

	MATH	READING	WORD WORK	SCIENCE & SOCIAL STUDIES
Day 1	<p>Daily Warm-Up: Skip count by 5s, 10s and 100s. Flocabulary Video-Skip-Counting and Counting by 2, 5, 10, 100 Math Lesson Activities (Page 5)</p> <p>Activity 1- Samaria is skip-counting fruit roll ups. She has already counted 490 fruit roll ups. What are the next four numbers she will say when she counts by 5s, 10s and 100s? 490, _____, _____, _____, _____ (by 5s) 490, _____, _____, _____, _____ (by 10s) 490, _____, _____, _____, _____ (by 100s)</p> <p>Activity 2- Complete the Counting activity for Week 1.</p> <p>Activity 3- Complete two unused pages from pp. 1-19 in your Additional Practice Workbook. Complete two unused pages from pp. 5-41 in your Volume 1 Student Workbook.</p> <p>Additional Activity (Optional)- Log into DreamBox and continue working for 15 minutes.</p>	<p>Read for at least 20 minutes Everyday Read fiction or nonfiction books about pollinators from Reading A-Z or books of your choice.</p> <p>What Comes From Plants Venus Flytraps Can Count Jane's Sunflowers From Tree to Treat The Bee is Key Bees Feed Me The Food Chain Grow Tomatoes in Six Steps The Beekeeper Plant Defenses Strange Plants Harold the Hungry Plant About Trees Cranberries Future Flowers Grow, Vegetables, Grow The Hard Frost A Seed Grows Butterfly Cafe</p>	<p>Rainbow Write Using Cycle List 13 Write each word first with a pencil. Then trace over each word three times with a colored pencil or marker. Use a different color each time to create a "rainbow". (Page 8)</p>	<p>Science Topic: What is a life cycle? Activity: Life cycle means the stages a living thing goes through during its life. Pick 3 different animals (each from a different animal family: mammals, amphibians, birds, fish, or reptiles) and draw/write what you know about the different stages of their lives.</p>
Day 2	<p style="text-align: center;">Math Lesson Activities (Page 5)</p> <p>Activity 1- Solve the following problems by drawing Base Ten (place value) blocks. 25 + 20 = ___ 25 + 25 = ___ 25 + 35 = ___ 38 + 38 = ___ 38 + 48 = ___ 38 + 58 = ___ 42 - 10 = ___ 42 - 4 = ___ 42 - 14 = ___ 63 - 20 = ___ 63 - 15 = ___ 63 - 25 = ___</p> <p>Activity 2- Complete the Time activity for Week 1.</p> <p>Activity 3- Complete two unused pages from pp. 109-113 in your Additional Practice Workbook. Complete two unused pages from pp. 329-341 in your Volume 1 Student Workbook.</p> <p>Additional Activity (Optional)- Log into DreamBox and continue working for 15 minutes.</p>	<p style="text-align: center;">Write About A Book Everyday Complete the Readers Response Journal for a fiction or nonfiction book that you read today. See the Second Grade Literacy Activities on page 7.</p>	<p style="text-align: center;">Memory Game Using High Frequency Words To set up the game, create word cards using the 2nd Grade HFW list and arrange them, face down, in a grid. Pick one card, turn it over, and read the word. Pick a second card, turn it over, and read the word. If the words on the two overturned cards match, keep the pair and take another turn. If the words do not match, turn the cards back over so the words are no longer showing, and have the next player take their turn. (Page 8)</p>	<p>Science Topic: What are the stages of a life cycle? Activity:The life cycle rotation includes birth, growth, reproduction and death. Life cycles vary in length of time depending on the animal. Go back to your work from yesterday and correctly label the stages you wrote/drew with the words <i>birth</i>, <i>growth</i>, <i>reproduction</i> and <i>death</i>. Did you miss any stages yesterday? If so, add them in!</p>
Day 3	<p style="text-align: center;">Math Lesson Activities (Page 5)</p> <p>Activity 1: Today's number is 113. Show 113 in four different ways. Use the Today's Number chart on page 3 to help you.</p> <p>Activity 2: Get some playing cards or make a set of number cards with the digits 0-9. Shuffle the cards. Turn the top three cards over. What is the largest number you can make? ___ How many hundreds, tens and ones are in that number? (___ hundreds + ___ tens + ___ ones) Put the cards at the bottom of the deck. Pull three new cards. What is the smallest number you can make? ___ How many hundreds, tens and ones are in that number? (___ hundreds + ___ tens + ___ ones) Activity 3- Complete the Using the Hundred Chart Strategy activity for Week 1.</p> <p>Additional Activity (Optional)- Log into DreamBox and continue working for 15 minutes.</p>		<p style="text-align: center;">Spell The Sounds Using Cycle 13 Words Have a sibling, parent, or friend call out each word to you. Listen carefully to the sounds and spell them one-by-one on a blank sheet of paper. (Page 8)</p>	<p>Science Topic: What is the life cycle of a human? Activity: An anti-aging accident has caused a reversal in the normal life cycle of a human and it's up to you to save the day! Use your knowledge of the human life cycle to successfully reorganize the different stages which include elderly adult, baby, child, toddler, adult, and teen. Draw this correct and complete life cycle.</p>

