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Common Core State Standards



The lessons and activities included in *Daily Warm-Ups: Science, Grade 2* meet one or more of the following Common Core State Standards. (©Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All right reserved.) For more information about the Common Core State Standards, go to <http://www.corestandards.org/> or visit <http://www.teachercreated.com/standards/>.

Informational Text Standards	
Key Ideas and Details	Units
ELA.RI.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	1–19
ELA.RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	5, 15, 17, 18
ELA.RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	3, 7, 8, 10, 15, 17, 18
Craft and Structure	Units
ELA.RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	1–19
ELA.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	1–19
Integration of Knowledge and Ideas	Units
ELA.RI.2.8 Describe how reasons support specific points the author makes in a text.	5, 7, 11, 13, 14, 15, 18
Range of Reading and Level of Text Complexity	Units
ELA.RI.2.10 By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	1–19

Foundational Skills	
Phonics and Word Recognition	Units
ELA.RF.2.3 Know and apply grade-level phonics and word-analysis skills in decoding words.	1–19
Fluency	Units
ELA.RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	1–19



Common Core State Standards *(cont.)*

Writing Standards	
Text Types and Purposes	Units
ELA.W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	3, 4, 7, 10, 13, 14, 16
ELA.W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	1, 10
Research to Build and Present Knowledge	Units
ELA.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	1, 3, 6–8, 10–19

Language Standards	
Conventions of Standard English	Units
ELA.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1–19
ELA.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1–19
Knowledge of Language	Units
ELA.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	1–19
Vocabulary Acquisition and Use	Units
ELA.L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies.	1–19
ELA.L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	1–19



Warm-Up 18

**It's Gross, It's Green,
and It's Alive!**

Name: _____

Have you ever seen something green and furry growing on bread or fruit? That's mold, and you don't want to eat it. Mold is a type of fungus. It's alive, and there is a good reason why it grew on your food.

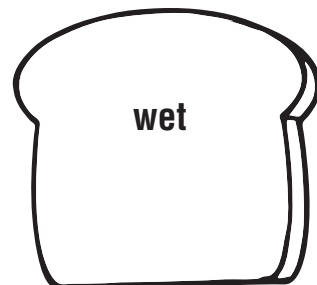
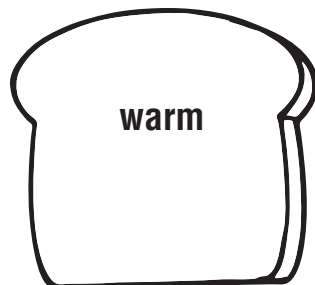
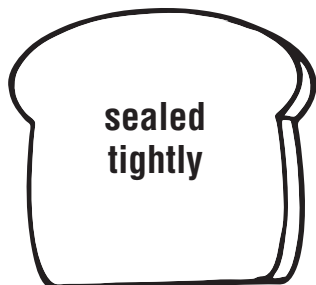
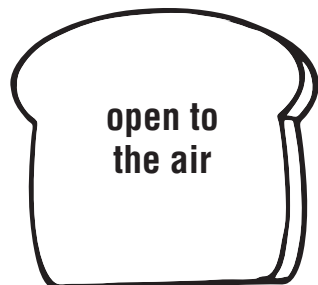
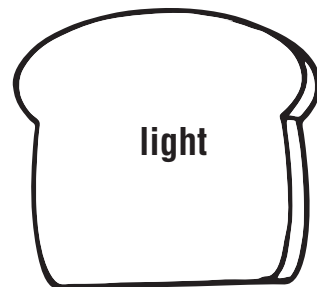
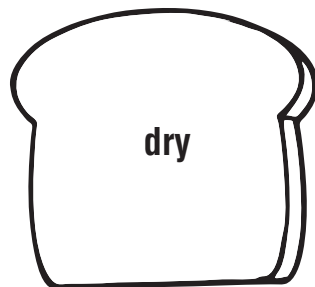
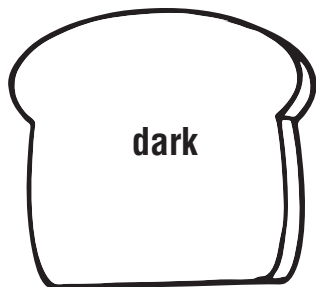
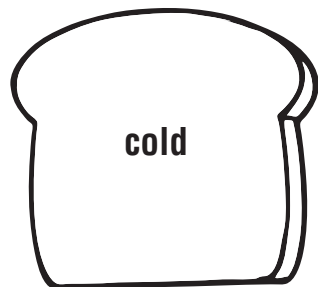
Mold is just like other living things: it lives and grows best in a certain environment. Here is a story about mold:

