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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 partitioning a rectangle into equal rows and columns

Shared Reading: Main Idea & Compare and Contrast

Science/Social Studies: NatGeo Vertebrates

Phonics/Spelling: aw, ed, d, t

Language Arts- Context Clues

Writer's Workshop- Revise and Adding details

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

2nd Grade Lesson Plans for Week of April 6th

	Monday	Tuesday	Wednesday	Thursday	Friday
	Character Lesson for the week:				
Math	*Daily Number Corner Calendar Activity	*Daily Number Corner Calendar Activity Word Problems	*Daily Number Corner Calendar Activity	*Daily Number Corner Calendar Activity	No lesson- Good Friday
Reading	If you can, watch Brainpopjr. com video called classifying animals Username: madisonles Password: brainpop Then read the passage called "Kangaroos" and do the response page		Read "Turtles and Tortoises" article and do the response page.	Optional food activity	No lesson- Good Friday
Spelling/ Phonics		Say words out loud and focus on "aw" sound and the "t, d, ed" sounds at the end and complete syllable sort	say words out loud and complete Rhyming Web	say words out loud and complete Spelling Word Story	No lesson- Good Friday
Language/ Grammar		Context Clues	Context Clues	Context Clues	No lesson- Good Friday
Writing	Making Letters Stronger- Revising to add details.		Using Pictures to Gather Clues/Tiny Details About a Character- Write a new letter about a character.		No Lesson- Good Friday

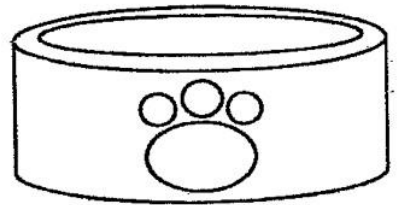
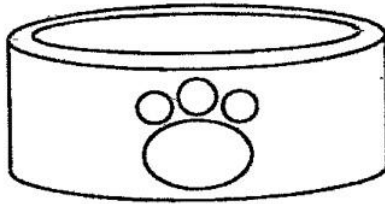
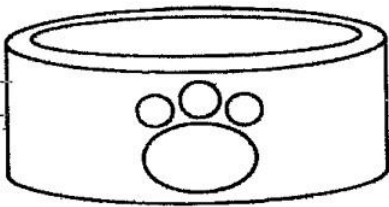
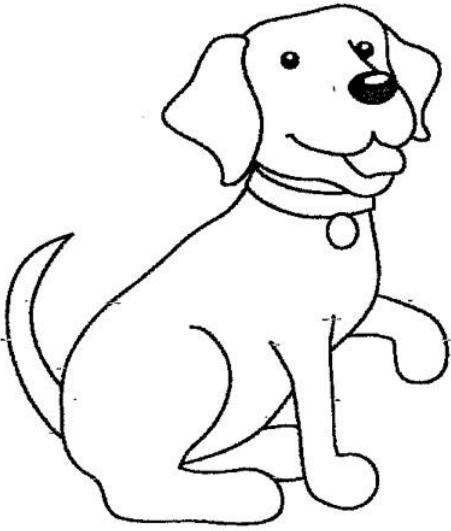
Science/ Social Studies		<p>If you can, go to https://kids.nationalgeographic.com and look in the animals tab. Pick out a vertebrate in any section: fish, mammal, bird, reptile, or amphibian to locate where they live and 4 facts about it. Illustrate your vertebrate.</p>	<p>Illustrate your vertebrate and Tell someone where you can find the vertebrate and 4 facts about it (Flipgrid optional – Teacher can send link)</p>	No lesson- Good Friday
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
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)

Monday, April 6 - Character Lesson

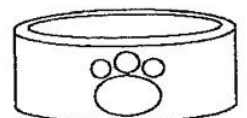
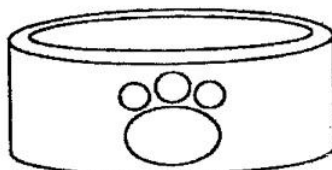
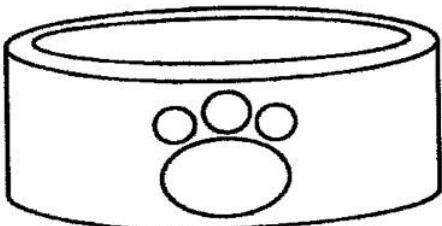
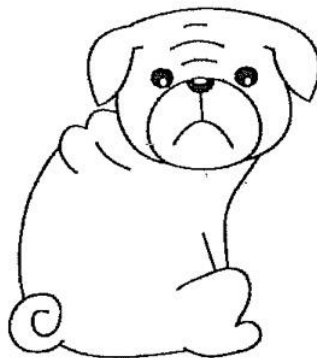
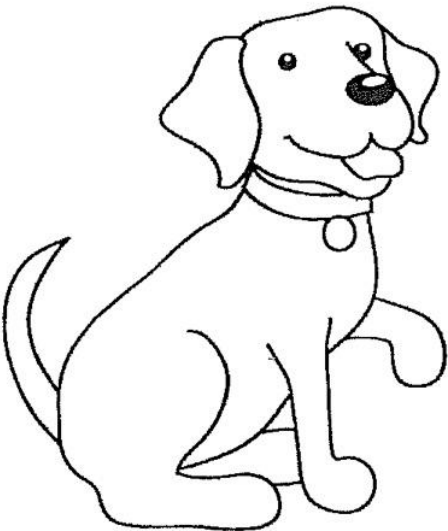
- Fairness #2:

- Today, let's continue to learn about being fair.
- Here's a question for you. Does fair mean EQUAL? Look at these two pictures. Option 1 has all the dogs getting the same amount of food, and Option 2 has the dogs getting different amount of food. Which one do you think shows being FAIR? (Use the attached sheet.)
- The correct answer is Option 2! Why do you think Option 2 shows being fair?
- That's right! It's FAIR for the dogs to get food for THEIR SIZE.
- Likewise, we all have different needs. Some of you might need a lot of help in math just like this big puppy needed a lot of dog food. It wouldn't make sense for your teachers or your parents to give everyone the same things because each one of you need something different! It is the grown-ups' job to make sure that all of you get exactly what you need to be successful. So remember not to get upset if you get something different from what your friend gets because you're getting what YOU need and your friend is getting what HE/SHE needs.
- "Fairness doesn't mean everyone gets the SAME. Fairness means everyone gets what they NEED." (Show attached sheet.)
- Throughout this week, remember that fair doesn't always mean equal but it means that everyone gets what they need!

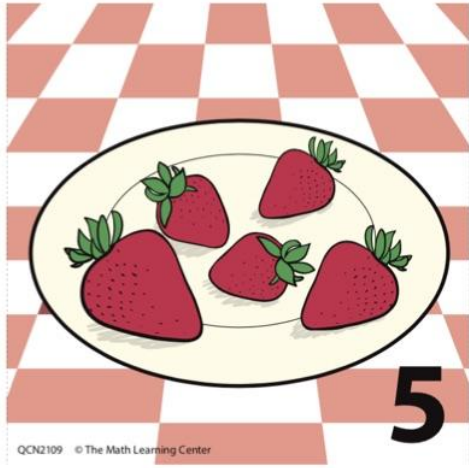
OPTION 1



OPTION 2



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

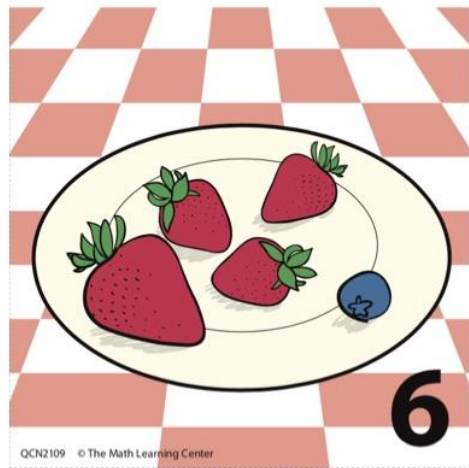


Sunday, April 5, 2020

***BONUS

How many items?

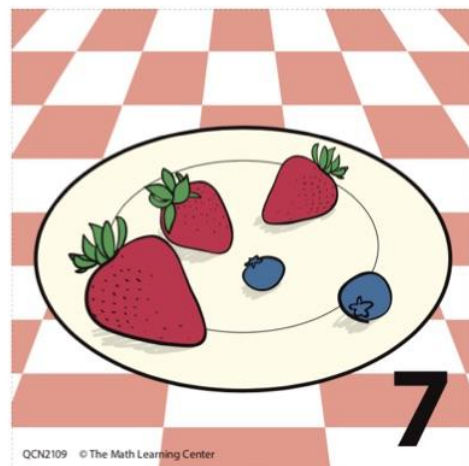
Observations:



Monday, April 6, 2020

How many items?

Observations:

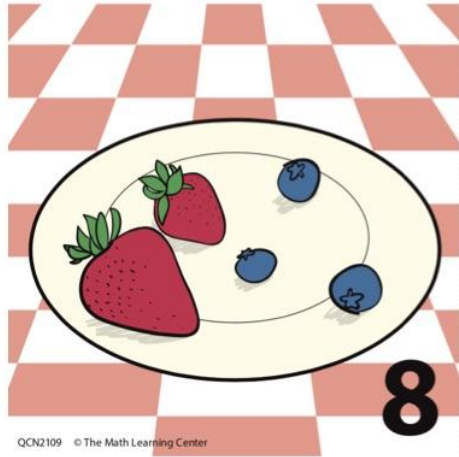


Tuesday, April 7, 2020

How many items?

Observations:

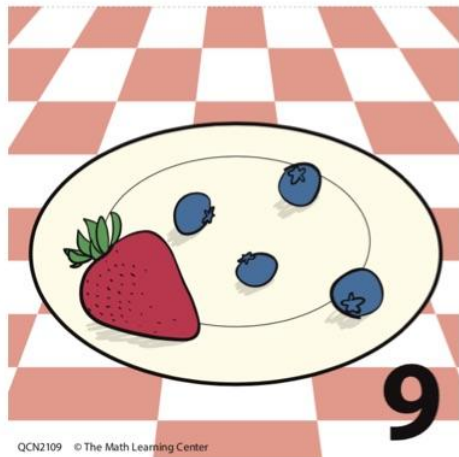
Welcome to April! For each day this week, take a look at the calendar picture that corresponds to the date. Determine how many equal parts the image is divided into. In the blank rectangle, draw a different way to divide it into the same number of equal parts.



Wednesday, April 8, 2020

How many items?

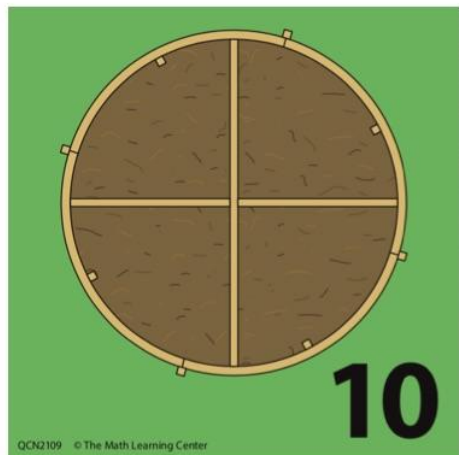
Observations:



Thursday, April 9, 2020

How many items?

Observations:



Friday, April 10, 2020

***BONUS

How many parts?

Observations:

KANGAROO



You might already know that kangaroos get around by hopping. You might have heard that opossums hang from their tails (they do not, by the way). You might also know that koalas are not really bears. It might not seem that these mammals have a lot in common. There is one way in which they are. They are all members of the same family of mammals. They are called *marsupials*. What is a marsupial? It is an animal that carries its young in a pouch.

As with all mammals, the females give birth to the babies. This is why only female kangaroos have a pouch. A female has one litter a year. There is only one baby in each litter. The baby is called a *joey*. When a joey is born, it is only 1 inch long. Look at a ruler to

see how big 1 inch really is. The joey is very small compared to its mother. Female kangaroos can grow to be 6 feet tall.

DID YOU KNOW?

A kangaroo's back feet are very strong. They can kill a predator with a single kick.

A joey has no fur. It is not even fully developed. What it does have, though, are special nails. The joey uses these nails to move up the mother's body. When it reaches the pouch, it crawls inside. Then the joey attaches itself to its mother to nurse. It drinks milk from her body. The mother's milk helps the joey develop and grow. Her soft, warm, furry pouch also keeps the joey safe.

When the joey is about four months old, it comes out of the pouch for short periods of time. The joey learns

to hop. It learns to search for food. But it always goes back into the pouch to sleep and feel safe. As the joey gets older, it stays out of the pouch for longer and longer periods of time. When the joey gets to be seven to ten months old, it finally leaves its mother's pouch for good.



A 130-day-old baby joey napping in his mom's pouch.

Name _____

 **Key Question**

What do all baby mammals need?

 **On Your Own**

1. Read the Key Question. Then read the selection as you look for details in the text that will help you answer the Key Question. Underline or circle the details.
2. Now look back at the selection. In the first column of the Main Idea and Details Chart below, write the main idea of the passage. Then write two details that support the main idea in the second column. Choose two other paragraphs from the passage. Write the main ideas of those paragraphs in the other two rows of the chart. Then write the details that support them.

Passage Main Idea: _____	<ul style="list-style-type: none"> • •
Paragraph #___ Main Idea: _____	<ul style="list-style-type: none"> • •
Paragraph #___ Main Idea: _____	<ul style="list-style-type: none"> • •

3. Think about the Key Question. Write your answer to the Key Question using the Main Idea and Details Chart you completed.

 **My First Answer**

Monday
Writing Lesson 4- REVISION Lesson
Making Letters About Characters Stronger by Adding Details

Demonstration video:

https://drive.google.com/file/d/1ZJYFqQ3qFzoDC-12EmzzyEG_GRQKBQWo/view

Materials- A letter previously written about a character
notebook paper
pencil or pen

Step 1- If possible watch the demonstration video.

Step 2- Reread a letter you have already written about a character.

Step 3- Talk with a family member- Discuss where you might be able to add details to help your reader really understand the character or that particular part of the story better.

Step 4- Decide what details you are going to add. **Rewrite** your letter to include these details.

See Example of Ms. Gillam's Mrs. Piggie Wiggle Letter- The highlighted/underlined sentences are the details she added to make her original letter stronger.

March 31, 2020
Madison, MS

Dear 2nd Graders,

Mrs. Piggle Wiggle is the most clever character in fiction books. She helps many families solve problems. For example, in one chapter Mrs. Piggle Wiggle tricks Hubert into cleaning his room. She told his mother to stop cleaning for him and to call her once Hubert's room becomes so messy he can't get out. She then led a parade past Hubert's house. He wanted to participate so he cleaned his room himself. In another chapter Mrs. Piggle Wiggle tricked Dicky into sharing his toys. She told Dicky's mom to label EVERYTHING that belonged to him. Dicky grew tired of everyone reading his labels and decided to share. Mrs. Piggle Wiggle even designed a plan to stop two

siblings from fighting. She
told their parents to
imitate them. The girls
realized fighting made them
seem obnoxious and vowed
to never fight again.

Mrs. Piggie Wiggle has
many creative ideas on how
to solve problems which is why
I believe she is the most
clever character in fiction.

From,
Ms. Gilliam

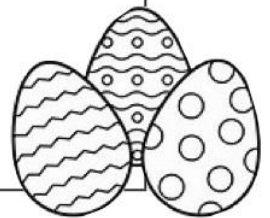
Word Problems 2.OA.1

Tuesday

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. Cole has 5 Easter baskets on the table. Each basket has 7 eggs in it. How many eggs does Cole have in each basket?

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



2. Riley has 15 Easter eggs in her basket. Her sister gave her several more eggs she found and now she has a total of 36 eggs. How many eggs did her sister give her?

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



My Weekly Spelling Practice Packet

This Week's Words:

sound of aw

hawk

crawl

yawn

thaw

seesaw

straw

squawk

sound of ed,d,t

planted

heated

melted

sailed

spelled

played

jumped

stamped

rough

Name: _____

Date: _____

Name: _____ Date: _____

Syllable Sort

Write each word in the correct column according to the number of syllables.



Spelling Words

hawk crawl yawn thaw seesaw stamped

straw squawk planted heated melted tough

sailed spelled played jumped

1 syllable

2 syllables

3 syllables

4 syllables

--	--	--	--

--	--	--	--

--	--	--	--

--	--	--	--

CONTEXT CLUES

A **context clue** is a "hint" that helps us figure out the meaning of a new word.

Context clues are **hints**. The hints are hidden in the sentence. These hints help us figure out the meanings of new words.

The curious child was *asking questions* because he *wanted to know more* about Christmas. Asking questions and wanting to know more about something are hints. A curious child *asks questions and wants to know more*.

It was dangerous to ride in a *fast car* down that *big hill* because you *could have been hurt*. There are many hints in this sentence. The *fast car*, the *big hill*, and *getting hurt* help you figure out that dangerous means *not safe*.

Directions: Read about context clues above. Then circle the correct answer below.

- Context clues are –**
 - nouns
 - pronouns
 - adjectives
 - hints
- The best clue for the word ball is –**
 - round and bouncy
 - big and flat
 - square and red
 - small and orange
- The best clue for the word fish is –**
 - lives on dry land
 - swims in water
 - hops on two feet
 - lives in trees

Directions: Use the clues to write the meaning of the underlined word.

- The runt was small and weak. **Runt** means _____.
- He was a glutton for eating too much. **Glutton** means _____.
- After a few days of rain, my little brother and I wanted to go outside and explore. I put on my rain boots to go outside. I knew the grass was still going to be soggy even though today was dry. I didn't want to get my sneakers muddy and wet because I went into the wet grass.

What does the word soggy mean as it is used in the passage?

- completely wet
- muddy and dirty
- stormy and dangerous
- ruined from the story

NATGEO!

Directions: Use the link <https://kids.nationalgeographic.com> to pick a vertebrate. Find out where the vertebrate lives and four (4) other facts about the animal you chose.

1. _____




2. _____

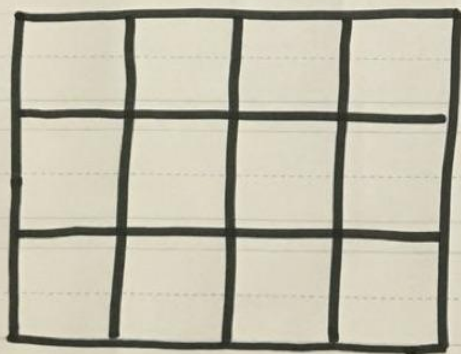
3. _____

4. _____

5. _____

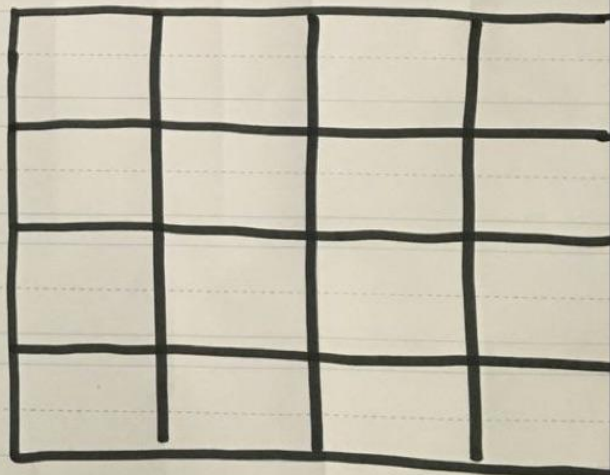
I CAN... PARTITION a rectangle into ROWS and COLUMNS.

	<u>PARTITION</u>	<u>ROWS</u>	<u>COLUMNS</u>
MEANS	separate or divide	horizontal; runs side-side	vertical; runs up & down
LOOKS LIKE			
HOW MANY	8 units	2 rows	4 columns



— rows — columns

— squares — x — = —



— rows — columns

— squares — x — = —

Partition

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

- 1 separate into
- 2 rows \Rightarrow and columns \downarrow
- 3
- 4 count the squares

There are _____ rows.

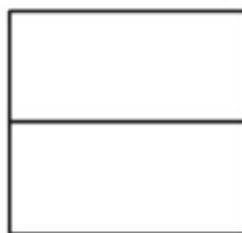
There are _____ columns.

There are _____ squares. [a]

WHAT I HAVE LEARNED

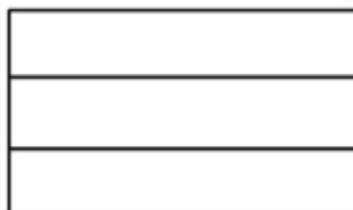
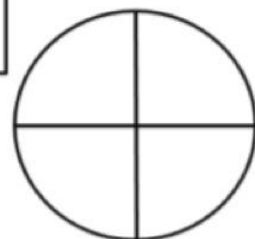
PARTITION

Partitioning is dividing a shape into equal parts.



halves

fourths



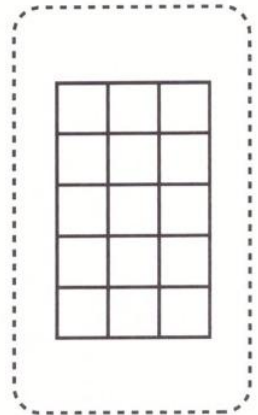
thirds

Partition Rectangles into Rows & Columns

Match the model to the number of rows and columns. Tell how many squares.

2 rows and 5 columns

3 rows and 4 columns

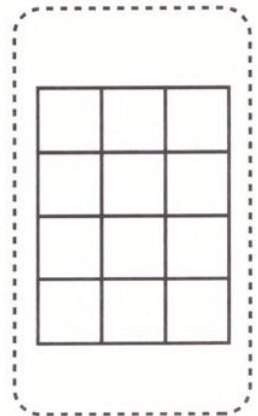


How many squares are there?

How many squares are there?

4 rows and 6 columns

6 rows and 6 columns

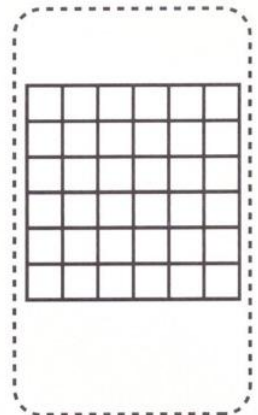


How many squares are there?

How many squares are there?

