



Lamar-Milledge Elementary School

510 Eve Street
Augusta, GA 30904

Shetina Roulhac, Principal
Meredith Godowns, Assistant Principal

Office 706-737-7262
Fax 706-737-7261

LMES Student Learn at Home Expectations

- Parents may contact **Ms. Dargan** from 7:00am-3:00pm daily via email at **dargama@boe.richmond.k12.ga.us**.
- Students and/or parents can log on to TEAMS for instructional support from 9:00am-11:00am and 1:00pm-3:00pm daily.
- Students should complete and return all Reading, Math, and Science assignments on September 8, 2021. Additional activities have also been provided for P.E., STEM, and for Art, for students to complete at their leisure.
- Assignments are dated so parents and students know exactly when to complete each assignment.
- Student assignments will be graded upon return to school. Parents please be sure students keep up with assignments. Assignments are also available on the school webpage, as needed.

Teams Meetings:

Ms. Dargan:

- **Call in Number:** +1 843-858-4495
- **Teams Link:**

<https://teams.microsoft.com/l/channel/19%3aA9fCtlj9xnCH9zIHdKOgJfe-gnvQZxCOyl%208%2058159A1%40thread.tacv2/General?groupId=3dde8fb1-b3d2-429b-926d-62f89dcb3e25&tenantId=30b22d40-7362-4f17-83a9-2530927b6f65>

"Where lions learn and lead!"

HOME OF THE LIONS





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LMES Student Learn at Home Expectations

- Parents may contact **Mrs. Valdez** from 7:00am-3:00pm daily via email at **valdege@boe.richmond.k12.ga.us**.
- Students and/or parents can log on to TEAMS for instructional support from 9:00am-11:00am and 1:00pm-3:00pm daily.
- Students should complete and return all Reading, Math, and Science assignments on September 8, 2021. Additional activities have also been provided for P.E., STEM, and for Art, for students to complete at their leisure.
- Assignments are dated so parents and students know exactly when to complete each assignment.
- Student assignments will be graded upon return to school. Parents please be sure students keep up with assignments. Assignments are also available on the school webpage, as needed.

Teams Meetings:

Mrs. Valdez: +1-706-250-9643

- **Call in Number:** +1 706-250-9643 **Conference ID:** 302 702 545#
- **Teams Link:** https://teams.microsoft.com/l/meetup-join/19%3ameeting_ZDAzY2M5MDEtN2M5ZS00M2RILWI1MjktZmVmNTMxM2MyZGUy%40thread.v2/0?context=%7b%22Tid%22%3a%2230b22d40-7362-4f17-83a9-2530927b6f65%22%2c%22Oid%22%3a%226e6ff24e-e550-4e03-8a25-d69a736513cd%22%7d

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HOME OF THE LIONS



Learn from Home

2nd Grade

Pacing Guide for September 7-8, 2021

➤ Day 1- September 7, 2021

- **ELA-** Read sight words and write 5 times each (page 0)
Complete Reading Comprehension- “A Walk in the Woods” (page 1)
- **Math:** Dragonfly Pathway Fluency-Add 5 and 6 (page 2)
- **Science** – Graphic Organizer “Objects and States of Matter” (page 3)

➤ Day 2- September 8, 2021

- **ELA:** Write sight words in sentences- (page 4)
Complete Reading Comprehension “A Trip to the Beach” (page 5)
- **Math:** Fluency Math -Owl Pairs Add to 11 (page 6)
Complete Place Value Worksheet (page 7)
- **Science-** Complete States of Matter Worksheet (page 8)

Sight Words

(from the story- "A Trip to the Beach")

Write words 5 times each on notebook paper.

went

the

with

saw

like

their

and

made

your

almost

Read the story, and answer the questions.

A Walk in the Woods



Buff, the bear cub, went for a walk in the woods to look for bugs. He saw a duck in a pond, but he did not find any bugs. He saw bright red berries, but he did not find any bugs. He saw nuts on a tree, but he did not find any bugs. He saw a gull in the sky, but he did not find any bugs.

Buff walked on. A big buck jumped across the path. Then Buff walked in the mud and came to an old hut.

Buff rubbed his back against a tree stump. The bark felt rough on his back. Then Buff rolled down a hill, thumping and bumping until he hit a rock.

When Buff got up, he saw bugs under the rock. He dug up the bugs and ate them. There were just enough. Then Buff curled up and took a nap.

