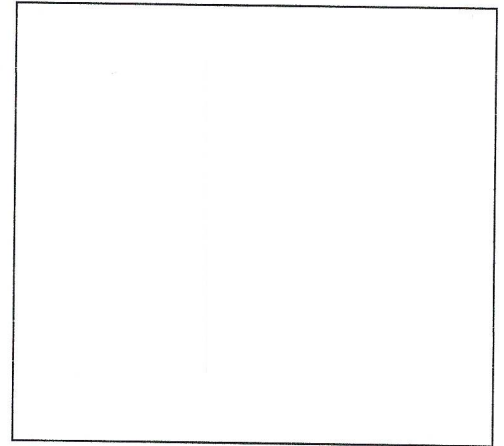
Read each object. Draw an example of an object that would be heavier.



A pencil

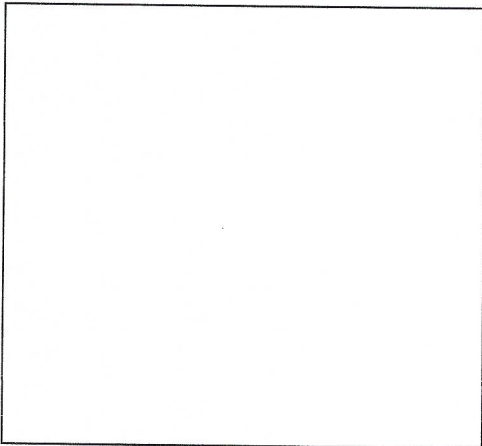


A book

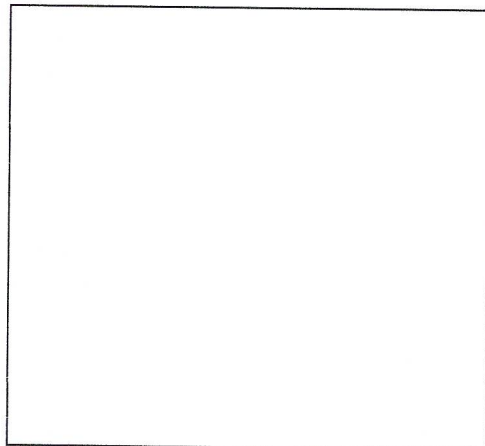


A couch

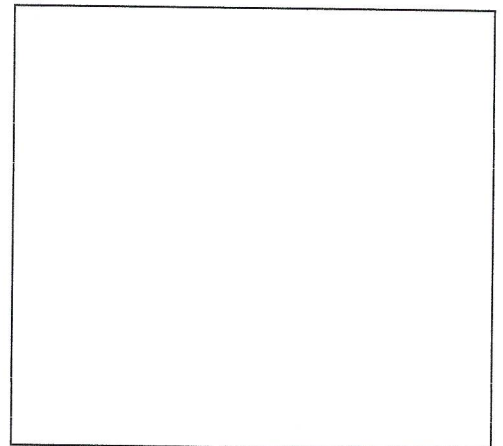
Read each object. Draw an example of an object that would be lighter.



A pencil case



A piece of paper





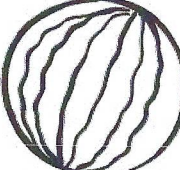



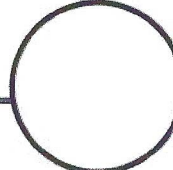

A shirt

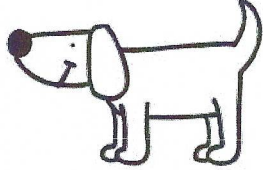

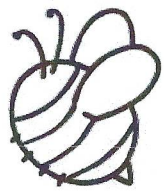
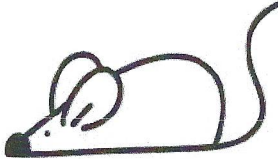




Name _____

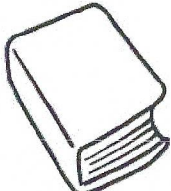
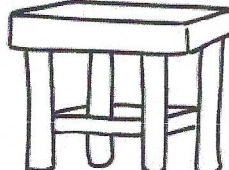






Date _____

Weight : Which is heaviest?

Write numbers 1, 2, 3 or 4 under each picture to show which is heaviest in the group.

