

# Grade 2 ELA Week 4

For Week 4 of TeleSchool, choose and complete one activity per day.

Reading RL3, RL6	Writing W1, W5	Phonics RF3												
<p>In the books that you are reading, there are usually characters. When you are reading, it is important to read what the characters say in the same tone that the character might be saying it. Readers can identify the tone based on what is going on in the story and how the characters act, feel, and think. While reading a fiction book, think about the character.</p> <ul style="list-style-type: none"> <li>How does the character act?</li> <li>How does the character feel?</li> <li>What is the character thinking?</li> </ul> <p>As you are reading, make sure you are reading as if you were that particular character.</p>	<p>You have read a lot of books this year. Think about one of your favorite books. What made it your favorite book? Think about:</p> <ul style="list-style-type: none"> <li>The characters.</li> <li>Your favorite parts.</li> <li>The pictures.</li> <li>Lessons learned.</li> <li>The type of writing the author used.</li> </ul> <p>Then write about your favorite book. Remember to:</p> <ul style="list-style-type: none"> <li>Introduce the topic.</li> <li>State your opinion.</li> <li>Supply reasons that support your opinion.</li> <li>Use many details to describe each reason.</li> <li>Provide a closing statement or section.</li> </ul>	<p>Two ways to make the sound /air/ like in the word 'hair' are: air and are.</p> <p>Read these words. Then, put them in alphabetical order.</p> <table border="1" data-bbox="1122 569 1523 848"> <tr> <td>hair</td> <td>rare</td> </tr> <tr> <td>stare</td> <td>dairy</td> </tr> <tr> <td>fairy</td> <td>pare</td> </tr> <tr> <td>fairground</td> <td>repair</td> </tr> <tr> <td>rarely</td> <td>staircase</td> </tr> <tr> <td>mare</td> <td>airport</td> </tr> </table>	hair	rare	stare	dairy	fairy	pare	fairground	repair	rarely	staircase	mare	airport
hair	rare													
stare	dairy													
fairy	pare													
fairground	repair													
rarely	staircase													
mare	airport													
<p><b>Reading RL5</b></p> <p>Fiction books may include:</p> <ul style="list-style-type: none"> <li>A clear beginning, the part that introduces the story</li> <li>A middle that includes the major events</li> <li>An ending that concludes the story</li> </ul> <p>Choose a fiction book and read it. Pay attention to the beginning, middle, and ending. Then, describe how each section connects to the next.</p>	<p><b>Writing W3, W5</b></p> <p>We write to share our experiences with others. Use this as an opportunity to write about an experience that you have had. Think about: Who were you with? Where were you? What did you do (actions)? How did you feel (feelings)? What were you thinking (thoughts)?</p> <p>Then write about it! Remember to: introduce the experience, write in the order that things happened., include many details to describe actions and your thoughts and feelings, provide a sense of closure.</p>	<p><b>Phonics RF3</b></p> <p>We can use the letters in larger words to make smaller words.</p> <p>For example, in the word COMPUTER, I can make:</p> <table border="1" data-bbox="1101 1058 1523 1129"> <tr> <td>come</td> <td>route</td> <td>prom</td> </tr> <tr> <td>pet</td> <td>mute</td> <td>put</td> </tr> </table> <p>For each of the words below, how many words can you make?</p> <table border="1" data-bbox="1122 1226 1523 1276"> <tr> <td>unprepared</td> <td>millionaire</td> </tr> </table>	come	route	prom	pet	mute	put	unprepared	millionaire				
come	route	prom												
pet	mute	put												
unprepared	millionaire													
<p><b>Reading RL2</b></p> <p>Choose a book to read. Read the book.</p> <p>Choose one of these ways to retell the story:</p> <ul style="list-style-type: none"> <li>Retell by describing the narrative elements (characters, setting, problem, events, solution). OR</li> <li>Retell by identifying the character changes and lessons learned. OR</li> <li>Retell by sequencing the main events in the story.</li> </ul>	<p><b>Writing W5, L1</b></p> <p>Writers always reread their writing to look for places to revise. Sometimes those places need more elaboration (add more details).</p> <p>One way to look again at the introduction. Strong introductions hook the reader and leave him/her wanting to read more. Ways to begin a piece of writing include:</p> <ul style="list-style-type: none"> <li>Begin with a piece of dialogue.</li> <li>Begin with a quote.</li> <li>Begin with a question.</li> </ul> <p>Review one of the pieces that you have written.</p> <ul style="list-style-type: none"> <li>Revise the introduction using one of the ideas listed above.</li> </ul>	<p><b>Grammar RF3</b></p> <p>There are some words that we see <b>so</b> often in text, we can instantly recognize these words. We call these words many different things like:</p> <ul style="list-style-type: none"> <li>sight words</li> <li>high frequency words</li> <li>snap words</li> <li>red words</li> </ul> <p>Read each sentence out loud.</p> <ul style="list-style-type: none"> <li>Then answer the questions.</li> </ul> <table border="1" data-bbox="1101 1654 1523 1978"> <tr> <td>What are 4 things that you have had <u>enough</u> of?</td> </tr> <tr> <td>What 4 things <u>should</u> people do when they ride their bike?</td> </tr> <tr> <td>What 4 things do you see <u>during</u> a thunderstorm?</td> </tr> <tr> <td>What are 4 of your <u>favorite</u> snacks?</td> </tr> <tr> <td>List 4 people who are <u>special</u> to you.</td> </tr> </table>	What are 4 things that you have had <u>enough</u> of?	What 4 things <u>should</u> people do when they ride their bike?	What 4 things do you see <u>during</u> a thunderstorm?	What are 4 of your <u>favorite</u> snacks?	List 4 people who are <u>special</u> to you.							
What are 4 things that you have had <u>enough</u> of?														
What 4 things <u>should</u> people do when they ride their bike?														
What 4 things do you see <u>during</u> a thunderstorm?														
What are 4 of your <u>favorite</u> snacks?														
List 4 people who are <u>special</u> to you.														