This resource can also be accessed on the Charlotte-Mecklenburg Schools website: bit.ly/CMSCCPK

<p>Day 4</p>	<p>Math Lesson Activities (Page 5) Activity 1- Ed and Tom are showing 345 with their math materials. Ed shows 345 with 3 hundreds, 4 tens and 5 ones. Tom shows 345 with 3 hundreds, 3 tens and 15 ones. Who's right? Explain your answer. Activity 2- Complete the Weekly Fact Fluency Practice activity for Week 1. Activity 3- Complete two unused pages from pp. 31-43 in your Additional Practice Workbook. Complete two unused pages from pp. 93-117 in your Volume 1 Student Workbook. Additional Activity (Optional)- Log into DreamBox and continue working for 15 minutes.</p>		<p>Hoppin' Thursdays Using High Frequency Words Create word cards with one HFW list word on each card. Tape the cards on the floor in a fun pattern that allows enough room to hop like a frog or jump from word to word. Read each sight word, then hop or jump to the next card. If you get the word wrong, go back to the beginning and start again. (Page 8)</p>	<p>Social Studies Topic: Volunteering Activity: Definition: Volunteering is when someone supports their community. People can volunteer in a group or on their own. Using the definition of volunteering, interview a friend or family member about ways that they volunteer. From the interview do two things; create a list of the ways they volunteer and draw an image of what their volunteering looks like.</p>
<p>Day 5</p>	<p>Math Lesson Activities (Page 5) Activity 1- Write an addition word problem using numbers 54 and 72. Solve your problem. Have someone in your family solve your problem. Compare strategies. Activity 2- Write a subtraction word problem using numbers 49 and 87. Solve your problem. Have someone in your family solve your problem. Compare strategies. Activity 3- Complete the Solving Word Problems activity for Week 1. Additional Activity (Optional)- Log into DreamBox and continue working for 15 minutes.</p>		<p>Kaboom! Write your Cycle 13 words on tiny slips of paper. Put all your slips into a cup. Pull out one slip at a time and read the word aloud. If you can say a word that rhymes, keep the word card. If you can't say a rhyming word, say the word KABOOM and put the word back in the cup! Once you get through all the words, put your slips back in the cup and start again. (Page 8)</p>	<p>Social Studies Topic: Volunteering Activity: Using your work from Day 4, write or draw one way you plan on volunteering in your community. In your writing or drawing be sure to mention why it is helpful to others.</p>

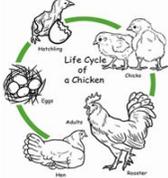
SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.

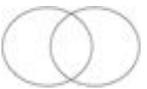
<input type="checkbox"/> Google search Mozart. Listen to one of his songs. Did you know he wrote songs and played them for kings when he was your age? <input type="checkbox"/> Discuss favorite songs with a family member. <input type="checkbox"/> List 10 things that make you think of the color BLUE (or other colors).	<input type="checkbox"/> Express in your drawing the happiest time that you had this year. <input type="checkbox"/> For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	<input type="checkbox"/> Gather rounded objects of varying size. Starting with the largest try walking around your house keeping the object between your knees. <input type="checkbox"/> Find a story to read from Sora or ONE Access (or your own book). Read the book to a family member (or retell the story) and ask 3-5 questions.	<input type="checkbox"/> Read about two animals, using books from Pebble Go Science (ONE Access) or books that you already have with you. If your plant and animal had a battle, who would win? Write 1-2 reasons why and draw a picture.
---	--	--	---

I certify that my child, _____, did complete all of the required activities in days 1-5 of this learning plan.

