

MAE

2nd Grade

Shelter-in -Place

Learning Packets

ALL COMPLETED WORK IS DUE ON OR BEFORE
FRIDAY, MAY 15th



April 27 - May 12



Melissa Philley, Principal
Madison Avenue K-2
1199 Madison Avenue
601-856-2951



Second Grade Newsletter

Online Practice

Moby Max: This is educational resource the kids can use to practice math and reading skills. **Moby Max school code MS528**

Raz-Kids.com : Students can continue to read on their reading level as well as work on comprehension skills by taking the short quiz.

Learning.com- This website is used in computer class and will allow them to continue to improve their keyboarding and computer literacy skills.



Your child's teacher can provide you with passwords if they have not already. Please email your teacher.



We Love Speech!

If your child attends speech with Mrs. Weeks or Mrs. Ables, please check their webpage for lessons and activities. They are located on our school webpage under the "Teachers" tab.



Skills for the week:

Math- Word Problems and Calendar skills

Shared Reading: Reader's Response and Comprehension Questions

Reading Fluency: Insects

Science: Adaptations

Phonics/Spelling: "ow" and "oo"

Language Arts- Dictionary Skills and Punctuation

Writer's Workshop- Informational Paragraph, Poetry, and Letter Writing

Specials (Optional)- P.E., Music, Art, Library, Computer

2nd Grade Lesson Plans for Week of April 27- May 1

	Monday	Tuesday	Wednesday	Thursday	Friday
	Monday Character Lesson for the week:	Tuesday	Wednesday	Thursday	Friday
Math	* Daily Number Corner Calendar Activity	* Daily Number Corner Calendar Activity * Word Problems	* Daily Number Corner Calendar Activity * Calendar Skills—Scholastic April Calendar	* Daily Number Corner Calendar * Calendar Skills—multiple choice problems #1-10	* Number Corner: Play Salutel!
Reading	Read the passage “Who Wants a Spiny Snack?” and complete the reader’s response page	x	If you can, use the link to read along with <u>Fur and Feathers</u> by Janet Halfmann https://drive.google.com/opens?id=1HFipmDtMqJ3evlc8Lnx1S_A7RilbCTp9 Or read the story summary and complete the reader’s response page	x	If you can, use the link to read along with <u>Fur and Feathers</u> by Janet Halfmann again https://drive.google.com/opens?id=1HFipmDtMqJ3evlc8Lnx1S_A7RilbCTp9 Or re-read the story summary
Reading Fluency	Follow the directions on the Reading Fluency letter and track your fluency using the passage: “Insects”	Read for one minute and record your reading fluency and accuracy at the bottom of the fluency page. Passage: Insects	Read for one minute and record your reading fluency and accuracy at the bottom of the fluency page. Passage: Insects	Read for one minute and record your reading fluency and accuracy at the bottom of the fluency page. Passage: Insects	Read for one minute and record your reading fluency and accuracy at the bottom of the fluency page. Passage: Insects
Spelling/ Phonics		Say words out loud and Write sentences with each word	Say words out loud and Put in alphabetical order	Review Words and write 3 times each	
Language/ Grammar		Dictionary Skills	Punctuate the Paragraph	Punctuate the Paragraph	
Writing	Letter to your future self: Write about your opinion of sheltering in place.		Poetry- Write an animal cinquain.		Informational paragraph- Write about the frog’s life cycle.

Science/ Social Studies	If you can, explore the different habitats of animals at https://kids.nationalgeographic.com/explore/nature/habitats/				Read "Types of Adaptations" article and complete the activity using information from <u>Fur and Feathers</u>
Online Learning	Spend time learning and practicing on Raz-kids and Moby Max	Spend time learning and practicing on Raz-kids and Moby Max	Spend time learning and practicing on Raz-kids and Moby Max	Spend time learning and practicing on Raz-kids and Moby Max	Spend time learning and practicing on Raz-kids and Moby Max
OPTIONAL Specials	Select 1 special area subject lesson (Art, Computer, Library, Music or PE)	Select 1 special area subject lesson (Art, Computer, Library, Music or PE)	Select 1 special area subject lesson (Art, Computer, Library, Music or PE)	Select 1 special area subject lesson (Art, Computer, Library, Music or PE)	Select 1 special area subject lesson (Art, Computer, Library, Music or PE)

For each day this week, take a look at the calendar picture that corresponds to the date. Determine how many parts or items you see in the image. In the blank rectangle, write any observations you have. Think about fractions...



Monday, April 27, 2020

How many parts?

Observations:



Tuesday, April 28, 2020

How many parts?

Observations:

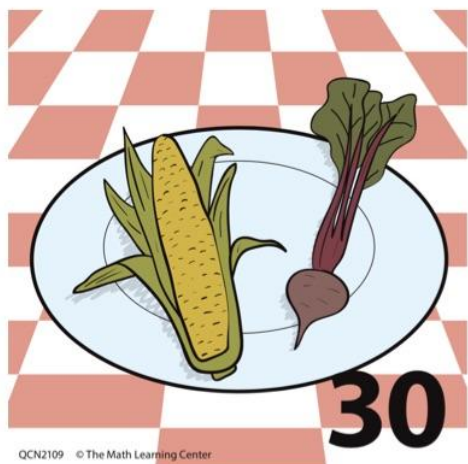


Wednesday, April 29, 2020

How many items?

Observations:

For each day this week, take a look at the calendar picture that corresponds to the date. Determine how many parts or items you see in the image. In the blank rectangle, write any observations you have. Think about fractions...



Thursday, April 30, 2020

How many items?

Observations:

May

In lieu of Number Corner for May, try playing Salute! for a few minutes each day. It's a great way to practice becoming fluent adding within 20!

Salute!

Players: You can easily play with 2 or 3 people

Materials: 1 deck of cards with Jacks, Queens, and Kings removed.
Aces are 1s.

How to play: Watch this video for a quick tutorial:

<https://youtu.be/laca0gdWR5M>

Monday, April 27 - Character Lesson

• Empathy:

- You have already learned so much about being kind, responsible, and showing self-control! Now we are going to learn about something I think is very very important! Have you ever heard of empathy? If yes, what do you think is empathy?
- Empathy means thinking about how someone else feels and acting on that.
When we show empathy, we put what someone else needs before what we need. We try to understand why someone behaves the way they do and respect that.
- Let's practice figuring out how someone else feels in different situations, and let's talk about how we can show empathy each time. (Use attachment #1.)

(After each scenario, ask these 3 questions:
 1. What happened?
 2. How would that feel?
 3. How can you help?)
- Those were some GREAT ideas that you shared! Here are some more ways to show empathy: (Use attachment #2.)
- I encourage you to keep thinking about ways you can show empathy to your friends and family so that when you notice someone who is going through a hard time or not having a good day, YOU can help! Ask yourself how they might be feeling and what you can do! I can't wait to see how many people you help!

Malik was at the park
with his dog, Shaggy.
Shaggy ran away, and
they still haven't found
him.



Lucy went to the doctor
and found out she has to
wear glasses. She's the
only one of her friends
with glasses.



Neveah caught the flu and
she has to stay home. She
has to miss the class
party.



Ming brings his football to
school everyday, and he
hopes his friends will play.
His friends told him they
will only play soccer.



Ways to Show Empathy

Attachment
#2

-I can be kind to them

-I can invite them to play

-I can be patient with them

-I can learn a word in their language

-I can compliment them

-I can help them when they're feeling sad

-We can come up with a plan (like write a letter to someone)

-I can stand up for them when someone is being hurtful

Who wants a Spiny Snack?



© iStock Photo/GlobalP

A hungry shark looks for its next meal. It spots a small fish. But as the shark gets close, PUFF-PUFF-PUFF! The fish puffs out into a big ball. And it's covered with sharp spines! Ouch! The shark swims away. The small pufferfish is safe for now.

For a small fish, the ocean is full of danger. Bigger fish, sharks, and even birds eat small fish. Animals that hunt other animals are called predators. Pufferfish have their own way to stay safe from predators.

All animals have special ways to stay alive. These are called **adaptations**. An adaptation is a body part or action that helps an animal live. Predators have adaptations that help them hunt. Imagine a shark's sharp teeth. This adaptation helps a shark catch and eat fish.



© NOAA

A shark uses its sharp teeth to catch and eat fish.

Other fish have adaptations too. These adaptations help keep them safe from predators. Some fish might be fast enough to escape a predator. Others might be able to blend in and hide on the ocean floor.

Can you find the flounder in this picture?



© Wikimedia Commons/Nick Hobgood



But some animals don't run or hide. They have bodies that are hard to eat. Porcupines have long sharp spines. So do sea urchins in the ocean. Spines protect these animals. Predators don't like spiny food!

< Porcupines have long sharp spines that protect them.

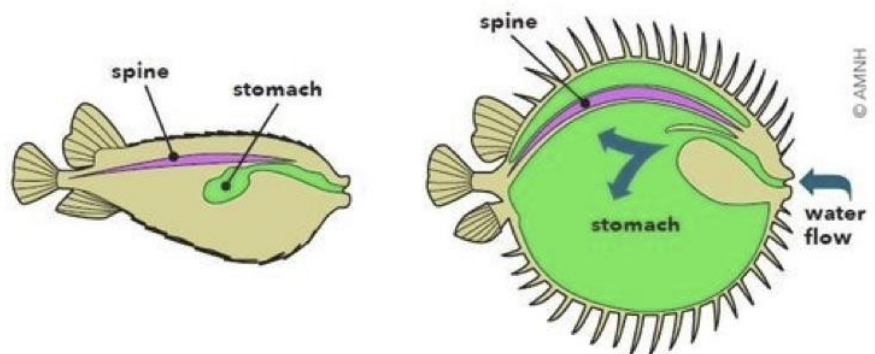
Some toads and snakes have another way to prevent a predator from trying to eat them. They puff up to look bigger. Pufferfish do both of these things. They puff up AND they have spines.

> A pufferfish's skin is hard and covered with sharp spines.



Swimming along, a pufferfish looks like any other fish. When a predator gets close, the puffer swells up like a big balloon. Some people call it a balloon fish. But this fish is not soft and smooth like a balloon. Its skin is hard and covered with sharp spines. These spines usually lie flat on the side of the fish. When the fish puffs up, the spines stick out in all directions.

How does the puffer "puff" up? It's not filled with air like a balloon. It's full of water. The fish gulps lots of water into its *stomach*. Filled with water, its stomach becomes almost one hundred times bigger.



Other body parts inside the puffer are pushed to the side to make room.

A puffer can turn into a spiny ball in a few seconds. Then only the biggest animals can eat it. The ocean may be full of dangers, but the puffer is ready. Adaptations like sharp spines and puffing up help keep the puffer safe.

Name: _____ Date: _____

1. At the beginning of the text, what does the small fish do when the hungry shark gets close?

- A. It puffs out into a big ball covered with sharp spines.
- B. It shoots spines at the shark as the shark comes near.
- C. It swims away as quickly as it can.

2. What does the author describe in this text?

- A. how sharks stay safe from other predators
- B. how different kinds of toads puff up
- C. how the pufferfish puffs up

3. Read these sentences from the text.

"Other fishes have adaptations too. These adaptations help keep them safe from predators. Some fish might be fast enough to escape a predator. Others might be able to blend in and hide on the ocean floor."

What conclusion can you draw based on this information from the text?

- A. If a fish does not have any adaptations, it is important for it to be able to swim quickly.
- B. A fish that can swim quickly is more likely to stay safe than a fish that can blend in with the ocean floor.
- C. Being able to blend in with the ocean floor is an adaptation that can keep fish safe.

4. When a predator comes near a pufferfish, the fish puffs up to look bigger. Why might a pufferfish want to look bigger?

- A. to make the predator want to eat it
- B. to stop a predator from trying to eat it
- C. to fight the predator

5. What is the main idea of this text?

- A. Adaptations like sharp spines and puffing up help keep pufferfish safe in the ocean.
- B. Adaptations like sharp teeth help sharks catch and eat fish in the ocean.
- C. The ocean is full of dangerous predators that eat small fish.

6. Read this sentence from the text.

"When a predator gets close, the puffer swells up like a big balloon."

Why might the author have compared the pufferfish to a balloon in this sentence?

- A. to hint to the reader that balloons also swell up when large animals get close
- B. to show the reader that pufferfish and balloons are made of similar things
- C. to help the reader understand what it looks like when the pufferfish swells up

7. Read these sentences from the text.

"Spines protect these animals. Predators don't like spiny food!"

How could you rewrite these two sentences as one sentence without changing their meaning?

- A. Spines protect these animals because predators don't like spiny food.
- B. Spines protect these animals, so predators don't like spiny food.
- C. Spines protect these animals, but predators don't like spiny food.

8. What is an adaptation?

9. Why do pufferfish need adaptations like sharp spines and puffing up? Support your answer with evidence from the text.

10. A shark is a predator that hunts and eats smaller fish like pufferfish. Explain why a shark might need different adaptations than a pufferfish in order to survive. Support your answer with evidence from the text.

Reading Fluency

Good readers are expected to correctly read not only all the words on a page, but also read them with voice, expression (personality) and with a comfortable and fluid rhythm. These skills fall under the category of fluency. The key to fluency isn't just speed! The key is to be able to group words so that the reading sounds like speech, use punctuation as a guide, and use expression. (Being able to include the attitude and personality of the character is also a wonderful sign of understanding!) When a student does these things right, their speed automatically increases!

Although fluid reading is more than a quick read, the easiest way to assess fluency is through one-minute timed readings. As students develop as readers, the number of words they read correctly per minute (wcpm) should increase even if the difficulty of the text increases. EVERY student, regardless of reading ability, benefits from the support and practice of fluency.

This week second grade has included a fluency passage as part of our reading. Students will read the passage out loud every night. They will read the same passage every night for a week.

Here are the steps for this nightly task:

1. The student reads the complete passage to him or herself.
2. The student reads aloud the passage to the adult/parent, which is timed for EXACTLY one minute. During this time the parent is also following (counting) any mistakes the child makes while reading, BUT HE does NOT try to correct the child at this time.
3. Adult/parent records on the task sheet the number of words read in a min. (use the numbers at the end of each line to help you quickly add) and the number of errors.
4. Adult/Parent NOW points out and corrects mistakes made to the child.
5. The student then reads the passage all the way through to themselves. Adult/parent might also consider reading the passage to the child.
6. Use the chart at the bottom of the page to track errors and words correct per minute (wcpm).

Each night, the student begins the passage from the beginning and reads for one minute. The goal is to increase wcpm and decrease the number of errors. The average rate for 2nd graders in Spring is 100 wcpm. If students are above this level, they should be focusing on expression, voice, and phrasing.

Student Name/Date _____

Insects

1

There are many insects in the world. Look closely. Insects have three body parts. They have six jointed legs that help them to get from place to place quickly. Insects have hard shells. The shells protect their inside body parts. Insects have antennas, or feelers, too. The feelers help them locate things to eat.

Many insects have two sets of wings. Some insects use their tiny wings to fly. Others prefer to creep on land. Some insects can even swim.

There are male and female insects. Baby insects hatch from eggs and grow to become adults. When the insects are grown, they make nests in many places.

Some insects help people. They eat trash and things that are no longer alive. This helps to keep the world clean. But sometimes insects become pests. They make nests in places where people work or play. When people get too close, some insects may bite or sting. It is best to leave insects alone and stay away from them.

12
25
36
46
55
67
79
81
92
103
108
120
131
141
154
167

WCPM	Number of errors
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____
F _____	F _____

Lexile level: 500L
Non-transferable license:
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Writing Lesson- Monday April 27th

WRITE A LETTER TO YOUR FUTURE SELF

Demonstration video link

<https://shorts.flipgrid.com/watch/9238710647521964>

1- Think about the changes that have happened over the past few weeks due to the coronavirus and shelter in place order. (Both positive and negative)

How has life changed since the shelter-in-place order took affect?