1. Why did Buff go for a walk?

2. What did Buff see while he was looking for bugs?

3. How did Buff find the bugs?

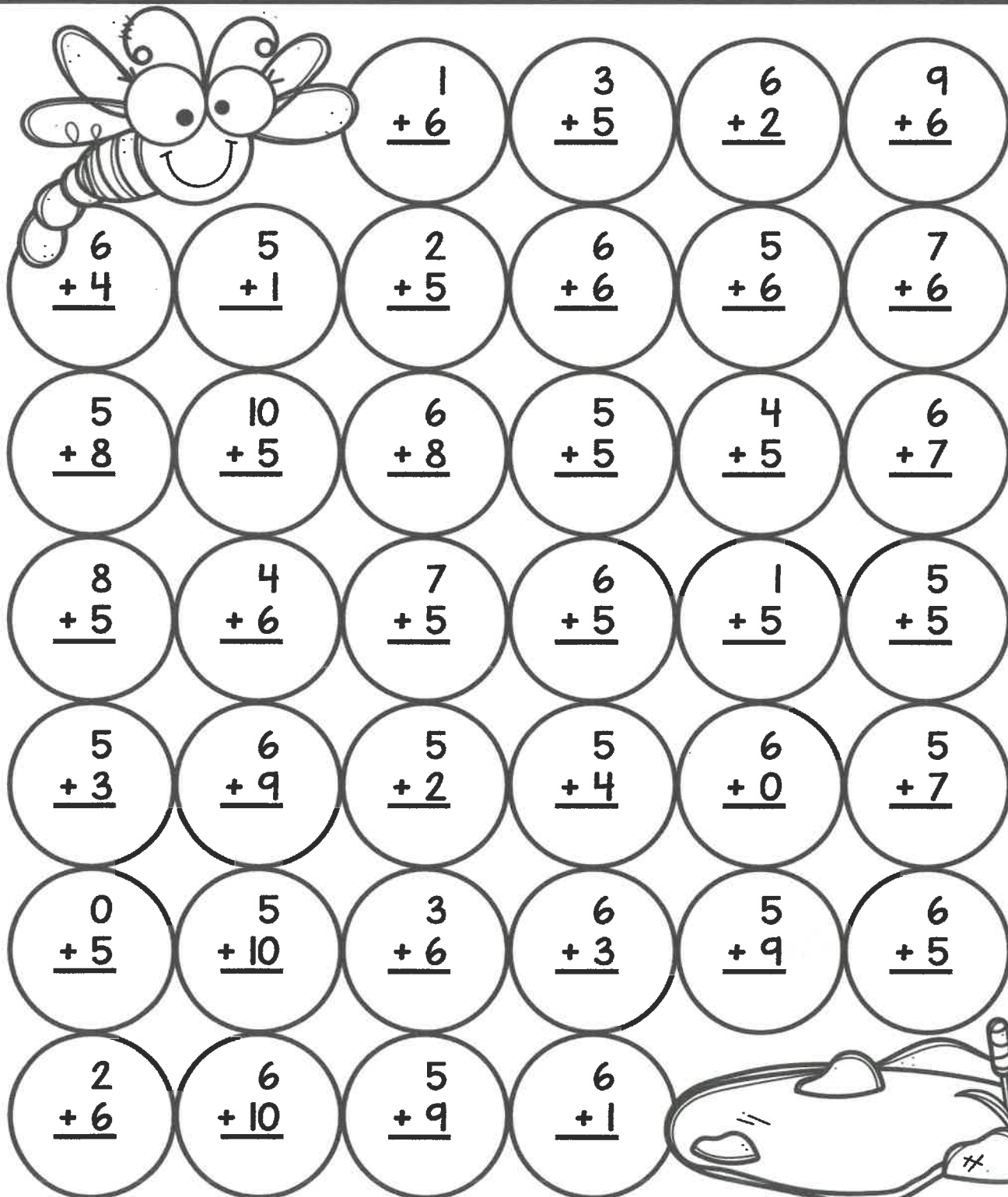
4. What did Buff do after he ate the bugs?

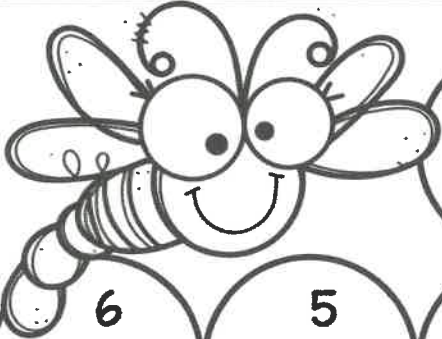

Dragonfly Pathway – Add 5 and 6

Is there a pathway from the dragonfly to the pond?

