Grade 2 ELA Week 7

Fulton County Schools
Where Students Come First

For Week 7 of TeleSchool, choose and complete one activity per day.

Reading RL2, RL3

Many characters learn lessons in a book. One way to determine the lesson a character learns is to pay attention to when the character's feelings change.

For example, think about the story Goldilocks and the Three Bears. 1. In the beginning of the story, Goldilocks is really happy to be in the bears' home. 2. When she sees the 3 bears, she gets really scared, jumps out of the bed, and runs out of the house. 3. I will reread that part of the story and pay attention to how she is feeling. 4. I think she felt scared and she learned that she should not go into places that she was not invited into.

Choose a book to read. While you are reading, pay attention to the character. Follow the above strategy. What lesson did the character learn? Jot down the title of your book, and a quick note for each of the above items.

Writing W5, L1

One function of an adverb is to describe a verb. An adverb does this by telling 'how'. Some examples are:

carefully
cheerfully
softly
loudly
slowly
quickly

One way that elaborate is by adding adverbs. They do this by looking at the verbs and adding precise words that tells 'how'. For example, look at the sentence:

My dog barks.

I can elaborate by saying:

My dog barks loudly.
My dog barks quietly.
My dog barks annoyingly.
My dog barks intimidatingly.

Review one of the pieces that you have written in the last couple of weeks. Find parts where you can be more precise by adding adverbs. Identify the verbs. Add adverbs.

Reading RI5

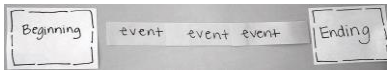
Informational books include text features that help readers locate facts and information quickly. Some text features include:

- Captions [found near a picture and provides information about the picture]
- Bold print [words printed in a darker font that indicate key words]
- Subheadings [divides sections into smaller sections]
- Glossaries [found in the back of the book and provides definitions for key words]
- Indexes [found in the back of the book and tells what pages a reader can find certain topics on]

Read an informational book. As you encounter these text features, make sure that you use them to learn more about the topic you are reading about. Keep track of which ones are most helpful for you.

Reading RL2, RL5

One way to recount a story is to think about the parts of the story. You can think about the beginning, which introduces the story. Then, the middle includes several events that include challenges. The ending concludes the action. An anchor chart, like this one, can help you remember how to sequence and recount by connecting the different parts of the story.



While you are reading a book, jot down notes for each part. Remember to think about how the parts are connected. When you finish reading, you can use the notes to recount the story. Remember to talk about how the parts are connected.

Writing W3, W5

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 was you with?
- Where were you?
- What did you do (actions)?
- How did you feel (feelings)?
- What were you thinking (thoughts)?

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.

Phonics RF3

Words can be categorized by the part of speech.

- A noun is a person, place, or thing.
- An adjective is a describing word.
- A verb is an action word.

- Read each of these words.
- Divide them into categories.
- Add some of your own words that have 'ow' and 'ou' in them.

frown	pounce	trousers
sound	sprout	announce
blouse	cloudy	amount
bounce	thousand	downtown

Writing W2

You know about a lot of topics. Think of one topic that you know a lot about. Jot down all that you know about the topic. For each part of the topic, jot down specific facts and definitions to help you develop your points.

Write about your topic.

Remember to:

- Introduce the topic.
- Use facts to develop points.
- Use definitions to develop points.
- Provide a concluding statement or section.

Phonics RF3

When '**ou**' and '**ow**' are together, they form a new sound that is found in words like 'c**ou**ch' and 'fl**ow**er'.

Read these words. Then sort them into two groups 'ou' and 'ow". Finally, put them in alphabetical order.

ouch	**crown**
mouth	**pouch**
count	**shower**
growl	**rowdy**
crown	**ground**
tower	**cloud**
ground	**power**

Phonics RF3

Suffixes are added to the end of the word and change the part of speech. The suffix 'ly' means *how something is* and changes a word to an adverb. Read each word out loud. Then create a new word by adding the suffix 'ly'. Say the new word.