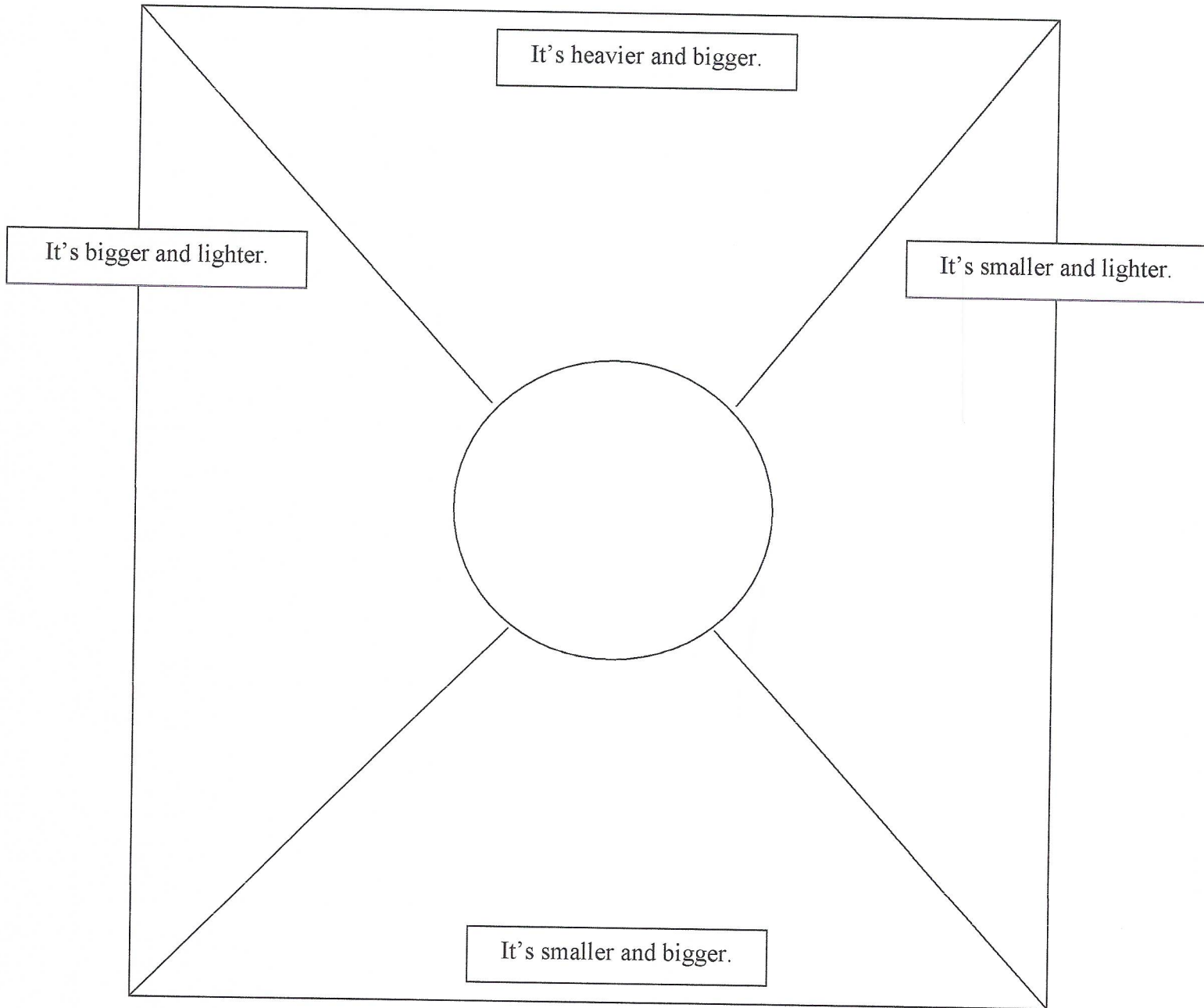
			
			

Lesson 6 - Mass
Worksheet B

Name _____

Date _____

Place an object in the center of the diagram. Draw your object.
Draw pictures of other objects that fit into each category.