Parent/Guardian Signature _____

Date _____

	MATH	READING	WORD WORK	SCIENCE & SOCIAL STUDIES				
Day 6	<p style="text-align: center;">Math Lesson Activities (Page 6) Daily Warm-Up: Skip count by 5s, 10s and 100s. Flocabulary Video-Skip-Counting Counting by 2, 5, 10, 100 Activity 1- Complete the Counting activity for Week 2. Activity 2- Complete two unused pages from pp. 21-29 in your Additional Practice Workbook. Complete two unused pages from pp. 61-77 in your Volume 1 Student Workbook. Additional Activity (Optional)- Log into DreamBox and continue working for 15 minutes.</p>	<p style="text-align: center;">Read At Least for 20 minutes Everyday Read fiction or nonfiction books about pollinators from Reading A-Z or books of your choice.</p> <p>What Comes From Plants Venus Flytraps Can Count Jane's Sunflowers From Tree to Treat The Bee is Key Bees Feed Me The Food Chain Grow Tomatoes in Six Steps The Beekeeper Plant Defenses Strange Plants Harold the Hungry Plant About Trees Cranberries Future Flowers Grow, Vegetables, Grow The Hard Frost A Seed Grows Butterfly Cafe</p>	<p style="text-align: center;">Rainbow Write Using Cycle List 14 Write each word first with a pencil. Then trace over each word three times with a colored pencil or marker. Use a different color each time to create a "rainbow". (Page 8)</p>	<p style="text-align: center;">Science Topic: Life Cycle of a Chicken [Birds] Activity: Examine the diagram, then write an explanation of the chicken's life cycle in your own words.</p>  <p>Additional Resources: Chickens Aren't The Only Ones - Read Aloud https://bit.ly/2vmMUqe Science A-Z (must be logged in via Clever): Life Cycles https://bit.ly/38R8nFv</p>				
Day 7	<p style="text-align: center;">Math Lesson Activities (Page 6) Activity 1- Complete the Time activity for Week 2. Activity 2- Complete two unused pages from pp. 114-123 in your Additional Practice Workbook. Complete two unused pages from pp. 189-21 or from pages pp. 345-357 in your Volume 1 Student Workbook. Additional Activity (Optional)- Log into DreamBox and continue working for 15 minutes.</p>	<p style="text-align: center;">Write About A Book Everyday Complete the Readers Response Journal for a fiction or nonfiction book that you read today. See the Second Grade Literacy Activities on page 7.</p>	<p style="text-align: center;">Memory Game Using High Frequency Words To set up the game, create word cards using the 2nd Grade HFW list and arrange them, face down, in a grid. Pick one card, turn it over, and read the word. Pick a second card, turn it over, and read the word. If the words on the two overturned cards match, keep the pair and take another turn. If the words do not match, turn the cards back over so the words are no longer showing, and have the next player take their turn. (Page 8)</p>	<p style="text-align: center;">Science Topic: Comparing the Life Cycles of Humans and Birds Activity: After considering what you learned about humans and chickens, complete a Venn Diagram comparing the human life cycle to that of chickens.</p>				
Day 8	<p style="text-align: center;">Math Lesson Activities (Page 6) Activity 1: Today's number is 330. Show 330 in four different ways. Use the Today's Number chart on page 3 to help you. Activity 2: Get some playing cards or make a set of number cards with the digits 0-9. Shuffle the cards. Turn the top three cards over. What is the largest number you can make? ___ How many hundreds, tens and ones are in that number? (___ hundreds + ___ tens + ___ ones) Put the cards at the bottom of the deck. Pull three new cards. What is the smallest number you can make? ___ How many hundreds, tens and ones are in</p>		<p style="text-align: center;">Spell The Sounds Using Cycle 14 Words Have a sibling, parent, or friend call out each word to you. Listen carefully to the sounds and spell them one-by-one on a blank sheet of paper. (Page 8)</p>	<p style="text-align: center;">Social Studies Topic: Following the Rules Activity: Fill in a T-Chart of rules you have to follow at home and at school. Be sure to list as many as possible.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Rules at home</th> <th style="width: 50%; text-align: center;">Rules at school</th> </tr> </thead> <tbody> <tr> <td style="height: 80px; vertical-align: top;">•</td> <td style="height: 80px; vertical-align: top;">•</td> </tr> </tbody> </table>	Rules at home	Rules at school	•	•
Rules at home	Rules at school							
•	•							