Answer each addition, then color the circles with these answers – 10, 11, 12, 13

Did you find a pathway from the dragonfly to the pond, yes or no? ____









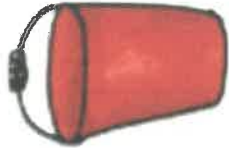


| | | | | | |
|---|--|---|---|--|---|
|  | $\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$ | |
| $\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ + 1 \\ \hline \end{array}$ | $\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$ | $\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$ |
| $\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$ | $\begin{array}{r} 10 \\ + 5 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$ |
| $\begin{array}{r} 8 \\ + 5 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$ | $\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$ |
| $\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ + 0 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ + 7 \\ \hline \end{array}$ |
| $\begin{array}{r} 0 \\ + 5 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ + 10 \\ \hline \end{array}$ | $\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ + 5 \\ \hline \end{array}$ |
| $\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ + 10 \\ \hline \end{array}$ | $\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$ | $\begin{array}{r} 6 \\ + 1 \\ \hline \end{array}$ |  | |



Objects and States of matter

Name: Date:

Label and color each item below:

| SOLID | LIQUID | GAS |
|---|---|---|
|  <input type="text"/> |  <input type="text"/> |  <input type="text"/> |
|  <input type="text"/> |  <input type="text"/> |  <input type="text"/> |
|  <input type="text"/> |  <input type="text"/> |  <input type="text"/> |

- smoke
- oil
- pale
- clouds
- water
- ball
- air
- milk
- book

Sight Words

(from the story- "A Trip to the Beach")-

Write words in sentences on notebook paper.

went

the

with

saw

like

their

and

made

your

almost

Read the story and answer the questions.

A TRIP TO THE BEACH

Jim and Jill went to the beach with their family. "We will sit here," said Mother. Jim and Jill began to dig in the sand. They made a big hill.

Jim and Jill saw six fish swim by. The fish had pretty red fins. "I wish I could swim like a fish," said Jill.

"You can sit here and dip your feet in," said Mother. Jill put the tip of her big toe in the water. "It is cold!" she said.

Baby Liz came to sit with Jim and Jill. Liz wore a pink bib. Jim scooped up some water and let it drip on her toes. That made Liz grin.

"It is almost six o'clock," said Mother. "It is time to go home for dinner."



1. Who took a trip to the beach? _____
2. What did Jim and Jill do in the sand? _____
3. Why did the family have to go home? _____

* (Please complete short i activity)









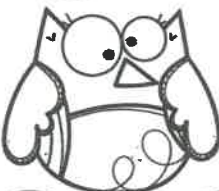

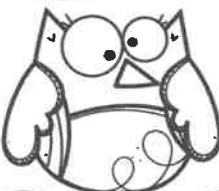









Now underline all the short *i* words in the story.

9/8/21

Owl Pairs - Add to 11

page 6

For each owl, look for two numbers that add to 11. If there are two numbers that add to 11, color the two numbers and then color the owl.

| | | | |
|--|--|--|--|
|  8 4 3 |  6 5 4 |  4 9 3 |  1 2 9 |
|  7 3 4 |  3 5 8 |  2 11 0 |  1 10 11 |
|  5 6 7 |  9 3 4 |  10 11 1 |  8 2 4 |
|  8 9 2 |  0 10 11 |  6 6 8 |  4 6 7 |
|  9 5 3 |  8 7 3 |  9 3 2 |  7 4 6 |