What do you miss?

What do you enjoy?

Have you learned a new skill?

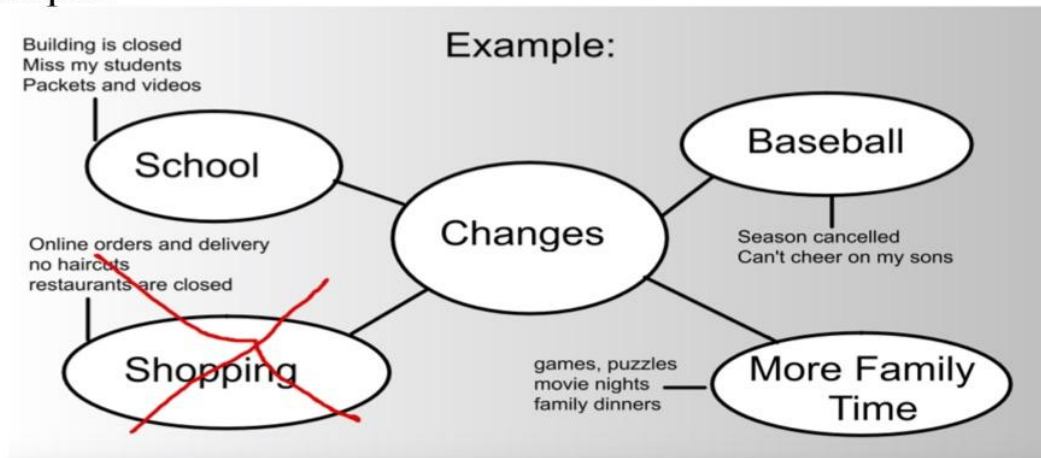
Have you found a new interest?

What do you look forward to once we can resume normal activities?

2-Organize your ideas by making a bubble map.

Decide what ideas you are going to include in your letter. Each idea and its details will form a paragraph.

Example:



3- Write your letter- Include all 5 parts of a letter.
Write complete sentences and make sure each paragraph sticks to a topic, has a main idea sentence, and supporting details.

Example:

1199 Madison Avenue
Madison, MS 39110
April 27, 2020 ★

Dear Ms. Gillam,

This quarantine has changed many things in my life. First of all, school looks a lot different. I miss seeing my students in person but I am thankful for technology that allows me to still communicate with them.

Another change is baseball season has been postponed until further notice. This means I am not spending my weekends at the ballfields cheering on my boys. I miss watching them hit, run the bases, and catch. I look forward to the day we can get back to sports.

Being stuck at home isn't all bad though. My family has spent a lot more time together. We have played games, put together puzzles, and have cooked more meals together. We have had a lot of movie nights too. My boys are even learning how to play the guitar and keyboard. We have pushed back bedtime a bit and get to sleep a little longer in the mornings. More rest is a good thing!

Even though there is a lot of good that has happend because of this quarantine, **I will be happy when life gets back to normal.**

Love,
Ms. Gillam





























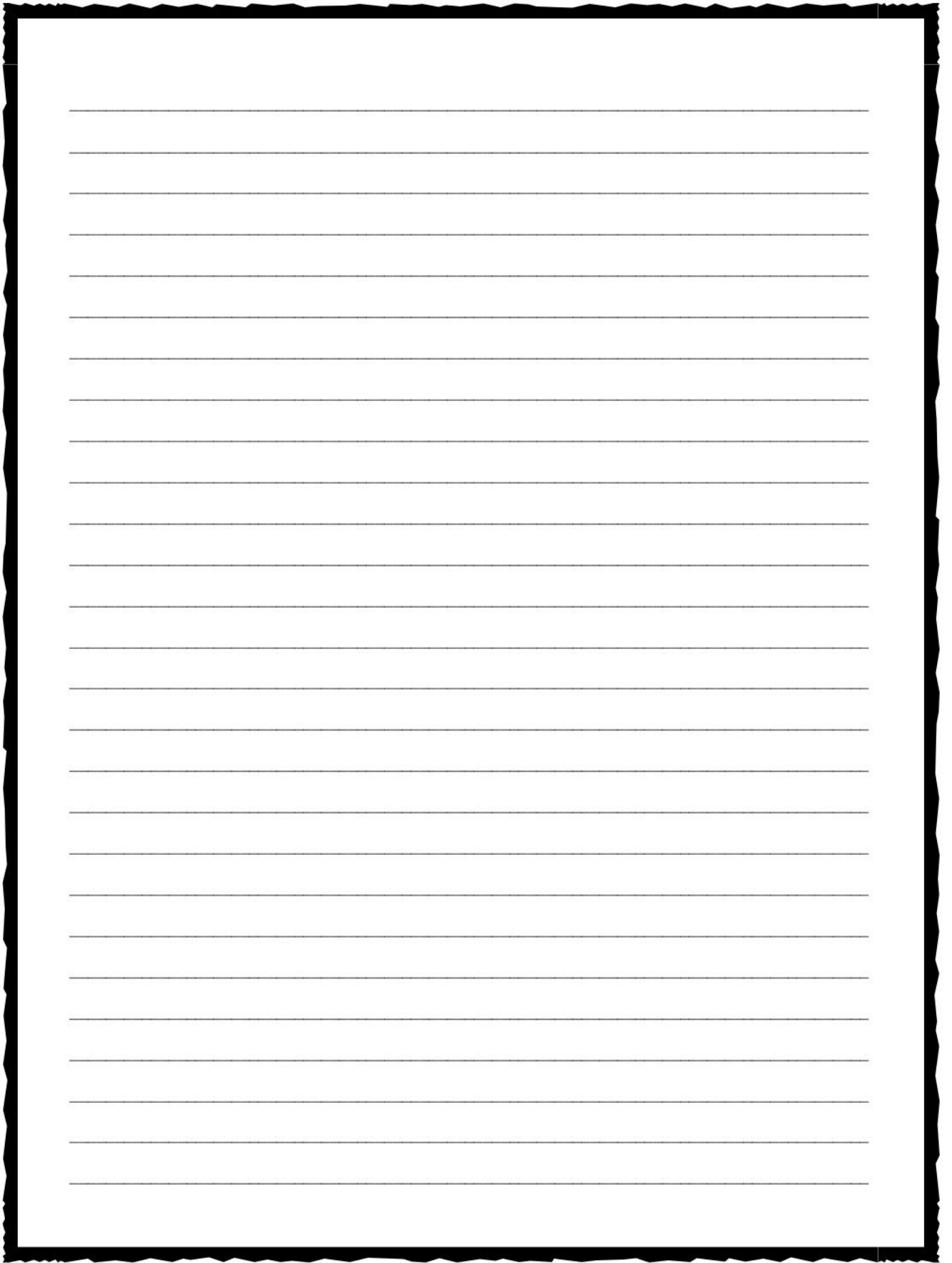












Tuesday - Word Problems

4.28.2020

Solve the following problems using the UPSA method. Remember you can use a variety of methods. (number line, place value models, expanded form, traditional adding/ subtraction, drawing out, etc.) If your teacher does not use the UPSA method, work your problems and answers on a separate sheet of paper.

1. Ella finds 300 coconuts on the beach. Then she finds 515 more. How many coconuts did Ella find altogether?

U (Understanding)	P (Plan)
A (Answer)	S (Solve)

2. Thomas has 79 books. His sister borrowed 42 of his books but then returned 14 of them. How many books does Thomas have now?

U (Understanding)	P (Plan)
A (Answer)	S (Solve)

Tuesday Fluency Practice

Materials:

Monday Fluency reading passage

Timer

Pencil

Set a timer for one minute. Start the timer when the reader begins.

If the reader pauses on a word, give them 3 seconds to figure it out. If they do not say the word after 3 seconds, tell him/her the word and have him/her keep reading. Keep track of the words you told him or her and words that were read incorrectly. If students self-correct quickly and move on, that is fluent reading. That is what good readers do!

When the timer goes off, put a mark after the last word he or she said. Use the numbers on the side to count how many words he/she read in one minute. Subtract the number of words read incorrectly or given and put the number by the T (for Tuesday) under the WCPM (Words correct per minute) column. Put the number of words read incorrectly or given to the reader in the other column.

Then, go back to the passage and point out words that were read incorrectly or given so he/she can learn to read these words.

Remember, the goal is to read with expression (paying attention to what the text is saying and reading it appropriately), good phrasing (paying attention to punctuation), and good pacing (reading the way we talk). The guideline is 100 wcpm, but improvement is also an important goal!



Spelling List



April 27-May 1



OW as in flow

blow

pillow

shallow

throw

shadow

window

yellow

OO as in book

shook

brook

fishhook

foot

woof

notebook

good

people

Write a Sentence

Name: _____

Date: _____

Directions: Use each word correctly in a complete sentence.

blow

notebook

pillow

good

shallow

brook

throw

fishhook

shadow

foot

window

woof

yellow

stood

shook

people



Using a dictionary

The **dictionary** tells you:

- a word's **meaning**
- how the word is **used** (*n.* = noun, *adj.* = adjective, *v.* = verb)
- the **origins** of the word (where it comes from)

All this information helps you remember how a word is spelled.

Look up the words below in your **dictionary**. Give as much information as you can about each word's **meanings, uses, and origins**. _____

act



meanings:

uses:

origins:

boom



meanings:

uses:

origins:

comic



meanings:

uses:

origins:

dart



meanings:

uses:

origins:

electric



meanings:

uses:

origins:



Using a dictionary

The **dictionary** tells you:

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- the **origins** of the word (where it comes from)

All this information helps you remember how a word is spelled.

Look up the words below in your **dictionary**. Give as much information as you can about each word's **meanings**, **uses**, and **origins**.

act meanings:



uses:

origins:

boom meanings:



uses:

origins:

comic meanings:



uses:

origins:

dart meanings:



uses:

origins:

electric meanings:



uses:

origins:

Answers may vary

This exercise helps familiarize your child with the wealth of information in a dictionary. Answers will vary depending on the dictionary used. Your child may need help if the dictionary is very detailed or simple. Accept any reasonably researched answers.

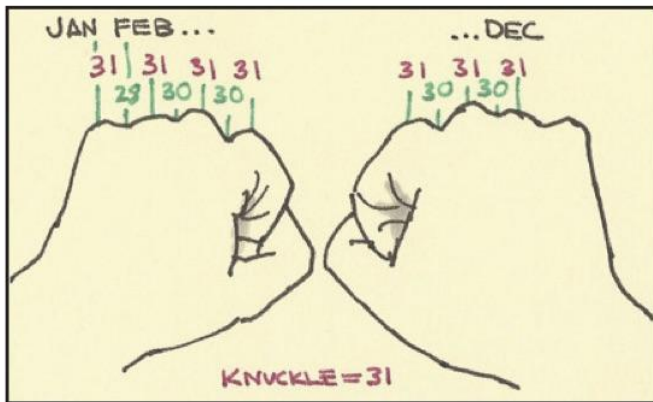
Calendar Skills

Days in a WHOLE week - 7

Months in a year - 12

Weeks in a year - 52

30 days are in September,
April, June, and November,
ALL the rest have 31, Except for
February, 28. (29 Leap Year)



Number of days in a year			
Number of days in a year	365	366	Number of days in a leap year
31	January	31	
28	February	29	February in a leap year has 29 days.
31	March	31	
30	April	30	
31	May	31	
30	June	30	
31	July	31	
31	August	31	
30	September	30	
31	October	31	
30	November	30	
31	December	31	

Vocab

Every two weeks → occurs every 14 days

Every other week → skip a week in between

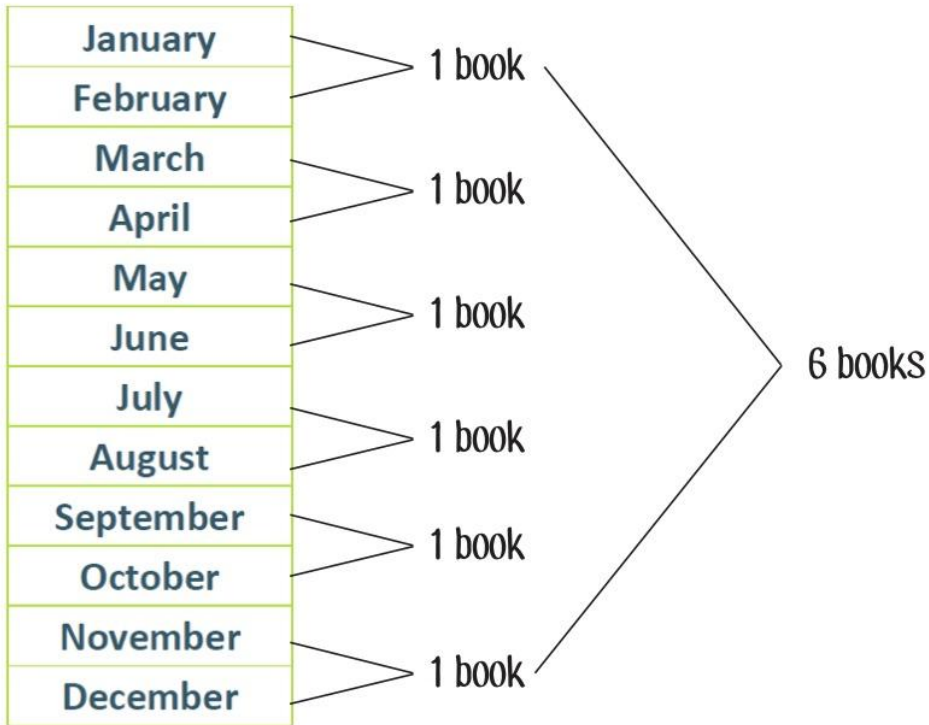
Every other month → skip a whole month

Twice a month → occurs two times in ONE month

Every two months → skip a month in between

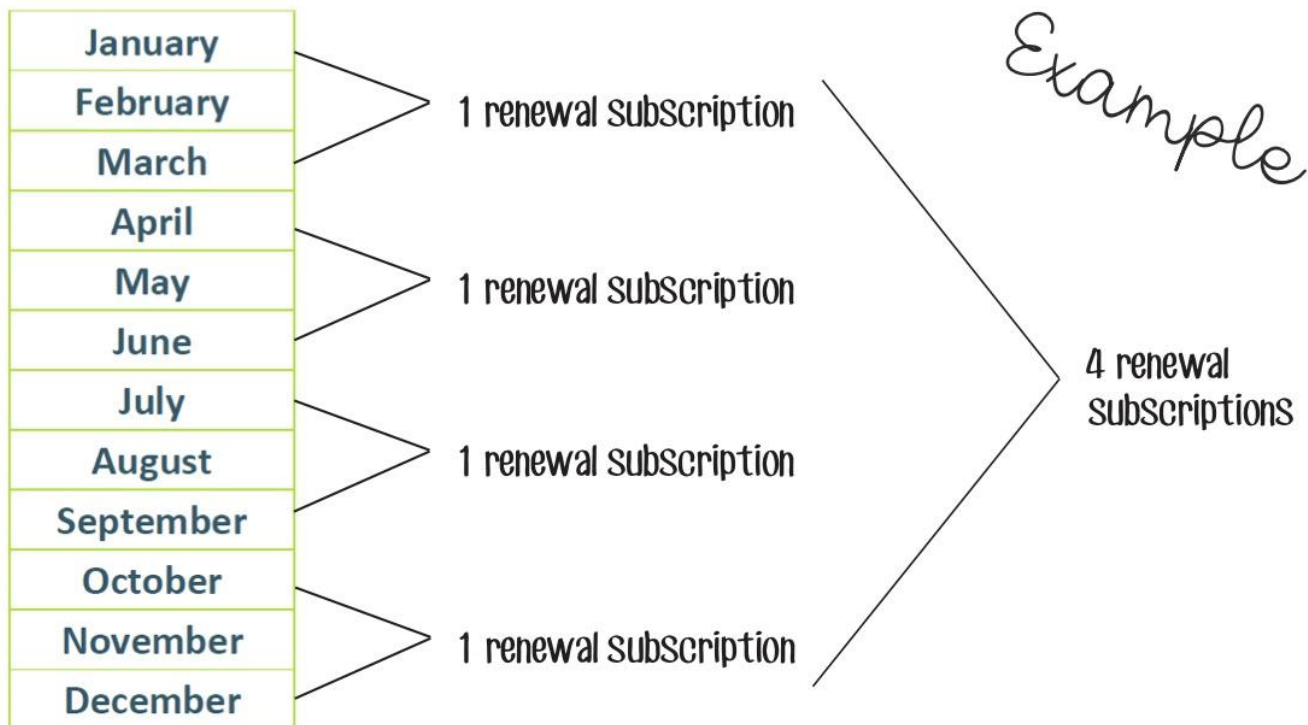
John buys a new book every two months.

