**SPRING STUDENT**

**ENRICHMENT PACKET**

**READING AND SOCIAL STUDIES**

**ANSWER KEY**

**Grade 2**



**™**

Prince George’s County Public Schools

Office of Academic Programs

Department of Curriculum and Instruction

GRADE 2 SPRING STUDENT ENRICHMENT PACKET

DIRECTIONS

**Complete the activities using the response pages**

**provided at the end of the packet.**

**Students are to complete:**

1. **Poetry Activities (pages 3-9)**
2. **Social Studies: My Community (page 10)**

**3. Reading Log (page 11) – Students are expected to read for a minimum of 15 minutes each day.**

**Parents are encouraged to assist in the following ways:**

* Make a plan to complete the activities during the Spring Break.
* Provide a quiet space and time for your child to work on the packet.
* Help your child with the directions and completing the activities.
* Review and discuss your child’s responses. Provide positive feedback and praise for sincere effort and independence.
* If your child is just beginning to learn to write independently, encourage him/her to write and spell as best as he or she can. You may rewrite the sentence underneath the child’s to show correct letter and word formation and spelling.

**Thank you for helping your child succeed as a reader!**

**Poetry Activities**

**April is National Poetry Month**

**Please read the following directions with your child.**

* Before reading, talk about poetry and the kinds of poems you have read in school.
* Read the poems aloud. Read them three times fluently (smooth reading with expression). Try to make your reading sound like the poet would want it read, emphasizing certain words and phrases. Practice reading it aloud to someone else. Be ready to read them to your class when you return from Spring Break.
* After reading the poems, complete the following activities using the poems and the response pages in this packet:
1. Highlight or circle the words in the poems that have two syllables.
2. Write three rhyming words from the poems. (Remember, words that rhyme do not always have the same spelling pattern.)
3. Find four nouns, verbs, and describing words in the poems.
4. Thinking about Poetry – Answer questions about the poems.
5. Create your own poem about anything, such as something in nature, a favorite place, or even a person. Use the poetry planning chart to help you.
6. Complete the vocabulary activity.

* Read and learn about different types of poetry! Visit the public library to read and learn more about poets and read different types of poetry.

 **Optional –**

Visit these poetry websites:

[www.angelfire.com/md/byme/pocket/poetry1.html](http://www.angelfire.com/md/byme/pocket/poetry1.html) – Poetry Corner--over 100 poems for kids

[www.poetry4kids.com](http://www.poetry4kids.com) – Funny kids poems by author Kenn Nesbitt

![MC900240777[1]]()

![MC900237936[1]]()

**A Poem Is A Busy Bee**

A poem is a busy bee
Buzzing in your head.
His hive is full of hidden thoughts
Waiting to be said.

His honey comes from your ideas
That he makes into rhyme.
He flies around looking for
What goes on in your mind.

When it's time to let him out
To make some poetry,
He gathers up your secret thoughts
And then he sets them free.

CHARLES GHIGNA

http://www.charlesghigna.com/poems.html

### Weather Poems

### **Rain Poem**

### The rain was like a little mouse,

### Quiet, small, and gray.

### It pattered all around the house

### And then it went away.

### It did not come, I understand,

### Indoors at all, until

### It found an open window and

### left tracks across the sill.

###

###  ELIZABETH COATSWORTH

Thunder

![MC900055265[1]]()Hear him tumble

grumble

rumble.. .

Bash, crash, blunder—

old grouch thunder!

Always in a mood to fight—

morning, afternoon, or night.

Lightning quickly answers back

with a zig-zag

flashing

crack!

 BOBBI KATZ

### NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### MY RESPONSE PAGES

1. List words from the poems that have two syllables. (Answers will vary)

l i g h t n i n g

i n d o o r s

w a i t i n g

b u z z i n g

\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

1. Write 3 rhyming words for each of the following words. (Answers will vary)

sled, bed, dead

 head\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

door, floor, more

 for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

land, band, hand

understand\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

splash, cash, smash

 crash\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

black, smack, jack

crack\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Poets use words to help readers see in their minds what a poet is describing and feel what the poem describes. List four nouns, verbs, and describing words from the poems. (Answers will vary)

 Nouns Verbs Describing Words

|  |  |  |
| --- | --- | --- |
| bee | fight | quickly |
| window | gathers | secret |
| thunder | understand | hidden |
| ideas | went | little |

**Thinking about Poetry**

1. Read these lines from “A Poem is a Busy Bee.”

“A poem is a busy bee
Buzzing in your head.
His hive is full of hidden thoughts
Waiting to be said.”

What do these lines mean? (Answers will vary)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What does the poet’s comparison of rain to a mouse help you to

 understand in the “Rain Poem?” How are the two things alike?

 (Answers will vary) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How do the action words in “Thunder” help you understand the poem? (Answers will vary)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Which poem is your favorite? Why? (Answers will vary)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Poetry Planning Chart

**Decide how you will write the poem.**

* Will there be rhyming words?
* Will your poem be in a shape?
* How will you group the lines?
* Will your poem be happy, sad, or funny?
* Will your poem have a repeated rhythm?

Topic

How it Looks

How it Sounds

How it Feels

How it Smells

How it Tastes

Sensory Details

1. **Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Write your poem and illustrate it below. (Answers will vary)**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Vocabulary Arrays**

The two words in the boxes on the far left and far right are antonyms – words with opposite meanings – as in the example: “freezing” and “boiling.” But, you can build a bridge between them! The words in the circles change gradually in meaning from the word on the left to the one on the right. Check out the example and then try to add words in the circles for #9 and #10. Make sure the meaning of your words move from the word in the left box to the word in the right box. Extra fun: See if you can create any arrays like this yourself!

Example:

freezing

boiling

9.

.

furious

delighted

10.

enormous

tiny

Parent/Guardian’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Please feel free to add any comments to your child’s teacher.)

![MCBD07934_0000[1]]()Social Studies: My Community

Every community is special. Write to describe your community and what makes it special. Tell about what makes it an urban area, rural area, or suburb. Use vocabulary words.

history vote community urban

law rural suburb capital

gather leaders culture environment

(Answers will vary)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Grade 2 Reading Log for Spring Break**



**Read for a minimum of 15 minutes for each day of Spring Break. Read books from home and please record what you read below.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Title** | **Author** | **Pages Read** | **Minutes Read** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |