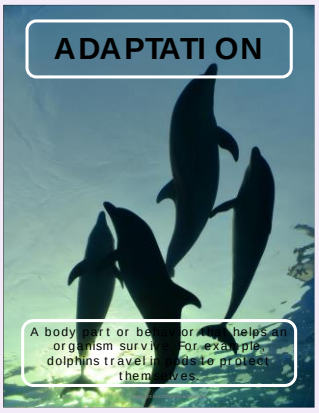
2nd Grade Learning Plans

Coopertown Elementary School

Week of April 20-24 - Lesson 2

Reading / Language Arts

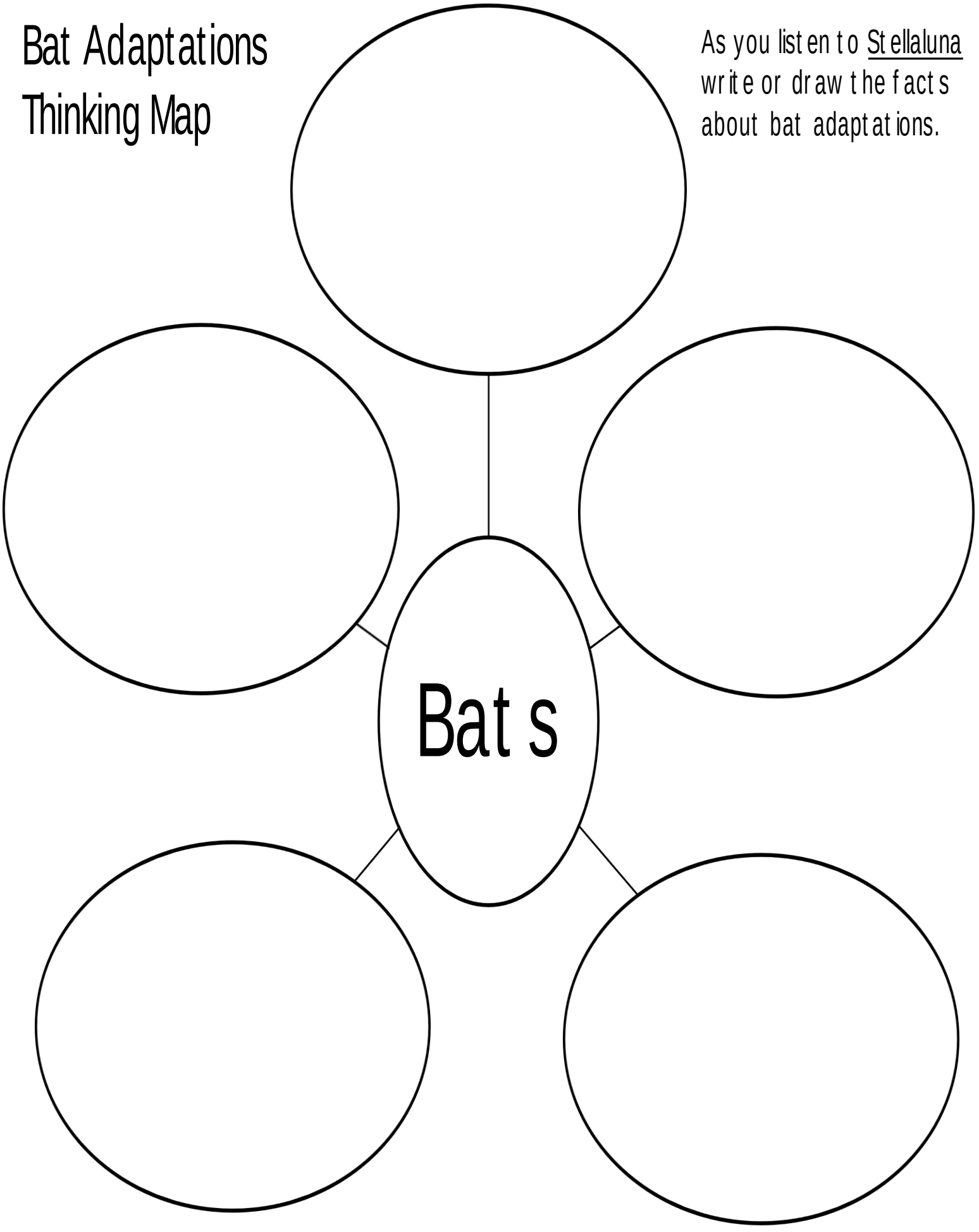


Optional Video:	Begin by watching the BrainPOP video about bats (https://www.brainpop.com/science/diversityoflife/bats/).
Activity 1 Technology Needed	Listen to Stella Luna on storylineonline.net (https://www.storylineonline.net/books/stellaluna/) 1. As you listen to the book, write or draw facts about bat adaptations that you hear using the thinking map organizer. (you can draw the thinking map organizer on your own paper). 2. Share the fact you think is the best on your classroom TEAMS page, with a friend, OR with a family member.
Activity 2 No technology needed	**Caught on Camera: The Lesser Long-Nosed Bat** (attached) 1. Choose your best fit passage. (Contact your teacher if you are unsure). 2. Read the same passage at least TWICE. During the second reading complete the reading questions. Use the passage to answer the questions. Underline or color the answers when you find them in the passage. 3. Read with a family member and read to self. 4. Answer this question with a parent or sibling: Why did the author write the passage that you read? Choices are: 1. to entertain you, 2. to persuade you to get a bat, or 3. to give you detailed information about the lesser long-nosed bat.
Activity 3 **Writing**	Use the information from Stella Luna, BrainPop, and any other reading you do today. Animals adaptations