	that number? (__ hundreds + __ tens + __ ones) Activity 3- Complete the Using the Hundred Chart Strategy activity for Week 2 . Additional Activity (Optional)- Log into DreamBox and continue working for 15 minutes.								
Day 9	<p>Math Lesson Activities (Page 6)</p> <p>Activity 1- Li and Jennifer are showing 503 with their math materials. Li shows 503 as 4 hundreds, 10 tens and 3 ones. Jennifer shows 503 as 503 ones. Who's right? Explain your answer.</p> <p>Activity 2- Complete the Weekly Fact Fluency Practice activity for Week 2.</p> <p>Activity 3- Complete two unused pages from pp. 79-91 in your Additional Practice Workbook. Complete two unused pages from pp. 237-261 in your Volume 1 Student Workbook.</p> <p>Additional Activity (Optional)- Log into DreamBox and continue working for 15 minutes.</p>	<p>Hoppin' Thursdays</p> <p>Using High Frequency Words</p> <p>Create word cards with one HFW list word on each card. Tape the cards on the floor in a fun pattern that allows enough room to hop like a frog or jump from word to word. Read each sight word, then hop or jump to the next card. If you get the word wrong, go back to the beginning and start again. (Page 8)</p>	<p>Social Studies</p> <p>Topic: Following the Rules</p> <p>Activity: Based on your work from Day 8, pick one rule from 'Rules at home' or 'Rules at school' and create an image in a Do (following the rule) and Don'ts (not following the rule) chart.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center; padding: 2px;">Rule:</td> </tr> <tr> <td style="width: 50%; padding: 2px;">Do (What following the rule looks like)</td> <td style="width: 50%; padding: 2px;">Don't (What not following the rule looks like)</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table>	Rule:		Do (What following the rule looks like)	Don't (What not following the rule looks like)		
Rule:									
Do (What following the rule looks like)	Don't (What not following the rule looks like)								
Day 10	<p>Math Lesson Activities (Page 6)</p> <p>Activity 1- Write an addition word problem using numbers 32 and 59. Solve your problem. Have someone in your family solve your problem. Compare strategies.</p> <p>Activity 2- Write a subtraction word problem using numbers 59 and 66. Solve your problem. Have someone in your family solve your problem. Compare strategies.</p> <p>Activity 3- Complete the Solving Word Problems activity for Week 2.</p> <p>Additional Activity (Optional)- Log into DreamBox and continue working for 15 minutes.</p>	<p>Kaboom!</p> <p>Write your Cycle 14 words on tiny slips of paper. Put all your slips into a cup. Pull out one slip at a time and read the word aloud. If you can say a word that rhymes, keep the word card. If you can't say a rhyming word, say the word KABOOM and put the word back in the cup! Once you get through all the words, put your slips back in the cup and start again. (Page 8)</p>	<p>Social Studies</p> <p>Topic: Following the Rules</p> <p>Activity: Interview an adult. Create a list of rules they have to follow at work. Using your list fill out a venn diagram comparing the rules they follow at work and the rules you follow at school.</p> 						

SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.

<input type="checkbox"/> Keep the beat using your spider fingers with a parent or guardian. <input type="checkbox"/> Put on your favorite song and dance. <input type="checkbox"/> Draw something that you are good at doing or playing.	<input type="checkbox"/> Draw something that you would like to become better at doing or playing. <input type="checkbox"/> The game is just like musical chairs except you will hop around like frogs and sit on lily pads (pillows)	<input type="checkbox"/> Grab a broom stick and have two people hold it. Take turns going under the stick arching backwards. Lower the stick after each successful path. How low can you go? <input type="checkbox"/> Read about someone important in a book or using the World Book Encyclopedia. Create a speech for your family to tell why this person should be on MyHero.com.	<input type="checkbox"/> Ready to try your hand at creating and coding? Log into Code.org and click on Hour of Code. Pick one of the activities to do and learn how to code! Share what you learned with your family or friends.
--	---	--	--

I certify that my child, _____, did complete all of the required activities in days 6-10 of this learning plan.

Parent/Guardian Signature _____

Date _____

			KABOOM and put the word back in the cup! Once you get through all the words, put your slips back in the cup and start again.	
--	--	--	--	--

SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Watch a movie with music in it and sing along.
<input type="checkbox"/> Pretend your living room is full of jello. How would you have to move through the jello to get through the room?
<input type="checkbox"/> Draw a picture of your pet or the pet you would LOVE to have right this minute. | <input type="checkbox"/> Draw your favorite place in the whole world!
<input type="checkbox"/> For 60 seconds, clear your mind and only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing. | <input type="checkbox"/> Pick a distance and challenge a friend to a speed walking race. No running!
<input type="checkbox"/> Use Pebbles Go Science (in ONE Access) or a book to read about inventions/simple machines. Draw an invention that would make it easier for you to do your chores. Share with your family. | <input type="checkbox"/> Read a nonfiction (true) book about an animal or use ONE Access Pebble Go to learn about an animal. Write to explain how this animal will make a good pet for your family. |
|--|---|--|---|

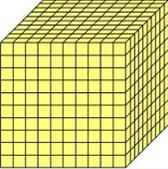
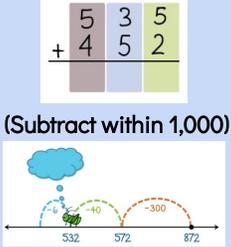
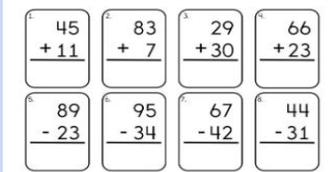
I certify that my child, _____, did complete all of the required activities in days 26-30 of this learning plan.