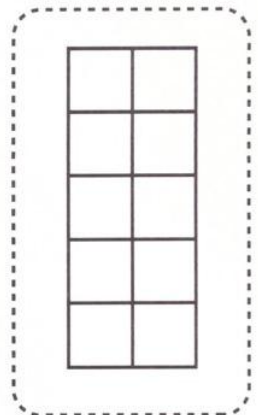
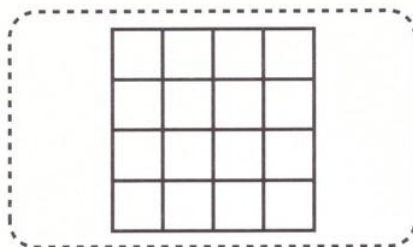
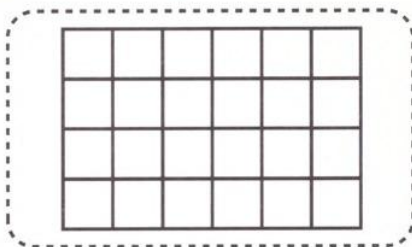
4 rows and 4 columns

3 rows and 5 columns



How many squares are there?

How many squares are there?



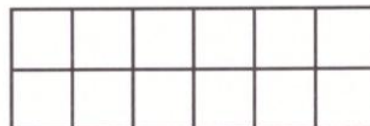
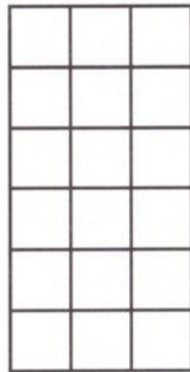
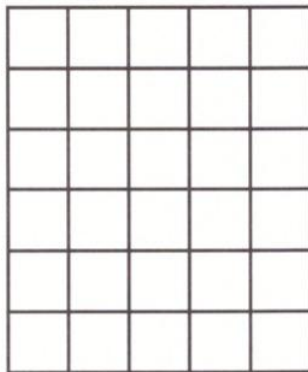
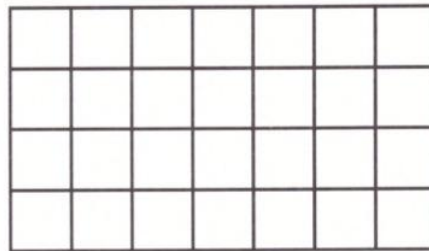
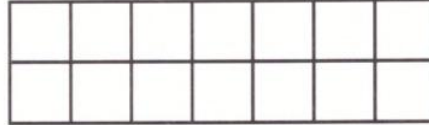
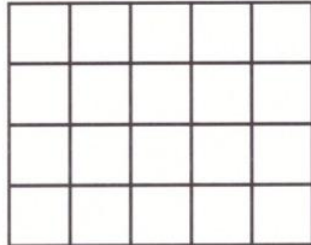
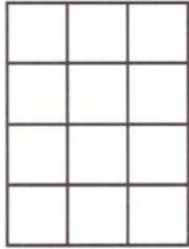
2GA2

Name: _____

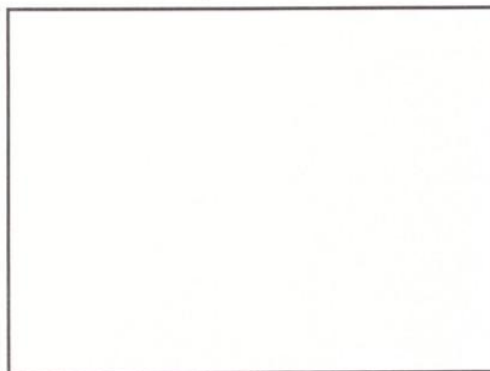
Partition Rectangles into Rows & Columns

Tell how many squares in each rectangle.

- 14**
- 18**
- 12**
- 30**
- 20**
- 28**
- 12**

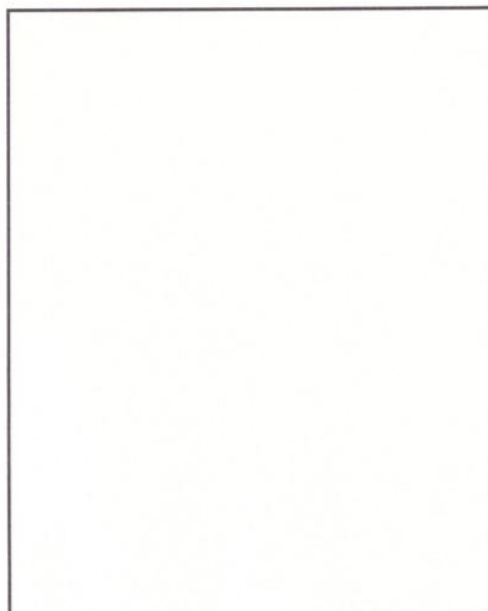


Partition this rectangle into 3 rows and 4 columns.
Be sure all the squares are the same size.



How many squares are there?

Partition this rectangle into 5 rows and 4 columns.
Be sure all the squares are the same size.



How many squares are there?



Comprehension

Compare and Contrast • Set 2

Independent Practice Passage

Name _____

Turtles and Tortoises



Photo credits: Page 1 (top): © iStock.com/Paul Dionne, page 1 (bottom): © iStock.com/ShaneMyersPhoto

Many people think tortoises are the same as other turtles. They are not. While all tortoises are turtles, not all turtles are tortoises.

All turtles are reptiles. They have hard shells and lay eggs. However, tortoises are different from other turtles.

Tortoises live only on land. They have thick legs in front and back. Other turtles live on land and in water. They have webbed feet or flippers. Webbed feet or flippers help them swim and live in water.

Finally, most tortoises eat only plants. Other turtles eat plants, animals, and insects!

What other differences can you find?



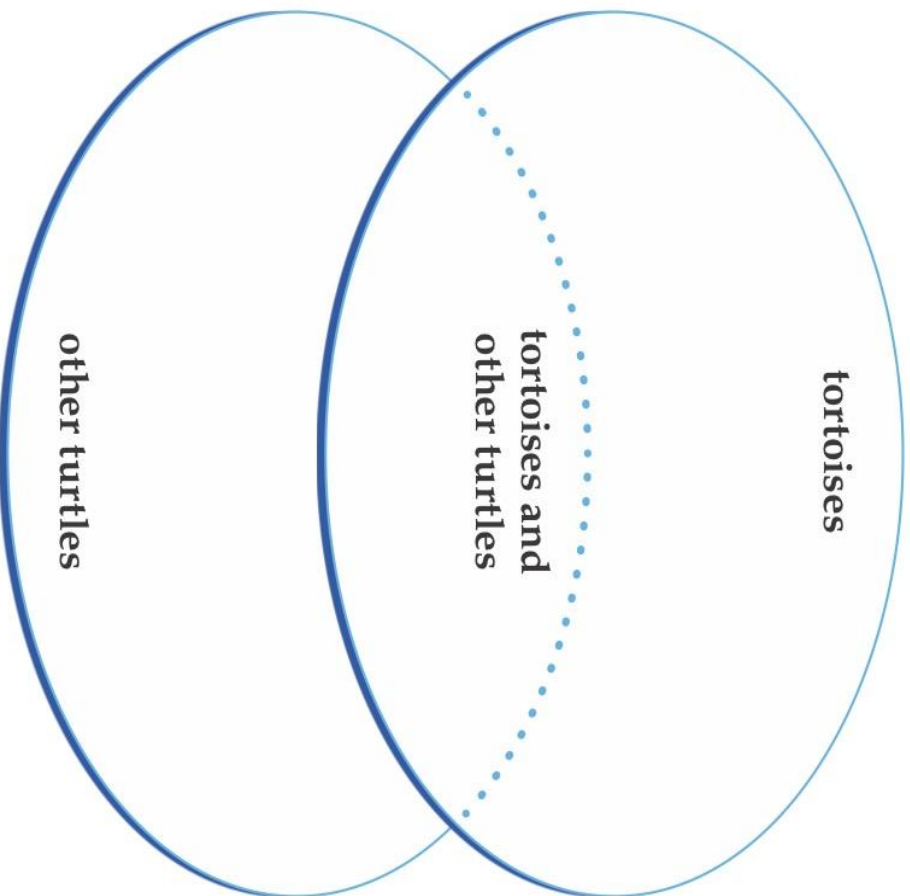
Comprehension

Graphic Organizer: *Turtles and Tortoises*

Write and Share

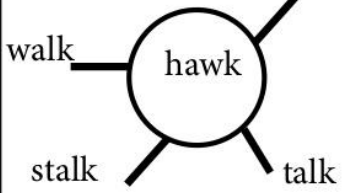
Name _____

Instructions: Write at least two ways that tortoises are different from other turtles in the outside circles. Write at least one way that they are the same where the circles overlap. On the next page, write a paragraph using the information in the organizer.



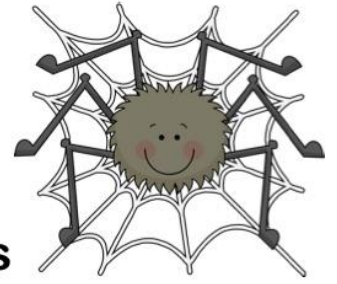
Name: _____ Date: _____

Example: chalk



Rhymes With

Write each spelling word.
Draw a circle around them.
Create a web of rhyming words



Lesson

More Context Clues Practice

Directions: Read the five sentences. Use the "hints" or context clues to choose words from the **WORD BANK** to complete each sentence.

Example:

The little piece of dust was too _____ to see.

The little piece of dust was too **tiny** to see.

WORD BANK

branch

greedy

share

lonely

insects

1.

1. A _____ man wants more than he is given.
2. Bees, flies, and ants are all types of _____.
3. The _____ girl didn't have any friends.
4. The tree _____ broke off during the storm last night.
5. You have enough candy to _____ with all your friends.

Directions: Read each sentence below. Use the other words in the sentence to help you figure out the meaning of the underlined word. Circle the correct answer.

6. He saw in the distance a beautiful, graceful bird soaring across the sky.

falling

gliding

leaping

7. The little boy became drowsy as the day turned into night.

desperate

active

tired

8. She was amazed at the beauty she saw around her.

pleased

disappointed

astonished

9. The people watched in awe as the eagle flew above them.

wonder

anger

terror

10. The boy was very confused after he bumped his head.

relaxed

mixed up

excited

Wednesday- Writing Lesson 5-
Gaining Information About a Character Through Pictures
(Finding Clues/Tiny Details)

Demonstration video:

<https://drive.google.com/file/d/1Z4JR73hTcPeDPyv4tRzpuwJmgRBj76uB/view>

Materials-

A favorite fiction book (make sure it has pictures).

If you do not have a favorite book at home, you may choose any fiction book from Raz-Kids.

Letter template or notebook paper
pencil or pen

Step 1- Pick a NEW character to write about. Reread the book. Study the illustrations in the book to gather even more information about the character.

Step 2- Talk with a family member- What details did you gather from the pictures? Will those details help you write about the character?

Step 3- Use the letter template or notebook paper to write a letter about the character you chose. Make sure you give a detailed description and include all 5 parts of the letter.

See Example of Ms. Gillam's Gerty Toad Letter

EXAMPLE:

April 7, 2020
Madison, MS

Dear 2nd graders,

Gerty Toad is a character in the book Jubal's Wish. She is the mother to several disobedient toadlets. She is constantly cleaning up after them and repeats her words often because they don't listen. This makes Gerty Toad very tired and grumpy. She never feels like her work is done. Jubal wishes his friend Gerty would find some peace and happiness. He also wishes her toadlets would learn how to behave.

Later in the book there is a terrible storm and Jubal gets into a dangerous situation. Gerty and her toadlets work together to save him. Her toadlets learn to follow directions and complete a task. Gerty feels happy. ~~and~~

She was proud of her toadlets for showing responsibility. Jubal's Wish came true. Gerty found happiness. If you like stories about friendship and adventure, you might enjoy reading about Jubal and Gerty.