(attached)	1. Create a new animal with five different adaptations of your choice. Then draw a picture of this new animal in its environment with all its adaptations. Don't forget to explain how each adaptation will help this new species survive. 2. Use your drawing to write 3-5 sentences describing the animal adaptations.

Bat Adaptations Thinking Map

As you listen to Stellaluna write or draw the facts about bat adaptations.



Caught on Camera: The lesser long-nosed bat

There are many different kinds of bats. One is the lesser long-nosed bat. It lives in Central and North America. Every autumn, it flies south. The bats travel in huge groups. They fly from Arizona to Mexico.
The bats must leave at a certain time. First, they wait for agave plants to flower. These plants make sweet nectar. The bats use it for food. The agaves also use the bats. They need the bats to help them pollinate.

The yellow dot shows the location of the Sonoran Desert in Arizona, where the bats hover and swoop over agave plants to drink their nectar.

Bats Pick Up Pollen When They Eat

Pollination is how plants make seeds. First, the bats eat from the agaves. As they do, they pick up pollen. Then the bats fly around. They bring the pollen to new plants. This helps the plants make seeds.

As they follow-and mentally map-flowering agaves from Arizona to Mexico, lesser long-nosed bats also pollinate these plants.

A Lot of Work To Do

Agave plants do not often flower. This makes it hard to eat their nectar. The bats have a lot of work to do. They usually fly over the desert each evening. First, they find the agaves. Then they look at them closely. The bats pick out the plants that are flowering. At night, the bats eat. They swoop down on the agaves. Then they lap up the nectar.

The Bats Face Many Threats

People used to be afraid of these bats. They thought the bats were vampire bats. Now things are changing. The bats are finally getting some respect. People know more about them now. They know that the bats help pollinate the plants.
Still, the bats face many threats. Some are being killed by hunters. Others are losing their land. The bats are in danger of dying out.

Scientists Looking For Ways To Protect The Bats

Scientists want to help. They want to find ways to protect the bats. Some scientists are mapping where the bats fly. Others are finding areas to protect. The scientists are very careful. Finding the agaves is important. For bats, it can be the difference between life and death.

Caught on Camera: The lesser long-nosed Bat

The lesser long-nosed bat lives in Central and North America. Every autumn, it migrates south. The bats all travel together in huge groups. They fly from Arizona to Mexico.

The yellow dot shows the location of the Sonoran Desert in Arizona, where the bats hover and swoop over agave plants to drink their nectar.

Sweet Nectar From Agave Plants

The time they leave depends on the flowering season of agave plants. When these plants flower, they produce sweet nectar. The bats depend on this for food. The agave plants also depend on the bats. They need the bats to help them pollinate.

Pollination is how pollen spreads from plant to plant. When the bats eat nectar from the agaves, they pick up pollen. Then they fly around. They bring the pollen to new plants. This helps the plants make seeds.

As they follow-and mentally map-flowering agaves from Arizona to Mexico, lesser long-nosed bats also pollinate these plants.

First, The Bats Find The Agave Plants

Agave plants do not often flower. As a result, it not easy to eat their nectar. The bats usually spend several hours each evening flying over the desert. First, they find all of the agave plants. Then they look to see which plants are flowering.

At night, the bats spend the rest of their time feeding. They swoop down over the flowering agaves. Often they hover over the flowers in pairs. The bats quickly lap up the nectar.

Getting Respect For Pollinating Agave Plants

Lesser long-nosed bats were once feared. They were often mistaken for vampire bats. Now the bats are starting to get some respect. This is thanks to their role in pollinating agave plants. The plants are used to make popular drinks.

However, the bats still face many threats. Hunting and loss of food are making life more difficult. The bats are now in danger of dying out.

Protecting The Bats

Scientists want to protect the bats. One way they are doing this is by mapping where they fly. Another is by finding important areas to protect. The scientists are very careful in their work. Knowing where the agaves flower is key. For bats, it can mean the difference between life and death.

Caught on Camera: The lesser long-nosed Bat

The lesser long-nosed bat lives in Central and North America. Every autumn, hundreds of thousands of these bats embark on a 2,000-mile migration. Their long journey takes them from southern Arizona to Mexico. The bats follow a route known as the "nectar corridor." Their migration schedule is determined by the flowering season of agave plants. These plants depend on the nectar-feeding bats for pollination. Pollination is how pollen spreads from plant to plant.