Example



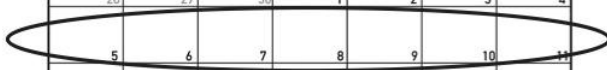
Bill's grandfather renews his newspaper subscription every three months.

Example



MAY 2019						
SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

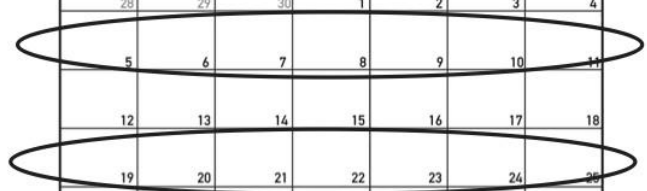
One FULL/WHOLE week



Every other week



MAY 2019						
SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1



Mark has baseball practice twice a week. How many practices does Mark have in the month of May?

MAY 2019						
SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30		1		3
5		6	7	8		9
12	13		14	15	16	
19		20	21	22	23	
26		27	28		29	30

Twice a week

Twice a week

Twice a week

Twice a week

Twice a week

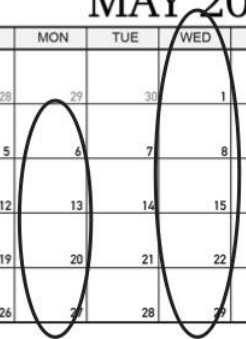


Represents the day that Mark has baseball practice.

Mandy takes piano lessons every Monday and Tuesday. How many days does she take piano?

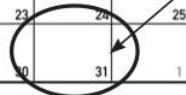
$$4 + 5 = 9$$

MAY 2019						
SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1



MAY 2019						
SUN	MON	TUE	WED	THU	FRI	SAT
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

Total days in a month



Name: _____

Fill in the missing numbers. Then answer the questions.

April 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 April Fools' Day			
	6		8 Passover begins			11
Easter			15			
19 National Library Week begins			 Earth Day			25
	27					

1. When does National Library Week begin?

2. What day of the week is April 26?

3. What is the date of the day after Earth Day?

4. How many Sundays are in April this year?

★ Bonus

Which day of the week will May 1 be?

Fur and Feathers

Written by Janet Halfmann and illustrated by Laurie Allen Klein

Summary

This is a story about a little girl named Sophia. Her mom calms her down by counting the animals in a book during a storm. Soon Sophia falls fast asleep, but she has a very interesting dream.

In her dream the wind from the storm has made all the animals from the book lose their coats and coverings. First she tries to dress them in her own clothes, but they are not a good fit. She helps them by making coverings that are just right for them from scraps in her grandmother's sewing box.

For the polar bear, she makes a thick, white fur coat that will help him stay warm and blend in with the ice and snow. She puts a tiny red heart behind his ear as her own personal touch. Next, she helps the duck find feathers so he can fly. Then, she uses pins and needles to make quills for the porcupine so he can protect himself.

She does not think she will be able to help the frog because he needs to have a slime coating and she cannot find anything that will work for him. Then he discovers a jar of slime in a toy shelf. The slime keeps him moist and he happily hops away. Next, a fish needs scales and slime to be able to swish, swish, swish in the water so Sophia finds sequins and more slime. Then a snake comes up and says he also needs scales, but they must be dry. Sophia makes him a coat of scales out of pine cone pieces. She adds yellow bows to help him blend in.

After that, she hears a tiny snail asking for help. She needs a shell to keep her safe and moist. Then a ladybug steps up and explains that her wing coverings blew off and now she will have no way to warn other animals that she tastes terrible.

Sophia dreams that she helps animals all night. She gives them the coverings they need and every now and then adds a personal touch.

The next day, her family takes her to the zoo. Her grandmother notices that the polar bear has a little red heart behind his ear!



Name: _____ Date: _____

Animal Coverings

After you have read along with the story Fur and Feathers by Janet Halfmann, answer the following questions and fill in the chart.

1. Why don't Sophia's clothes work for the animals?

2. What did Sophia have to consider when making a new coat for each animal?

Use the chart to explain what special features each animal needed for its covering.

Animal	Special features of the animal's covering
Polar Bear	
Duck	
Porcupine	
Frog	
Fish	
Snake	
Snail	
Ladybug	

Wednesday Fluency Practice

Materials:

Monday Fluency reading passage

Timer

Pencil

Set a timer for one minute. Start the timer when the reader begins.

If the reader pauses on a word, give them 3 seconds to figure it out. If they do not say the word after 3 seconds, tell him/her the word and have him/her keep reading. Keep track of the words you told him or her and words that were read incorrectly. If students self-correct quickly and move on, that is fluent reading. That is what good readers do!

When the timer goes off, put a mark after the last word he or she said. Use the numbers on the side to count how many words he/she read in one minute. Subtract the number of words read incorrectly or given and put the number by the W (for Wednesday) under the WCPM (Words correct per minute) column. Put the number of words read incorrectly or given to the reader in the other column.

Then, go back to the passage and point out words that were read incorrectly or given so he/she can learn to read these words.

Remember, the goal is to read with expression (paying attention to what the text is saying and reading it appropriately), good phrasing (paying attention to punctuation), and good pacing (reading the way we talk). The guideline is 100 wcpm, but improvement is also an important goal!

Alphabetical Order

Name: _____

Date: _____

Directions: Write the words in alphabetical order. Cross off each word in the box as you use it.

blow
pillow
shallow
throw
shadow
window

yellow
stood
shook
people
notebook
good

brook
fishhook
foot
woof

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Punctuate the Paragraph 1

Read the paragraph. Then insert the correct punctuation marks and capitalize words wherever necessary. Rewrite the paragraph with the proper punctuation marks in the space provided below.

(Find the answers at the bottom of the page.)

I have a dog he is a Labrador he is black in color he wags his tail and licks my face when he is happy he loves going for walks and chasing a red ball I take him to school sometimes once he saw black cat and wanted to chase her too but I didnt let him is he mad at me I dont know but I sure hope he isnt I love my dog very much because he always obeys me and follows me everywhere

Answers

I have a dog. He is a Labrador. He is black in color. He wags his tail and licks my face when he is happy. He loves going for walks and chasing a red ball. I take him to school sometimes. Once he saw a black cat and wanted to chase her too, but I didn't let him. Is he mad at me? I don't know, but I sure hope he isn't. I love my dog very much because he always obeys me and follows me everywhere.

Writing Lesson- Poetry- Animal Cinquain
Wednesday April 29th (April is National Poetry Month)

Demonstration Lesson Video Link:

<https://shorts.flipgrid.com/watch/9239297659502863>

Step 1- Choose the animal you want to write about.

Step 2- Brainstorm a list of adjectives and verbs that relate to that animal in real life.

Step 3- Follow the cinquain format to write your poem.

Step 4- Produce a digital recording of yourself reading your poem.

** You may want to “PUBLISH” your poem by writing it neatly and drawing an illustration or creating collage to go with it. If you do, make sure you share that in your digital recording as well.

Example:

Chameleon
colorful bumpy
staring walking grasping
It waits patiently for prey.
Chomp!



Template for rough draft.
Use a blank sheet of paper to produce final copy.

Animal Cinquain

Directions: Using the cinquain format, write a poem about an animal.

Cinquain format:

Line 1: One word (subject or noun)

Line 2: Two words (adjectives) that describe line 1

Line 3: Three words (action verbs ending with "-ing") that relate to line 1

Line 4: Four or five words (feelings or a complete sentence) that describe the subject or are related to it in some way

Line 5: One word that sums up line 1 or is a synonym of line 1

_____, _____

_____, _____, _____

_____.

Name:**Class:****Date:**Question #1

The calendar shows a full year.

January	February	March	April
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
May	June	July	August
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
September	October	November	December
S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

Which month comes *directly* before May?

- A | April
- B | January
- C | June
- D | September

Question #2

Tyrell is allowed to buy one toy every 2 months, how many toys will he have bought at the end of the year?

- A 2 toys
- B 6 toys
- C 12 toys
- D 24 toys

Question #3

Landon makes a table to show how many days are in each month in 2017.

Month	Number of Days
January	31
February	28
March	31
April	30
May	31
June	30
July	31
August	31
September	30
October	31
November	30
December	31

Which month has the *least* number of days?

- A April
- B February
- C September
- D November

Question #4

February

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

How many weeks are in February?

- A 4 weeks
- B 7 weeks
- C 28 weeks
- D 29 weeks

Question #5

May

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

How many days are in May?

- A 31 days
- B 30 days
- C 5 days
- D 4 days

Question #6

Andre has 3 hockey games every week in February.

February

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

How many hockey games does Andre have in February?

- A 3 hockey games
- B 4 hockey games
- C 7 hockey games
- D 12 hockey games

Question #7

Franco has soccer games twice a month. If he plays all year, how many soccer games will he play?

- A 6 games
- B 12 games
- C 24 games
- D 48 games

Question #8

Amare goes surfing every Saturday and Sunday in July.

July

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

How many days does Amare surf?

- A 4 days
- B 8 days
- C 9 days
- D 10 days

Question #9

There are 30 days in November and 31 days in December. How many days are in November and December combined?

- A 1 day
- B 30 days
- C 31 days
- D 61 days

Question #10

Destiny has art class every Friday in March and April.

March

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

How many art classes does Destiny have?

- A** 7 art classes
- B** 8 art classes
- C** 9 art classes
- D** 10 art classes

Thursday Fluency Practice

Materials:

Monday Fluency reading passage

Timer

Pencil

Set a timer for one minute. Start the timer when the reader begins.

If the reader pauses on a word, give them 3 seconds to figure it out. If they do not say the word after 3 seconds, tell him/her the word and have him/her keep reading. Keep track of the words you told him or her and words that were read incorrectly. If students self-correct quickly and move on, that is fluent reading. That is what good readers do!

When the timer goes off, put a mark after the last word he or she said. Use the numbers on the side to count how many words he/she read in one minute. Subtract the number of words read incorrectly or given and put the number by the Th (for Thursday) under the WCPM (Words correct per minute) column. Put the number of words read incorrectly or given to the reader in the other column.

Then, go back to the passage and point out words that were read incorrectly or given so he/she can learn to read these words.

Remember, the goal is to read with expression (paying attention to what the text is saying and reading it appropriately), good phrasing (paying attention to punctuation), and good pacing (reading the way we talk). The guideline is 100 wcpm, but improvement is also an important goal!

Write the Words

Name: _____

Date: _____

Directions: Write each word 3 times each in your best handwriting.

blow

pillow

shallow

throw

shadow

window

yellow

stood

shook

people

notebook

good

brook

fishhook

foot

woof

Punctuate the Paragraph 2

Read the paragraph. Then insert the correct punctuation marks and capitalize words wherever necessary. Rewrite the paragraph with the proper punctuation marks in the space provided below.

(Find the answers at the bottom of the page.)

Dragons are some of the most powerful and ferocious creatures in the world so powerful in fact that dragon slayers need to acquire a special kind of magic in order to defeat them it is said that dragon scales are so tough that without the aid of that special magic no one can pierce through them however dragons can be wounded and even killed by fellow dragons in addition to being practically invincible to non-magical beings dragons are extremely intelligent they speak all human languages and communicate freely with humans however not all dragons like human beings some consider them to be an inferior race of creatures and even as one of their primary sources of food

Dragons are some of the most powerful and ferocious creatures in the world; so powerful, in fact, that dragon slayers need to acquire a special kind of magic in order to defeat them. It is said that dragon scales are so tough that without the aid of that special magic no one can pierce through them. However, dragons can be wounded and even killed by fellow dragons. In addition to being practically invincible to non-magical beings, dragons are extremely intelligent. They speak all human languages and communicate freely with humans. However, not all dragons like human beings. Some consider them to be an inferior race of creatures and even as one of their primary sources of food.

Answers

Types of Adaptations

From Project Lead the Way

Animals live everywhere on Earth. Some places on Earth are very hot, and some places are very cold. Some places on Earth have a lot of water, and other places have very little water. For example, Antarctica is covered with snow and ice, is freezing cold, and has almost no plants, yet animals live there. Deserts can be very hot and get very little rain, yet animals and plants live there as well. How is it possible for plants and animals to live in different environments?

Animals can live in many different places in the world because they have special **adaptations** to the area in which they live. An adaptation is the way an **organism's** body helps it survive, or live, in its environment. **Organisms** are any life form, including plants and animals. Both plants and animals have adaptations that help them survive. Each adaptation helps the plant or animal survive in a specific way. For example, the porcupine's sharp quills help protect it from predators, whereas the duck's feathers help them fly or move around in their environment.

Therefore, each adaptation can be categorized, or grouped, by the way the adaptation helps the plant or animal. The categories used to describe adaptations are: camouflage, protection, food, and **locomotion**. The difference between locomotion and movement is that *locomotion* is used to talk about the movement of the whole organism and *movement* can be used to talk about a body part like an arm or a leg.

- a. **Camouflage** – A type of adaptation that allows a plant or animal to blend into its surrounding environment.
- b. **Protection** – A type of adaptation that helps protect a plant or animal from a predator that wants to eat it.
- c. **Food** – A type of adaptation that helps a plant or animal obtain food and nutrients.
- d. **Locomotion** – A type of adaptation that helps an animal move around in its environment.

Friday Fluency Practice

Materials:

Monday Fluency reading passage

Timer

Pencil

Set a timer for one minute. Start the timer when the reader begins.

If the reader pauses on a word, give them 3 seconds to figure it out. If they do not say the word after 3 seconds, tell him/her the word and have him/her keep reading. Keep track of the words you told him or her and words that were read incorrectly. If students self-correct quickly and move on, that is fluent reading. That is what good readers do!

When the timer goes off, put a mark after the last word he or she said. Use the numbers on the side to count how many words he/she read in one minute. Subtract the number of words read incorrectly or given and put the number by the F (for Friday) under the WCPM (Words correct per minute) column. Put the number of words read incorrectly or given to the reader in the other column.

Then, go back to the passage and point out words that were read incorrectly or given so he/she can learn to read these words.