From,
Ms. Gilliam

(Heading)

(Greeting)

(BODY)

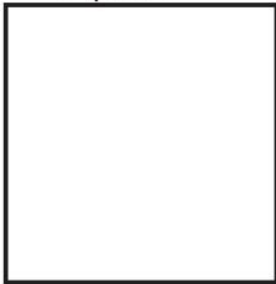
(Closing)

(Signature)

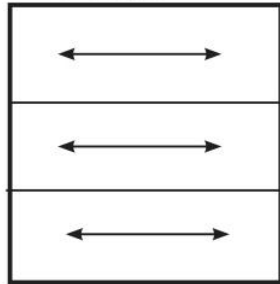
Partitioning a Square

Directions: Partition each square as described. Count to find the number of boxes.

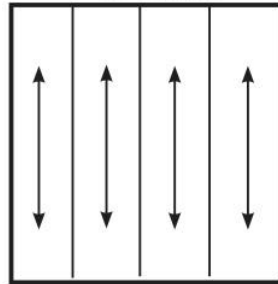
Square



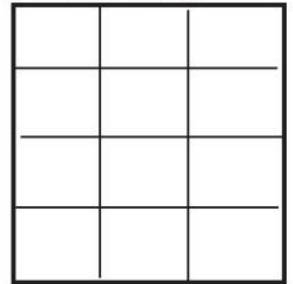
3 rows



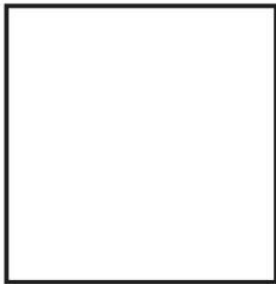
4 columns



3 rows and 4 columns
12 boxes total



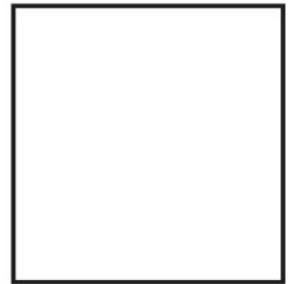
3 rows 2 columns
_____ boxes



2 rows 5 columns
_____ boxes



4 rows 4 columns
_____ boxes



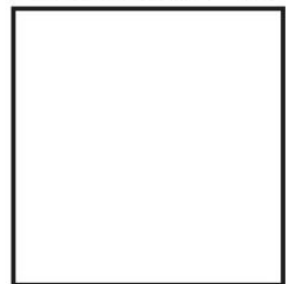
3 rows 3 columns
_____ boxes



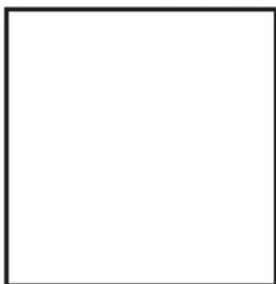
4 rows 3 columns
_____ boxes



5 rows 3 columns
_____ boxes



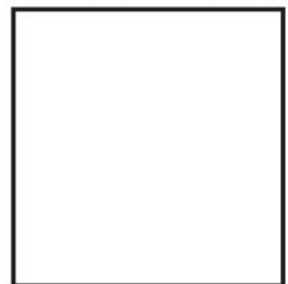
4 rows 5 columns
_____ boxes



5 rows 5 columns
_____ boxes

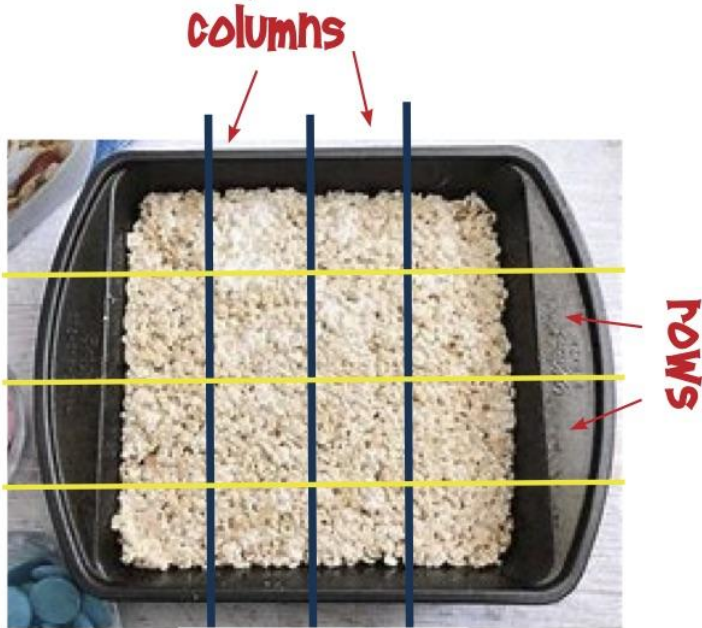


6 rows 3 columns
_____ boxes

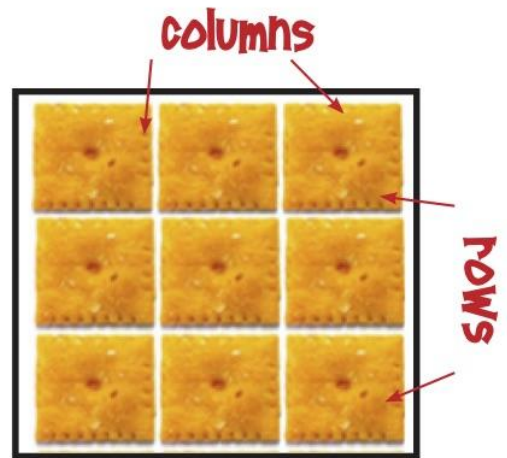


Array Partitioning Activity

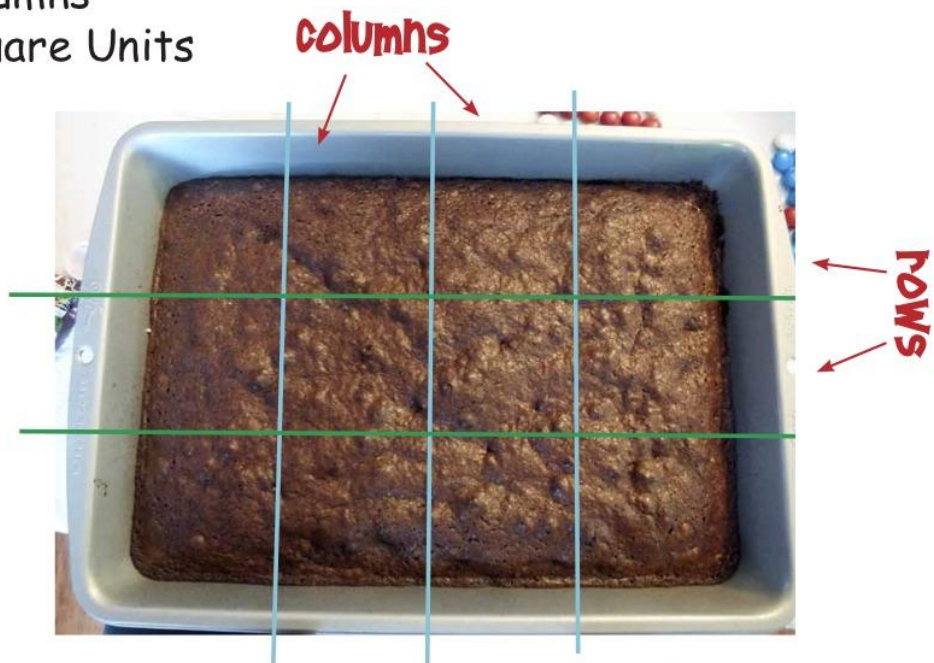
Using Cheez-Its, sheet cake, pan of brownies, pan of rice krispies, etc., create and or cut rows and columns to make equal pieces within the shape. Then add to find the total square units.



4 Rows
4 Columns
16 Square Units



3 Rows
3 Columns
9 Square Units



3 Rows
4 Columns
12 Square Units

Lesson

Using Context Clues

Directions: Read the story. Then read each question about the story. Circle the letter for the answer you have chosen.

Life on a TV Ranch

I've never set foot on an actual ranch, but I've traveled to many in my mind. That's because TV shows made life on a ranch so enticing. It looks like so much fun.

One thing confused me about cowboy shows. I wasn't sure of the era when they were taking place.

They all showed herds of cattle and corrals. But in one they got water from a well and cooked on a wood-burning stove. In another there was a modern kitchen. In one there were cars. In another, there were only horses.

It took me a while to realize the obvious truth: Some cowboy shows took place in the Old West. Some took place in the present.

1. The word **actual** in the story means-
 - a. working.
 - b. nasty.
 - c. make-believe.
 - d. real.

2. The word **enticing** in the story means-
 - a. dangerous.
 - b. appealing.
 - c. uninviting.
 - d. boring.

3. The word **confused** in the story means-
 - a. puzzled.
 - b. dazzled.
 - c. angered.
 - d. entertained.

4. Which phrase gives a clue to the meaning of **era**?
 - a. wasn't sure
 - b. when they were taking place
 - c. one thing confused me
 - d. they all showed

5. An **obvious** truth is-
 - a. sad.
 - b. unclear.
 - c. clear.
 - d. whole.

NATGEO Presentation

Directions: Create an illustration of the vertebrate you chose. Use your facts that you collected Tuesday and your illustration to tell someone in your family what you learned about the vertebrate you chose.

Optional

Use the FlipGrid code:

<https://flipgrid.com/0dd783ba> to send a video of your illustration and tell the facts you learned about your vertebrate.



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 Fractions

Shared Reading: *Main Idea and Text Features*

Science: Vertebrates

Phonics/Spelling: "oo" and "ea" Short e

Language Arts- Prefixes and Suffixes

Writer's Workshop- *Setting Goals & "If I could be and Animal..."*

Specials (Optional): Art, Music, Library, P.E.

____ Grade 2 Lesson Plans for Week of _April 13th _____

	Monday	Tuesday	Wednesday	Thursday	Friday
	Character Lesson for the week:				
Math	Good Monday	*Daily Number Corner Calendar Activity Word Problems	*Daily Number Corner Calendar Activity Fractions	*Daily Number Corner Calendar Activity Fractions of a Whole and Easter Fractions	*Daily Number Corner Calendar Activity
Reading	Good Monday		More About Vertebrates: Fish Read the passage about Salmon and answer the response questions		More about Vertebrates: Birds Read the passage about Penguins and answer the response questions
Spelling/Phonics	Good Monday	say words out loud and focus on "oo" and "ea" sounds and complete Vowel sort	say words out loud and complete Word Search	say words out loud and complete Definitions	
Language/ Grammar	Good Monday	Prefixes		Suffixes	
Writing	Good Monday		Setting Goals for Yourself as a Writer		Write a Letter to Share an Opinion- If you could be any animal, what would you choose?
Science/Social Studies	Good Monday	Talk about differences between fish and birds.			
Online Learning	Good Monday	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	Good Monday	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, April 13

→ Character Lesson

• Kindness ...

- Today, we are going to talk about how kindness SOUNDS.
- Here are some examples of kind and unkind things to say.

Listen carefully and give me:

(1) a thumbs-up if you think it's a kind saying or

(2) a thumbs-down if you think it's an unkind saying.

(Use the attached sheets to read examples in random order.)

- Great job, everyone! Now, let's go back to the ones that we said were unkind.

How could you say each of these in a KIND way?

(Read aloud a few of the "unkind" sayings one at a time and let students raise their hands to share a "kind" version of each one.)