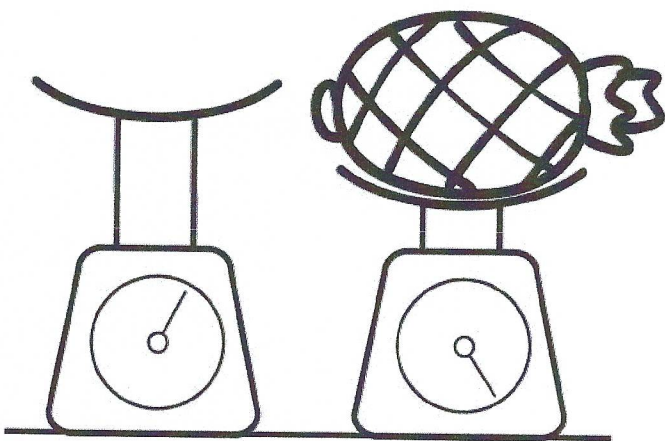


Name _____

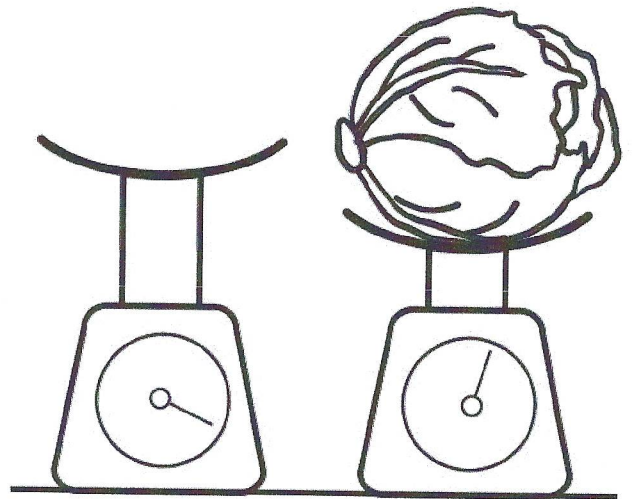
Date _____

Weight

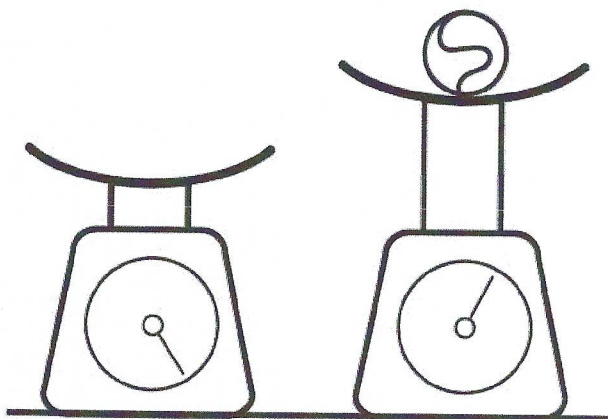
Draw a related object that is heavier or lighter than its pair.