Beth wanted to see how mold grew on bread. She used five pieces of bread.

- **Piece 1** was tightly wrapped in plastic and put in a well-lit place.
- **Piece 2** was sitting on a dry plate in a dark place.
- **Piece 3** was also sitting on a plate in a dark place. Beth put a few drops of water on it each day.
- **Piece 4** was kept in the cold refrigerator.
- **Piece 5** was kept in a warm, steamy, dark bathroom.

After a few days, Beth looked at each piece. Pieces 3 and 5 had grown a lot of mold. Piece 2 had grown some mold. Pieces 1 and 4 had not grown any.

Directions: Use the clues from the story you just read. Which environments does mold like to grow in? Color in your top four choices. Use a green crayon or pencil.





Warm-Up 42

Which Land Animal Is Which?

Name: _____

Some animals are very much like other animals. You may even hear one called the same name as the other. But they are not exactly alike.

Directions: Look at each pair of animals. Use the clue to name the animal that is pictured. Write the animal's name on the line.

1. Frog vs. Toad

Frogs need to live near water.
Toads do not.

Which animal is this?



2. Snail vs. Slug

Snails have a shell. Slugs do not.
Which animal is this?



3. Alligator vs. Crocodile

Crocodiles have a tooth sticking out of their mouth.
This tooth is covered in an alligator's mouth.

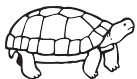
Which animal is this?



4. Turtle vs. Tortoise

Turtles need to live near water.
Tortoises do not.

Which animal is on the **left**?



5. Rat vs. Mouse

A rat is much bigger than a mouse.
Which animal is on **top** of the box?