- We have learned so much about being kind. Remember that you can make a difference by being kind to each other. So let's continue to encourage each other to be kind and spread kindness to make our school even better!

● "Would you like to play with us at recess?"

"I think you dropped your jacket. Here it is."

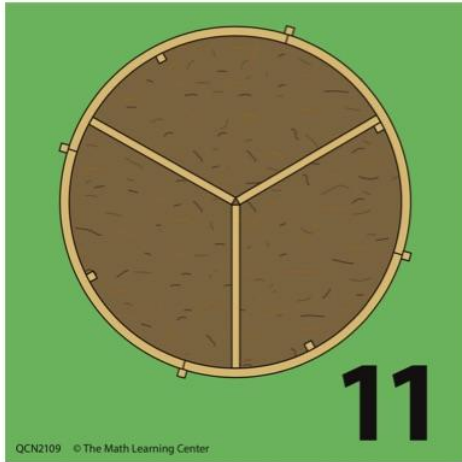
● "Let's read your book first and then we can read mine."

"Your coloring looks like you just scribbled."

● "I think your lunch smells really bad."

"We're going to play what I want to play."

Welcome to April! For each day this week, take a look at the calendar picture that corresponds to the date. Determine how many parts you see in the image. In the blank rectangle, write any observations you have. Think about fractions... Weekends are bonus days but will help you figure out the patterns.

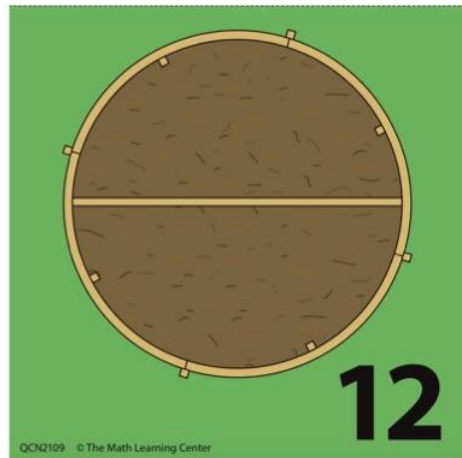


Saturday, April 11, 2020

***BONUS

How many parts?

Observations:



Sunday, April 12, 2020

***BONUS

How many parts?

Observations:



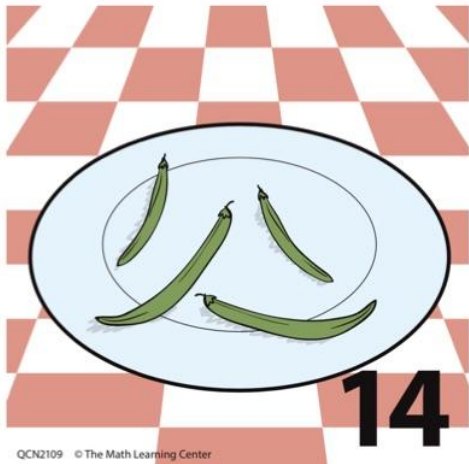
Monday, April 13, 2020

***BONUS

How many parts?

Observations:

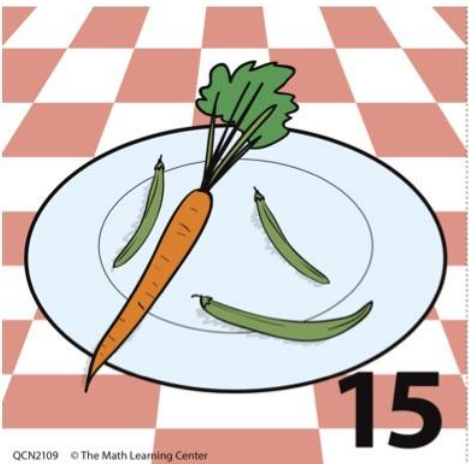
Welcome to April! For each day this week, take a look at the calendar picture that corresponds to the date. Determine how many parts you see in the image. In the blank rectangle, write any observations you have. Think about fractions... Weekends are bonus days but will help you figure out the patterns.



Tuesday, April 14, 2020

How many items?

Observations:



Wednesday, April 15, 2020

How many items?

Observations:



Thursday, April 16, 2020

How many items?

Observations:

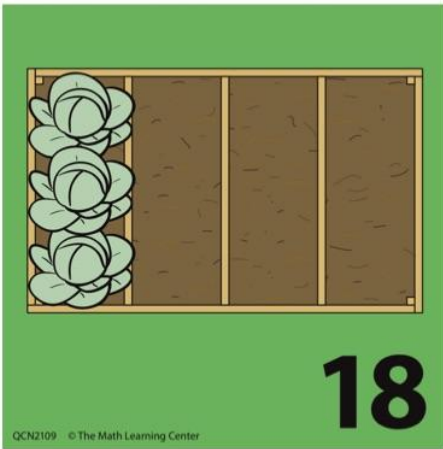
Welcome to April! For each day this week, take a look at the calendar picture that corresponds to the date. Determine how many parts you see in the image. In the blank rectangle, write any observations you have. Think about fractions... Weekends are bonus days but will help you figure out the patterns.



Friday, April 17, 2020

How many items?

Observations:

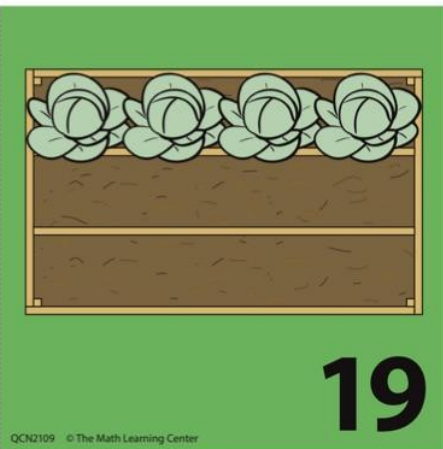


Saturday, April 18, 2020

***BONUS

How many parts?

Observations:



Sunday, April 19, 2020

***BONUS

How many parts?

Observations:

Word Problems 2.OA.1

Tuesday - 4.14.20

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

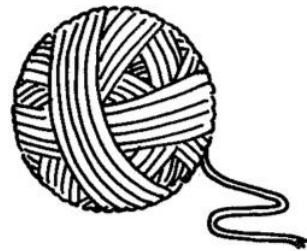
Prefixes

A **prefix** is a group of letters added to the beginning of a word. Adding a prefix to a word changes its meaning.

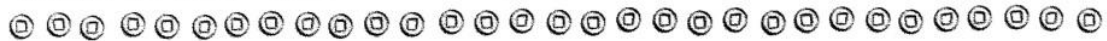
Examples:

The old woman was happy.

The old woman was unhappy.



Prefix	Meaning	Example
un	not	<u>unclear</u>
re	again	<u>rewrite</u>



Read each sentence. Underline the word that has a prefix. Tell the meaning of the word.

1. The old man was unable to find something to wear.

2. The old woman reopened the drawer.

3. She told the old man they were unlucky.

4. The old man felt this was unfair.

5. He was very unhappy.

6. The woman asked the man to rewind the yarn.

7. The old woman rewashed the socks.

8. Could the socks be uneven?

9. The old man refilled his wife's glass.

10. The farmer's wife reknitted the sweater.



Compare/Contrast Vertebrates

Directions:

From memory, compare and contrast fish and birds using the table below.

Similar	Different

My Weekly Spelling Practice Packet

This Week's Words:

sound of oo

spoon

school

booth

noodle

igloo

rooster

igloo

sound ea (short e)

health

bread

head

heavy

ready

weather

feather

spread

friend

Name: _____

Date: _____

Name: _____

Sort Your Words

Sort the words from the box on the left.

Spelling Words

- | | |
|------------|-------------|
| 1. spoon | 11. weather |
| 2. bread | 12. baboon |
| 3. head | 13. feather |
| 4. booth | 14. spread |
| 5. school | 15. health |
| 6. heavy | 16. friend |
| 7. ready | |
| 8. noodle | |
| 9. rooster | |
| 10. igloo | |

ea

oo

Unscramble the letters to make words from above.

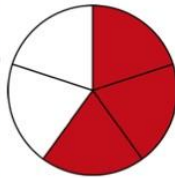
- | | | | |
|------------|-------|-------------|-------|
| 1. thaelh | _____ | 7. thaewre | _____ |
| 2. draesp | _____ | 8. noops | _____ |
| 3. loochs | _____ | 9. onobba | _____ |
| 4. dreab | _____ | 10. drienf | _____ |
| 5. strooer | _____ | 11. yeavh | _____ |
| 6. thooob | _____ | 12. thafeer | _____ |

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. _____ |

FRACTION

ANY PART OF A GROUP,
NUMBER, OR WHOLE



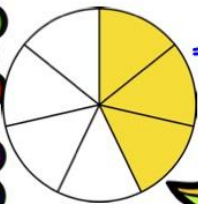
= $\frac{3}{5}$ OF THE CIRCLE IS
SHADED



= $\frac{2}{6}$ OF THE BURSTS
ARE PINK

NUMERATOR

THE NUMBER ABOVE THE
LINE THAT SHOWS THE
NUMBER OF PARTS BEING
COMPARED TO THE WHOLE.



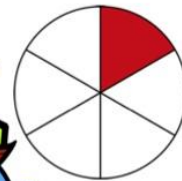
= $\frac{3}{7}$

THREE PARTS
ARE SHADED, SO
THE NUMERATOR
IS 3



DENOMINATOR

THE TOTAL NUMBER OF
EQUAL PARTS. THIS
NUMBER IS BELOW THE
LINE.

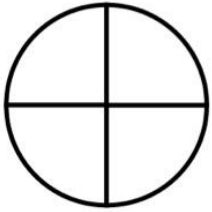
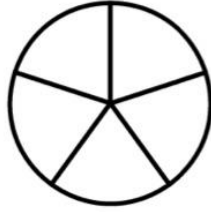
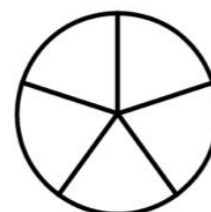
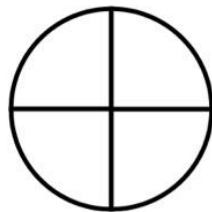
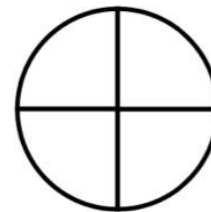
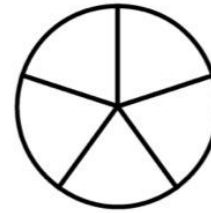
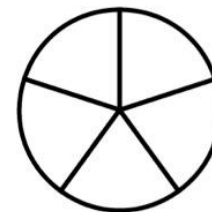
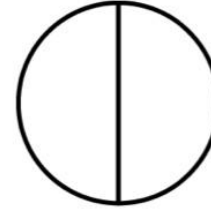


= $\frac{1}{6}$

THE CIRCLE IS BROKEN INTO 6 EQUAL
PARTS, SO THE DENOMINATOR IS 6



Fractions

Color $\frac{1}{4}$ Color $\frac{2}{5}$ Color $\frac{1}{3}$ Color $\frac{1}{5}$ Color $\frac{2}{4}$ Color $\frac{3}{4}$ Color $\frac{2}{3}$ Color $\frac{4}{5}$ Color $\frac{3}{5}$ Color $\frac{1}{2}$

Salmon Life Cycle

A

Salmon begin as small, orange eggs. The eggs fall into the rocks at the bottom of the stream. The rocks hide the eggs from predators, such as bigger fish, that will eat them.