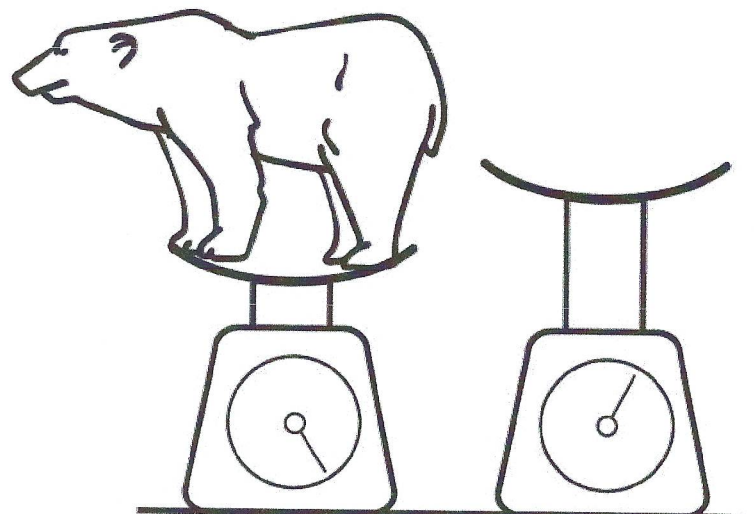
Fruits



Vegetables



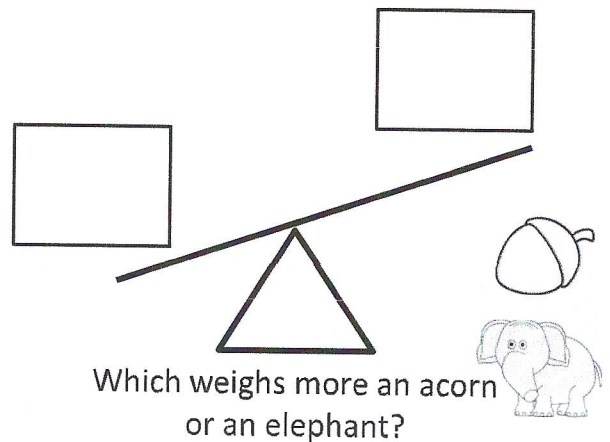
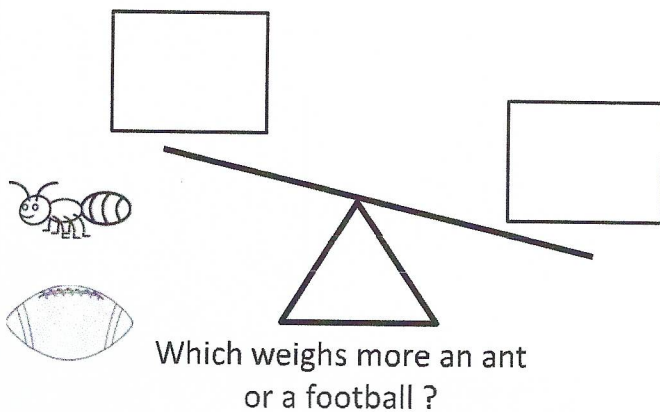
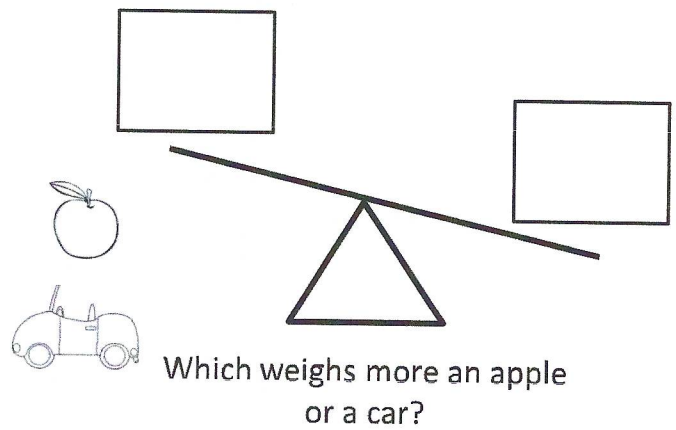
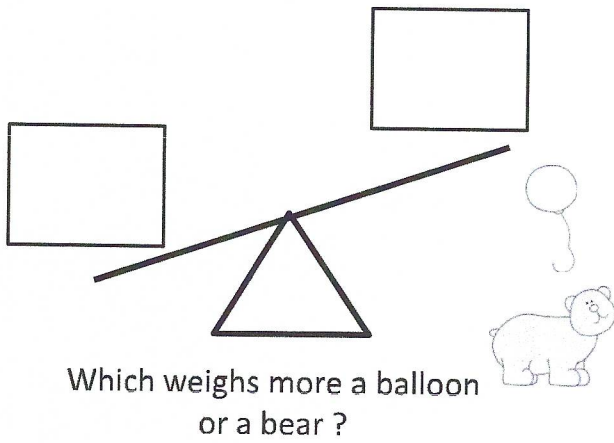
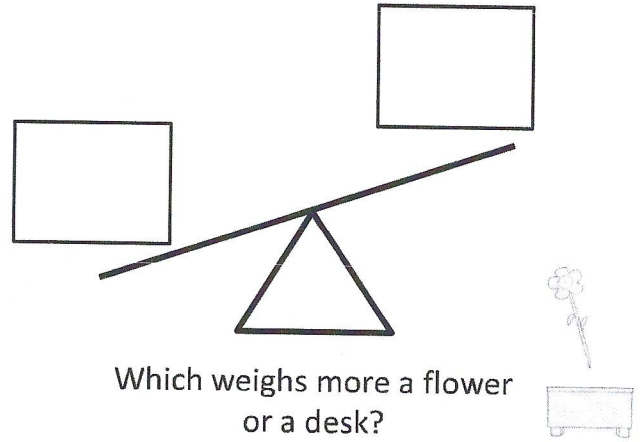
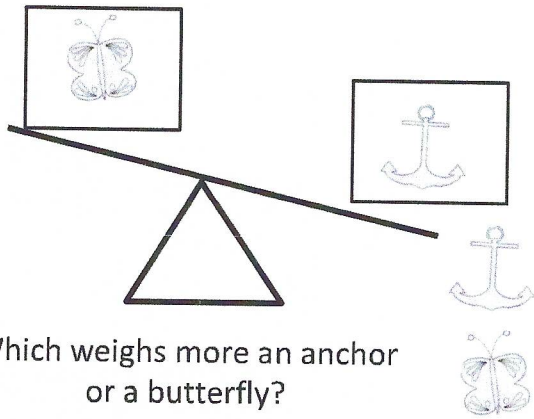
Balls