Never Challenge a Cheetah to a Race

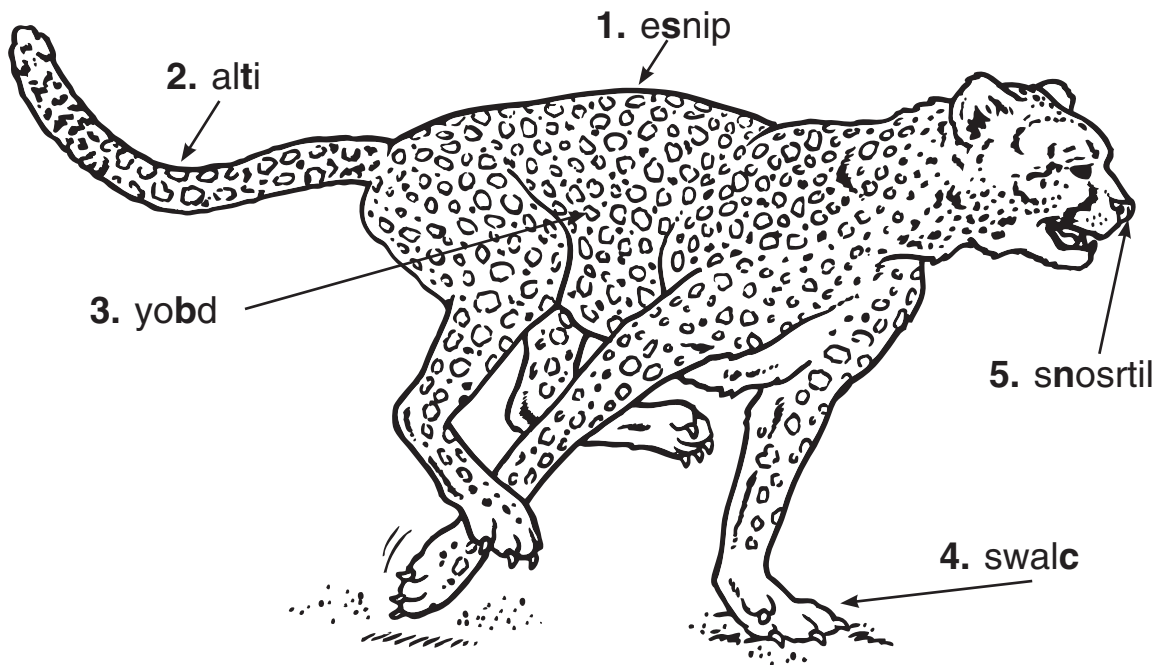


Name: _____

No land animal is faster than the cheetah. It can run up to 70 miles per hour. That's as fast as a car speeding on the freeway! How can a cheetah run so much faster than other animals? It's all about how a cheetah is built.

Directions: Look at the picture of the cheetah. The names of her body parts are all scrambled up! Unscramble the letters to name the parts that allow her to run so fast.

Hint: The first letter in each word is **darker** than the others.



1. The cheetah's _____ is very flexible. It can bend a lot as she runs.
2. The cheetah's _____ is long and flat. This helps her turn suddenly at high speeds.
3. The cheetah's _____ is light and lean. Her low weight helps her gain speed quickly.
4. The cheetah's _____ always stick out. They give her a great grip on the ground as she runs.
5. Her _____ are large and wide. This helps her breathe in a lot of oxygen as she runs.

'Tis the Season to Lose Leaves



Name: _____

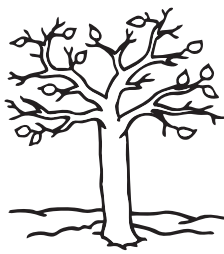
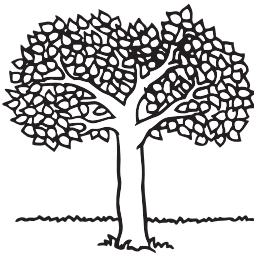
Some trees lose their leaves each season. These trees are called *deciduous* trees. Their leaves start to fall off in the autumn (fall) months. By winter, these trees have almost no leaves.

Directions: Think about each date given below. Would that day be in the summer or spring? Or would it be in the winter or fall? Circle the picture that shows how a deciduous tree would most likely look on that day of the year.

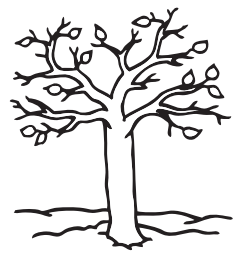
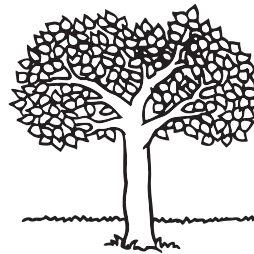
Remember . . .

- Trees are full of leaves in the spring and summer.
- Trees are losing their leaves in the winter and fall.