The yellow dot shows the location of the Sonoran Desert in Arizona, where the bats hover and swoop over agave plants to drink their nectar.

Flying High To Find Flowering Agaves

Flowering agaves are known for their infrequent blooming. As a result, they are a patchy food source. The bats usually spend several hours each evening flying high over the Sonoran desert. This allows them to "map" the locations of the agaves and see which plants are flowering.

Once their work is done, the bats spend the rest of the night feeding. They swoop down to the blooming agaves. Each bat swoops down as many as a hundred times over the course of the night. Often they hover over the flowers in pairs. The bats quickly lap nectar and pollen from this rich but fleeting food source.

As they follow-and mentally map-flowering agaves from Arizona to Mexico, lesser long-nosed bats also pollinate these plants.

Lesser Long-Nosed Bats Earning Some Respect

Lesser long-nosed bats were once widely feared. They were often mistaken for vampire bats in the rural communities where they sleep. Now the bats are starting to earn some respect. This is thanks to their critical role in pollinating the agave plants. These plants are used to make popular drinks. However, the bats still face many threats, including hunting and loss of food sources. The U.S. Fish and Wildlife Service has listed the lesser long-nosed bat as endangered.

Identifying Most Important Areas To Protect

Scientists are working to ensure the bats' continued survival. One way they are doing this is by mapping the bats' migration routes. Another is by identifying the most important areas to protect. It is as important to the scientists as it is to the bats that this work is accurate. Knowing the location of blooming agaves is crucial. For bats, it can mean the difference between a nectar-drinking bonanza and a lonely night in the pitch-dark desert. That is true for the scientists who study them, too!

Reading Questions:

1. Why are some people concerned about protecting lesser long-nosed bats?
   - ⓐ Because the bats are not scary like other bats.
   - ⓑ because the bats help agaves make seeds.
   - ⓒ Because there are hunters eating all of the agaves.
   - ⓓ Because scientists like to make maps where the bats fly.
2. Which sentence in the text explains why some people have been afraid of lesser long-nosed bats?
   - ⓐ People used to be afraid of these bats.
   - ⓑ They thought the bats were vampire bats.
   - ⓒ The bats are finally getting some respect.
   - ⓓ The bats are in danger of dying out.
3. What is the article main idea of the article?
   - ⓐ Why agave plants are important to both people and bats.
   - ⓑ Where lesser long-nosed bats fly to during the fall.
   - ⓒ How scientists are keeping long-nosed bats save.
   - ⓓ How lesser long-nosed bats help agave plants.
4. What does the dot on the map show?
   - ⓐ The desert in Arizona where the lesser long-nosed bats drink nectar.
   - ⓑ America
   - ⓒ The lesser long-nosed bats.
   - ⓓ Where the lesser long-nosed bats fly during the summer.
5. What is pollination?
   - ⓐ Plants
   - ⓑ How plants make seeds.
   - ⓒ Lesser long-nosed bat's food.
   - ⓓ Flowers.

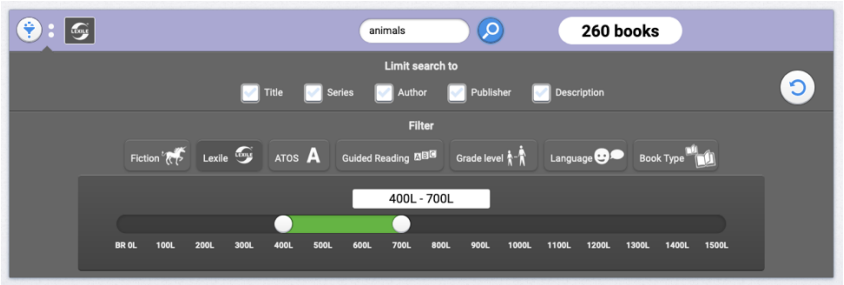
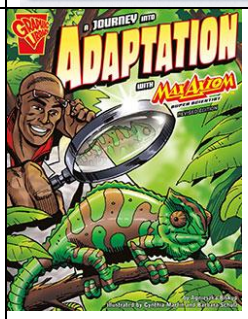
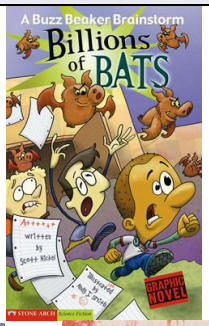
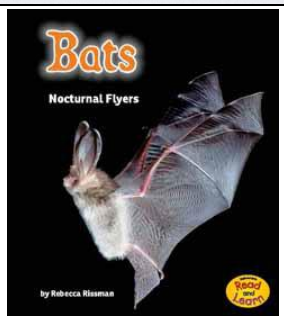
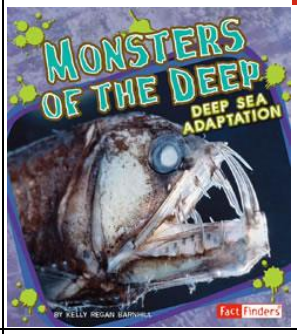
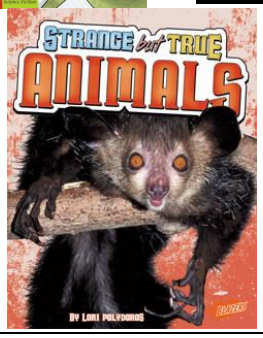
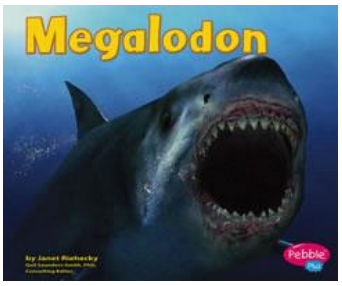
My New Animal