B

After 3 months, the eggs hatch. This is called the Alevin stage. In this stage, they are small with yolk sacs on their bellies. All the food they need is in this yolk sac. They are not very strong. They hide in the rocks so that other fish do not eat them.

C

When the yolk sacks are gone, the Fry stage begins. Now they can swim on their own. They must leave the rocks and go find food.

D

When they are two inches long, they are in the Parr stage. They eat a lot in this stage. Eating so much helps them grow and get stronger.

E

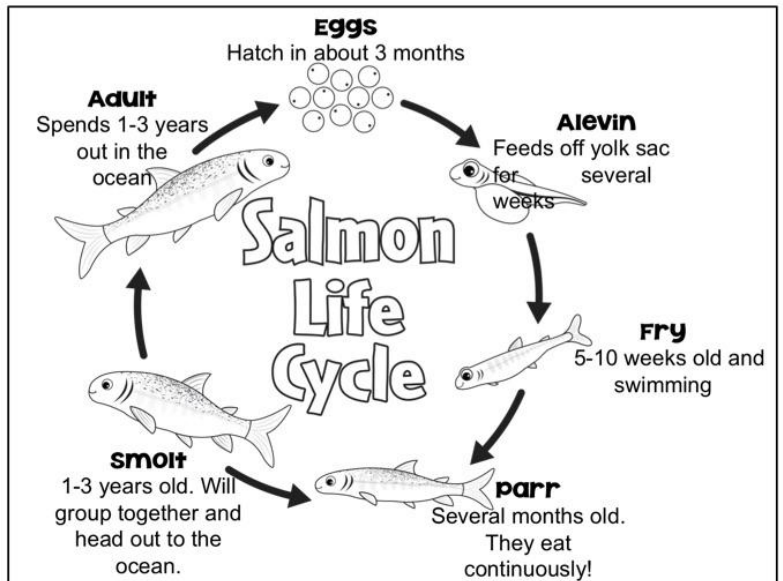
Next is the Smolt stage. Now the salmon swim towards the ocean. Their body changes a lot. The biggest change is they can start to live in salt water instead of fresh water. This is a very important time. There are many dangers. Almost half of them will die before they get to the ocean.

F

When they get to the ocean, they live in big groups called schools. Now they are adults. They live in these groups for almost three years.

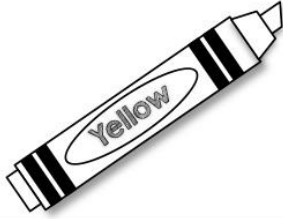
G

Next is the Spawning stage. This is when they start to lay eggs. They swim back to the freshwater streams. When they get to the stream where they were born, they lay their eggs. After the eggs are laid, the salmon are so tired from their long journey that they die. But the life cycle has already started!



RI.2.7

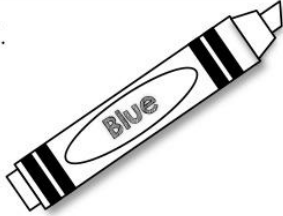
1.



Color a sentence in the text that tells a fact about the Alevin stage of a salmon life cycle.

Now color a part of the diagram that tells a fact about the Alevin stage of a salmon life cycle.

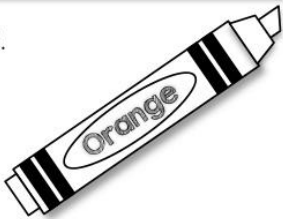
2.



Color a sentence in the text that tells a fact about the parr stage of a salmon life cycle.

Now color a part of the diagram that tells a fact about the parr stage of a salmon life cycle.

3.



Color a sentence in the text that tells a fact about the smolt stage of a salmon life cycle.

Now color a part of the diagram that tells a fact about the smolt stage of a salmon life cycle.

4. How does the diagram help the reader understand the text?

5. What is one fact the diagram shows or explains that is not explained in the text?

RI.2.0

6. Write one WORD to summarize the following paragraphs:

B. _____ D. _____

7. Summarize what you know about the salmon life cycle.

Complete Sentences	Cite the Evidence	Restate the Question
--------------------	-------------------	----------------------

RI.2.1

8. Write three questions where the answer could be found in the text

RI.2.2

9. Write one WORD that describes the main idea of the text: _____

10. Write ONE sentence that tells the main idea of the text.

Complete Sentences	Cite the Evidence	Restate the Question
--------------------	-------------------	----------------------

RI.2.4

11. Find the underlined word, predators in the text. Use the context clues to explain what this word means. Circle the words in the text that are a clue to the meaning of the word.

RI.2.6

12. Do you think the author wrote this text mostly to:

(choose one)

- EXPLAIN something
- DESCRIBE something
- ANSWER a question

Explain WHAT the author is trying to EXPLAIN, DESCRIBE, or ANSWER: _____

Spelling Word Search

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

WORD LIST:

SPOON
BREAD
HEAD
SCHOOL

BOOTH
READY
ROOSTER
WEATHER

FRIEND
BABOON
HEALTH
SPREAD

IGLOO
FEATHER
HEAVY
NOODLE

Suffixes

A **suffix** is a group of letters added to the end of a word. Adding a suffix to a word changes its meaning.

Examples:

Josef's parents were helpless.

The doctor was helpful.



Suffix	Meaning	Example
ful	full of	hope <u>ful</u>
less	without	use <u>less</u>
able	able to be	break <u>able</u>



DIRECTIONS

Read each sentence. Underline the word that has a suffix. Tell the meaning of the word.

1. Is Josef careful? _____
2. Josef thought the game was harmless. _____
3. The chair Josef was on was breakable. _____

DIRECTIONS

Complete each sentence with a word from the box. Tell the meaning of the word you chose.

hopeful	dreadful	thankful	WORD BOX
---------	----------	----------	-----------------

4. Josef's parents had a _____ shock!

5. They were _____ the chair would not break.

6. When Josef came out of the hospital, he was very _____.



W2.5

Writing Lesson- 6-Use checklists to set goals for ourselves as writers.

(Wednesday, April 15th)

Step 1- Reread the letters you have written up to this point. Go through the checklist with a family member. Find your strengths. Find your strengths and weaknesses.

What do you do well as a writer?

What do you need to get better at doing?

Step 2- Fill out the checklist attached to set goals for yourself.

Name: _____ Date: _____

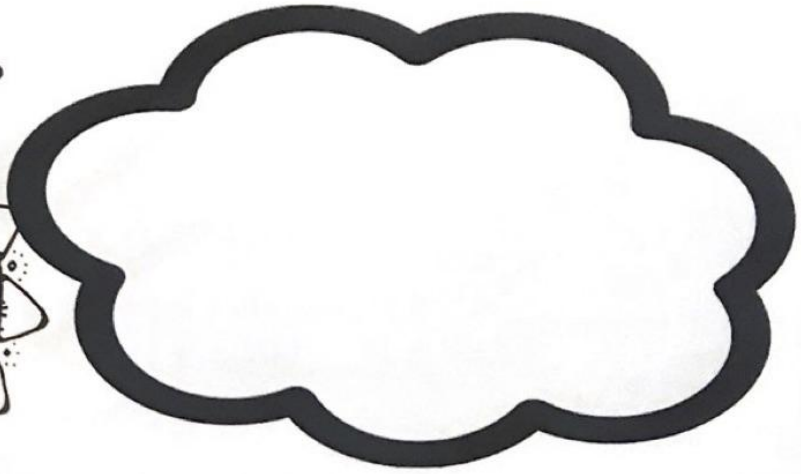
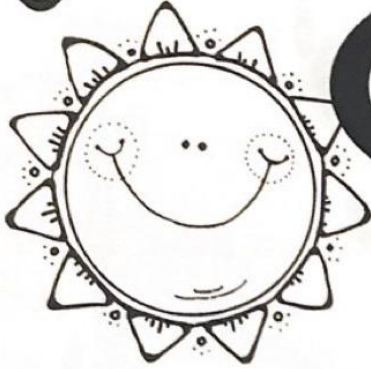
Opinion Writing Checklist

	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"/>

Name _____

Date _____

glow...



grow...



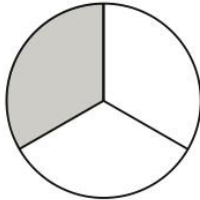
Name: _____

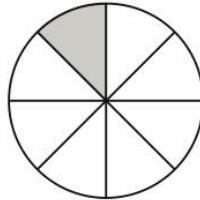
Date: _____

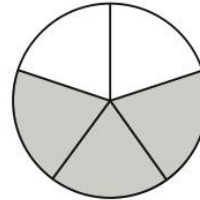
Fraction of a Whole Check-in

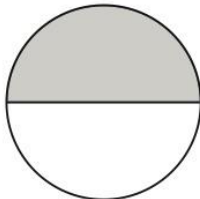


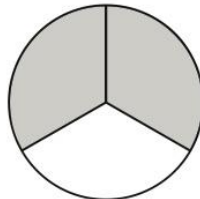
Write the **shaded** fraction of each shape below.

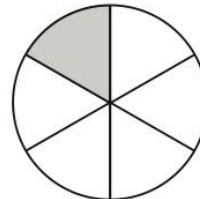


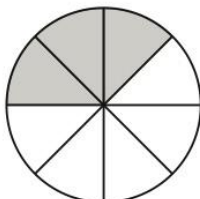
$$\frac{\square}{\square}$$


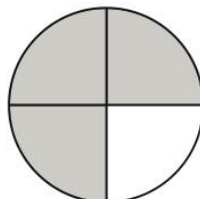
$$\frac{\square}{\square}$$


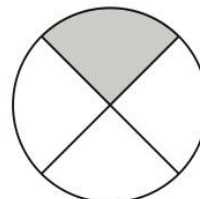
$$\frac{\square}{\square}$$


$$\frac{\square}{\square}$$


$$\frac{\square}{\square}$$


$$\frac{\square}{\square}$$


$$\frac{\square}{\square}$$


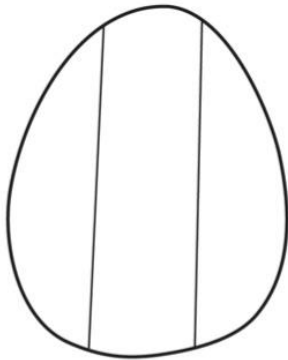
$$\frac{\square}{\square}$$


$$\frac{\square}{\square}$$

Name: _____

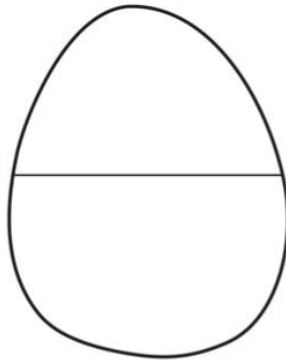
Easter Egg Fractions

INSTRUCTIONS: Color the eggs according to the directions listed below each one. Use the fractions to estimate which portion of the eggs to color.



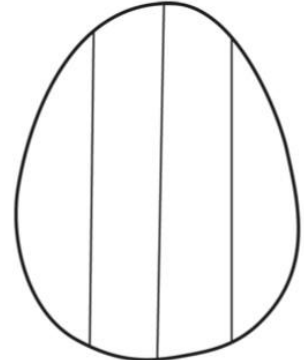
Color $\frac{1}{3}$ of the egg blue.

Color $\frac{2}{3}$ of the egg green.



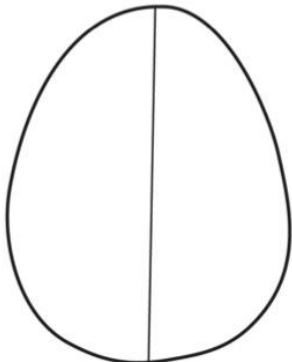
Color $\frac{1}{2}$ of the egg pink.