Parent/Guardian Signature _____

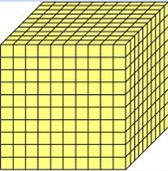
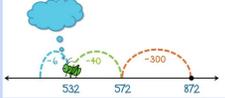
Date _____

2nd Grade Home Math Activities

WEEK 1 (40 minutes daily)

Monday (Counting to 1000) 	Tuesday (Time/Money) 	Wednesday (Add within 1,000) 	Thursday (Fact Fluency within 100) 	Friday (Solving Word Problems) 
<p style="text-align: center;">Counting Topic: Count by 2's, starting at 788.</p> <hr/> <p>Activity 1: Find the weekly topic and count to 1000 by writing the numbers you counted in our journal.</p> <p>Examples.</p> <ul style="list-style-type: none"> • 788, 790, 792, 794...1000 • 676, 679, 722, 725...1000 • 520, 525, 530, 535...1000 • 10, 20, 30, 40...1000 • 100, 200, 300...1000 <hr/> <p>Activity 2: Complete workbook pages at your own pace. (It is OK if you do not finish all of the pages.)</p>  <p>Workbook Vol. 1 pages: Pages: 5-41, 61-77</p> <p>Additional Practice Workbook Pages: 1-19, 21-29</p>	<p style="text-align: center;">Time/Money Topic:</p> <ul style="list-style-type: none"> • Create your daily schedule. • Morning Sample Template • Evening Sample Template <hr/> <p>Activity 1: Respond to or complete weekly topic question/task.</p> <hr/> <p>Activity 2: Complete workbook pages at your own pace. (It is OK if you do not finish all of the pages.)</p>  <p>Workbook Vol. 1 pages: Pages: 329, 333, 337, 341, 345, 349, 353, 357</p> <p>Additional Practice Workbook Pages: 109-113</p>	<p style="text-align: center;">Adding & Subtracting Topic: Use the Hundred Chart strategy.</p> <hr/> <p>Activity 1: Complete the following equations using the strategy for each week in your journal.</p> <p>Weekly Equations: Addition Subtraction</p> <hr/> <p>Activity 2: Complete workbook pages at your own pace. (It is OK if you do not finish all of the pages.)</p>  <p>Workbook Vol. 1 pages: Pages: 93-117, 189-217</p> <p>Additional Practice Workbook Pages: 31-43, 63-77</p>	<p style="text-align: center;">Fact Fluency Topic: Fact Practice</p> <hr/> <p>Activity 1: Weekly Fact Fluency Practice (in Journal) Directions: Choose one Fact Practice sheet, copy math facts in journal.</p> <hr/> <p>Activity 2: Create flashcards. Use your flashcards to practice reviewing your math facts with a friend or parent.</p> <hr/> <p>Activity 3: Complete workbook pages at your own pace. (It is OK if you do not finish all of the pages.)</p>  <p>Workbook Vol 1 pages: Pages: 137-169, 237-261</p> <p>Additional Practice Workbook 45-61, 79-91</p>	<p style="text-align: center;">Word Problems Topic: Toys/Objects</p> <hr/> <p>Activity 1: Come up with two story problems about items from each topic in your journal and ask a friend or parent to solve them. Draw a picture to represent each word problem.</p> <p><i>Example: Problem: I had 34 toy cars in my room. My little brother broke 28 cars on Tuesday. How many cars do I have now?</i></p>  <p>Picture: Extra Practice: Challenging Word Problems More Challenging Word Problems</p> <hr/> <p>Activity 2: Complete workbook pages at your own pace. (It is OK if you do not finish all of the pages.)</p>  <p>Workbook Vol 1 pages: Pages: 281-309</p> <p>Additional Practice Workbook Pages: 93-107</p>

2nd Grade Home Math Activities
WEEK 2 (40 minutes daily)