Directions: Create a new animal with five different adaptations of your choice. Then draw a picture of this new animal in its environment with all its adaptations. Don't forget to explain how each adaptation will help this new species survive.

Science	
Activity 1 Technology Needed	https://kids.sandiegozoo.org/videos Go to the San Diego zoo website. 1. What animal cams are available to watch? 2. Pick 2 of the animal cams and watch them. 3. In detail, describe the habitat and the animal's behavior you watched. 4. How are the two animals the same? How are they different? Answer these questions with your family, friends, or on the class Teams page.
Activity 2 No technology needed	Discuss the following questions with a parent/sibling/friend: (Use the passages from reading). 1. How do bats find food? 2. When are bats active? When do they sleep? 3. What food does the Lesser Long-Nosed bat eat (from the reading passages attached) 4. What is the coolest thing you know or have learned about bats?
Activity 3 **Writing** (attached)	Use the information from Stella Luna, BrainPop, and any other reading you do today. Animals adaptations 1. Create a new animal with five different adaptations of your choice. Then draw a picture of this new animal in its environment with all its adaptations. Don't forget to explain how each adaptation will help this new species survive. Use your drawing to write 3-5 sentences describing the animal adaptations.

Independent Reading

Required reading is still at least 20 min. per day!

Activity 1 **MyOn Option** Technology Needed	Login to **Clever** in order to access MyOn (Students, it's exactly the same as how you login at school). When searching for books you can use the advanced search options to find books that are good fit books. Begin by setting the lexile level between 400-700. 
MyOn Book Options	     
Activity 2 No technology needed	If you do not have technology access, read some of these books or articles that are attached: • Animals Adapt! • Adaptations for Survival • Physical Adaptations • Project Koko • The Truth About Extinction

Name: _____

Animals Adapt!

A **habitat** is a natural home or environment where an animal lives. Different plants and animals can share a habitat like camels, snakes, and cacti all share a desert habitat. Animals, just like people, can learn to adapt to their environment. But not all animals can live in every habitat.

There are several different types of habitats including desert, tropical rainforest, tundra, wetlands, woodlands, polar regions, mountain region, oceans, and grasslands.

Grasslands

a large open area covered with natural vegetation or grass.

Savannas

a large grassy area scattered with trees.

Wetlands

an area of wet, swampy and marshy land.

Deserts

an large area that is extremely dry with very little rainfall.

Woodlands

a large area of land covered with tons of trees and plants.

Oceans

huge bodies of saltwater that covers ¾ of the earth's surface.

Rainforests

a thick, dense forest with heavy rainfall.

Polar Regions

areas where it's very cold so little grows here, also known as the artic.

Name: _____

Adaptations for Survival

Do you remember when you started school this year? You had to adapt to a new environment with new teachers, students, and rules. Just like you learn to adapt every new school year, animals learn to adapt to their environment, too.

An **adaptation** is a body part or behavior that helps a living thing survive.

There are two main types of adaptations:

- **Physical adaptations**
- **Behavioral adaptations**

Physical adaptations are adaptations animals use based on their **physical features** to help them survive in their environment. For instance, the color of an animal's fur, the shape of its teeth or beak, or its height.

Behavioral adaptations are ways that animals **behave** to help them survive in their environment.

There are four main ways:

1. **Hibernation**
2. **Migration**
3. **Instincts**
4. **Learned behaviors**

If the environment or climate changes dramatically and the animal can't adapt quick enough then sadly it could become **extinct,** or die out.

How can physical adaptations help animals survive?

_____

_____

Name: _____

Physical Adaptations

Animals depend on their physical features to help them find food, build homes, attract mates, and stay safe from predators.

These physical features are called **physical adaptations**. They make it possible for an animal to live in a particular place and in a particular way. When you think about physical adaptations remember it's about physical features or how an animal looks.