9/8/21

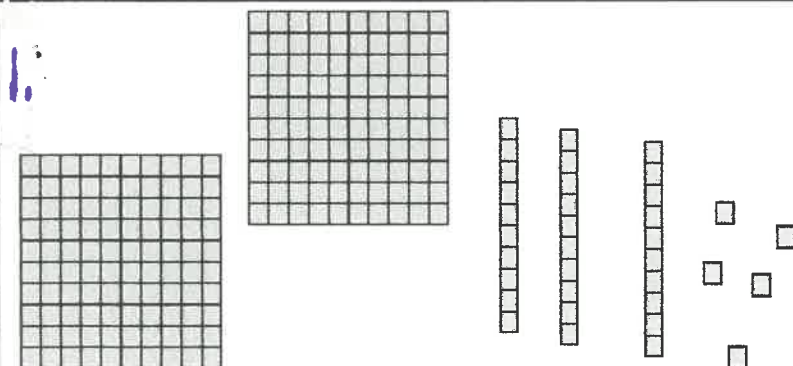
Page 7

CCSS 2.NBT.1 Understand place value
Primer, Prerequisite

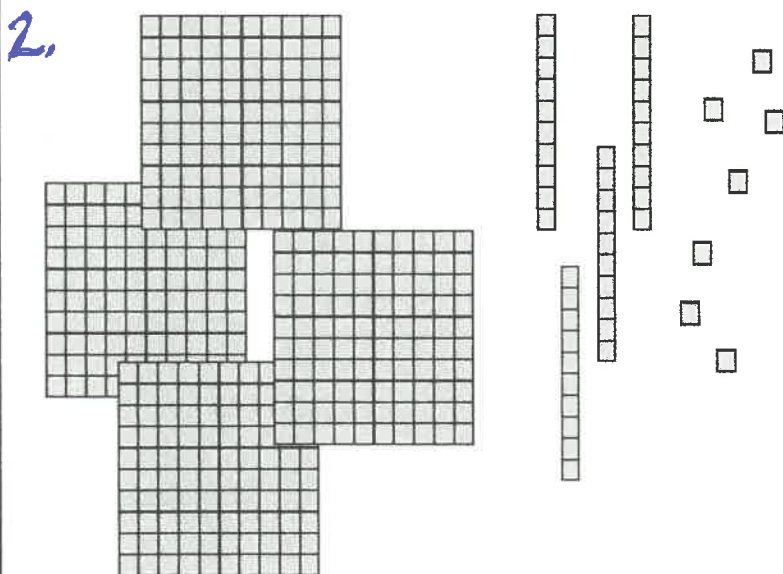
Name: _____

Place Value

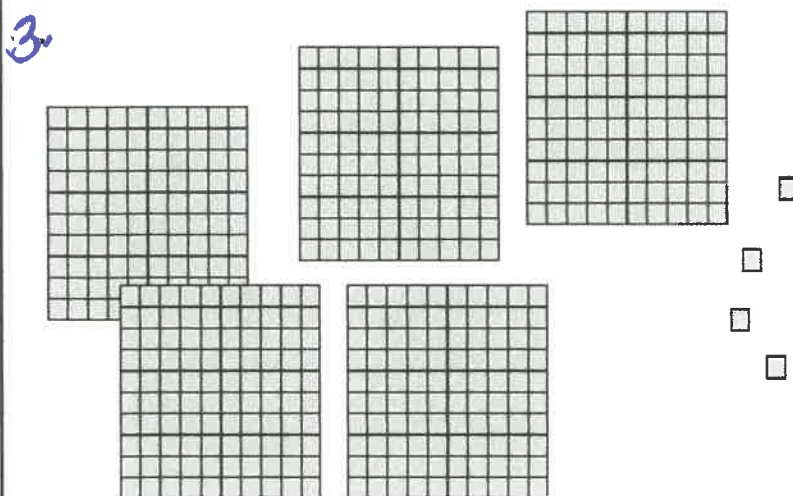
Directions: Write how many hundreds, tens, and ones are shown by the base blocks. Then write the number.



| hundreds | tens | ones |
|----------|------|------|
| | | |



| hundreds | tens | ones |
|----------|------|------|
| | | |



| hundreds | tens | ones |
|----------|------|------|
| | | |

States of Matter Worksheet

NAME SEC DATE

What's the Matter?

1. Write whether **each** one is a solid, liquid, or gas.

- | | |
|---|--|
| 1. Milk - <input type="text"/> | 2. Cookie - <input type="text"/> |
| 3. Oxygen - <input type="text"/> | 4. Fish - <input type="text"/> |
| 5. Pencil - <input type="text"/> | 6. Maple syrup - <input type="text"/> |
| 7. Shampoo - <input type="text"/> | 8. Carbon dioxide - <input type="text"/> |
| 9. Ice cube - <input type="text"/> | 10. Paint - <input type="text"/> |
| 11. Oil - <input type="text"/> | 12. Salt - <input type="text"/> |
| 13. Water vapour - <input type="text"/> | 14. Gasoline - <input type="text"/> |
| 15. Helium - <input type="text"/> | 16. Sand - <input type="text"/> |

11. Complete each sentence with the word **solid**, **liquid**, or **gas**.

1. A has a definite shape. It does not take the shape of its container. It also has a definite volume because it can be measured.
2. A does not have a definite shape. It takes the shape of its container. It does have a definite volume because it can be measured.
3. A does not have a definite shape. It sometimes takes the shape of its container and sometimes flows freely around you. These particles are not connected to each other and take up whatever space is available.