# Grade 2 Math Week 4

For Week 4 of TeleSchool, choose and complete one activity per day.

### Coin Jar (2.MD.8)

Jamir has collected some pennies in a jar. Recently, he added coins other than pennies to his jar. Jamir reached his hand into the jar and pulled out this combination:



1) Jamir wants to count the total value of these coins. What coin do you suggest he start with? Why would Jamir want to start counting with this coin?

2) What is the total value of these coins? Write a number sentence that represents the total value of the coins.

3) Jamir reached into the jar again and was surprised to pull out a different combination of coins with the same total value as before. Draw a collection of coins that Jamir could have pulled from the jar. Write a number sentence that represents the total value of the coins.

### Tossing Time (2.MD.7)

- You will need a number cube numbered 1-6 or six sheets of papers with numbered 1-6.
- Roll the number cube or flip one paper.
- Find time next the toss or flip in table below.
- Draw the time on a digital and analog clock.
- Repeat three times.

Toss	Number
1	2:20
2	1:25
3	8:05
4	4:35
5	10:15
6	Choose your own time.

### School Supplies (2.NB.2)

Caleb wants to give \$15 to help kids who need school supplies. He also wants to buy a pair of shoes for \$39.

- How much money will he have to save for both?
- Caleb gets \$5 a week for his allowance. He plans to save his allowance every week. How many weeks does it take him to reach this goal?
- Caleb remembers his sister's birthday is next month. He sets a goal of saving \$16 for her gift. How many weeks does he have to save his allowance to reach this goal? How many weeks does he have to save his allowance for all three of his goals?

### Solve for the Unknown (2.MD.5)

Use a ruler or a number line to solve the following problems.

- $48 + \Delta =$
- $75 - \Delta =$
- $\Delta + 35 = 74$
- $19 + \Delta = 63$
- Create a word problem for two of the problems above.
- Jason built a train route with Legos that measured 15 inches. Candis connected her Legos to Jason's route. Candis's route measures 12 inches. How long is the train route now?
- How do you know? Explain your thinking.

### Many Strategies to Solve (2.NBT.7)

**500+60+8 plus 200+10+3 is a number.**

- Write the sum as a three-digit number.
- Write the sum in words.
- Draw a picture to represent the sum.
- What strategy did you use to solve? Why?

**Six hundred-nine plus one hundred-four is a number.**

- Write the sum as a three-digit number.
- Write it as a sum of 100's, 10's, and 1's.
- How would you solve using a number line? Explain your thinking.
- What strategy did you use to solve? Why?

### Make Equal Shares (2.G.3)

- Gather three pieces of paper to fold-two rectangles and one square.
  - Starting with a rectangle, fold the paper into 2 equal parts.
  - Give the name of each part and tell how many equal parts are in the whole rectangle.
  - Using the square, fold the paper in half and then in half again.
  - Give the name of each part and tell how many equal parts are in the square.
- CHALLENGE: Fold the other rectangle sheet of paper into 3 equal parts. How many parts are in the whole rectangle? Can you name the three equal parts?

### Flash Cards (2.OA.2)

- Practice addition facts for 10 minutes.
- Practice subtraction facts for 10 minutes
- Which strategy do you use when solving a problem, you don't have memorized?

### Peyton's Strategy (2.NBT.7)

Peyton said, "I can solve  $47 + 65$ " and he showed this strategy.

$$47 + 65 = 100 + 12 = 112$$

Presley said, "That doesn't make sense. Explain why that works."

- Draw a diagram to show Peyton's thinking.
- Explain Peyton's strategy and why it works.

### Telling Time (2.MD.7)

Draw six analog clocks to represent the given times.