Animals have many physical adaptations including:

- Different kinds of feet
- Sharp beaks or teeth
- Long tongues
- Long legs or tails
- Sharp claws or fingers
- Thick or thin fur or skin
- Color, pattern, or shape

One of the most commonly known physical adaptations is camouflage. **Camouflage** is the color, patterns, shape, or texture that helps an animal blend in with its environment.

Why do different animals have different physical adaptations? Animals live in various types of environments and therefore have many different needs.

Name one physical adaptation that frogs have?

_____

_____

Name: _____

Project Koko

Project Koko was a science experiment to see if it was possible to teach gorillas sign language as a way to communicate. Dr. Penny Patterson was in charge of the project at the San Diego Zoo in California. Sign Language was chosen because of its success in the past with chimpanzees. With Penny's help, Koko, learned to use more than 1,000 signs and understand 2,000 spoken English words as well. As a result, Koko was able to share her needs, wants, and emotions through the use of short conversations.

Because of Penny's conservations with Koko, gorilla care has greatly improved. Her research became a valuable tool because she was able to ask Koko questions about her health, environment, and relationships with other gorillas. Koko was able to answer Penny and express her needs and wants. In turn, scientists were able to learn a great deal about gorillas and caring for them.

Koko's favorite birthday present was a pet cat which she named All Ball. Koko cared for the kitten as if it were a baby gorilla.

According to Dr. Patterson, "When I began teaching Koko American Sign Language many years ago, I had no idea how far she would progress with it. There was little reason for me to assume that a gorilla could learn to use language to lie, joke, express her emotions, or describe her world. In Koko's conversations we see her ability to "build up" ideas through a series of short statements."

Name: _____

The Truth About Extinction

Today, many animals are **endangered**, or at risk for disappearing forever and becoming extinct. **Extinction** is when a whole animal species dies out. Many animal species are threatened by deforestation, loss of habitat, climate changes, pollution, and hunting.

Deforestation is the biggest threat to many animals! Simply put, it means the destruction or cutting down of forests. People cut down trees for many reasons such as for timber, paper, and paper products. As more and more land is needed for farming and agriculture, large areas of land are cleared. Every time a forest is cut down, the animals that live there lose their homes and food supply. Without food and shelter, they are forced to move away and look for a new home or to try to find new ways to adapt to these extreme changes.

Another threat to wild animals is hunters, or poachers. Poachers are people who illegally hunt animals for their valuable body parts. White rhinos are targeted for their horns which are worth thousands of dollars. Siberian Tigers are hunted for the beautiful striped coats.

The endangered list includes some of the world's best-known creatures such as orangutans, tigers, spider monkeys, rhinos, jaguars, giant pandas, blue whales, and alligators to name just a few. The list goes on and on but there is hope. Conservation projects around the world are helping some critically threatened species survive. Many endangered species are protected by hunting bans to cut down on the poaching of these animals.

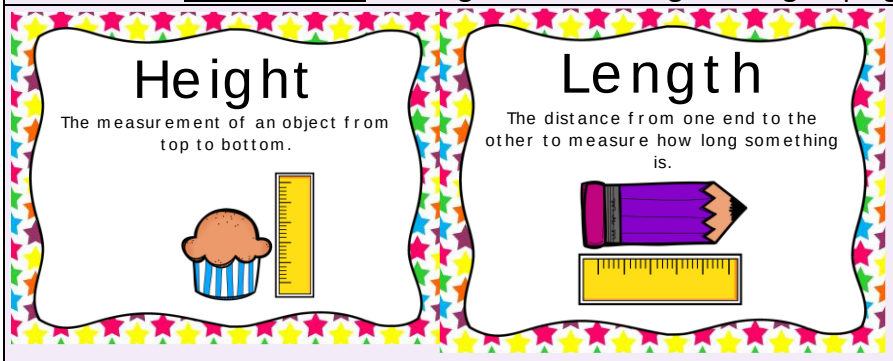
What can you do? Visit your local zoo to support animal-saving efforts. Read, research, and learn all you can about endangered animals. If we all work together, we can help save them from extinction.

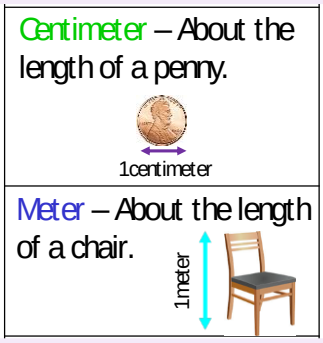
Name one thing you can to do to help endangered animals?

_____

Math

Skill/Standard: Adding and subtracting with regrouping (review skill)





Activity 1 Technology Needed	1. Students can watch the brainpop jr video Centimeters, Meters, Kilometers (https://jr.brainpop.com/math/measurement/centimetersmeterskilometers/) 2. After watching the video choose 3 of the activates Suggested Activity Options: ○ Quiz (either the easy quiz or hard quiz) ○ Draw about it: Draw an item. Then measure it's length and width in centimeters. ○ Games: Drag and sort. Sort items on length Longer or shorter than a meter. 
Activity 2 No technology needed	1. Students will need centimeter rulers (a printout of a centimeter ruler is attached if needed)., meter stick (a meter is 100 centimeters so you can measure out 100 cm of string to use for a meter) 2. Students will complete the scavenger hunt attached below: a Find objects that fit the clues on the scavenger hunt page. b Measure the object using the best tool. c Write the measurement of the object in each box, make sure you tell me the unit you used (centimeter-cm or meter-m)
Activity 3 **Writing**	1. Pick one of the objects you measured (or were asked to measure) in the scavenger hunt activity page. Pick two of the measurements and use in your word problem.

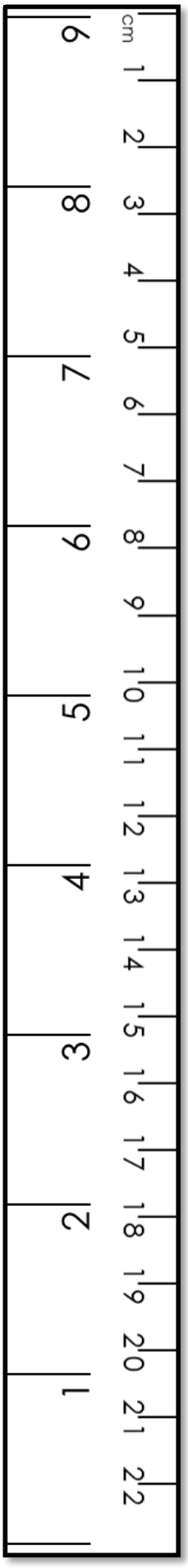
- If you didn't do the scavenger hunt then pick two objects, measure them, then write a word problem using those objects.

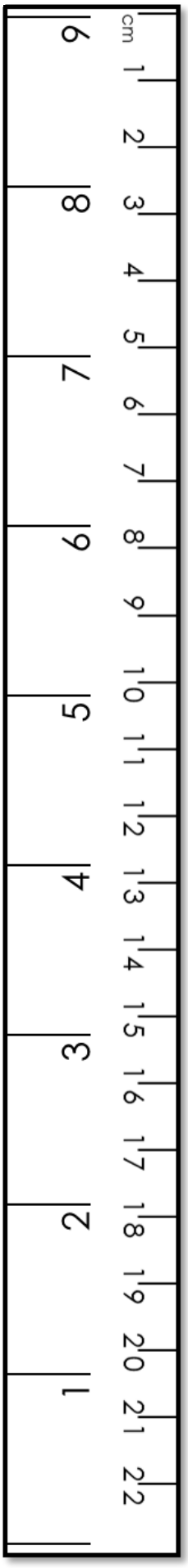
- Here is an example word problem!

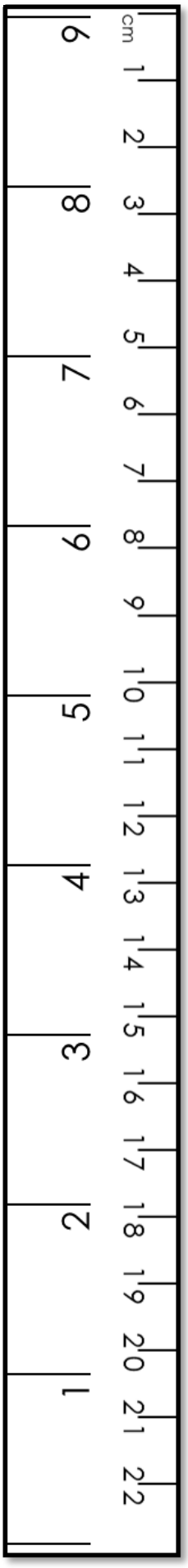
2. Example problem:

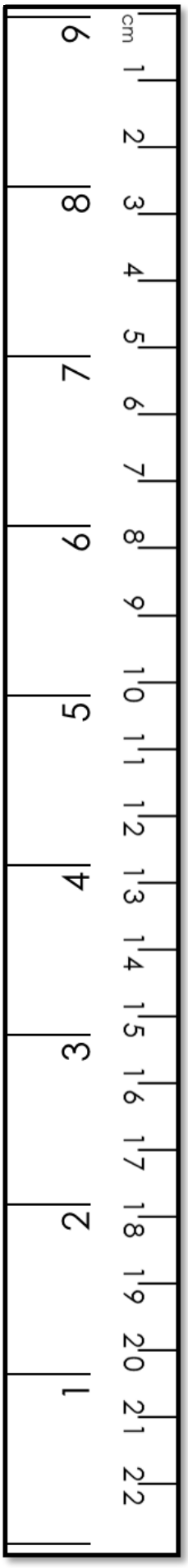
Mrs. Melillo and Mrs. Manion both measured a plant in their back yard. Mrs. Melillo's plant was 46 centimeters tall. Mrs. Mannion's plant was 63 centimeters tall. How much taller was Mrs. Mannion's plant?