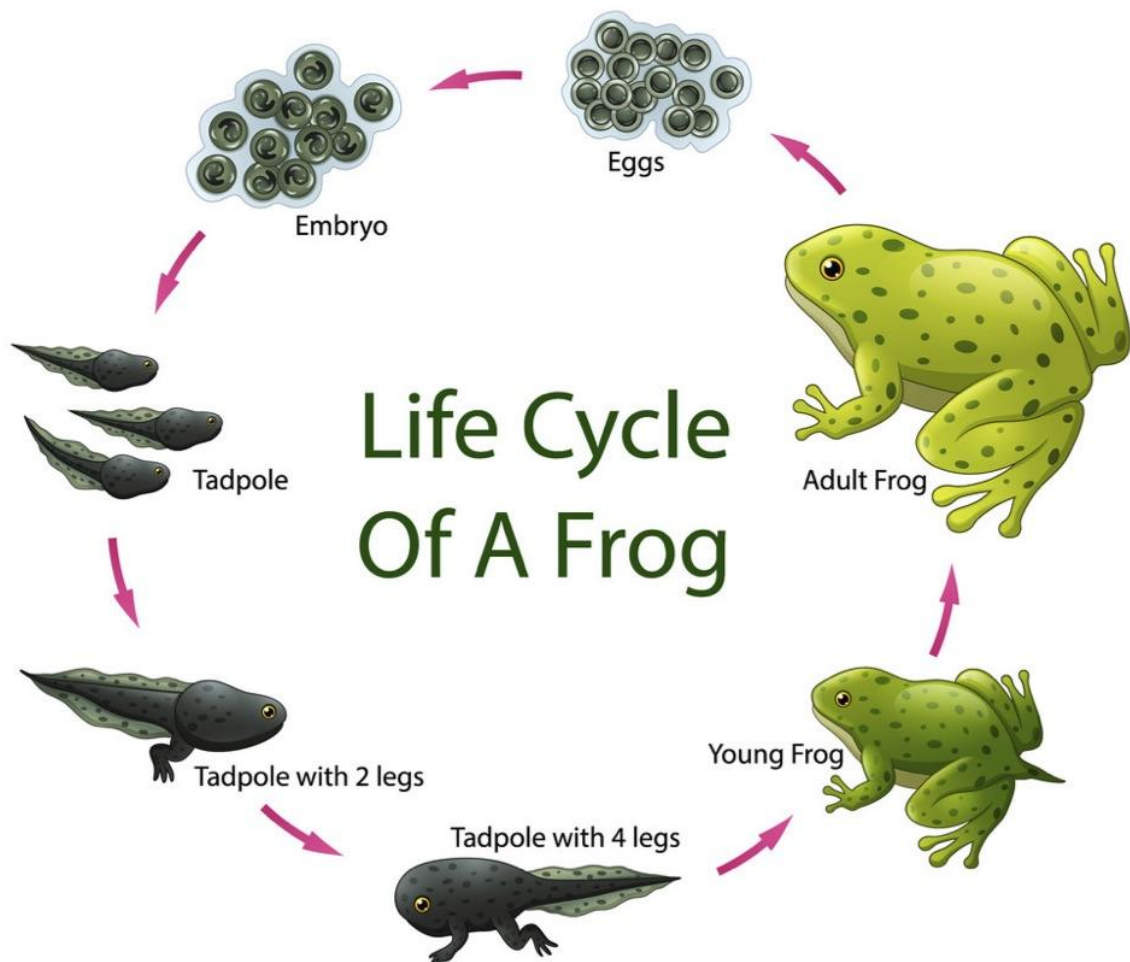
Remember, the goal is to read with expression (paying attention to what the text is saying and reading it appropriately), good phrasing (paying attention to punctuation), and good pacing (reading the way we talk). The guideline is 100 wcpm, but improvement is also an important goal!

Writing Lesson- Writing an Informative Piece
Friday, May 1

Lesson Explanation Video Link:

<https://shorts.flipgrid.com/watch/9240808855700405>

1- Study the diagram that illustrates the frog's life cycle. Look carefully- what changes do you see?



2- Now watch this short video on metamorphosis.

<https://www.youtube.com/watch?v=DRTnN0TSDO4>

3- Using your own words, write an informational paragraph SEQUENCING a frog's life cycle.

**Some of you may want to do a little more research. Just make sure you have parent permission before searching the internet.

When you write a detailed paragraph you:

Include a topic sentence.

Use sequencing words like first, next, then, after, before, finally (You do not have to use all of these words.)

Write a closing sentence that restates the main idea.

4- Read your writing aloud. Does it make sense? Are your ideas organized and sequenced? Did you elaborate (add details) on each step of the life cycle or did you just write one sentence for each step? What "science" words did you use?

5- Talk about how you can make this paragraph even stronger should you choose to revise this piece at a later time.



A series of 20 horizontal lines for writing, arranged in 10 pairs. Each pair consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.





Melissa Philley, Principal
Madison Avenue K-2
1199 Madison Avenue
601-856-2951



Second Grade Newsletter

Online Practice

Moby Max: This is educational resource the kids can use to practice math and reading skills. **Moby Max school code MS528**

Raz-Kids.com : Students can continue to read on their reading level as well as work on comprehension skills by taking the short quiz.

Learning.com- This website is used in computer class and will allow them to continue to improve their keyboarding and computer literacy skills.



Your child's teacher can provide you with passwords if they have not already. Please email your teacher.



We Love Speech!

If your child attends speech with Mrs. Weeks or Mrs. Ables, please check their webpage for lessons and activities. They are located on our school webpage under the "Teachers" tab.



Skills for the week:

Math- Word Problems, Addition, and Subtraction

Shared Reading: Comprehension and Inferencing

Reading Fluency: "Elephants"

Science: Using Camouflage in Art

Phonics/Spelling: -y plus Suffixes

Language Arts- Punctuation

Writer's Workshop- Revising and Enhancing

Specials (Optional)- P.E., Music, Art, Library, Computer

2nd Grade Lesson Plans for Week of May 4- May 8

	Monday	Tuesday	Wednesday	Thursday	Friday
	Character Lesson for the week:				
Math	* Number Corner: Play Salute! 	* Number Corner: Play Salute: * Word Problems	* Number Corner: Play Salute! * Cinco de Mayo Word Problems	* Number Corner: Play Salute! * Cinco de Mayo Addition and Subtraction	* Number Corner: Play Salute!
Reading	Read the passage “Adaptations: Camouflage and Locomotion” and complete the activity.	x	Read the passage “Adaptations: Camouflage and Locomotion” again and complete the Locomotion activity.	x	Protection Riddles – Use your inferring skills to match the animal to the correct poem.
Reading Fluency	Follow the directions on the Reading Fluency letter and track your fluency using the passage: Elephants	Read for one minute and record your reading fluency and accuracy at the bottom of the fluency page. Passage: Elephants	Read for one minute and record your reading fluency and accuracy at the bottom of the fluency page. Passage: Elephants	Read for one minute and record your reading fluency and accuracy at the bottom of the fluency page. Passage: Elephants	Read for one minute and record your reading fluency and accuracy at the bottom of the fluency page. Passage: Elephants
Spelling/ Phonics		Say words and word Sort	Tell a partner the words and Word Search	Review words and Write a sentence with Each Word	x
Language/ Grammar	x	Punctuation Challenge	Punctuation Challenge	Punctuation Challenge	x
Writing	Taking Our Letter Writing to the Next Level- Uncovering Life Lessons		Publish a piece keeping an audience in mind: Adding extras		AUTHOR CELEBRATION!

Science/ Social Studies	If you can go to https://kids.nationalgeographic.com/explore/wacky-weekend/hidden-animals/ and look at all the cool ways animals can blend in!	x	Camouflage art project	x	Camouflage art sharing
Online Learning	Spend time learning and practicing on Raz-kids and Moby Max	Spend time learning and practicing on Raz-kids and Moby Max	Spend time learning and practicing on Raz-kids and Moby Max	Spend time learning and practicing on Raz-kids and Moby Max	Spend time learning and practicing on Raz-kids and Moby Max
OPTIONAL Specials	Select 1 special area subject lesson (Art, Computer, Library, Music or PE)	Select 1 special area subject lesson (Art, Computer, Library, Music or PE)	Select 1 special area subject lesson (Art, Computer, Library, Music or PE)	Select 1 special area subject lesson (Art, Computer, Library, Music or PE)	Select 1 special area subject lesson (Art, Computer, Library, Music or PE)

Monday, May 4 - Character Lesson

- Review:

- Let's review what we have learned this year. Raise your hand to tell me what you remember about ... :
 1. Responsibility = doing what you need to do when you need to do it
 2. Respect = treating others the way you want to be treated
 3. Self-control = managing big emotions
- Great! I'm proud of you for remembering so much from earlier this year.
- Now, let's divide into three groups and act out how these look. I'll give you 3 minutes to practice, and at the end, each group will come up and show the rest of the class.
 1. Group 1, think of a time when you need to be responsible in school and act out the scenario. (For kindergarten or 1st grade, if necessary, give the students a scenario, such as "going through morning routine when you first walk into the classroom" or "packing up at dismissal.")
 2. Group 2, think of a time when you need to be respectful in school and act out the scenario. (For kindergarten or 1st grade, if necessary, give the students a scenario, such as "when your teacher is giving direction" or "walking in the hallway.")
 3. Group 3, think of a time when you need to show self-control in school and act out the scenario. (For kindergarten or 1st grade, if necessary, give the students a scenario, such as "when you want to share a story with your friends during class time" or "when someone cuts in line in front of you.")
- Awesome job everyone! Let's continue to be responsible, respectful, and control ourselves until the end of the school year!

Animal Adaptations: Camouflage and Locomotion

From: kids.nationalgeographic.com

Many animals, both vertebrates and invertebrates, use special adaptations to help them hide and move in their habitats. Let's read about some of these amazing creatures!

Hairy Frogfish

The hairy frogfish is a type of fish that's covered in spines. These spines, that look like hair, allow the animal to camouflage itself against coral and seaweed. Found in warm waters around the world, the hairy frogfish can also change its color to blend in with its surroundings. These animals are



excellent at hiding in plain sight, but they do something that really makes them stand out from a lot of other sea creatures. These fish don't swim. Instead they walk on their wide fins along the seafloor - an easy way to look for snacks!

Yellow-Footed Rock Wallaby



The yellow-footed rock wallaby is a **marsupial**—a pouched mammal—belonging to the same family as the kangaroo. This rock wallaby lives in mountain habitats in Australia. The strong legs of the yellow-footed rock wallaby help it move easily around mountaintops,

jumping as far as 13 feet (four meters) from rock to rock. In the summer, the wallaby is active only at night, while in the winter it can sometimes be seen sunbathing on the rocks. The yellow-footed rock wallaby has some of the brightest and most distinctive fur of all the wallabies and kangaroos. The wallaby's fur varies in color and is usually a mixture of brown, gray, white, and yellow or orange. These colors help it hide among the surrounding rocks.

Red Pandas



Red pandas and giant pandas share a similar name, but they aren't closely related. And while giant pandas spend most of their time on the ground looking for food, red pandas spend about 90 percent of their time in the trees in the mountains of Asia where they live. In fact, red pandas are famous for their incredible climbing skills. They even have a special thumb-like wrist bone that

helps them get an extra grip when climbing. They use their tails to help them balance in the trees. If a red panda starts to lean in one direction, it can swing its tail the opposite way to steady itself. Spending time in trees is how these animals avoid predators. Their reddish coats and white face markings provide camouflage in the red-brown and white of trees where they live. If they need to come down from a tree, they scamper down tree trunks headfirst. How? They rotate their ankles 180 degrees—that's like being able to turn your foot backward. The move gives their curved claws a better angle to hang on to the bark.

Jellyfish

Jellyfish have drifted along on ocean currents for millions of years, even before dinosaurs lived on the Earth. But, jellyfish aren't fish—they're **invertebrates**, or animals with no backbones. Jellyfish have tiny stinging cells in their tentacles to stun, or paralyze, their prey before they eat them. Inside their bell-shaped body is an opening that is its mouth. They eat and get rid of waste from this opening. As jellyfish squirt water from their mouths they are propelled forward so they can move through the water. Tentacles hang down from the smooth baglike body and sting their prey. They dine on fish, shrimp, crabs, and tiny plants. Most jellyfish are clear so they can blend into the ocean, but others are vibrant colors such as pink, yellow, blue, and purple, and often are **luminescent**, which means they make their own light. This light helps them attract prey and confuse predators.



Name: _____ Date: _____

Find the information in the passage about how these animals use adaptations for camouflage and locomotion and **underline it**. Then **summarize** the information in the chart to explain how these animals use their adaptations to help them survive.

Animal	Camouflage	Locomotion

Use the test to find the meaning of the words below to create a glossary

Invertebrates: _____

Luminescent: _____

Marsupial: _____

Reading Fluency

Good readers are expected to correctly read not only all the words on a page, but also read them with voice, expression (personality) and with a comfortable and fluid rhythm. These skills fall under the category of fluency. The key to fluency isn't just speed! The key is to be able to group words so that the reading sounds like speech, use punctuation as a guide, and use expression. (Being able to include the attitude and personality of the character is also a wonderful sign of understanding!) When a student does these things right, their speed automatically increases!

Although fluid reading is more than a quick read, the easiest way to assess fluency is through one-minute timed readings. As students develop as readers, the number of words they read correctly per minute (wcpm) should increase even if the difficulty of the text increases. EVERY student, regardless of reading ability, benefits from the support and practice of fluency.

This week second grade has included a fluency passage as part of our reading. Students will read the passage out loud every night. They will read the same passage every night for a week.

Here are the steps for this nightly task:

1. The student reads the complete passage to him or herself.
2. The student reads aloud the passage to the adult/parent, which is timed for EXACTLY one minute. During this time the parent is also following (counting) any mistakes the child makes while reading, BUT HE does NOT try to correct the child at this time.
3. Adult/parent records on the task sheet the number of words read in a min. (use the numbers at the end of each line to help you quickly add) and the number of errors.
4. Adult/Parent NOW points out and corrects mistakes made to the child.
5. The student then reads the passage all the way through to themselves. Adult/parent might also consider reading the passage to the child.
6. Use the chart at the bottom of the page to track errors and words correct per minute (wcpm).

Each night, the student begins the passage from the beginning and reads for one minute. The goal is to increase wcpm and decrease the number of errors. The average rate for 2nd graders in Spring is 100 wcpm. If students are above this level, they should be focusing on expression, voice, and phrasing.

Elephants 2.28

Elephants are some of the largest and smartest animals on Earth. There are two types of elephants: Asian and African. Asian elephants are found in the forests of India and Southeast Asia. They are often caught and trained to help people do heavy work. People use them to clear forests and tow heavy logs. The elephants' handlers often become good friends with the elephants.

10
20
31
43
55
63
64

Most African elephants live in preserves where they are protected from hunters. Preserves also help keep them from damaging crops and fields. African elephants have very large ears that they flap to scare off other animals or to keep cool. They have long ivory tusks.

73
82
91
104
109

Both kinds of elephants have very long trunks. They use their trunks to reach down to the ground and high into trees to find food. Plants and leaves and small branches from trees are their favorite foods. The trunk is also used for drinking, smelling, and greeting other elephants. Sometimes they even use their trunk like a snorkel in deep water. Elephants like to raise their trunks full of water and give themselves a shower.

120
133
144
155
164
176
184

Most people only see elephants in zoos or circuses. Sometimes they have learned to do tricks like standing on their hind legs or hooking their trunks around another elephant's tail. Someday I'd like to see some elephants in the wild.

193
204
214
224

WCPM	Number of errors
M _____	M _____
T _____	T _____
W _____	W _____
Th _____	Th _____
F _____	F _____

Monday, May 4th

Writing Lesson- Uncovering Life Lessons: Learning from Characters

Lesson Explanation and Demonstration Video:

<https://shorts.flipgrid.com/watch/9287305085846320>

Step 1- Find a book that teaches a lesson.

Step 2- Reread the book looking for specific details to support the lesson:

- * Events
- * Character Quotes
- * Illustrations

Jot these pieces of evidence down so you don't forget them.

Step 3- Write a letter about this book.

Remember to use capital letters for titles of books and names of characters and places.

- You need to introduce your book title and state the lesson learned by reading the book.
- Support the main idea (lesson) by writing about the events, characters, and illustrations.
- Use strong literary words such as: title, plot, setting, character, example, chapter....
- Bonus if you can add your opinion!
- Don't forget to include all 5 parts of a letter.