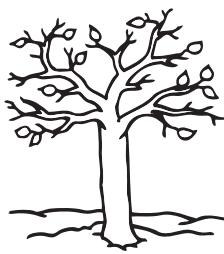
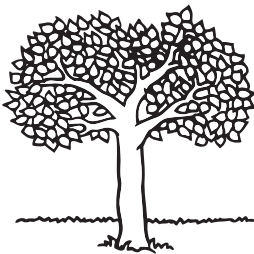
1. December 16



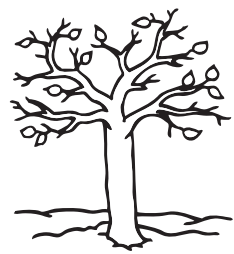
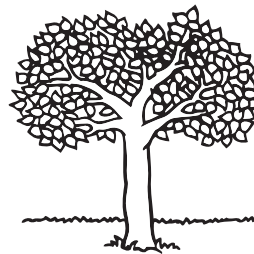
2. May 12



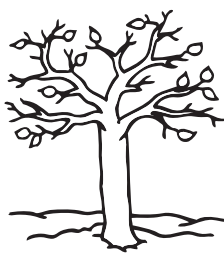
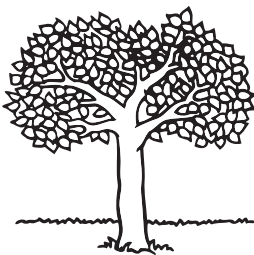
3. November 22



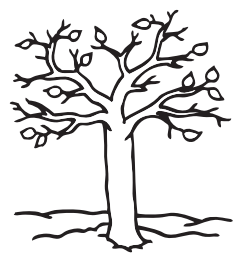
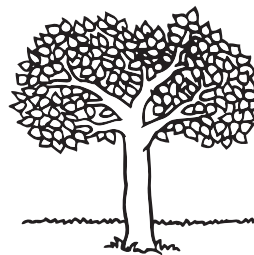
4. April 28



5. July 13



6. January 9



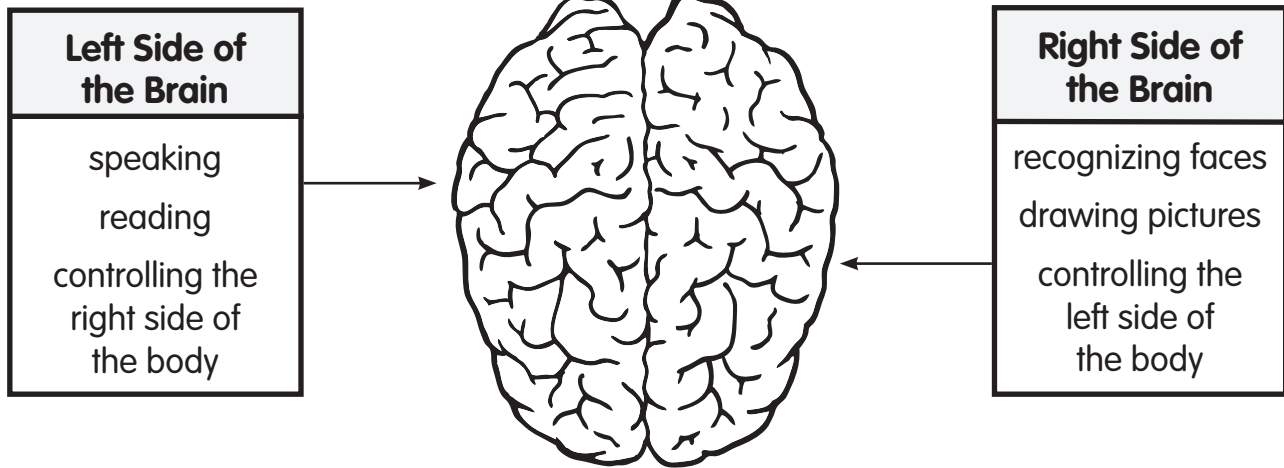


Warm-Up 82

Are You in Your Right Mind?

Name: _____

The brain is divided into two halves. These halves work together. For some things that you do, however, one half is more active than the other. The diagram below tells the story.



Directions: It's time to use your whole brain ... concentrating on one half at a time!

On the Left Side

Write about a time outside of school when you needed to talk your way out of a difficult situation.

On the Right Side

Draw a picture of the difficult situation you just wrote about.