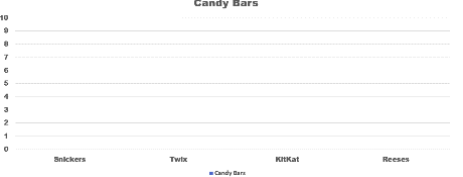



Grade 2 English Language Arts

For the first five days of TeleSchool, choose and complete one activity per day.

<p>Writing-2W2</p> <p>(1) Share with your child something you know several facts about (i.e. a sport, a person, a hobby). Tell them all the facts you know. Share books, articles, and videos about your topic (if possible). (2) Then ask your child, "What is something you know a lot of information about? Tell me all the facts you know about it." Listen as your child explains and ask them for additional facts when appropriate. Allow them to share books, articles, and videos about their topic with you (if possible). (3) After your discussion, have your child write an informational text about their topic. Be sure he/she/they introduce the topic, use facts to define the topic, and provide a concluding statement.</p>	<p>Fluency-2RF4</p> <p>(1) Read a familiar book with your child just for fun. (2) Afterwards, echo read the book with your child. You read a page and they read the same page right after you trying to mimic you.</p>	<p>Phonics and Vocabulary 2RF3 and 2L4</p> <p>(1) Ask your child to write a list of words using the prefixes /re/ and /un/ (i.e. remix, remake, refill, undo, untie, unhappy, etc.) (2) Have them read the list to you. (3) Now have them draw a 4 square for each word. <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td> </td><td> </td><td> </td><td> </td></tr></table> (4) Write the word and underline the root word in the first square, draw a picture in the second square, write the definition of word in the third square, and write the word in a sentence in the 4th square.</p>				
<p>Literary-2RL2</p> <p>(1) Have your child read a fictional text of their choice. (2) When he/she is finished reading the text, have them identify the following: Characters; Setting of the story; The problem or conflict; The lesson the character learned; and The message learned from the story. (3) Once he/she identifies the events in the story, have them to create a postcard that they can send to a friend that summarizes and explains the central message of the story.</p>	<p>Informational-2RI2</p> <p>(1) Find a non-fiction text or article to read with your child. (2) Have your child write predictions based on the title on a post-it or small sheet of paper and tape it next to the title. (3) Read the whole text once with your child. (4) Have the child use post-its or small sheets of paper to identify the focus of each paragraph. (5) Explain to the child that he/she will now use all of the notes to identify the main topic of the whole text. The main topic should be a few words and relate to the whole text (i.e. animals and their habitats, Black History heroes, exploring space). (6) Have the child write the topic, 1 important fact they learned, and draw an illustration of the topic.</p>	<p>Vocabulary-L4</p> <p>(1) Read a book and/or news article and find 10 interesting compound words. (2) Have your child to set aside one sheet of paper for each new word and place them in a stack and fold to form a booklet. (3) Your child should write the vocabulary word, use drawing supplies to illustrate the word, and write a sentence with the word. (4) Read a book and/or news article to find as many of your vocabulary words as possible.</p>				
<p>Speaking and Listening – 2SL1</p> <p>(1) Engage your child in a conversation after reading a book or textbook. (2) Take turns asking and answering questions about key details, events, or facts from the book.</p>	<p>Informational -2RI6</p> <p>(1) Using trade books, model identifying author's purpose for informational text. Have your child read a variety of informational text on a second-grade content area topic (e.g., science, social studies, health). Inform students that they will identify the main purpose of the text they selected to read. (2) As students read and write about texts, encourage them to include the author's purpose and facts from the text to support what the author wanted to answer, explain, or describe in the text.</p>	<p>Informational-RI3</p> <p>(1) Find a non-fiction text or article about a historical event to read with your child. (2) Have your child fold a piece of paper into four squares. Title each square: events, events in order, similar, different. (3) During or after reading, have your child brainstorm all the events discussed in the text. Have your child list these events in the section titled "events." (4) Then, have your child re-read the text and list the events in order in the next section. (5) Re-read the text with the child and identify what is similar and different about the events (i.e. people, time, setting, impact, etc.). Have your child list these in the appropriate boxes. (6) On the back of the paper, have your child either illustrate or write about the event or how it connects to their life.</p>				