Example Letter:

May 4, 2020

Dear 2nd Grader,

Have you ever thought something was impossible? Well I believe anyone who has ever found themselves in a difficult situation should read the book titled The Little Engine that Could. In this book, the author, Watty Piper, teaches ~~at~~ two very important lessons. BELIEVE IN YOURSELF and NEVER GIVE UP! The toys that were being carried over the mountain by a little train became very sad when their engine just could not go any further. Many engines drove past them, some big and strong, some shiny and new, but they would not help the toys get over the mountain. Then along came ~~a~~ the main character - The Little Blue Engine! She was not very big or strong but she believed in herself. In

fact she said "I think I can. I think I can."
She slowly moved across the tracks and up the mountain saying "I think I can. I think I can," the whole time, even when it was hard. Finally the Little Blue Engine had carried the toys to their destination. She felt so proud and the toys were so happy. I really think we all can learn the power of positive thinking by reading this book.

Love,
Ms. Gillam

Tuesday - Word Problems

5.5.2020

Solve the following problems using the UPSA method. Remember you can use a variety of methods. (number line, place value models, expanded form, traditional adding/ subtraction, drawing out, etc.) If your teacher does not use the UPSA method, work your problems and answers on a separate sheet of paper.

1. Juan has three bags of candy to fill a piñata. Each bag of candy has fifty-three pieces of candy. How many pieces of candy are there altogether?

U (Understanding)	P (Plan)
A (Answer)	S (Solve)

2. There are three groups of dancers in the Cinco de Mayo parade. Each group had a dozen dancers. How many dancers are in the parade?

U (Understanding)	P (Plan)
A (Answer)	S (Solve)

Tuesday Fluency Practice

Materials:

Monday Fluency reading passage

Timer

Pencil

Set a timer for one minute. Start the timer when the reader begins.

If the reader pauses on a word, give them 3 seconds to figure it out. If they do not say the word after 3 seconds, tell him/her the word and have him/her keep reading. Keep track of the words you told him or her and words that were read incorrectly. If students self-correct quickly and move on, that is fluent reading. That is what good readers do!

When the timer goes off, put a mark after the last word he or she said. Use the numbers on the side to count how many words he/she read in one minute. Subtract the number of words read incorrectly or given and put the number by the T (for Tuesday) under the WCPM (Words correct per minute) column. Put the number of words read incorrectly or given to the reader in the other column.

Then, go back to the passage and point out words that were read incorrectly or given so he/she can learn to read these words.

Remember, the goal is to read with expression (paying attention to what the text is saying and reading it appropriately), good phrasing (paying attention to punctuation), and good pacing (reading the way we talk). The guideline is 100 wcpm, but improvement is also an important goal!



Spelling List



May 4 ~ May 8



Y- plus suffix words



cried

hurried

laziest

busier

happiness

carried

flier

drier

trying

enjoying

studying

hurrying

annoyed

luckiest

player

month

Name: _____

Spelling Words

- | | |
|--------------|---------------|
| 1. cried | 11. studying |
| 2. trying | 12. happiness |
| 3. busier | 13. annoyed |
| 4. player | 14. hurrying |
| 5. drier | 15. laziest |
| 6. flier | 16. hurried |
| 7. month | |
| 8. luckiest | |
| 9. carried | |
| 10. enjoying | |

Sort Your Words

Sort the words from the box on the left.

ed, er, est

ing

Unscramble the letters to make words from above.

- | | | | |
|-------------|-------|--------------|-------|
| 1. yurrhing | _____ | 7. reisub | _____ |
| 2. thomn | _____ | 8. enyjoing | _____ |
| 3. stiezal | _____ | 9. deynona | _____ |
| 4. reidr | _____ | 10. stieckul | _____ |
| 5. yrealp | _____ | 11. yingrt | _____ |
| 6. styudgin | _____ | 12. drice | _____ |

Write 15 words from the first box in alphabetical order.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ |
| 2. _____ | 7. _____ | 12. _____ |
| 3. _____ | 8. _____ | 13. _____ |
| 4. _____ | 9. _____ | 14. _____ |
| 5. _____ | 10. _____ | 15. _____ |

Punctuation challenge

Grade 2 Punctuation Worksheet

Insert punctuation to fix the story.

The Snow Storm

On a cold winter night the snow

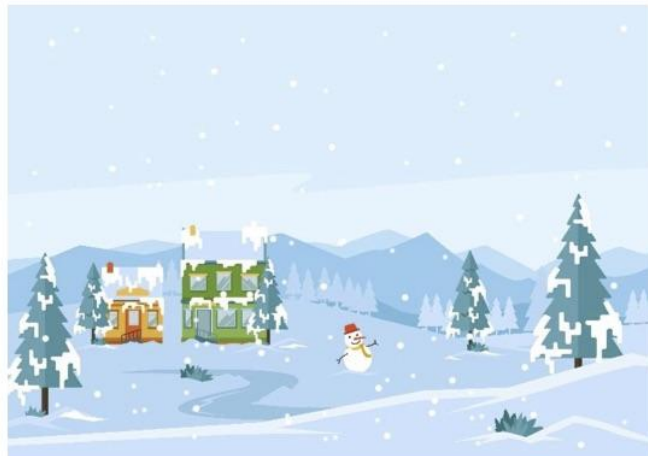
began to fall. How much would it snow It did not take long before the

snow covered everything

The next morning we woke up to a winter wonderland Schools were

closed and we ended up having an amazing snow day

The End



comma (,)
period (.)
question mark (?)
exclamation mark (!)
apostrophe (')



Punctuation challenge

Grade 2 Punctuation Worksheet

Answers

The Snow Storm

On a cold winter night, the snow began to fall. How much would it snow? It did not take long before the snow covered everything!

The next morning, we woke up to a winter wonderland. Schools were closed, and we ended up having an amazing snow day!

The End

Wednesday Fluency Practice

Materials:

Monday Fluency reading passage

Timer

Pencil

Set a timer for one minute. Start the timer when the reader begins.

If the reader pauses on a word, give them 3 seconds to figure it out. If they do not say the word after 3 seconds, tell him/her the word and have him/her keep reading. Keep track of the words you told him or her and words that were read incorrectly. If students self-correct quickly and move on, that is fluent reading. That is what good readers do!

When the timer goes off, put a mark after the last word he or she said. Use the numbers on the side to count how many words he/she read in one minute. Subtract the number of words read incorrectly or given and put the number by the W (for Wednesday) under the WCPM (Words correct per minute) column. Put the number of words read incorrectly or given to the reader in the other column.

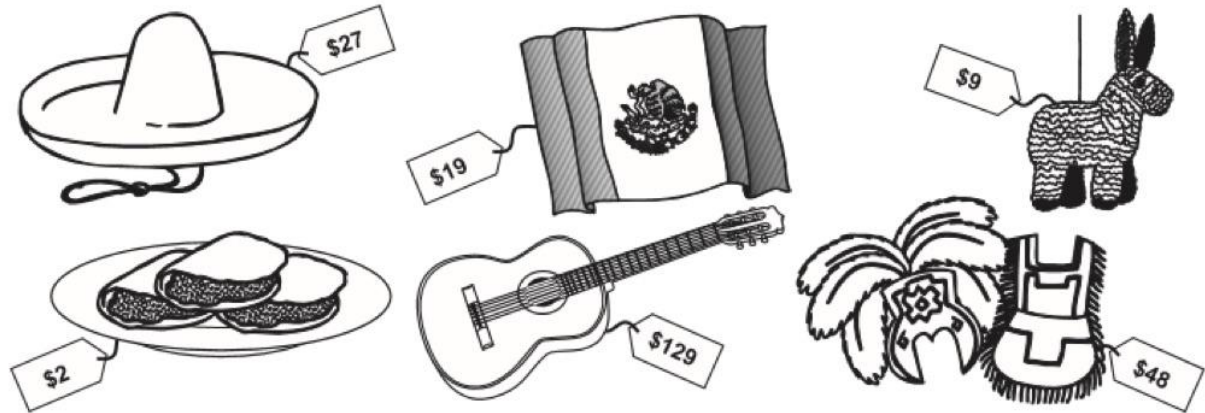
Then, go back to the passage and point out words that were read incorrectly or given so he/she can learn to read these words.

Remember, the goal is to read with expression (paying attention to what the text is saying and reading it appropriately), good phrasing (paying attention to punctuation), and good pacing (reading the way we talk). The guideline is 100 wcpm, but improvement is also an important goal!

Cinco de Mayo Math

Cinco de Mayo (May 5) is a wonderful celebration observed by Mexicans everywhere. It recognizes the anniversary of the Battle of Puebla. Mexican troops, outnumbered three to one, defeated the French invaders of Napoleon III. This great day is remembered with parades, festivals, dances, and speeches.

To celebrate, let's go to a Cinco de Mayo fiesta!



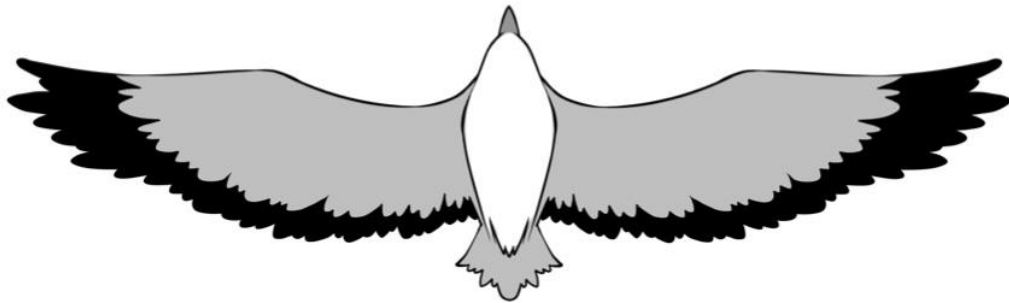
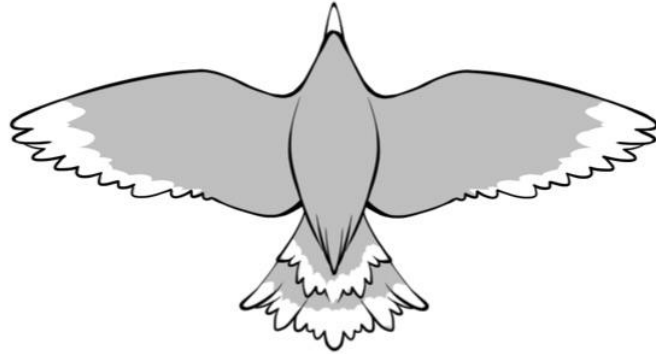
Answer the following questions using the pictures above. **SHOW YOUR WORK.**

1. John bought a sombrero, a piñata, and a flag. How much money did he need to purchase all three items?	2. Juan bought a guitar for his Dad. He gave the cashier \$140. How much money did Juan get back?
3. Find the difference between the two largest numbers.	4. Find the total of the four smallest numbers.

5. Write your own math word problem using the pictures from above. Use at least 3.

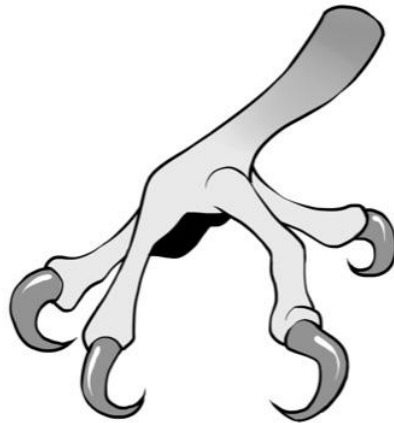
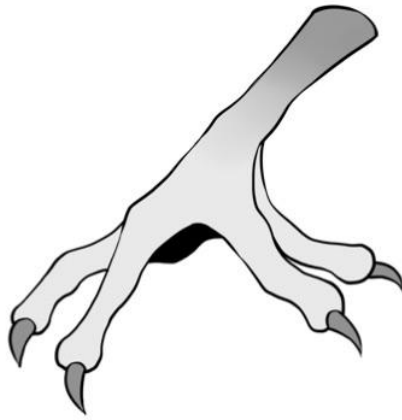
Locomotion

Circle the adaptation that you think is BEST for long flights:



Why are the wings you chose BEST adapted to long flights?

Circle the adaptation that you think is BEST for climbing trees:



Why is the foot you chose BEST adapted to climbing trees?

Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Wednesday Fluency Practice

Materials:

Monday Fluency reading passage

Timer

Pencil

Set a timer for one minute. Start the timer when the reader begins.

If the reader pauses on a word, give them 3 seconds to figure it out. If they do not say the word after 3 seconds, tell him/her the word and have him/her keep reading. Keep track of the words you told him or her and words that were read incorrectly. If students self-correct quickly and move on, that is fluent reading. That is what good readers do!

When the timer goes off, put a mark after the last word he or she said. Use the numbers on the side to count how many words he/she read in one minute. Subtract the number of words read incorrectly or given and put the number by the W (for Wednesday) under the WCPM (Words correct per minute) column. Put the number of words read incorrectly or given to the reader in the other column.

Then, go back to the passage and point out words that were read incorrectly or given so he/she can learn to read these words.

Remember, the goal is to read with expression (paying attention to what the text is saying and reading it appropriately), good phrasing (paying attention to punctuation), and good pacing (reading the way we talk). The guideline is 100 wcpm, but improvement is also an important goal!

Spelling Word Search

```

          B R N
          Q G R D W
          R R H M R
          X D U M N
    N E U      B I R I G      E I G
    D U Y G R  Q G R L F      I K J O L
    L M T Q X Z  V I U      R E I S U B
    C D E I R R A C E C U E C S E O Y
      B L S C I D U D K C J H J S C
        D J I P L A C I X A B C H
          C U A R E W Q
            V O I D U R S O O X I
              N X I K N T B T Z C E Q F
                E E W N M E      M      Y W J W B C
                  D R G C W N      J      G N I Y R T
                    I J W H T      P      P R E R T
                      J H U      V      Z N K
                        R
                          E
                            F
                              V
                                X
                                  O
                                    Y
                                      A
                                        W
                                          H
                                            G
    C E R E I R D D E I R C X N N
    M M H X P U A C O S B D Y C R
    I A N N O Y E D O O P J R
    S T U D Y I N G M J J F E
    C X G T S E I Z A L X B I
    T H A P P I N E S S X H L
    G N I Y O J N E O E Y T F
      I B V F B X U R S B N
      G N I Y R R U H X V O
      J C R E Y A L P I Q M
      G B O B I H H J D
  
```

WORD LIST:

CRIED
TRYING
HURRIED
ENJOYING

LAZIEST
STUDYING
BUSIER
DRIER

HURRYING
HAPPINESS
MONTH
CARRIED

PLAYER
ANNOYED
FLIER
LUCKIEST

Punctuation challenge

Grade 2 Punctuation Worksheet

Insert punctuation to fix the story.

comma (,)
period (.)
question mark (?)
exclamation mark (!)
apostrophe (')

The Fishing Trip

Last summer my grandpa took me fishing He gave me one of his fishing poles and we walked to the lake to catch some fish How do you catch fish My Grandpa promised to teach me.

After a few tries a big fish took the bait This was my first fish ever I couldnt stop smiling.

I had a great time with grandpa

The End



Punctuation challenge

Grade 2 Punctuation Worksheet

Answers

The Fishing Trip

Last summer, my grandpa took me fishing. He gave me one of his fishing poles, and we walked to the lake to catch some fish. How do you catch fish? My Grandpa promised to teach me.

After a few tries, a big fish took the bait! This was my first fish ever! I couldn't stop smiling.

I had a great time with grandpa.

The End

Wednesday May 6th

Writing Lesson- Prepare for Publishing:
Fancy it up and add extras!

Lesson Explanation video:

<https://shorts.flipgrid.com/watch/9308395290755076>

Step 1- Choose ONE piece you have written during the distance learning.

Step 2- Use the Writing Checklist and then edit and revise your piece.