<p align="center">Monday (Counting to 1000)</p> 	<p align="center">Tuesday (Time/Money)</p> 	<p align="center">Wednesday (Add within 1,000)</p> $\begin{array}{r} 535 \\ + 452 \\ \hline \end{array}$ <p align="center">(Subtract within 1,000)</p> 	<p align="center">Thursday (Fact Fluency within 100)</p> <table border="1" data-bbox="1283 277 1617 451"> <tr> <td>$\begin{array}{r} 45 \\ + 11 \\ \hline \end{array}$</td> <td>$\begin{array}{r} 83 \\ + 7 \\ \hline \end{array}$</td> <td>$\begin{array}{r} 29 \\ + 30 \\ \hline \end{array}$</td> <td>$\begin{array}{r} 66 \\ + 23 \\ \hline \end{array}$</td> </tr> <tr> <td>$\begin{array}{r} 89 \\ - 23 \\ \hline \end{array}$</td> <td>$\begin{array}{r} 95 \\ - 34 \\ \hline \end{array}$</td> <td>$\begin{array}{r} 67 \\ - 42 \\ \hline \end{array}$</td> <td>$\begin{array}{r} 44 \\ - 31 \\ \hline \end{array}$</td> </tr> </table>	$\begin{array}{r} 45 \\ + 11 \\ \hline \end{array}$	$\begin{array}{r} 83 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 29 \\ + 30 \\ \hline \end{array}$	$\begin{array}{r} 66 \\ + 23 \\ \hline \end{array}$	$\begin{array}{r} 89 \\ - 23 \\ \hline \end{array}$	$\begin{array}{r} 95 \\ - 34 \\ \hline \end{array}$	$\begin{array}{r} 67 \\ - 42 \\ \hline \end{array}$	$\begin{array}{r} 44 \\ - 31 \\ \hline \end{array}$	<p align="center">Friday (Solving Word Problems)</p> 
$\begin{array}{r} 45 \\ + 11 \\ \hline \end{array}$	$\begin{array}{r} 83 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 29 \\ + 30 \\ \hline \end{array}$	$\begin{array}{r} 66 \\ + 23 \\ \hline \end{array}$									
$\begin{array}{r} 89 \\ - 23 \\ \hline \end{array}$	$\begin{array}{r} 95 \\ - 34 \\ \hline \end{array}$	$\begin{array}{r} 67 \\ - 42 \\ \hline \end{array}$	$\begin{array}{r} 44 \\ - 31 \\ \hline \end{array}$									
<p>Counting Topic: Count by 3's, starting at 676.</p> <hr/> <p>Activity 1: Find the weekly topic and count to 1000 by writing the numbers you counted in our journal.</p> <p>Examples.</p> <ul style="list-style-type: none"> • 788, 790, 792, 794...1000 • 676, 679, 722, 725...1000 • 520, 525, 530, 535...1000 • 10, 20, 30, 40...1000 • 100, 200, 300...1000 <hr/> <p>Activity 2: Complete workbook pages at your own pace. (It is OK if you do not finish all of the pages!)</p>  <p>Workbook Vol. 1 pages: Pages: 5-41, 61-77</p> <p>Additional Practice Workbook Pages: 1-19, 21-29</p>	<p>Time/Money Topic: Pennies, Nickels, and Dimes Oh My! - Gather, Sort then Add Them Together</p> <hr/> <p>Activity 1: Respond to or complete weekly topic question/task.</p> <p>I counted ___pennies. ___pennies equals ___cent/dollar(s)</p> <p>I counted ___nickels. ___nickels equals ___cent/dollar(s)</p> <p>I counted ___dimes. ___dimes equals ___cent/dollar(s)</p> <p>I have a total of _____cent/dollar(s)</p> <hr/> <p>Activity 2: Complete workbook pages at your own pace. (It is OK if you do not finish all of the pages!)</p>  <p>Workbook Vol. 1 pages: Pages: 329, 333, 337, 341, 345, 349, 353, 357</p> <p>Additional Practice Workbook Pages: 114-123</p>	<p>Adding & Subtracting Topic: Use the Open Number Line strategy.</p> <hr/> <p>Activity 1: Complete the following equations using the strategy for each week in your journal.</p> <p>Weekly Equations: Addition Subtraction</p> <hr/> <p>Activity 2: Complete workbook pages at your own pace. (It is OK if you do not finish all of the pages!)</p>  <p>Workbook Vol. 1 pages: Pages: 93-117, 189-217</p> <p>Additional Practice Workbook Pages: 31-43, 63-77</p>	<p>Fact Fluency Topic: Fact Practice</p> <hr/> <p>Activity 1: Choose one Fact Practice sheet, copy math facts in journal.</p> <hr/> <p>Daily Activity 2: Create flashcards. Use your flashcards to practice reviewing your math facts with a friend or parent.</p> <hr/> <p>Activity 3: Complete workbook pages at your own pace. (It is OK if you do not finish all of the pages!)</p>  <p>Workbook Vol 1 pages: Pages: 137-169, 237-261</p> <p>Additional Practice Workbook 45-61, 79-91</p>	<p>Word Problems Topic: Shapes</p> <hr/> <p>Activity 1: Come up with two story problems about items from each topic in your journal and ask a friend or parent to solve them. Draw a picture to represent each word problem.</p> <p><i>Example: Problem: I had 34 toy cars in my room. My little brother broke 28 cars on Tuesday. How many cars do I have now?</i></p>  <p>Picture: Extra Practice: Challenging Word Problems More Challenging Word Problems</p> <hr/> <p>Activity 2: Complete workbook pages at your own pace. (It is OK if you do not finish all of the pages!)</p>  <p>Workbook Vol 1 pages: Pages: 281-309</p> <p>Additional Practice Workbook Pages: 93-107</p>								

Second Grade Literacy Activities

Reader's Response Sheets: Each day your child will be reading and/or listening to you read a non-fiction or fiction book. After reading the story, your child should use paper or a journal to answer the following questions on the documents below. If the book is Fiction, use the questions on the top of the box. If the book is Nonfiction, use the questions on the bottom of the box.