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<p>2.OA.2 Practice alone: 1) Make 2 sets of digit cards (0-9) or use a deck of cards and take all face cards out. 2) Draw 2 cards and add up their value. 3) Continue to play until sums become automatic.</p> <p>Partner play: 1) Each player gets 1 set of the digit cards. 2) Each player turns over a card at the same time. 3) The player that says the sum first, gets both cards. 4) Play until one player has won all the cards.</p>	<p>2.NBT.1 Number Hunt 1) Go on a number hunt to locate as many three-digit numbers as possible. 2) Represent each digit in the three-digit number using hundreds, tens, and ones. 3) Decompose each three-digit number in various ways (i.e. 734 is 7 hundreds, 3 tens, and 4 ones or 6 hundreds, 13 tens, and 4 ones)</p>	<p>2.NBT.7 Close to 1,000 1) Using the digits 1 to 9 exactly one time each, place a digit in each box to make the sum as close to 1,000 as possible. 2) Record your possible responses on a piece of paper</p> <p style="text-align: center;">□□□ + □□□ + □□□</p>										
<p>2.G.3 Rectangles Activity A: 1) Get two sheets of paper. 2) Partition/divide each rectangle into <u>halves</u>. Show two different ways.</p> <p>Activity B: 1) Create 2 different rectangles. 2) Partition/divide each rectangle into <u>fourths</u>. Show two different ways.</p>	<p>2.MD.10 My Family's Favorite Candy Bar 1) Conduct a survey with your family members to determine which candy bar they like the best. (Snickers, Twix, Kit-Kat, or Reeses) 2) Create a Bar Graph to match their answers.</p> <p style="text-align: center;">Candy Bars</p>  <p>3) Which candy bar do most of your family members like? Which candy bar do your family members like the least? How do you know?</p>	<p>2.NBT.1 Represent a Number 1) Choose a number 100-999. 2) Draw a model to show the number three different ways. (Use hundreds □, tens , and ones •) 3) Explain why all the models equal the same number. 4) Repeat with a different number.</p>										
<p>2.OA.1 Solve the following problems. Use models and equations to represent the problems. 1) There are 35 students on the playground. Then 20 more students showed up. How many students are there now? Use a drawing and equation to represent the problem. 2) 35 children came to the party. Some children that weren't invited show up. Now there are 49 children at the party. How many extra children showed up? Use a drawing to represent the problem. 3) In the morning there are 25 students in the cafeteria. 18 more students come in. After a few minutes, some students leave. If there are 14 students still in the cafeteria, how many students are left in the cafeteria? Write an equation for your problem. *Create 3 word problems and solve them 3 different ways.</p>	<p>2.NBT.5 Use place value block drawings to solve the following problems. 1. $24 + 45$ 2. $44 + 55$ 3. $87 - 15$ 4. $65 - 32$ Create a word problem for each problem.</p>	<p>2.MD.10 My Family's Favorite Ice Cream 1) Conduct a survey with your family members to determine which ice cream they like the most. (Chocolate, Vanilla, Strawberry, Cherry) 2) Create a Pictograph to match their answers.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Favorite Ice Cream Flavor</th> </tr> </thead> <tbody> <tr> <td>Chocolate</td> <td></td> </tr> <tr> <td>Vanilla</td> <td></td> </tr> <tr> <td>Strawberry</td> <td></td> </tr> <tr> <td>Cherry</td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">  Represents 1 family member </p> <p>3) Which ice cream do most of your family members like? Which ice cream do your family members like the least? How do you know?</p>	Favorite Ice Cream Flavor		Chocolate		Vanilla		Strawberry		Cherry	
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