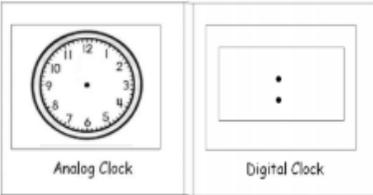# Grade 2 ELA Week 2

For Week 2 of TeleSchool, choose and complete one activity per day.

Reading RL6	Writing W2, W5	Phonics RF3
Authors use dialogue to let readers know how characters are thinking and feeling. Readers need to pay attention to how characters are speaking and what they are saying. While reading a book with dialogue, read it as if YOU are the character. Think about: ▪ How would the character be saying this based on what is happening in the story? ▪ How would the character be saying this based on the punctuation? ▪ Read aloud using that type of voice.	You have been working on writing informational texts. Think about a topic that you know a lot about. Jot down all that you know. Remember to think about aspects of the topic. For example, if the topic is sewing, consider: ▪ materials needed ▪ things you can make ▪ types of fabrics ▪ ways to sew Then write about the topic. Remember to: ▪ introduce the topic. ▪ use facts and definitions to develop each point (not opinions). ▪ Provide a closing statement or section.	There are several ways to make the long u sound (like in the word dune). They include: silent e (dune), ue (blue), ew (grew), and ui (juice). Read these words. Then put them in alphabetical order. <table><tr><td>stew</td><td>fume</td></tr><tr><td>due</td><td>barbecue</td></tr><tr><td>knew</td><td>crew</td></tr><tr><td>fruit</td><td>statue</td></tr><tr><td>huge</td><td>swimsuit</td></tr><tr><td>cute</td><td>mute</td></tr></table>
Reading RL3	**Writing W2, W5**	**Phonics RF3 & Grammar L1**
Fiction books often include characters. Choose a book to read. Read the book with a focus on the character. Pay attention to: ▪ How is the character responding to the events in the story? ▪ How is the character responding to challenges in the story?	You have been working on writing informational texts. Think about a topic in SCIENCE or SOCIAL STUDIES that you have been learning about. Jot down all that you know. Remember to think about aspects of the topic. Then write about the topic. Remember to: ▪ introduce the topic. ▪ use facts and definitions to develop each point (not opinions). ▪ Provide a closing statement or section.	A compound word is a word that is created by putting 2 smaller words together. Both words create the meaning of the compound word. Read these words. Then: ▪ Create your own definition for each word. ▪ Create an illustration to go with each word. <table><tr><td>bluegrass</td><td>superfine</td></tr><tr><td>blueprint</td><td>sandlot</td></tr><tr><td>moonwalk</td><td>watchdog</td></tr><tr><td>newscast</td><td>cardboard</td></tr><tr><td>overcoat</td><td>teaspoon</td></tr></table>
Reading RL2	**Writing W2, W5**	**Grammar L5**
Choose a book to read. Read the book. Choose one of these ways to retell the story: ▪ Retell by describing the narrative elements (characters, setting, problem, events, solution). OR ▪ Retell by identifying the character changes and lessons learned. OR ▪ Retell by sequencing the main events in the story.	Writers always reread their writing to look for places to revise. Sometimes those places need more elaboration (add more details). Choose a piece of writing. Underline several of the nouns (people, places, things). Then think: ▪ Is this a noun that I can add more details to by adding in describing words or sentences? ▪ Can I add a descriptive phrase either before or after the sentence? ▪ Is there a better word I might use?	There are many words that have similar meanings. We call these words 'shades of meaning'. For example, shout, yell, and whisper all mean to speak, but they have different subtle meanings. For each word, identify 3 additional words that have similar meanings. <table><tr><td>Rain</td><td>spicy</td></tr><tr><td>Look</td><td>silly</td></tr></table>

Grade 2 Math

Fulton County Schools
Where Students Come First

For Week 2 of TeleSchool, choose and complete one activity per day.

2.MD.8 - <u>Making Change</u>
 	
1) Make .47 cents using exactly 6 coins with either quarters, dimes, nickels, or pennies.
 	