<div style="background-color: #cccccc; text-align: center; padding: 2px; font-weight: bold; font-size: small;">Reading Response Sheet (Front) Full & Consolidated Phases</div> <p>Name: _____ Date: _____</p> <p>Text Title: _____</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px; font-weight: bold; font-size: x-small;">My Goal for Reading:</td> <td style="width: 50%; padding: 2px; font-weight: bold; font-size: x-small;">Evidence from the Text:</td> </tr> <tr> <td style="height: 40px;"> </td> <td style="height: 40px;"> </td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px; font-weight: bold; font-size: x-small;">Main Characters:</td> <td style="width: 50%; padding: 2px; font-weight: bold; font-size: x-small;">Setting:</td> </tr> <tr> <td style="height: 40px;"> </td> <td style="height: 40px;"> </td> </tr> </table> <div style="border: 1px solid black; padding: 2px; margin-top: 5px; font-weight: bold; font-size: x-small;">My Favorite Part of the Story or Favorite Characters:</div> <div style="border: 1px solid black; padding: 2px; margin-top: 5px; font-weight: bold; font-size: x-small;">Why This is My Favorite Part of the Story or Favorite Characters:</div>	My Goal for Reading:	Evidence from the Text:			Main Characters:	Setting:			<div style="background-color: #cccccc; text-align: center; padding: 2px; font-weight: bold; font-size: small;">Reading Response Sheet (Back) Full & Consolidated Phases</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 2px; font-weight: bold; font-size: x-small;">In the beginning...</td> <td style="width: 33%; padding: 2px; font-weight: bold; font-size: x-small;">In the middle...</td> <td style="width: 33%; padding: 2px; font-weight: bold; font-size: x-small;">In the end...</td> </tr> <tr> <td style="height: 80px;"> </td> <td style="height: 80px;"> </td> <td style="height: 80px;"> </td> </tr> </table> <div style="border: 1px solid black; padding: 2px; margin-top: 5px; font-weight: bold; font-size: x-small;">Problem- Use specific evidence/details from the text</div> <div style="border: 1px solid black; padding: 2px; margin-top: 5px; font-weight: bold; font-size: x-small;">Solution- Use specific evidence/details from the text</div>	In the beginning...	In the middle...	In the end...														
My Goal for Reading:	Evidence from the Text:																									
Main Characters:	Setting:																									
In the beginning...	In the middle...	In the end...																								
<div style="background-color: #cccccc; text-align: center; padding: 2px; font-weight: bold; font-size: small;">Nonfiction Reading Response Sheet Full & Consolidated Phases (front)</div> <p>Name: _____ Date: _____</p> <p>Text Title: _____</p> <div style="background-color: #cccccc; text-align: center; padding: 2px; font-weight: bold; font-size: x-small;">BEFORE READING</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px; font-weight: bold; font-size: x-small;">Topic</td> <td style="width: 50%; padding: 2px; font-weight: bold; font-size: x-small;">What I Already Know About the Topic</td> </tr> <tr> <td style="height: 40px;"> </td> <td style="height: 40px;"> </td> </tr> </table> <div style="background-color: #cccccc; text-align: center; padding: 2px; font-weight: bold; font-size: x-small;">DURING READING</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px; font-weight: bold; font-size: x-small;">Connections</td> <td style="width: 50%; padding: 2px; font-weight: bold; font-size: x-small;">Evidence from the Text</td> </tr> <tr> <td style="height: 40px;"> </td> <td style="height: 40px;"> </td> </tr> </table> <div style="border: 1px solid black; padding: 2px; margin-top: 5px; font-weight: bold; font-size: x-small;">Questions I Have About the Text While Reading</div>	Topic	What I Already Know About the Topic			Connections	Evidence from the Text			<div style="background-color: #cccccc; text-align: center; padding: 2px; font-weight: bold; font-size: small;">Nonfiction Reading Response Sheet Full & Consolidated Phases (back)</div> <p>Name: _____ Date: _____</p> <p>Text Title: _____</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px; font-weight: bold; font-size: x-small;">Topic</td> <td style="width: 50%; padding: 2px; font-weight: bold; font-size: x-small;">Most Important Thing the Author Wants Me to Know</td> </tr> <tr> <td style="height: 40px;"> </td> <td style="height: 40px;"> </td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px; font-weight: bold; font-size: x-small;">Topic</td> <td style="width: 50%; padding: 2px; font-weight: bold; font-size: x-small;">Most Important Thing the Author Wants Me to Know</td> </tr> <tr> <td style="height: 40px;"> </td> <td style="height: 40px;"> </td> </tr> </table> <div style="background-color: #cccccc; text-align: center; padding: 2px; font-weight: bold; font-size: x-small;">AFTER READING</div> <div style="background-color: #cccccc; text-align: center; padding: 2px; font-weight: bold; font-size: x-small;">Three Facts I Learned:</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; height: 40px;"> </td> <td style="width: 33%;"> </td> <td style="width: 33%;"> </td> </tr> <tr> <td style="height: 40px;"> </td> <td> </td> <td> </td> </tr> <tr> <td style="height: 40px;"> </td> <td> </td> <td> </td> </tr> </table>	Topic	Most Important Thing the Author Wants Me to Know			Topic	Most Important Thing the Author Wants Me to Know											
Topic	What I Already Know About the Topic																									
Connections	Evidence from the Text																									
Topic	Most Important Thing the Author Wants Me to Know																									
Topic	Most Important Thing the Author Wants Me to Know																									