Step 3- TAKE YOUR TIME- Rewrite the piece NEATLY and add extras- illustrations, bold print words, captions- just remember the purpose for these. They should be adding to your piece, not making it sloppy.

Name: _____ Date: _____

Opinion Writing Checklist

Grade 2		NOT YET	STARTING TO	YES!
Structure				
Overall	I wrote my opinion or my likes and dislikes and gave reasons for my opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lead	I wrote a beginning in which I not only gave my opinion, but also set readers up to expect that my writing would try to convince them of it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions	I connected parts of my piece using words such as <i>also</i> , <i>another</i> , and <i>because</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending	I wrote an ending in which I reminded readers of my opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	My piece had different parts; I wrote a lot of lines for each part.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development				
Elaboration	I wrote at least two reasons and wrote at least a few sentences about each one.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I chose words that would make readers agree with my opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language Conventions				
Spelling	To spell a word, I used what I knew about spelling patterns (<i>tion</i> , <i>er</i> , <i>ly</i> , etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I spelled all of the word wall words correctly and used the word wall to help me figure out how to spell other words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuation	I used quotation marks to show what characters said.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	When I used words such as <i>can't</i> and <i>don't</i> , I put in the apostrophe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Science!

Materials:

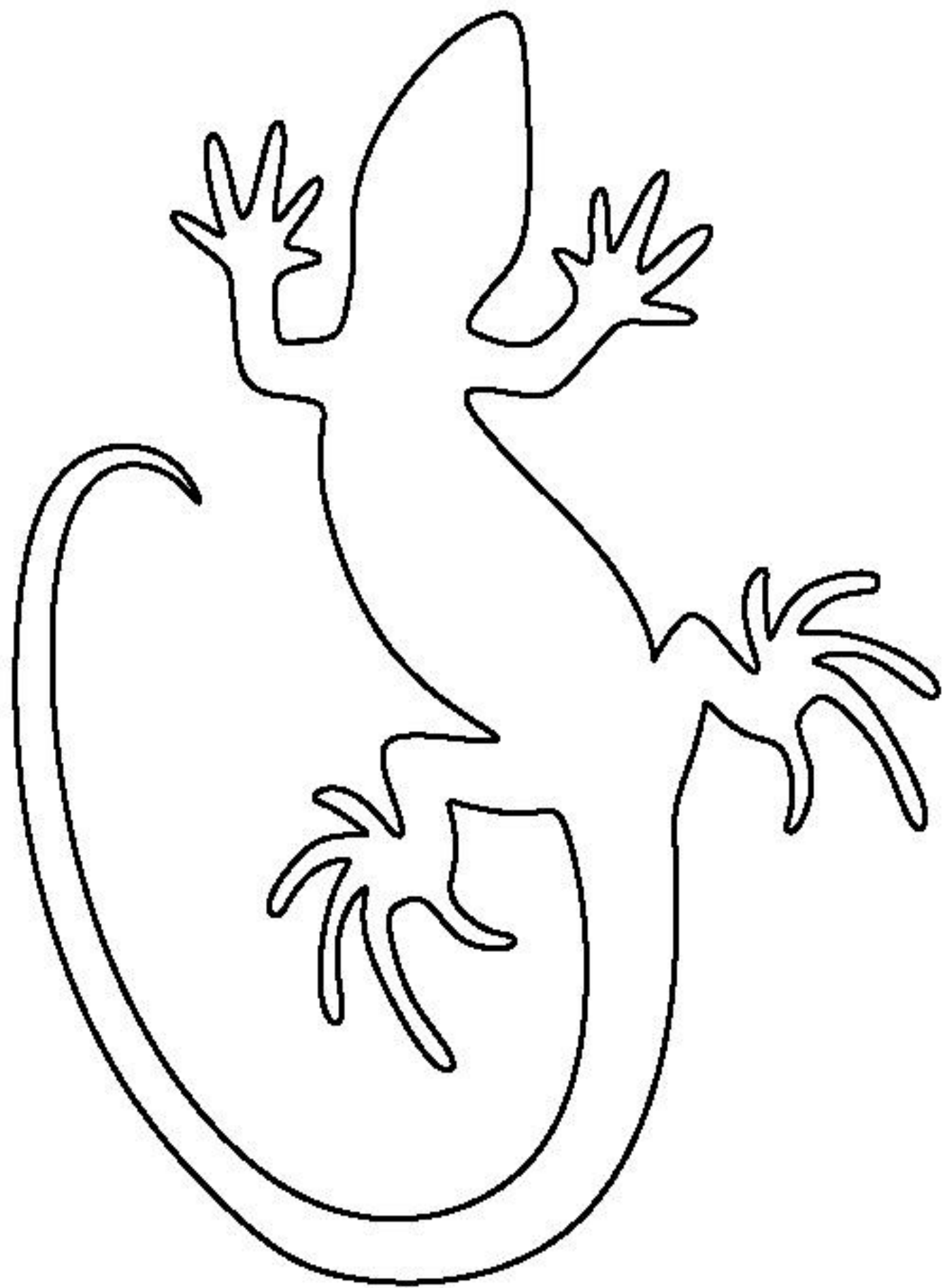
- Wrapping paper or any patterned material
- Lizard outline
- Color

Directions:

Observe the patterned material or wrapping paper. Discuss its characteristics.

Discuss how a Lizard would adapt to be camouflaged on that wrapping paper or patterned material.

Color the Lizard outline to “hide” the lizard on the wrapping paper. Be sure to add any patterns or features.



Hot Chili Pepper Problems: Addition

Name _____

If the sum is **even**—color red

If the sum is **odd**—color green

$$\begin{array}{r} 46 \\ + 34 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 49 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ + 26 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ + 38 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ + 14 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ + 84 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ + 67 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 73 \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ + 77 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 61 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 48 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ + 35 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ + 58 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ + 48 \\ \hline \end{array}$$

Name: _____

ADDITION AND SUBTRACTION

$$\begin{array}{r} 293 \\ +361 \\ \hline \end{array}$$

$$\begin{array}{r} 184 \\ +212 \\ \hline \end{array}$$

$$\begin{array}{r} 454 \\ +361 \\ \hline \end{array}$$

$$\begin{array}{r} 193 \\ +195 \\ \hline \end{array}$$

$$\begin{array}{r} 375 \\ +332 \\ \hline \end{array}$$

$$\begin{array}{r} 665 \\ +273 \\ \hline \end{array}$$

$$\begin{array}{r} 963 \\ -217 \\ \hline \end{array}$$

$$\begin{array}{r} 798 \\ -345 \\ \hline \end{array}$$

$$\begin{array}{r} 645 \\ -218 \\ \hline \end{array}$$

$$\begin{array}{r} 721 \\ -414 \\ \hline \end{array}$$

$$\begin{array}{r} 647 \\ -373 \\ \hline \end{array}$$

$$\begin{array}{r} 781 \\ -669 \\ \hline \end{array}$$

$$\begin{array}{r} 489 \\ +340 \\ \hline \end{array}$$

$$\begin{array}{r} 242 \\ +281 \\ \hline \end{array}$$

$$\begin{array}{r} 688 \\ +150 \\ \hline \end{array}$$

$$\begin{array}{r} 421 \\ +333 \\ \hline \end{array}$$

$$\begin{array}{r} 553 \\ +396 \\ \hline \end{array}$$

$$\begin{array}{r} 150 \\ +438 \\ \hline \end{array}$$

$$\begin{array}{r} 804 \\ -113 \\ \hline \end{array}$$

$$\begin{array}{r} 590 \\ -360 \\ \hline \end{array}$$

$$\begin{array}{r} 476 \\ -263 \\ \hline \end{array}$$

$$\begin{array}{r} 421 \\ -111 \\ \hline \end{array}$$

$$\begin{array}{r} 384 \\ -170 \\ \hline \end{array}$$

$$\begin{array}{r} 926 \\ -717 \\ \hline \end{array}$$

$$\begin{array}{r} 183 \\ +854 \\ \hline \end{array}$$

$$\begin{array}{r} 277 \\ +216 \\ \hline \end{array}$$

$$\begin{array}{r} 687 \\ +159 \\ \hline \end{array}$$

$$\begin{array}{r} 953 \\ +174 \\ \hline \end{array}$$

$$\begin{array}{r} 316 \\ +805 \\ \hline \end{array}$$

$$\begin{array}{r} 767 \\ +393 \\ \hline \end{array}$$



Thursday Fluency Practice

Materials:

Monday Fluency reading passage

Timer

Pencil

Set a timer for one minute. Start the timer when the reader begins.

If the reader pauses on a word, give them 3 seconds to figure it out. If they do not say the word after 3 seconds, tell him/her the word and have him/her keep reading. Keep track of the words you told him or her and words that were read incorrectly. If students self-correct quickly and move on, that is fluent reading. That is what good readers do!

When the timer goes off, put a mark after the last word he or she said. Use the numbers on the side to count how many words he/she read in one minute. Subtract the number of words read incorrectly or given and put the number by the Th (for Thursday) under the WCPM (Words correct per minute) column. Put the number of words read incorrectly or given to the reader in the other column.

Then, go back to the passage and point out words that were read incorrectly or given so he/she can learn to read these words.

Remember, the goal is to read with expression (paying attention to what the text is saying and reading it appropriately), good phrasing (paying attention to punctuation), and good pacing (reading the way we talk). The guideline is 100 wcpm, but improvement is also an important goal!

Name: _____

Date: _____



Spelling Word Story



Write a story using as many spelling words as you can.
Underline your spelling words in the story.

Spelling Words

cried hurried trying laziest enjoying

drier studying busier flier happiness

carried annoyed hurrying player luckiest month

Blank writing area consisting of 15 horizontal lines for the student to write their story.

Punctuation challenge

Grade 2 Punctuation Worksheet

Insert punctuation to fix the story.

comma (,)
period (.)
question mark (?)
exclamation mark (!)
apostrophe (')

A Visit to the Nail Salon

My aunt Val took me with her to the nail salon. For the first time I would have my nails painted. She let me pick the color I wanted and we sat on the salons chairs.

After the lady painted my nails I had to sit still for a long time. Now my nails are as pretty as my aunts nails. I hope she takes me again because we had a wonderful time.

The End



Punctuation challenge

Grade 2 Punctuation Worksheet

Answers

A Visit to the Nail Salon

My aunt Val took me with her to the nail salon. For the first time, I would have my nails painted. She let me pick the color I wanted, and we sat on the salon's chairs.

After the lady painted my nails, I had to sit still for a long time. Now my nails are as pretty as my aunt's nails! I hope she takes me again because we had a wonderful time.

The End

Name: _____ Date: _____

Protection

Match each animal card to its description and write the name of the animal in the space under each description.

If you try to get me, I'll tuck myself inside. You can try as hard as you want, but I will simply hide.	Pointy quills stand on my back; I'm not an easy meal. If you get too close, I'll attack, and my quills you're sure to feel.	Before you can even blink, I'll make my getaway in a cloud of ink.

Anyone who scares me will wear my stinky spray. They will smell for many days; it's hard to wash away.	I like to mind my bzzzness; making honey is my thing. But if you try to mess with me, you'll surely feel my sting.	I don't try to blend in when sitting on my tree. My bright colors are there to warn you, stay away from me!

When I swim around in the sea, I look flat and small. But if you try to mess with me, I'll blow up like a ball.	Swimming around the ocean, we are always together. We travel in groups so we can't be caught; you'll be chasing us forever.	Come too close and I'll play dead; I won't move or hop. I flop on my side and close my eyes, you won't even think to stop.

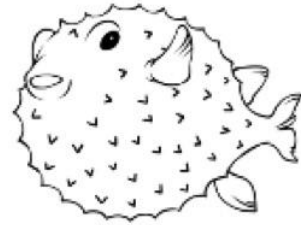
Bee



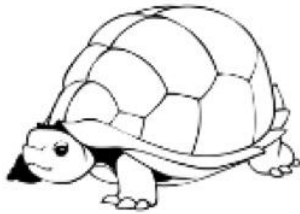
Opossum



Blow Fish



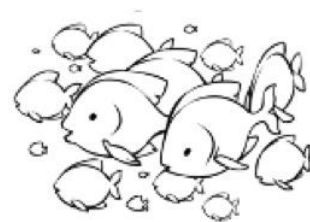
Turtle



Skunk



School of fish



Poison arrow frog



Octopus



Porcupine



Friday Fluency Practice

Materials:

Monday Fluency reading passage

Timer

Pencil

Set a timer for one minute. Start the timer when the reader begins.

If the reader pauses on a word, give them 3 seconds to figure it out. If they do not say the word after 3 seconds, tell him/her the word and have him/her keep reading. Keep track of the words you told him or her and words that were read incorrectly. If students self-correct quickly and move on, that is fluent reading. That is what good readers do!

When the timer goes off, put a mark after the last word he or she said. Use the numbers on the side to count how many words he/she read in one minute. Subtract the number of words read incorrectly or given and put the number by the F (for Friday) under the WCPM (Words correct per minute) column. Put the number of words read incorrectly or given to the reader in the other column.

Then, go back to the passage and point out words that were read incorrectly or given so he/she can learn to read these words.

Remember, the goal is to read with expression (paying attention to what the text is saying and reading it appropriately), good phrasing (paying attention to punctuation), and good pacing (reading the way we talk). The guideline is 100 wcpm, but improvement is also an important goal!

Friday, May 8th

Lesson Overview Video:

<https://shorts.flipgrid.com/watch/9288719322317174>

AUTHOR CELEBRATION DAY!

Step 1- Finish publishing your piece
(continuation of Wednesday's lesson)

Step 2- THEN get a parent to upload a picture of your published
piece to our school's Facebook page.

We can't wait to see your published piece!





Melissa Philley, Principal
Madison Avenue K-2
1199 Madison Avenue
601-856-2951



Second Grade Newsletter

Online Practice

Moby Max: This is educational resource the kids can use to practice math and reading skills. **Moby Max school code MS528**

Raz-Kids.com : Students can continue to read on their reading level as well as work on comprehension skills by taking the short quiz.

Learning.com- This website is used in computer class and will allow them to continue to improve their keyboarding and computer literacy skills.



Your child's teacher can provide you with passwords if they have not already. Please email your teacher.



We Love Speech!

If your child attends speech with Mrs. Weeks or Mrs. Ables, please check their webpage for lessons and activities. They are located on our school webpage under the "Teachers" tab.



Skills for the week:

Math- Review

Shared Reading: Comprehension and Inferencing

Science: Comparing and Contrasting Beaks

Phonics/Spelling: Review

Language Arts- QR REVIEW

Writer's Workshop- Informational, Opinion, Narrative

Specials (Optional)- P.E., Music, Art, Library, Computer

2nd Grade Lesson Plans for Week of May 11 – May 15

	Monday	Tuesday	Wednesday	Thursday	Friday
	Character Lesson for the week:				
Math	*Number Corner: Play Salute! *summer math review	*Number Corner: Play Salute!			
Reading		Read "Fox and Crane" passage and answer the comprehension questions.			
Spelling/Phonics	Say the rule or phonics sound in the word as you color the circle				
Language/ Grammar	ELA Task Cards QR Codes				
Writing		Choose 1 to complete: 1- Informative Writing 2- Opinion Writing 3- Narrative Writing **See additional directions in packet.			
Science/ Social Studies		Best beak: Compare the pictures of different bird beaks and tell someone how they are the same and how they are different.			
Online Learning	Spend time learning and practicing on Raz-kids and Moby Max	Spend time learning and practicing on Raz-kids and Moby Max			
OPTIONAL Specials	Select 1 special area subject lesson (Art, Computer, Library, Music or PE)	Select 1 special area subject lesson (Art, Computer, Library, Music or PE)			

Monday, May 11 - Character Lesson

- Review:

- Let's continue to review what we have learned this year. Raise your hand to tell me what you remember about ... :
 1. Conflict-resolution = deciding what to do when people disagree on something
 2. Self-awareness = understanding myself / knowing about me
 3. Leader = someone we follow and look up to
- Great! I'm proud of you for remembering so much from earlier this year.
- Now, let's divide into three groups and act out how these look. I'll give you 3 minutes to practice, and at the end, each group will come up and show the rest of the class.
 1. Group 1, think of a time when you need to solve a conflict in school and act out the scenario. (For kindergarten or 1st grade, if necessary, give the students a scenario, such as "when you and your friend want to play two different games during recess" or "when there's only two pairs of scissors at a center with 6 students.")
 2. Group 2, think of a time when you need to be self-aware in school and act out the scenario. (For kindergarten or 1st grade, if necessary, give the students a scenario, such as "choosing the right level book for yourself in the library" or "introducing yourself to a new friend in school.")
 3. Group 3, think of a time when you need to show leadership in school and act out the scenario. (For kindergarten or 1st grade, if necessary, give the students a scenario, such as "being a line leader" or "helping a new student.")
- Awesome job everyone! Let's continue to solve conflicts, be self-aware, and show good leadership until the end of the school year!