Animals

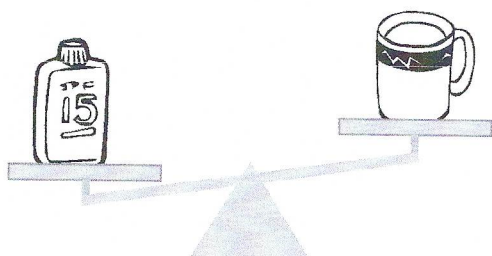
Name _____

Draw the items on the scale. Circle the item that is heavier.



Heavier or lighter

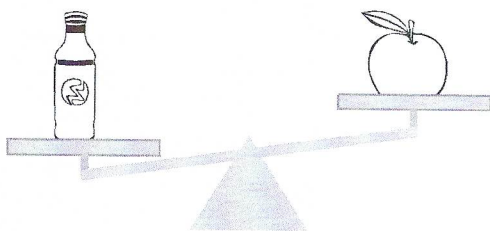
Circle the correct word



heavier

lighter

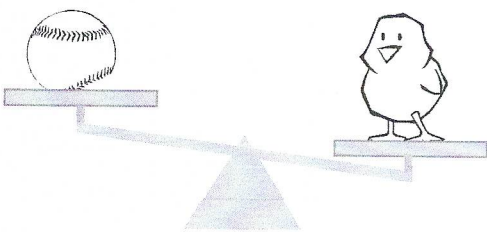
The bottle is _____ than the mug



heavier

lighter

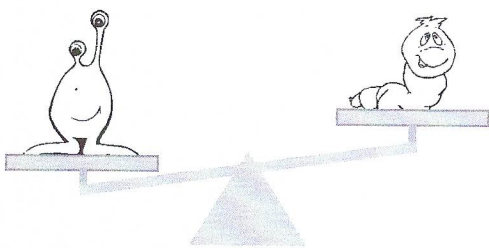
The apple is _____ than the bottle



heavier