Second Grade Literacy Activities

Weeks	Writing	Speaking	Listening	Reading
Weeks 1-2 Topics: Pollinators & Plants	<p>Write a how to paragraph from the bee's perspective. Describe how you pollinate flowers in a garden.</p> <p>Create a tri-fold brochure explaining why it is important for bees to pollinate flowers. Include the following: an illustration to support your information, a definition of pollination, and two reasons why pollination is important.</p> <p>Write a friendly letter from a flower to a bee. Tell the bee how thankful you are for his help.</p> <p>Write a poem about a pollinator.</p>	<p>Create a commercial explaining the importance of pollination.</p> <p>Explain to someone how pollinators are important to the world.</p> <p>Read one of the books on pollinators/plants aloud to someone.</p> <p>After watching the Pollination Video, if you were the narrator, what are 3-5 facts you would share..</p>	<p>Listen to a story on one of the following resources:</p> <ul style="list-style-type: none"> • RAZ Kids • bit.ly/CMSk3distanceread <p>Video Pollination Video</p> <p>Animal Pollinated Flowers Video and Discussion Questions</p>	<p>FL Education Decodables</p> <p>Login through NCEdCloud: RAZ Kids SORA - login video</p> <p>Create free account: Readworks Starfall One Access NewsELA EPIC</p>
Weeks 3-4 Topics: Paleontologists & Dinosaurs	<p>Write a paragraph explaining what a Paleontologist is and does.</p> <p>Write a story about a Paleontologist and how they discovered a dinosaur.</p> <p>Compare two dinosaurs. How are they alike and different?</p> <p>Write a poem about a dinosaur.</p>	<p>After watching What Are Fossils and How Are They Formed, tell about the types of fossils and why fossils are important.</p> <p>After watching Exploring Fossils. How Fossils Are Formed, share what you learned about being a paleontologist.</p> <p>After watching Dinosaurs for Kids, show what you know as an expert. Discuss what you know about the history of dinosaurs and how they became extinct.</p>	<p>Watch What Are Fossils and How Are They Formed. Listen closely for information about fossils, paleontologists, and why they are important.</p> <p>Watch Exploring Fossils. How Fossils Are Formed, Listen closely for information about fossils, paleontologists and the tools they use.</p> <p>Watch Dinosaurs for Kids. Listen closely to become an expert on dinosaurs.</p>	<p>FL Education Decodables</p> <p>Login through NCEdCloud: RAZ Kids SORA - login video</p> <p>Create free account: Readworks Starfall One Access NewsELA EPIC</p>

High Frequency Word List

across, against, although, America, animal, another, anywhere, available, been, before, between, birthday, boy, brought, circle, clothes, colors, community, could, different, doesn't, don't, down, eight, entire, even, everybody, everyday, everyone, favorite, finally, frequent, friends, great, guess, he'd, hello, I'd, I've, indoor, inside, isn't, it'll, it's, large, let's, live, material, meant, new, none, o'clock, once, one, only, open, orange, our, people, person, piece, place, process, purpose, ready, receive, school, she's, similar, strange, supposed, sure, surprise, that's, their, there's, they'll, they've, throughout, to, together, tonight, too, tree, two, usually, walk, we'd, we'll, we're, we've, weather, weird, where's, whole, won, wrong, yellow, you'd, you're, you've, yourself

Cycle Word Lists

13	14	15	16	17	18	19
bubble giggle middle buckle gobble paddle castle handle sprinkle dimple jungle struggle fumble little tremble	article fiddle sniffle beetle maple table bugle noodle title cable riddle trickle example single uncle	bucket chicken beak clerk middle paddle rock rocket croak desk sprinkle struggle stack pink spark tremble speak	badge age Keith Suess bridge cage Sheila sleuth ledge huge weird porridge stage ridge surge	beach lunch catch scratch branch mulch glitch stretch coach torch kitchen switch grouch pink watch	acceptable enjoyable edible sensible breakable preferable flexible terrible comfortable remarkable incredible visible dependable washable possible	able outrage luck each park itch magic caution bridge hawk candle pocket march scratch edge