

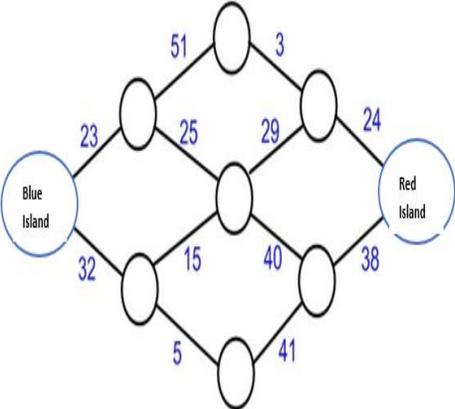
Grade 2 ELA Week 5

For Week 5 of TeleSchool, choose and complete one activity per day.

Reading RL3, RL7	Writing W1, W5	Phonics RF3																	
<p>In the books that you are reading the characters encounter major events. Readers pay attention to how the characters respond to these events.</p> <p>While reading a fiction book, think about the major events as they happen. What is the major event? How does the character respond to this event? What is the character thinking? How is the character feeling? What does the character do? Is there information in the picture that can help you understand the character's response?</p>	<p>Everyone has foods that are favorites. Think about your favorite food. What makes it your favorite food? Think about: the texture, the color, the taste, any other details.</p> <p>Then write about your opinion of your favorite food. Remember to:</p> <ul style="list-style-type: none"> ▪ Introduce the food. ▪ State your opinion. ▪ Supply reasons that support your opinion. ▪ Use many details to describe each reason. ▪ Provide a closing statement or section. 	<p>Two ways to make the sound /f/ are 'ph' as in phone and 'gh' as in laugh.</p> <p>Read these words. Write these words. Create a riddle for each word. See if you can get someone to figure out the word with your clues.</p> <table border="1" data-bbox="1133 625 1523 793"> <tr> <td>alphabet</td> <td>cough</td> </tr> <tr> <td>enough</td> <td>nephew</td> </tr> <tr> <td>photograph</td> <td>tough</td> </tr> <tr> <td>paragraph</td> <td>elephant</td> </tr> <tr> <td>rough</td> <td>staircase</td> </tr> </table>	alphabet	cough	enough	nephew	photograph	tough	paragraph	elephant	rough	staircase							
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<p>Fiction books may include:</p> <ul style="list-style-type: none"> ▪ A clear beginning, the part that introduces the story. ▪ A middle that includes the major events. ▪ An ending that concludes the story. <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>There are many things that you know a lot about. Before writing, it is helpful to think about all that you know about one topic. One way to do this is to consider subtopics. For example, if I want to write about bike riding, the subtopics might include bike safety, places to ride a bike, types of bikes and rules of biking. Choose a topic that you know a lot about. Think about the topic and subtopics. For each subtopic, jot down information to include. Then write about it! Remember to: introduce the topic, use facts and definitions to develop your ideas, and provide a sense of closure.</p>	<p>Prefixes are added to the beginning of the word and change the meaning of the word. The prefix 're' means 'to do again'. When added to the word 'turn' the new word is 'return' and means to turn around.</p> <p>For each of the words below, add the prefix 're'. Write the new word and the meaning of the new word.</p> <table border="1" data-bbox="1133 1146 1523 1346"> <tr> <td>arrange</td> <td>do</td> </tr> <tr> <td>count</td> <td>paint</td> </tr> <tr> <td>pay</td> <td>think</td> </tr> <tr> <td>write</td> <td>play</td> </tr> <tr> <td>build</td> <td>visit</td> </tr> <tr> <td>pack</td> <td>cover</td> </tr> </table>	arrange	do	count	paint	pay	think	write	play	build	visit	pack	cover					
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<p>Most informational books are about a main topic. Within the book, paragraphs and sections are about smaller parts of the topic. One way to keep track of the specific focus is to jot notes in a table like this one:</p> <table border="1" data-bbox="99 1545 545 1745"> <tr> <td colspan="2">Main topic: desert</td> </tr> <tr> <th>Subtopic</th> <th>Details</th> </tr> <tr> <td>Animals</td> <td></td> </tr> <tr> <td>Climate</td> <td></td> </tr> <tr> <td>Locations</td> <td></td> </tr> <tr> <td>Plants</td> <td></td> </tr> </table> <p>Choose an informational book to read.</p> <ul style="list-style-type: none"> ▪ Create a table similar to the one above [but about YOUR main topic]. ▪ As you are reading, jot down your notes. ▪ When you finish reading, you can teach someone about your topic by using your notes as talking points. 	Main topic: desert		Subtopic	Details	Animals		Climate		Locations		Plants		<p>Writers always reread their writing to look for places to revise. Sometimes those places need more elaboration (add more details). One way to elaborate is to review your word choices and use more specific words. We want a reader to have a clear picture in his/her mind when reading your writing. For example, instead of using the word <i>snack</i>, a writer can use the specific snack [<i>popcorn</i>]. Review one of the pieces that you have written the last few weeks.</p> <ul style="list-style-type: none"> ▪ Underline the nouns. ▪ For each noun, ask yourself if there is a more specific word you can use. ▪ Revise the word. ▪ Challenge! Do the same thing with verbs. For example, replace <i>walked</i> with <i>marched</i>. 	<p>There are some words that we see so often in text, we can instantly recognize these words. We call these words many different things like sight words, high frequency words, snap words, and red words.</p> <p>Read each sentence out loud. Then answer the questions.</p> <table border="1" data-bbox="1114 1644 1523 1967"> <tr> <td>What are 4 things that are <u>above</u> the trees?</td> </tr> <tr> <td>What 4 things are <u>wrong</u> to do on a bike?</td> </tr> <tr> <td>What 4 things can you do <u>together</u> at the park?</td> </tr> <tr> <td>What are 4 places a person can drive <u>through</u>?</td> </tr> <tr> <td>List 4 things to lean <u>against</u> in a school.</td> </tr> </table>	What are 4 things that are <u>above</u> the trees?	What 4 things are <u>wrong</u> to do on a bike?	What 4 things can you do <u>together</u> at the park?	What are 4 places a person can drive <u>through</u> ?	List 4 things to lean <u>against</u> in a school.
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Grade 2 Math Week 5