**A**

three
hundred
sixty-nine

What number
word is shown?

84

90

147

55

32

316

B

Put the numbers
in order from
least to greatest.

582

C

— + — + —



Write the
number in
expanded form.

**D**

There are 16
flowers on
Kim's lei and 21
flowers on
Sue's lei. How
many flowers
are there all
together?

E



749

What number is in the hundreds place value?

F

79
-35

What is the difference?



G



15
21
+42

What is the sum?

H

364_463



Write <, >, or = in the blank.

I

Terry poured 16 cups of lemonade. He drank 3 cups. How many cups of lemonade does Terry have left?



J



— : —

What time does the clock show?

K



628

Write the number word.

L

472
+205

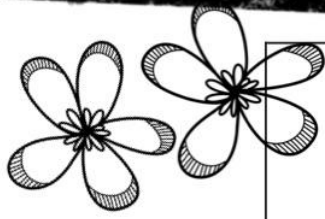
What is the sum?



Name _____

I Spy Math Problems

A	B	C	
D	E	F	
G	H	I	
J	K	L	





Spelling Review



May 11 ~ May 15



ground

flower

thaw

music

haul

straw

noodle

weather

baking

safest

pillow

people

hurried

enjoying

weight

fraction

Spelling Review

Name: _____

Date: _____

Directions: Say each word out loud as you write them in a circle. Listen for the different vowel sounds. Lightly color each section as you add a word. Have Fun!

ground

straw

pillow

fraction

flower

noodle

people

thaw

weather

hurried

flight

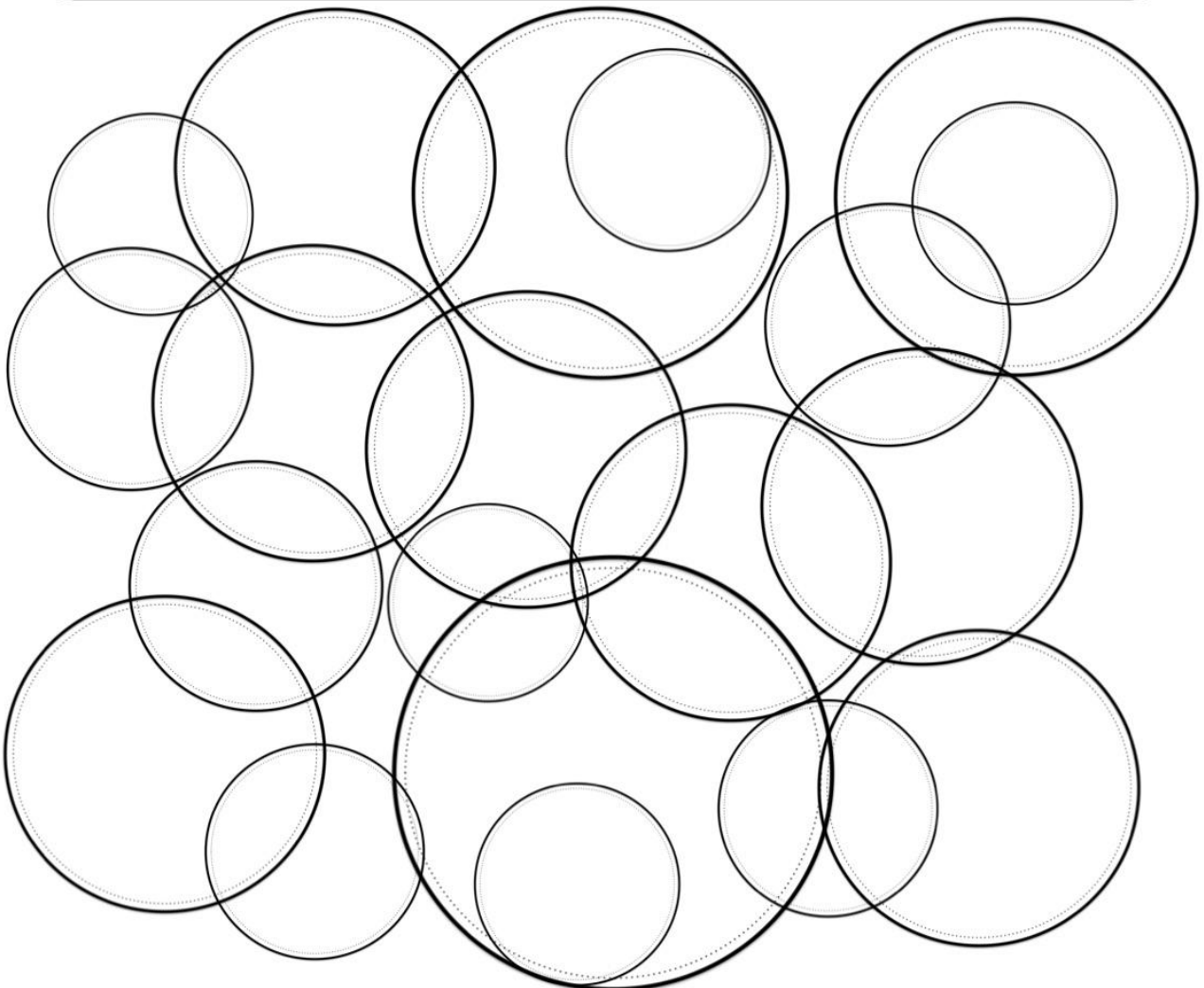
baking

enjoying

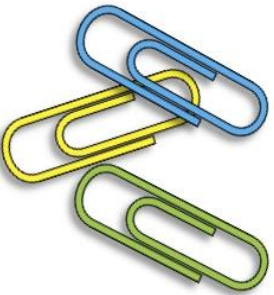
haul

safest

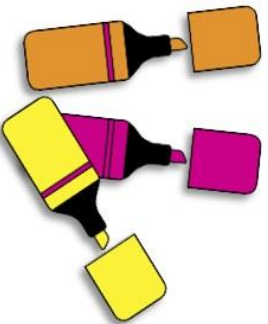
magic



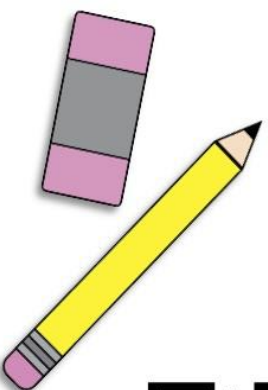
1. Which word is a synonym for furious?
- A. Glad
 - B. Mean
 - C. Angry



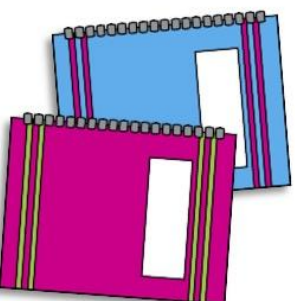
3. Which word is an antonym for tiny?
- A. Small
 - B. Large
 - C. Ugly



2. Which word is a synonym for envious?
- A. Excited
 - B. Nervous
 - C. Jealous

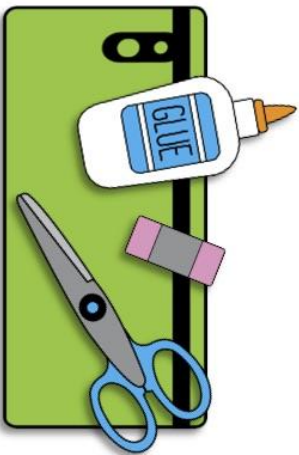


4. Which word is an antonym for clean?
- A. Messy
 - B. Tidy
 - C. Rude



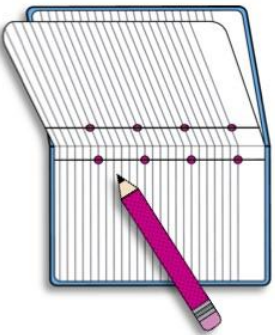
5. Write the contraction that can be formed from:

you + are



7. Write the contraction that can be formed from:

who + is



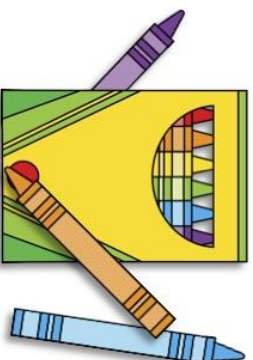
6. Write the contraction that can be formed from:

were + not



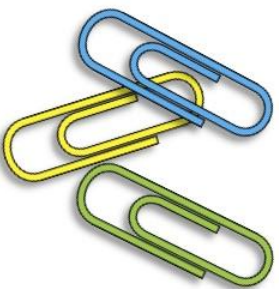
8. Write the contraction that can be formed from:

had + not



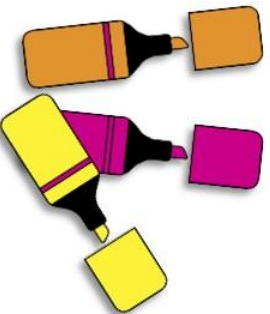
9. Write whether the following word is a noun, verb, or adjective:

dance



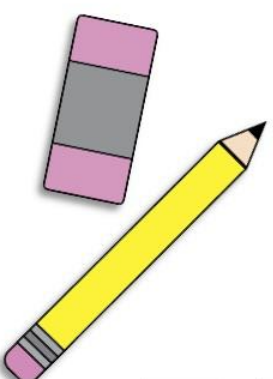
11. Write whether the following word is a noun, verb, or adjective:

farm



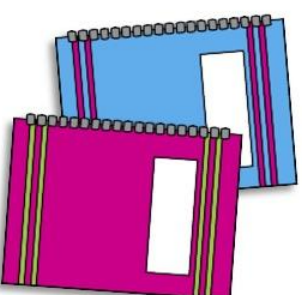
10. Write whether the following word is a noun, verb, or adjective:

gorgeous



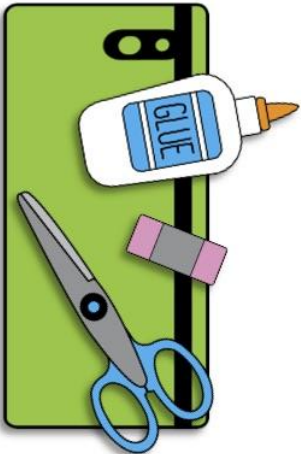
12. Write whether the following word is a noun, verb, or adjective:

chair



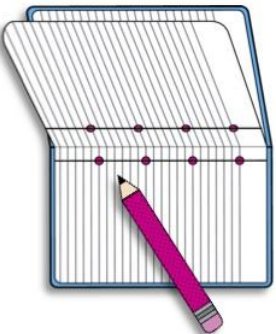
13. Rewrite the following sentence correctly:

My teachers name is Mrs. Jones



15. Rewrite the following sentence correctly:

There is 22 students in are class.



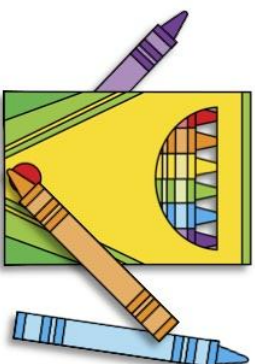
14. Rewrite the following sentence correctly:

what is you're favorite classroom job.



16. Rewrite the following sentence correctly:

this is going to be the best year ever!



ELA QR Code Task Cards

Student Recording Sheet

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____
6. _____
7. _____ 15. _____
8. _____
9. _____ 16. _____
10. _____

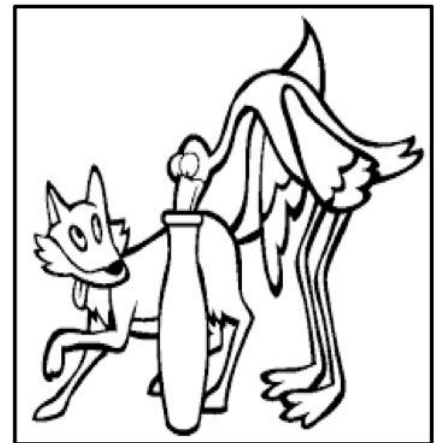
o



“The Fox and the Crane”

- 1 A fox and a crane bird were best friends. The fox decided to treat the crane to dinner, so the fox went over to the crane’s house to invite him. The crane was very happy and he agreed to come.
- 2 The next day, the crane was thrilled to arrive at the fox’s house for a delicious dinner. The fox’s kitchen smelled incredible and the table was set up and decorated nicely. He served mashed potatoes and smeared them on a plate. The fox told the crane to start eating. The crane pounded and pounded his beak but missed the food. Meanwhile, the fox licked and licked his plate, eating every last bite. When the fox saw that the crane had not eaten anything, he said, “Please eat. I spent a long time making this food. If you do not eat it, my feelings will be hurt.”
- 3 The crane still could not eat any of the food, but thanked the fox anyway. Before leaving, the crane invited the fox over to his house for dinner the next night.

- 4 The next day, the fox came to the crane’s house. The crane spent the day preparing a delicious soup. The crane put the soup in a bottle with a small neck opening at the top. He put the soup on the table and asked the fox to eat. The fox began to swirl around the jug. He tried all different sides. He sniffed it. He licked it. But he could not get the food. His head did not fit in the bottle. Meanwhile, the crane was able to eat every last bite of his meal. The crane insisted that the fox eat his food. But the fox just could not do it.



- 5 Then the fox smiled and said, “Now do I understand why you did not eat your dinner at my house last night. Next time, I will think more about what you need and less about myself. “
- 6 “Me too,” said the crane. He reached into his cupboard for a wide bowl and poured the soup for his friend.

Name: _____ Date: _____ # _____

Use the passage to answer the following questions.

1. What is the *main topic* of the story “The Fox and the Crane”?

- A The fox and the crane have problems eating at each other’s houses.
- B The fox and the crane are friends.
- C The crane cannot eat the mashed potatoes
- D The fox cannot eat the soup.

2. What is the *main topic of paragraph 2*?

- A The fox has trouble eating the dinner at the crane’s house.
- B The fox eats the soup at the crane’s house.
- C The crane has trouble eating the dinner at the fox’s house.
- D The crane eats the potatoes at the fox’s house.

3. What is a *central message of the story*?

- A We should not invite animals to dinner.
- B We should think about what other people need.
- C We should not worry about what other people need.
- D A crane and a fox should not be friends.

4. Which paragraph best explains the picture to the reader?

- A Paragraph 6
- B Paragraph 2
- C Paragraph 3
- D Paragraph 4

Name: _____ Date: _____ # _____

5. Read the following sentence from the paragraph 6 of the passage:

He reached into his cupboard for a wide bowl and poured the soup for his friend.

How does this sentence help the reader understand the *moral* of the story?

- A It shows that the crane is thinking about what the fox needs.
- B It shows that the crane does not care what the fox needs.
- C It shows that the fox does not care about the crane.
- D It shows that the fox is thinking about what the crane needs.

