

Grade 2 ELA Week 3

For Week 3 of TeleSchool, choose and complete one activity per day.

Reading RI8	Writing W3, W5	Phonics RF3																																								
<p>When reading informational text, readers encounter details that support the main topic. It is important that readers think about how reasons support the main topic.</p> <p>While reading an informational book, think about the main topic. Then:</p> <ul style="list-style-type: none"> ▪ Think, "Does this detail match the main topic?" ▪ Explain how you know that it matches the main topic. ▪ Explain the connection. 	<p>One way to share your experiences with others is through writing. Think about a time that was special to you. Jot down all of the details. Think about: Where were you? Who were you with? What did you do? What do you see? What do you hear? What do you smell? What do you taste?</p> <p>Then write about the topic. Remember to:</p> <ul style="list-style-type: none"> ▪ Introduce the topic. ▪ Use many details. ▪ Provide a closing statement or section. 	<p>Some letters are silent when they are together. When 'k' and 'n' are together, the 'k' is silent, and it is pronounced /n/ like in the word 'knit'. When 'w' and 'r' are together, the 'w' is silent and it is pronounced /r/ like in the word 'wrap'. Read these words. Sort them by vowel sounds.</p> <table border="1" data-bbox="1096 625 1523 827"> <tr><td>knit</td><td>wrap</td></tr> <tr><td>knife</td><td>wrench</td></tr> <tr><td>knee</td><td>wreck</td></tr> <tr><td>knob</td><td>write</td></tr> <tr><td>knock</td><td>wrinkle</td></tr> <tr><td>knead</td><td>wrong</td></tr> </table>	knit	wrap	knife	wrench	knee	wreck	knob	write	knock	wrinkle	knead	wrong																												
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<p>Informational books provide many ways for readers to get information. In addition to the words, authors use pictures to provide information. An example is a diagram that might show how something works.</p> <p>Choose an informational book to read. When reading, look at the pictures. Pay attention to the additional information that you learn. Think:</p> <ul style="list-style-type: none"> ▪ Does this picture help me understand the text better? ▪ Does this picture give me new information about the topic? ▪ How can I use the information from the text and the information from the picture to clearly understand what I am reading? 	<p>You have been working on writing informational texts. One way to generate details for your topic is to create an alphabet chart. As you go through the alphabet, jot down words for your topic in each box.</p> <div data-bbox="678 1060 950 1402" style="text-align: center;"> <p>The ABC's of _____</p> <table border="1"> <tr><td>A</td><td>B</td><td>C</td><td>D</td></tr> <tr><td>E</td><td>F</td><td>G</td><td>H</td></tr> <tr><td>I</td><td>J</td><td>K</td><td>L</td></tr> <tr><td>M</td><td>N</td><td>O</td><td>P</td></tr> <tr><td>Q</td><td>R</td><td>S</td><td>T</td></tr> <tr><td>U</td><td>V</td><td>W</td><td>X</td></tr> <tr><td>Y</td><td>Z</td><td></td><td></td></tr> </table> </div> <p>Think about a topic in MUSIC, ART, or PE that you have been learning about. Fill in the ABC chart. 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.</p>	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z			<p>One way to practice reading phonics patterns is to play a game. One game is concentration. To make a concentration game, you will need each word written on 2 different cards. To make this game, you will need 24 index cards (or cut 3 pieces of loose leaf paper into 8 cards each).</p> <ul style="list-style-type: none"> ▪ Write each word on 2 index cards. ▪ To play the game, when it is your turn, turn over two cards. ▪ READ each card aloud. ▪ IF you read each card correctly, see if they match. ▪ If they match, you get to keep the match. ▪ If they don't match, turn them back over. <table border="1" data-bbox="1096 1476 1523 1680"> <tr><td>Kneel</td><td>knead</td></tr> <tr><td>Knob</td><td>knit</td></tr> <tr><td>knight</td><td>know</td></tr> <tr><td>writer</td><td>wring</td></tr> <tr><td>Wrist</td><td>wren</td></tr> <tr><td>wrestle</td><td>wrangles</td></tr> </table>	Kneel	knead	Knob	knit	knight	know	writer	wring	Wrist	wren	wrestle	wrangles
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<p>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.</p>	<p>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 the verbs (action words). Then think: Is there a BETTER verb that is more precise? Can I add details to describe this verb? Is there a better word I might use?</p>	<p>Create a riddle for each word. Remember, to include as many clues about the word in your riddle, without using your word.</p> <table border="1" data-bbox="1096 1875 1523 1974"> <tr><td>Kneel</td><td>Wristband</td></tr> <tr><td>knapsack</td><td>Wrestler</td></tr> <tr><td>knowledge</td><td>Wreath</td></tr> </table>	Kneel	Wristband	knapsack	Wrestler	knowledge	Wreath																																		
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Grade 2 Math Week 3

For Week 3 of TeleSchool, choose and complete one activity per day.