For Week 5 of TeleSchool, choose and complete one activity per day.

<p>Story Problems (2.OA.1)</p> <ol style="list-style-type: none"> Juan had a truck collection with 39 trucks. His friend, London had a collection of 18 trucks. If they play together, how many trucks do the two friends have? Explain your thinking with numbers, pictures, and words. Thomas and Anita are playing marbles. Thomas wins 26 marbles. Anita wins 37 marbles. How many do they win together? Use a number line to solve. Explain your thinking. 	<p>How Many Stickers Are There? (2.NBT.2)</p> <ol style="list-style-type: none"> Pick 2 problems. Draw an array for the stickers. Skip count by 5's to find how many stickers are in the array. Write the numbers you skip count by below your array. Write how many stickers in all. <p>Problem Set:</p> <p>A) 5 rows with 3 stickers in each row B) 5 rows with 5 stickers in each row C) 5 rows with 4 stickers in each row D) 5 rows with 2 stickers in each row</p>	<p>I Have a Story, You Have A Story (2.NBT.6)</p> <p>*Create a story that has the answer to my story.</p> <ol style="list-style-type: none"> I had 8 dimes in my pocket. I spent 50 cents on chips. When I got home, I lost 1 dime. How many dimes do I have now? How do you know? Create a story starting with the answer to my story. "I have _____ cents. _____" 														
<p>True or False? (2.NBT.4)</p> <p>Are these comparisons true or false?</p> <ol style="list-style-type: none"> $9 \text{ tens} + 2 \text{ hundreds} + 4 \text{ ones} < 924$ $456 < 5 \text{ hundreds}$ $4 \text{ hundreds} + 9 \text{ ones} + 3 \text{ ones} < 491$ $3 \text{ hundreds} + 4 \text{ tens} < 7 \text{ tens} + 9 \text{ ones} + 2 \text{ hundred}$ $7 \text{ ones} + 3 \text{ hundreds} > 370$ $2 \text{ hundreds} + 7 \text{ tens} = 3 \text{ hundreds} - 2 \text{ tens}$ 	<p>Fluency</p> <p>For each problem,</p> <ol style="list-style-type: none"> Solve Write an easier equation that would help solve the problem. Explain your thinking <ol style="list-style-type: none"> $4 + 8 + 6 =$ $9 + 8 =$ 	<p>Drawing Shapes (2.G.1)</p> <p>Look around and find the following shapes:</p> <p>Triangle Pentagon Hexagon Square Rectangle</p> <p>For each shape</p> <ol style="list-style-type: none"> State how many angles. State how many sides. 														
<p>Represent a Number (2.NBT.3)</p> <ol style="list-style-type: none"> 127 is a number. <ul style="list-style-type: none"> Write it as a sum of 100's, 10's, and 1's. Write its name in words. Draw a picture to represent the number. Locate it on the number line. $500+60+8$ is a number. <ul style="list-style-type: none"> Write it as a three-digit number. Write its name in words. Draw a picture to represent the number. Locate it on the number line. Six hundred and nine is a number. <ul style="list-style-type: none"> Write it as a three-digit number. Write it as a sum of 100's, 10's, and 1's. Draw a picture to represent the number. Locate it on the number line. 	<p>Toll Bridges (2.NBT.6)</p> <p>The picture shows islands connected by bridges. To cross a bridge, you must pay a toll in coins. If you start on the Blue Island with 100 coins, how can you make it to the Red Island?</p> 	<p>Ways to Write a Number (2.NBT.3)</p> <p>You will need a number cube (1-6) OR 6 Slips of paper numbered 1-6</p> <ol style="list-style-type: none"> Roll the number cube or draw a slip of paper. Look at the table and find the number next to that toss. Read the number Find a different way to write the number. <table border="1" data-bbox="1317 1545 1484 1938"> <thead> <tr> <th>Toss</th> <th>Number</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>533</td> </tr> <tr> <td>2</td> <td>258</td> </tr> <tr> <td>3</td> <td>402</td> </tr> <tr> <td>4</td> <td>610</td> </tr> <tr> <td>5</td> <td>420</td> </tr> <tr> <td>6</td> <td>Your turn ends.</td> </tr> </tbody> </table>	Toss	Number	1	533	2	258	3	402	4	610	5	420	6	Your turn ends.
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