6. Explain how the problems of the fox and the crane are different. Use complete sentences in your answer.

Tuesday- May 12th WRITING LESSON-
CHOOSE ONE ACTIVITY BELOW TO COMPLETE

*This is your last assignment of the year, so make it your very best!

Lesson Explanation Video:

<https://shorts.flipgrid.com/watch/9377242982384423>

1-Write an Informational Letter:

*Write a letter to a future 2nd grader giving details about 2nd grade. LEAVE YOUR OPINION OUT OF IT! Remember informational writing is all about facts!

Things to think about as you get started:

What do 2nd graders learn in Math, Reading, Writing, Spelling, Science/Social Studies?

What specific things do 2nd graders do in their special area classes (PE, Art, Computer, Library, Music)?

Any facts about the 2nd grade hallway, bathroom, or playground that they need to know?

** Include all 5 parts of a letter and use your best handwriting, spelling, and word choice.

(Choices continue on next page)

2-Write an Opinion Letter:

Write a letter to your teacher about the best things in 2nd grade. Back up your opinions with reasons and evidence.

Make sure the body of your letter is detailed. Get specific!

** Include all 5 parts of a letter and use your best handwriting, spelling, and word choice.

3- Write a Narrative about a Small Moment in time:

Think about something you experienced during your 2nd grade school year.

Possible ideas: AR secret event, 2nd grade program, getting your recorder, the first day, Chuck-e-Cheese reward, Kingdom Meeting, helping someone in need, a big test

*The ideas are endless. Just make sure it is a small moment that you can STRETCH into a story (beginning, middle, end) by adding details about your feelings, thoughts, spoken words, and actions.

Remember to hook your reader in the beginning and the end does not need to be the end of the school day.

For example- If your story is about getting hurt on the playground, the end of your story could be when Nurse Lizzie gave you an ice pack and you started to feel better.

Science!

1. Observe the pictures and the captions below. Focus on How each bird uses its beak.
2. Gather as many of the following materials as you can:
 - a. 2 spoons
 - b. Tweezers
 - c. Clothes pin
 - d. Marbles
 - e. Straws
 - f. Toothpicks
3. Use the materials to answer the questions to which “adaptation” works best to gather “food”.
4. Fill in the table and write an explanation of your findings.



Hummingbird

Uses its long skinny beak to reach deep into a flower and then licks up the nectar with its tongue.



Pelican

Uses its large bill with a stretchable pouch to catch and hold fish



Woodpecker

Uses its strong hard beak to drill holes into trees and finds insects to eat

Activity 2: Which Beak Is Best?

Prediction

Which type of beak will be the best adapted to pick up the marbles?
Circle your choice.

Spoon Tweezers Clothespin

Which type of beak will be the best adapted to pick up the straws?
Circle your choice.

Spoon Tweezers Clothespin

Which type of beak will be the best adapted to pick up the toothpicks?
Circle your choice.

Spoon Tweezers Clothespin

Record how much “food” you picked up with each “beak”.

		Type of “Food”		
		Marbles	Straws	Toothpicks
Type of “Beak”	Spoon			
	Tweezers			
	Clothespin			

Explain

Use your findings to determine the BEST beak for each food type.

- Which beak picked up the most marbles? Draw a line to match the marbles to that beak.
- Which beak picked up the most straws? Draw a line to match the straws to that beak.
- Which beak picked up the most toothpicks? Draw a line to match the toothpicks to that beak.

Food	Beak
Marbles	Spoon
Straws	Tweezers
Toothpicks	Clothespin

Library@ Home

April 27th –
May 2nd

2ND GRADE



Library Skill

LA.4.4 Describe interesting books that students have read so that others may be encouraged to read.

Curriculum Connection:

RL.2.5: Describe the overall structure of a story.


Website Code



Lesson

- 1.) Visit the site storylineonline.net or scan the QR code below.
- 2.) Search for the story Snappsy the Alligator.
- 3.) After listening to the story, complete the book review on the next page. If needed, go back to the story to help you find the answers.
- 4.) When finished, choose one (or more) of the extension activities.

Extension Activities

<u>Construct</u>	<u>Create</u>	<u>Write & Illustrate</u>
Construct the party scene at Snappsy's house using Legos or other materials you have at your house. Be sure to include at least 5 details from the party scene in the story.	Snappsy uses speech bubbles in this story like they do in a comic strip. Create your own comic strip starring Snappsy. Be sure to include speech bubbles.	Scan this code to watch a video on how to illustrate an alligator. 

BOOK REVIEW

of

AUTHOR:

RATING: 

BOOK COVER (F/NF)

GENRE

Fantasy Fiction	Realistic Fiction	Historical Fiction
Traditional Fiction	Nonfiction	Poetry

AUTHOR'S PURPOSE

Persuade Inform Entertain

3 WORDS THAT BEST DESCRIBE THIS BOOK

- 1 _____
- 2 _____
- 3 _____

IDEAS: imaginative surprising educational touching serious interesting silly scary funny sad exciting suspenseful informative

MY RATING

I rated this book _____ stars because:

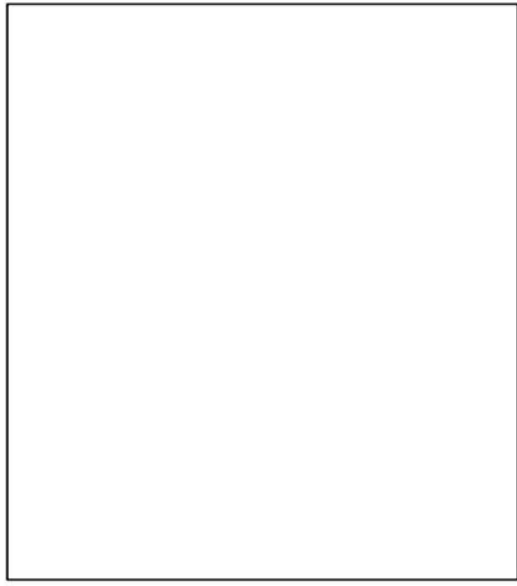
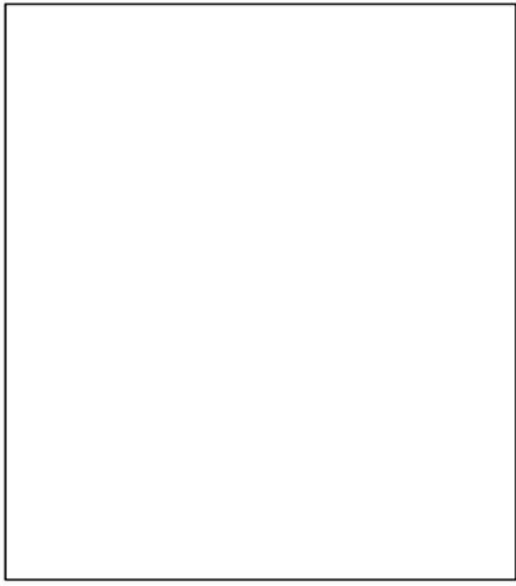
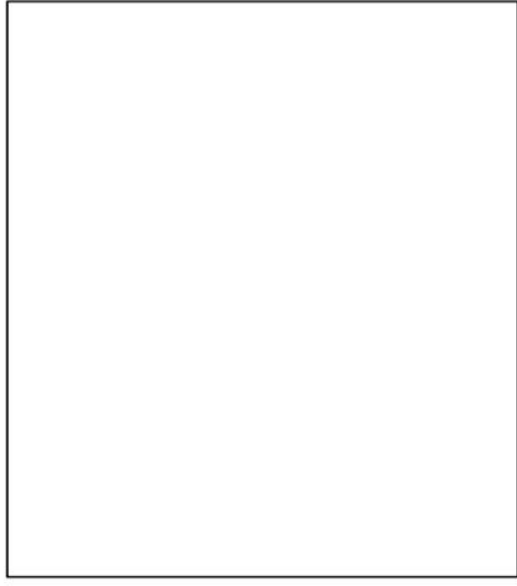
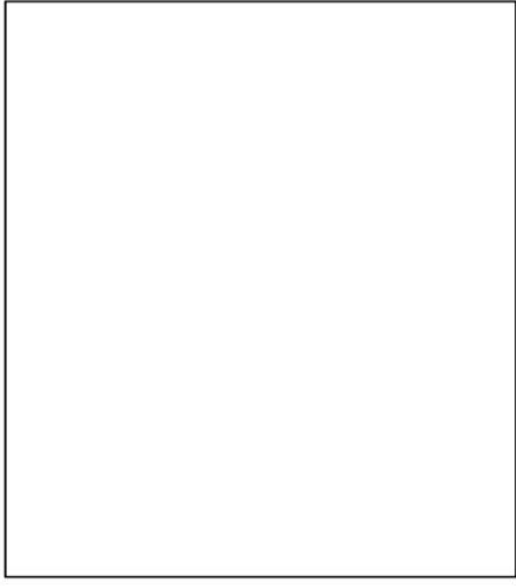
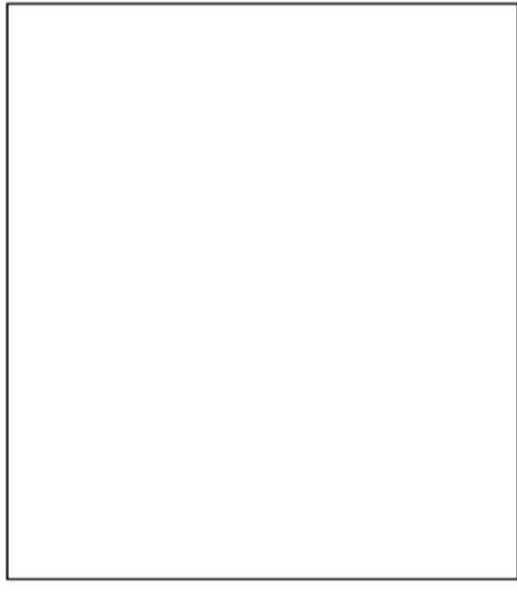
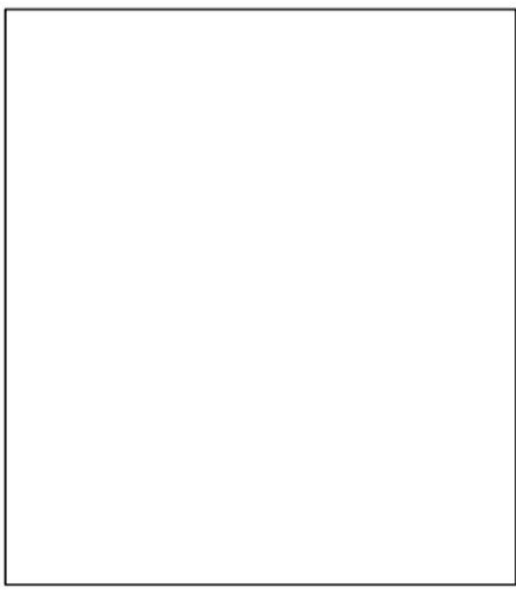
MY RECOMMENDATION

I would recommend this book to:

NAME:

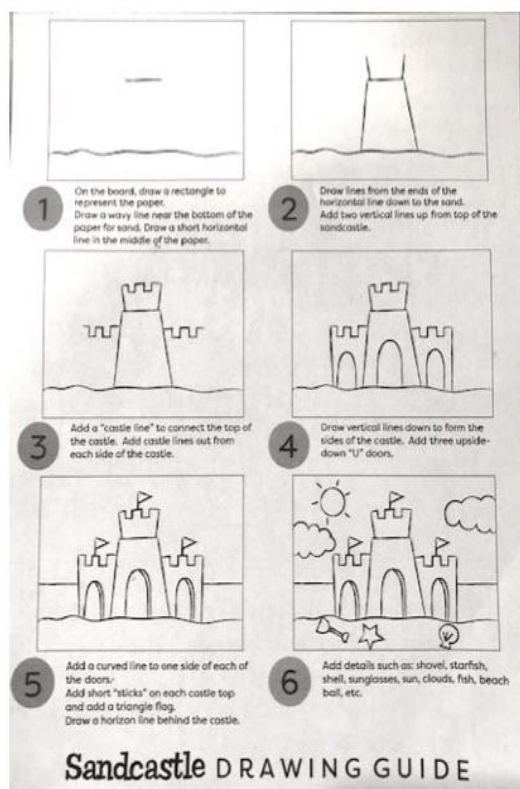
DATE:

Comic Strip Story



K-2 Design Your Own Sandcastle

Do you all remember when did the design your own gingerbread house project this year? This one is kind of like that project. You can create your sandcastle to look however you would like it to look! If you need a little help getting started, then you can take a look at the drawing guide below.



Try to add a beach on the bottom of your paper to be the foreground, then add a horizon line that divides the middleground of the ocean and the background of the sky. Notice the lines I drew in each door to make it look more 3D, and that I colored the doorways darker to make them look deeper than the outside of the castle. Please email me pictures of your finished work or post them on facebook. I can't wait to see your amazing castles! Even if we can't make a real sandcastle right now, we will be ready when we can after drawing these!

This may be my last lesson for the year for you all, so stay safe and enjoy your summer! I look forward to seeing all of your sweet faces when it is safe for us to return to school. For all of you second graders, I will miss you all, and I wish you all the best for next year at MAUE!

FOUND SOUND SCAVENGER HUNT

Hello everyone! I hope that you are doing well and continuing to stay safe. There are sounds all around us. Sounds are the basic building blocks of music. Did you know that there are many musical compositions that are entirely made up of sound, that are not instruments? In this activity, I want you to go on a found sound scavenger hunt at home. If the weather is nice, ask your parents if you could go outside to complete some of this found sound scavenger hunt. For fun, ask a family member to help you. Please enjoy this activity and think about all the cool sounds that are around us!

-Mr. Hawkins

Try to find a different sound for each answer.

1. Find a musical sound. Write your responses here _____

2. Find the loudest sound you can. Write your responses here _____

3. Find a sound that makes you feel relaxed and calm and sleepy. Write your responses here _____

4. Find a sound that makes you feel like moving a lot. Write your responses here _____

5. Find a sound that makes you feel happy (or sad, scared, excited, etc.). Write your responses here _____

Thoughts to consider: Where did you hear the greatest number of different sounds? Where did you hear the least number? Why? Can you come up with any other categories of sound to find?

Bonus: If you have access to the internet, I have created a cool Quaver lesson on "The Science of Sound". You can logon to Quaver @ home to do this lesson. Login information can be provided by your homeroom teacher, or your parents can email me at: jhawkins@madison-schools.com.



At Home PE Lessons
 April 27th- End of School Year

Make sure that you stay active for at least 30 Minutes each day. Along with the lesson provided, you can also access www.gonoodle.com for additional video activities.

GET OUT AND PLAY

Outdoor activity circuit and reward tracker www.theyoumall.com

1. do 6 cartwheels
2. roll across the grass on your side 10 times
3. take 15 giant steps forward
4. run to the nearest building (or built object) & back 3 times
5. hop on one foot 8 times - repeat with other foot
6. spin around with your arms outstretched 10 times
7. hop like a frog 7 times
8. take 15 giant steps backwards
9. walk like a crab to the nearest building (or built object) & back
10. jump up and down 14 times
11. walk like a bear to the nearest building (or built object) & back
12. take 15 giant steps sideways - repeat other side



If I do this circuit every day for a week I receive: _____
 For each extra circuit I do I will receive: _____

week of: _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
CHECK IF DAILY CIRCUIT COMPLETED							
NUMBER OF EXTRA CIRCUITS COMPLETED							

THE PYRAMID WORKOUT

...FOR KIDS!

- 20 Jumping Jacks
- 15 Frog Jumps
- 10 Push-Ups
- 5 Walking Lunges
- 10 Push-Ups
- 15 Frog Jumps
- 20 Jumping Jacks