lighter

The ball is _____ than the chick



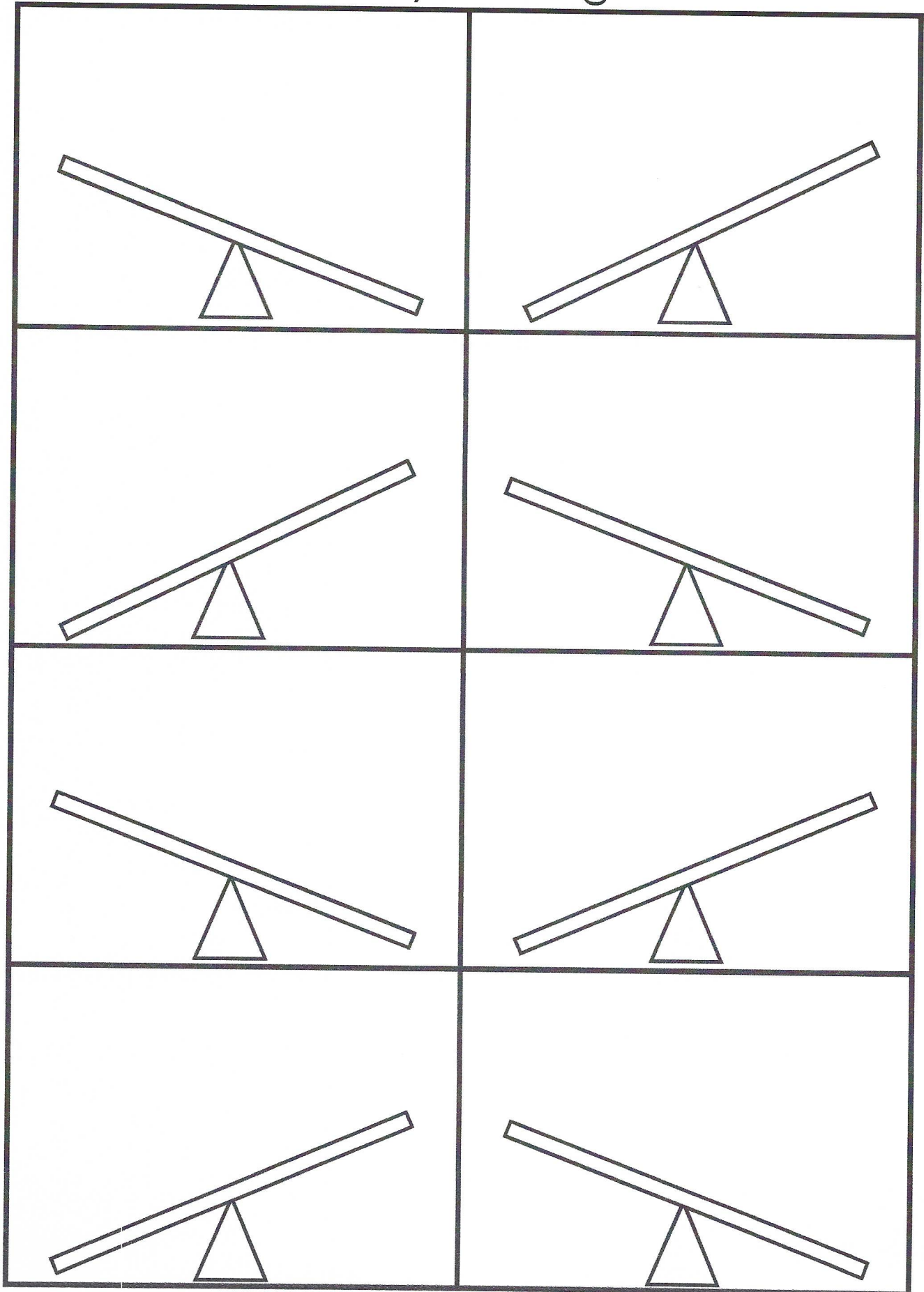
heavier

lighter

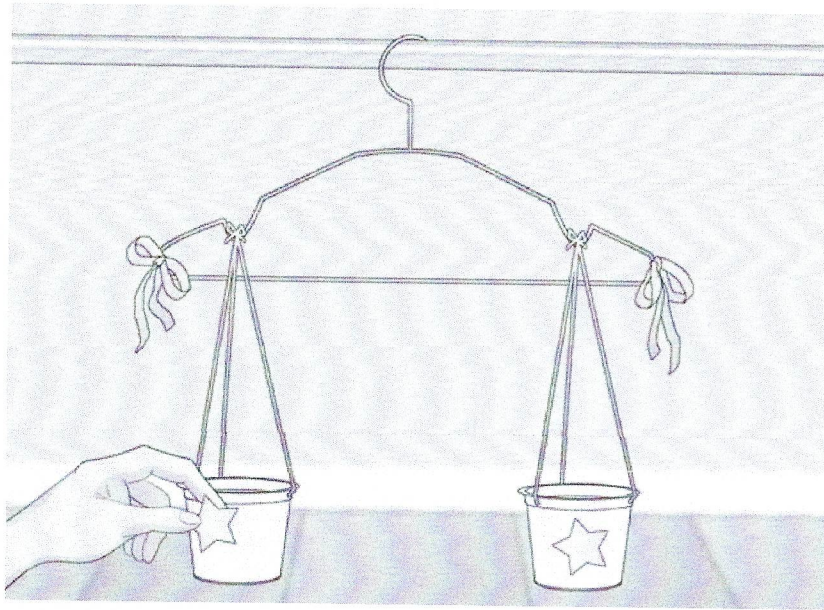
The alien is _____ than the worm

Draw your own pictures.

Heavy and Light



Balance Scale



<https://www.wikihow.com/Make-a-Balance-Scale-for-Kids>

If you have the supplies at home, this balance scale would be fun to experiment with and help understand the concept of mass.