2) How can you show your answer using pictures, numbers, and words?
	2.MD.8 - <u>Making Change 2</u>
	
	1) Make .47 cents in three different ways with either quarters, dimes, nickels, or pennies.
	
	2) How can you show your answer using pictures, numbers, and words?
		2.NBT.5 - <u>Solving Problems</u>
		1) Use place value block drawings to solve the following problems.
		   1. 33+ 24
		   2. 38+ 26
		   3. 74- 12
		   4. 58 - 39
		2) Create a word problem for each problem.

2.MD.10 - <u>Family Survey</u>
1) Jalen took a survey of his family's favorite ice cream flavors, then created this bar graph:
 	
Favorite Ice Cream Flavor
(bar graph: Chocolate 12, Vanilla 5, Strawberry 6, Cherry 9)
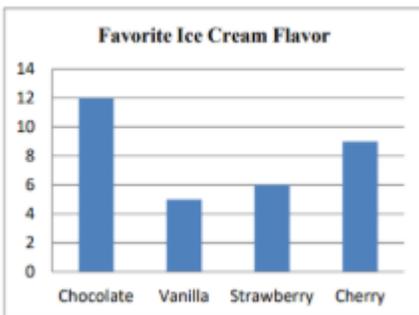 	
2) If Jalen wanted to create a pictograph to match, what would it look like?
	2.OA.2 - <u>Which Strategy?</u>
	Counting On
	Decomposing a Number
	Make 10
	Using Benchmarks
	Creating an Easier Problem
	Relationship between addition and subtraction
	
	1) Choose a strategy for the following problems. Explain how you solved the problems using the strategy.
	
	   1. 9 +5
	   2. 13 − 9
	   3. 4 + 8 + 6
	   4. 8 + 7
		2.G.3 - <u>Folding Problem</u>
		1) Create four paper squares.
		2) Can you fold your paper squares to make them look like each of these designs.
		
		(four square designs labeled 1, 2, 3, 4)
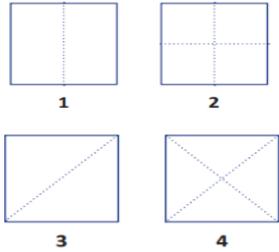		
		3) Identify and describe the shapes.

2.MD.5 **<u>Measuring Snacks</u>** 1) Gather different snacks to measure. (chips, granola bar, candy bar, carrots, celery sticks, mini candy bar, etc.) 2) Make your own ruler. 3) Using your homemade ruler. • Measure the length of each snack. • Compare the measurements of a full-size candy and a min candy bar. What's the difference? • Compare the measurement of a gummy and a stretched gummy. What's the difference? • Using the measurements of 4 snacks, what is the sum?	**2.MD.7** **<u>Time Match Game</u>** 1) Provide students with five sets of pre-made sets of clock cards. (See below) (Analog Clock / Digital Clock cards) 2) Have students program each pair of cards with the same time. 3) Student and a partner will use the stack of clocks to play a memory game. 4) Lay all the cards face down on the floor in an array. 5) Player number 1 turns over two cards and will say the time shown on each card as it is turned over. An appropriate statement might be, "The analog clock shows 5:20. The digital clock shows 8:10." If both cards revealed by the first player match then the cards are picked up by the player and two more cards may be turned over. If the cards turned over do not match then the cards are turned face down and it becomes the second player's turn. 6) Continue the game until all cards have been picked up. The person with the most sets of cards at the end of the game wins.	**2.MD.7** **<u>Telling Time</u>** 1) Create a clock face using paper plate. (See below) (clock face image) 2) Create index cards with the digit 1-12 and place them in a stack (stack A). 3) Create index cards with the (:00, :30, :15, :45) and place them in a stack (stack B). 4) Select one card from stack A to represent the hour and one card from stack B to represent the minute. 5) Record the time you selected and draw the hands on the paper plate clock. 6) Repeat