What does the new word mean?

luck	shy
friend	sharp
safe	quick
kind	neat
proper	slow

Grade 2 Math Week 7

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For Week 7 of TeleSchool, choose and complete one activity per day.

MGSE2.NBT.7

How Many Days?

We are in school 180 days. Today is the 154th day of school. How many more days until we are out of school for summer vacation?

1) What strategy did you use to solve? Explain your thinking.
2) Solve using a different strategy.
3) Why did you choose the second strategy? Explain your thinking.

MGSE2.NBT.5 and 2.NBT.8

Balloons

John has 60 white and red balloons. There are 40 white balloons.

Fill in the blanks.

40 + ? = _____

4 tens + _____ tens = _____ tens

40 + _____ = 60

60 − 40 = _____

How many balloons are red? _____

MGSE2. NBT.7

Smallest Difference

Using the digits 1 to 9, at most one time each, fill the boxes below to create the smallest possible difference.

□□□ − □□□ = ?

Explain the strategy you used to find the difference.

MGSE2.NBT.5 and 2.NBT.8

Solve a Subtraction Sentence

1) Pick a letter. Read the subtraction sentence.
2) Write an addition sentence you can use to solve the subtraction problem.
3) Solve the problem.
4) Make a drawing to check your answer.

A	33 − 7 = ?
B	72 − 56 = ?
C	24 − 15 = ?
D	38 − 19 = ?
E	76 − 18 = ?
F	51 − 33 = ?

MGSE2.NBT.3

Make It True

Make true equations. Write one number in every space. Draw a picture if it helps.

1) 1 hundred + 4 tens = _____
2) 4 tens + 1 hundred = _____
3) 14 tens = 10 tens + _____ tens
4) 14 tens = ___ hundred + 4 tens
5) 14 tens = _____ ones
6) 7 ones + 5 hundreds = _____
7) 8 hundreds = _____
8) 106 = 1 hundred + _____tens + _____ones
9) 106 = _____tens + _____ones
10) 106 = _____ones
11) 90 + 300 + 4 = _____

MGSE2.NBT.5
MGSE2.NBT.8

Number Sentences

1) Choose a number sentence.
2) Use the number sentences or model to solve.
3) Repeat.

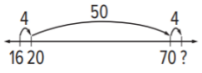
47 + 34 = _____

47 = 40 + □
34 = □ + 4
70 + □ = □

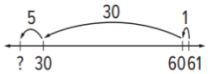
52 − 14 = _____

52 − □ = 42
42 − □ = 40
40 − 2 = □

16 + 58 = _____



61 − 36 = _____



MGSE2. NBT.4

Comparing Numbers

Compare each pair of numbers. Write your comparison using <, =, or > and in words. Explain your answer with a picture.

1) 99 and 100

2) 154 and 231

3) 453 and 428

4) 351 and 354

MGSE2.NBT.7

Sam's Strategy

Sam said, "I can solve 184 + 116" and he showed this strategy.

184 + 116 = 200 + 100 = 300

Kim says, "That doesn't make any sense. Explain how that works."

1) Draw a diagram to show Sam's thinking.
2) Explain Sam's strategy and why it works.

MGSE2.MD.8

The Pet Shop

Stuffed Animals at the Pet Shop	Cost for each animal
Dog	2 pennies, 3 nickels, and 1 quarter
Snake	6 pennies, 2 nickels, and 2 dimes
Bird	5 nickels, 3 dimes, and 1 quarter
Cat	5 pennies, 5 nickels, 5 dimes, and 1 quarter
Rabbit	7 pennies, 3 nickels, 2 dimes, and 3 quarters
Frog	5 pennies, 5 dimes, 5 quarters
Monkey	3 pennies, 3 nickels, 3 quarters

1) How much money does each stuffed animal cost at the pet shop?
2) Which stuffed animal costs the least?
3) Which stuffed animal costs the most?