Color $\frac{1}{2}$ of the egg yellow.



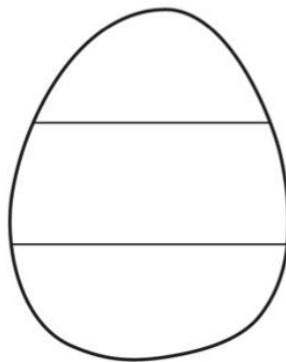
Color $\frac{1}{4}$ of the egg purple.

Color $\frac{3}{4}$ of the egg orange.



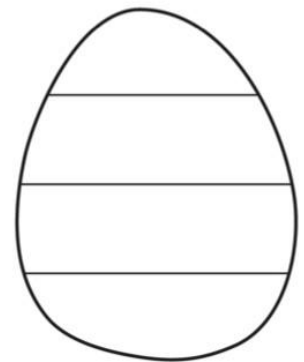
Color $\frac{1}{2}$ of the egg orange.

Color $\frac{1}{2}$ of the egg pink.



Color $\frac{1}{3}$ of the egg blue.

Color $\frac{2}{3}$ of the egg purple.



Color $\frac{3}{4}$ of the egg green.

Color $\frac{1}{4}$ of the egg yellow.

Write the Definition

Name: _____

Date: _____

Directions: Write a definition for each word.

sound of oo

spoon

school

booth

noodle

igloo

rooster

igloo

sound ea (short e)

health

bread

head

heavy

ready

weather

feather

spread

friend

Name: _____

CCSS 2.L.4.b Determine the meaning of the new word formed when a known prefix is

Prefixes, Suffixes, Root Words

6d Find the correct answer for each problem.

1. Find the root word of tallest

tall

est

tal

2. Find the suffix of tallest

tall

est

lest

3. Find the root word of unhappy

un

happ

happy

4. Find the prefix of unhappy

un

unh

happy

5. Find the root word of sadness

ness

sadne

sad

6. Find the suffix of sadness

's

ness

ess

Name: _____

CCSS 2.L.4.b Determine the meaning of the new word formed when a known prefix is

Prefixes, Suffixes, Root Words

68 Find the correct answer for each problem.

7. Find the root word of disagree

dis

agree

disag

8. Find the prefix of disagree

dis

agree

di

9. Find the root word of teacher

teach

er

cher

10. Find the suffix of teacher

teach

er

cher

11. Find the root word of golden

den

old

gold

12. Find the suffix of golden

den

en

gold

Name: _____

CCSS 2.L.4.b Determine the meaning of the new word formed when a known prefix is

Prefixes, Suffixes, Root Words

60 Find the correct answer for each problem.

13. Find the root word of unable

un

ab

able

14. Find the prefix of unable

un

ab

able

15. Find the root word of joyful

joy

ful

oy

16. Find the suffix of joyful

joy

full

ful

17. Find the root word of become

be

come

bec

18. Find the prefix of become

be

come

bec

Keeping Warm in a Cold, Cold Place!

Antarctica is the coldest place on earth. It is always freezing. Yet animals like penguins, seals, even some humans are still able to live there. How do they do it?

penguins: Built for the cold

Penguins are birds that live in Antarctica. They have thick feathers. The feathers are small and close together. The feathers have oil on them. The oil stops cold water from touching their skin. Under the skin, penguins have a thick layer of fat. The fat keeps them warm.

How do penguins stay warm?

dark colored feathers absorb heat from the sun

thick layer of fat under their skin

not much blood needed in feet so warm blood stays in their body

Note: Penguins also huddle close together in groups for warmth

Coldest Places on Earth

Exact Location	Continent
1. Dome Fuji, Antarctica	Antarctica
2. Vostok, Russia	Europe
3. Dome A, Antarctica	Antarctica
4. Amundsen, Antarctica	Antarctica
5. Mt. McKinley, Alaska	North America
6. Oymyakon, Russia	Europe
7. Verkhoyansk, Russia	Europe
8. Klinck, Greenland	North America
9. North Ice, Greenland	North America
10. Yukon, Canada	North America

keeping people warm

Not many humans live in Antarctica. We are not made for such a cold place. Some scientists work there. They know how to stay warm.

When they work outside, they wear special clothes. Many of the coats people wear are filled with down feathers. Down feathers are real feathers from birds. The feathers keep humans warm just like they keep birds warm.

RI.2.5

1. What are three text features used in the passage? Describe how the text feature used can help the reader to better understand the text.

Name of text feature...	How does this text feature help the reader to better understand the text?
1.	
2.	
3.	

2.  Color every sentence in the text or in the diagrams that explains how a penguin stays warm in Antarctica.

What information is in the diagram that is NOT in the text?

3.  Color where the reader can find the second coldest place on Earth.

RI.2.10

4. Underline three important words in the text.

5. Summarize what you learned about life in Antarctica.

Complete Sentences	Cite the Evidence	Restate the Question
--------------------	-------------------	----------------------

RI.2.1

6. Write three questions where the answer could be found in the text.

RI.2.2

7. Write one WORD that describes the main idea of the text: _____

8. Write ONE sentence that tells the main idea of the text.

Complete Sentences	Cite the Evidence	Restate the Question
--------------------	-------------------	----------------------

RI.2.6

9. Do you think the author wrote this text mostly to:

(choose one)

- EXPLAIN something
- DESCRIBE something
- ANSWER a question

Explain WHAT the author is trying to EXPLAIN, DESCRIBE, or ANSWER: _____

W2.1

Friday, April 17th – OPINION PIECE-

Write a letter following this prompt:

Letter prompt:

If you could be any animal, what would you want to be and why?

Organize your ideas.

Be sure to state your opinion as a topic sentence.

Write a reason and provide evidence to support your reason in your body. Conclude your body by restating your opinion.

Name: _____ Date: _____ CC W.1, W.2

Organizing My Opinion

My Opinion:

Reason 1

Reason 2

Reason 3

Reason 4

Conclusion:



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 Fractions

Shared Reading: *Main Idea and Text Features*

Science: Incest Opinion

Phonics/Spelling: Silent e with suffixes

Language Arts- Pronouns

Writer's Workshop- New Letter and Editing

Specials (Optional): Art, Music, Library, P.E.

2nd Grade Lesson Plans for Week of April 20th

	Monday	Tuesday	Wednesday	Thursday	Friday
	Character Lesson for the week:				
Math	*Daily Number Corner Calendar Activity	*Daily Number Corner Calendar Activity Word Problems	*Daily Number Corner Calendar Activity Writing Fractions	*Daily Number Corner Calendar Cut and Glue Fractions	*Daily Number Corner Calendar
Reading	Invertebrates Read the passage about Honeybees and answer the first page of questions.		Invertebrates Read the passage about Honeybees and answer the second page of questions.		Text feature review: Choose an informational book from your house or RAZkids and use the sheet to go on an t "Text Feature Scavenger Hunt"
Spelling/ Phonics		say words out loud and note that the final e is dropped when you add the ending -ing	say words out loud and complete Sound Sort	say words out loud and complete Word Search	
Language/ Grammar		Subject Pronouns	Object Pronouns	Reflexive Pronouns	
Writing	What would you do? Listen to <u>Hey Little Ant</u> and write a letter sharing your opinion- Should the ant be squished or saved?		Edit the Bigfoot story for correct punctuation.		New Letter to Share Your Opinion- Is Bigfoot Real?
Science/ Social Studies		Incest Awesome or Not			
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, April 20 - Character lesson

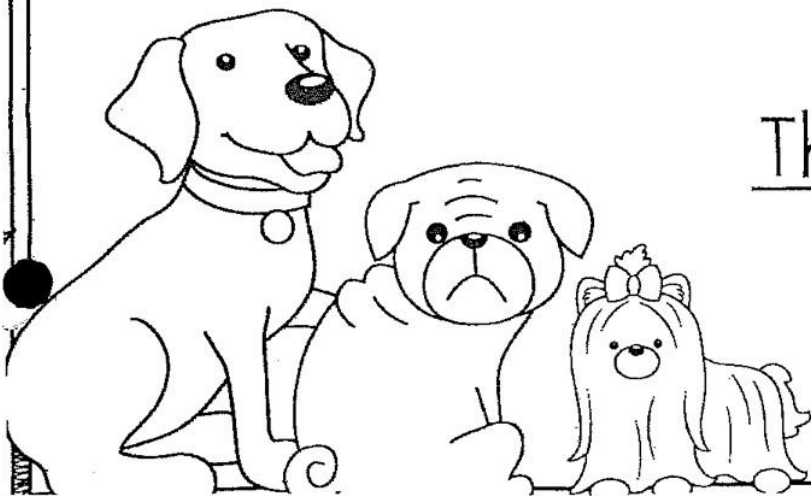
- Fairness #3:

- So far, we have talked a lot about being fair. Today, we will talk about specific ways that you can show fairness.
- Sometimes, grown-ups will make decisions for you. But when you have to make decisions on your own, we want to make sure that you're showing fairness, like at recess, when you're playing, and when a teacher isn't around.
- Let me read some scenarios to you. For each one, I want you to think about the best way to show fairness and raise your hand to share.
(Use attached sheets.)
- Great job everyone! Remember what we shared today so that we will all work together and play fairly here at Madison Avenue!

● **Fairness** doesn't
mean everyone
gets the **same**.

● Fairness means
everyone gets what
they **need**.

-Rick Riordan
The Red Pyramid



- At recess, everyone decides to play soccer. How can you make sure everyone gets to play?

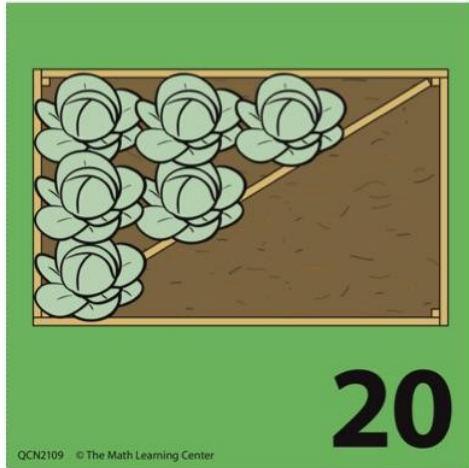
Two sets of friends want to play blocks, but there is only one set of blocks. How can you make sure everyone gets to play?

- Mrs. Smith brought in 10 cookies, but she has 20 students. How could she make it fair?

Sam and Jake both want to be line leader. How could they make it fair?

- Cara and Jess want to use the bright pink marker, but there's only one. How could they make it fair?

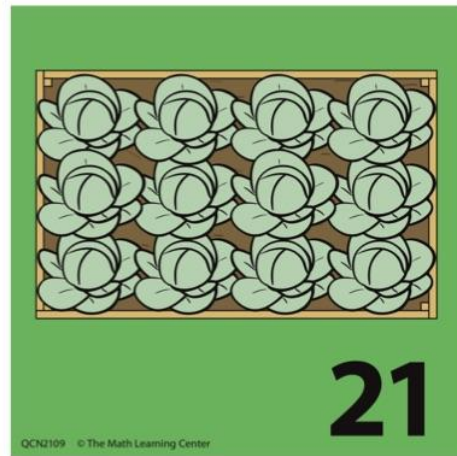
Welcome to April! For each day this week, take a look at the calendar picture that corresponds to the date. Determine how many parts you see in the image. In the blank rectangle, write any observations you have. Think about fractions... Weekends are bonus days but will help you figure out the patterns.