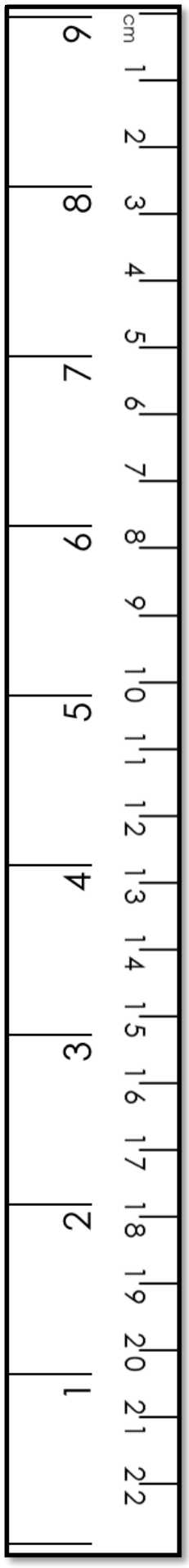
Measurement: Printable Rulers











Measurement Scavenger Hunt

1 Measure something blue to the nearest centimeter.

What did you measure?

_____

How long is it?

_____

2 Find something that is 7 centimeters.

What did you measure?

_____

How long is it?

_____

3 Measure a plant to the nearest centimeter.

What is the plant?

_____

How long is it?

_____

4 Measure something round.

What **tool** would you use to measure it?

_____

How long is it?

_____

5 Measure something white to the nearest centimeter.

What did you measure?

_____

How long is it?

_____

6 Measure your favorite toy to the nearest centimeter.

What did you measure?

_____

How long is it?

_____

7 Find something that is a meter long.

What did you measure?

_____

How long is it?

_____

8 Measure a pet or stuffed animal.

What did you measure?

_____

How long is it?

_____

9 Measure something yellow to the nearest centimeter.

What did you measure?

_____

How long is it?

_____

Coopertown Elementary School-COVID19 Lesson Plan 

Related Arts

Week of: April 20-24 **Lesson 2**

PE: dina.fowler@rcstn.net
-Activity 1-Technology-Based
Practice or learn a popular Line Dance.
- Google the Sid Shuffle or Continental Drift from the movie Ice Age or Can't Stop the Feeling from the movie Trolls and follow along to these dances that are so much fun!

-Activity 2-No Technology Required
Practice and learn the Cupid Fitness Capacity Shuffle by practicing some movements on your own. You can switch some dance moves for exercise moves.
- Do 4 Jumping Jacks to the right
- Do 4 Jumping Jacks to the left
- Take 4 shallow squats in place
- Do a half turn and start all over

Have fun and just keep dancing!

If you have the capability, you could Google this and follow along online. When the song says "To the Right" do Jumping Jacks 4 times and then 4 Jumping Jacks to the left. When the song says "Now Kick" Run in place. When the song says "Now Walk It By Yourself" Take 4 shallow squats in place do a half turn and start all over! Have fun and just keep dancing!!

Health/Art: debbie.davis@rcstn.net
-Activity 1-Technology-Based
(ART). For the second lesson this week, you will be learning about the famous Belgian artist, Rene Magritte. Watch the video below on You Tube. It is called "Art with Mati and Dada – Rene Magritte".

https://youtu.be/yD53mLZ_y8k

After you watch the video, answer these questions on paper and/or tell an adult the answers.

1. What is special about Magritte's paintings? Do you like them? Why or why not?
2. Do Magritte's paintings make sense to you? Why or why not?
3. Why did Magritte paint a picture where he names the objects something else instead of what they were?
4. Which painting in the video did you like the best? Why?
5. Many of Magritte's paintings show the ocean, apples, and the man (or men) in the bowler hat. Why do you think he chose to use those three things in several of his paintings?

-Activity 2-No Technology Required

For your second lesson this week, you will be learning about the famous Belgian artist, Rene Magritte. We have a picture of one of his paintings called "The Human Condition II" (1935) hanging in our art room. Magritte was born in Belgium in 1898. Magritte was part of what is known as the Surrealism movement – artists that paint pictures that are dream-like and couldn't possibly be real. These types of paintings make you want to look and try to make sense of the picture, but you can't! Magritte was a boy when he started taking drawing lessons. He also attended an art school for a while.

When he first showed his work, as a young man, people did not like it. He didn't always make a living at doing just art, he also worked at a wallpaper factory and he worked in advertising. (Both workplaces did have artists, however.) He had an art show in New York City in 1936, and this helped him to become famous. Magritte died in 1967, in Belgium, at the age of 68. There is a Magritte Museum in Belgium that opened in 2009 that displays many of his paintings.

Looking at Magritte's most famous painting, "The Son of Man" (1964), draw and color your own version of this painting. For example, it could be someone (you), wearing a basketball uniform, with a basketball in front of (your) face. Use your imagination! Show other adults at home what you did when you are finished!