<p>How Much Money? (2.MD.8)</p> <p>1) How many different combinations of dollar bills (\$1, \$5 and \$10) equal 20 dollars?</p> <p>2) If you have 6 dimes, 5 nickels, and 10 pennies, how many cents do you have?</p> <p>3) If you have 4 dimes, 8 nickels, and 9 pennies, how many cents do you have?</p>	<p>Understand Three-Digit Numbers (2.NBT.1)</p> <p>1) You will need three number cubes (1-6) or 6 slips of paper with numbers 1-6 written on each.</p> <p>2) Roll the three number cubes. Use the numbers to make a three-digit number. Use one number for hundred, one number for tens, and one number for ones. Write your number. Make a quick drawing of the hundreds, tens, and ones in the number.</p>	<p>2.NBT.5</p> <p>Solve using 3 strategies. Explain each strategy.</p> <p>$67 + 25 = \underline{\quad}$</p>																												
<p>2.MD.10</p> <table border="1" data-bbox="87 753 475 930"> <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> represents 1 student</p> <p>Use the graph to answer the following questions:</p> <p>1) Which flavor do most students like?</p> <p>2) Which flavor do most students like the least?</p> <p>3) How many more students like chocolate than cherry?</p> <p>4) How many more students like cherry than vanilla?</p> <p>5) How many more do you have to add to vanilla to equal the amount of chocolate?</p> <p>6) How many do you have to subtract from chocolate to equal the amount of strawberry?</p>	Favorite Ice Cream Flavor		Chocolate		Vanilla		Strawberry		Cherry		<p>2.OA.2</p> <p>Using counting on to solve these problems.</p> <p>$8 + 3 =$</p> <p>$9 + 6 =$</p> <p>$7 + 3 =$</p> <p>Create an easier problem to solve the problems above. Explain your strategy.</p>	<p>2.G.3</p> <p>Equal Shares</p> <table border="1" data-bbox="1166 789 1422 1194"> <thead> <tr> <th>Toss</th> <th>Equal Shares</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>fourths</td> </tr> <tr> <td>2</td> <td>thirds</td> </tr> <tr> <td>3</td> <td>halves</td> </tr> <tr> <td>4</td> <td>thirds</td> </tr> <tr> <td>5</td> <td>fourths</td> </tr> <tr> <td>6</td> <td>Your turn ends.</td> </tr> </tbody> </table> <p>1) You will need three number cubes (1-6) or 6 slips of paper with numbers 1-6 written on each.</p> <p>2) Choose a shape from the board below.</p> <table border="1" data-bbox="1198 1373 1386 1530"> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>3) Divide the shape into the correct shares.</p>	Toss	Equal Shares	1	fourths	2	thirds	3	halves	4	thirds	5	fourths	6	Your turn ends.				
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<p>Result unknown problems (2.OA.1)</p> <p>There were 25 children at the Skate Zone. Then 11 more children show up. How many children are there?</p> <ol style="list-style-type: none"> Solve the problem using a hundreds chart. Solve using a number line. Create and solve another result unknown problem. 	<p>Drawing Models (2.NBT.7)</p> <p>Solve using 3 different strategies.</p> <p>$354 + 287$</p> <p>Solve using 2 different strategies.</p> <p>$213 - 124$</p> <p>Explain your thinking for each strategy.</p>	<p>Drawing Clocks (2.MD.7)</p> <p>Gino went on a picnic in the afternoon. The first clock shows when the picnic started. Show how the time would look on a digital clock. Be sure to mark AM or PM.</p> <p>Nima's soccer team plays on Sunday mornings. Her first game started at the time shown on the digital clock. Draw the same time on the other clock.</p> <p>1) Draw the analog and digital clock to represent each problem.</p>																												