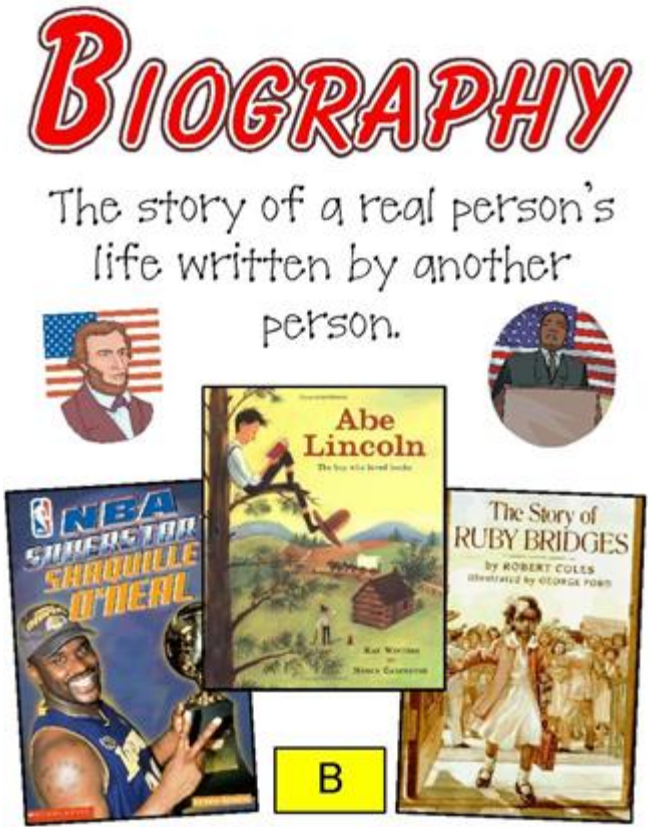
Also, tell an adult why you like or dislike Surrealism. Tell an adult why you think that Magritte chose to put an apple in front of the face. Is there a reason or did he paint it to make people wonder why? If you think there is a reason, tell what it is. Who do you think the man in the picture is?

Music: lindsey.maholland@rcstn.net
-Activity 1-Technology-Based
Review Rhythm with this quick video.
https://www.youtube.com/watch?v=KUtEg8Qxuxk
Use your instrument that you created and play the rhythm patterns.
You can also practice simply clapping out these rhythms too!
Remember Ta= clap or hit ONCE TiTi= clap or hit TWICE
1. Ta Ta TiTi Ta
2. TiTi TiTi Ta Ta
3. Ta Ta Ta Ta
4. TiTi TiTi TiTi Ta

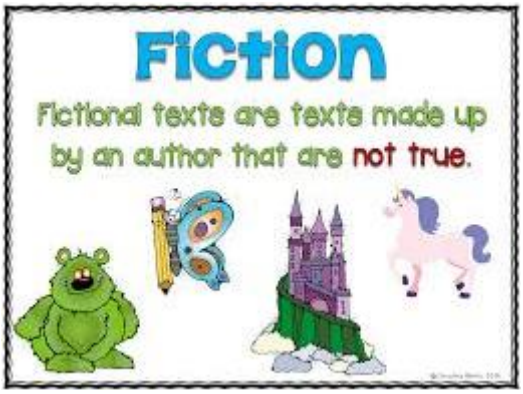
-Activity 2-No Technology Required
Use your instrument that you created and play the rhythm patterns.
You can also practice simply clapping out these rhythms too!
Remember Ta= clap or hit ONCE TiTi= clap or hit TWICE
1.Ta Ta TiTi Ta
2. TiTi TiTi Ta Ta

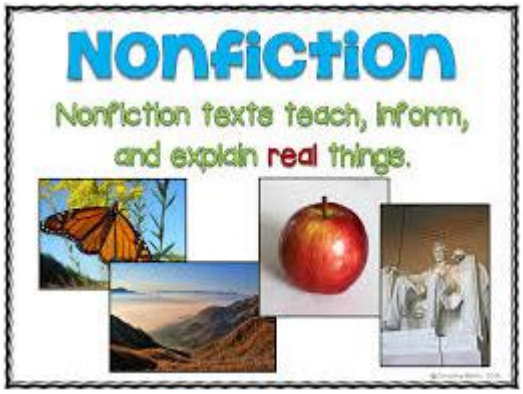
3.Ta Ta Ta Ta
4.TiTi TiTi TiTi Ta

Library: farrah.lopez@rcstn.net
-Activity 1-Technology-Based Visit the database PebbleGo , www.pebblego.com, (Username: engaged Password: learning) and click on the biography tab. Choose a biography to read. Discuss three interesting facts you find with someone at home.



-Activity 2-No Technology Required
Look on your bookshelf, or find a stack of books, look through the book and decide if the book is fiction or nonfiction. Put fiction books together and nonfiction books together.


Fiction
Fictional texts are texts made up by an author that are not true.


Nonfiction
Nonfiction texts teach, inform, and explain real things.