Monday, April 20, 2020

How many parts?

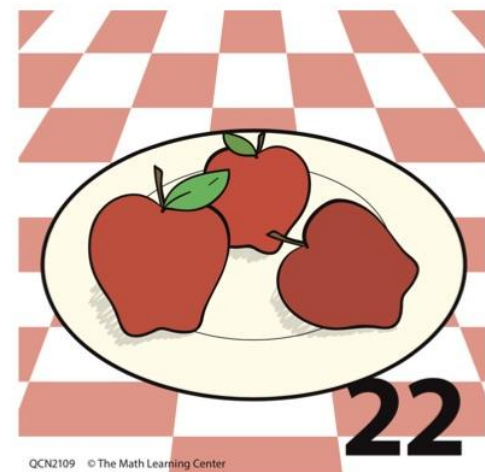
Observations:



Tuesday, April 21, 2020

How many parts?

Observations:



Wednesday, April 22, 2020

How many items?

Observations:

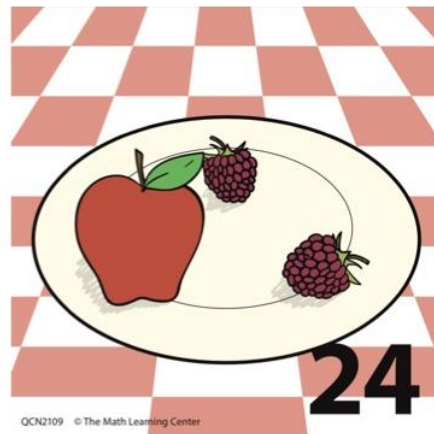
Welcome to April! For each day this week, take a look at the calendar picture that corresponds to the date. Determine how many parts you see in the image. In the blank rectangle, write any observations you have. Think about fractions... Weekends are bonus days but will help you figure out the patterns.



Thursday, April 23, 2020

How many items?

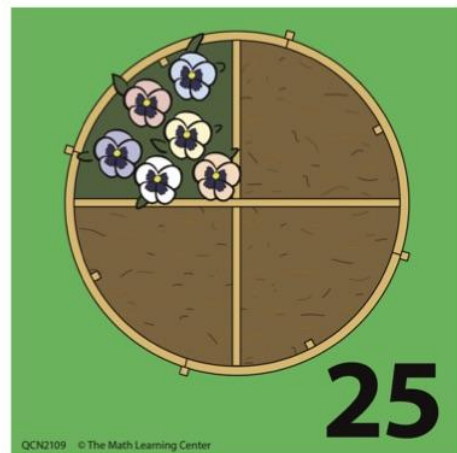
Observations:



Friday, April 24, 2020

How many items?

Observations:



Saturday, April 25, 2020

***BONUS

How many parts?

Observations:

What Do You Know About Honey Bees?

A Honey bees start their lives as eggs in winter. The queen bee lays all of the eggs in the hive. There is only one egg in each cell, or section of the honeycomb. Once the eggs hatch, they become small, white, worms called larva. Larva live in the honeycomb and eat as much as they can. The other worker bees feed honey to the larva all day long.

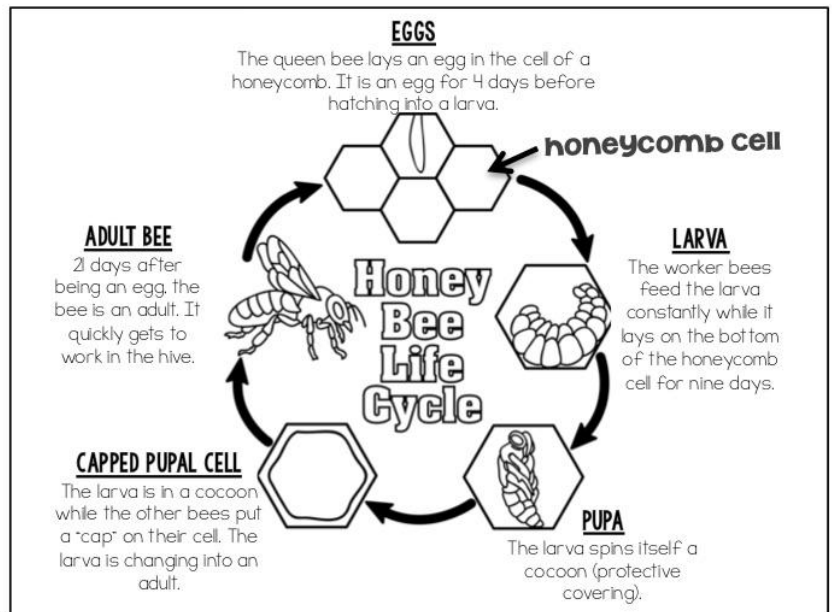
B After the larva stage, the bees spin themselves a cocoon. This is when they enter the pupa phase. They don't eat any food during this stage because they ate so much while they were a larva.

C While they are in their cocoon, their body starts to go through many changes. They grow legs and wings and start to look like a bee. The other bees in the hive protect the pupa by creating a safe capped pupal cell. The other bees know when the pupa is ready to come out so they crack open the pupal cell. The bee is now ready to come out of the cocoon.

D When the bee comes out of the cocoon, it is now an adult. It's body is now large, thick, and fuzzy. Most adult bees have black and yellow stripes. However, bees can also be bright green or very fuzzy and all black. For the rest of their lives, they will work in groups called colonies with one queen bee as their boss.

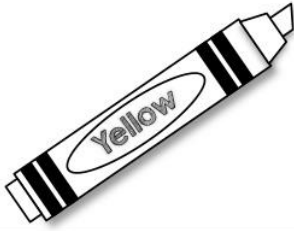
E The queen bee is the boss of the whole hive. She directs the worker bees. And she controls how the bees act by making sure they do what they need to do. The queen bee also lays all of the eggs. Sometimes she can lay as many as 2,000 eggs in one day!

F Sadly, honey bees have been going extinct in the past few years and now we have fewer. Some people think this is because their habitats are being destroyed by human beings. This is unfortunate because without bees to help spread the pollen from flower to flower, many flowers will begin to die. This is important for humans because we need fruits and vegetables to eat. Honey bees are very important to humans!



RI.2.7

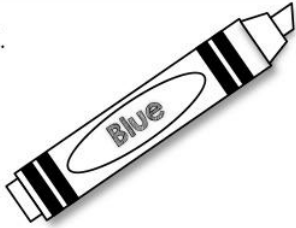
1.



Color a sentence in the text that tells about the larva stage of the honey bee life cycle.

Now color a part of the diagram that tells or shows about the larva stage of the honey bee life cycle.

2.



Color a sentence in the text that tells about the pupa stage of the honey bee life cycle.

Now color a part of the diagram that tells or shows about the pupa stage of the honey bee life cycle.

3.



Color a sentence in the text that tells about the capped pupal stage of the honey bee life cycle.

Now color a part of the diagram that tells or shows about the capped pupal stage of the honey bee life cycle.

4. How does the diagram help the reader understand the text?

5. What is one fact the diagram shows or explains that is not explained in the text?

RI.2.10

6. Write one WORD to summarize the following paragraphs:

B. _____ D. _____

7. Summarize what you know about the honey bee life cycle.

Complete Sentences	Cite the Evidence	Restate the Question
--------------------	-------------------	----------------------

Monday, April 20th - Writing Lesson 8- Writing a New Letter to Share an Opinion (W.2.1)

Step 1- Follow along with the text Hey Little Ant.

<https://www.youtube.com/watch?v=ehH6l6v5sYM>

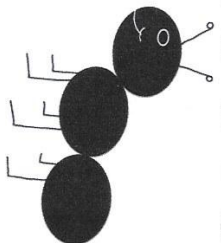
Step 2- Then decide what you would do if you were the kid in the story.

Step 3- Organize your opinion/reasons.

Step 4- Write an opinion piece sharing your thoughts about what the kid in the story should do. Remember to make your writing strong with details from the story or information you know to be true about ants.

Name: _____

Squish or Save?



I think the boy should:

squish the ant

save the ant

Reason 1

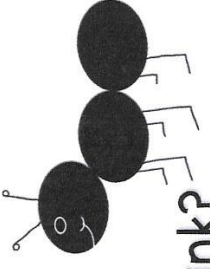
Reason 2

Reason 3

Conclusion Sentence:

PI

Hey, Little Ant

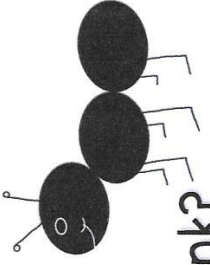


Should the boy squish the ant or save the ant? What do you think?

Handwriting practice area consisting of ten sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.

P.2

Hey, Little Ant



Should the boy squish the ant or save the ant? What do you think?

Handwriting practice area consisting of ten sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

Word Problems 2.OA.1

Tuesday - 4.21.20

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. Rowan had 12 bows. Her friend Emma gave her 7 more bows but then Rowan lost 3 of her bows. How many bows does Rowan have now?

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

2. Tori planted magic beanstalk seeds. On Monday the beanstalk grew 5 inches. On Tuesday it grew 9 more inches. On Thursday, when she measured it, the beanstalk was 20 inches tall. How many inches did it grow on Wednesday?

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

Subject Pronouns

Name _____

Rule I, you, he, she, it, we, and they are **subject pronouns**. They take the place of nouns or noun phrases in the subject part of the sentence.

Example

Cinderella is my favorite fairy tale character.
She is my favorite fairy tale character.



Exercise Write the pronoun that takes the place of the underlined words.

1. A prince was looking for a wife.

_____ was looking for a wife.

2. A big ball was held at the palace.

_____ was held at the palace.

3. Cinderella's stepmother wouldn't let her go.

_____ wouldn't let her go.

4. Cinderella was left at home to work.

_____ was left at home to work.

5. A fairy godmother came to help her go to the ball.

_____ came to help her go to the ball.

6. The prince fell in love with Cinderella.

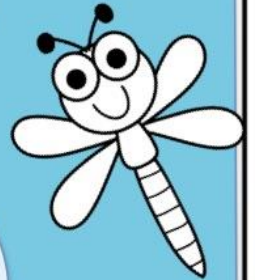
_____ fell in love with Cinderella.

7. The prince and Cinderella were married.

_____ were married.



Insects



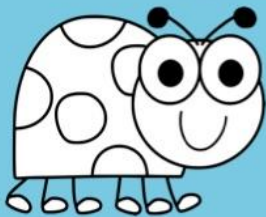
Creepy

or



Awesome

Opinion Writing



By Melissa Magyar

Magyar 2014

My Insect Book

Creepy or Awesome?

Opinion Writing

Recall previous learning and share.

Introduce the day's **objective**: State your opinion about insects. After all that we have learned about insects, do you think insects are creepy or awesome? (Be sure to define both creepy and awesome.)

Give **think** time.

Lead a **class discussion**.

Chart opinions and questions.

Insects	
Creepy	Awesome
<ul style="list-style-type: none">bitestingspread diseaseeat cropsstinkflydrink up water	<ul style="list-style-type: none">colorfulwalk on watercamouflagelegs, horns, stink, hornsjump controlpollinate plantseat dead animals & plants

Are insects creepy or awesome? Please explain:

Teach any additional information you think students will find helpful. (Hint: see the worksheet.) Choose your favorite strategy to make this learning meaningful. Discuss briefly and move on to the next characteristic.

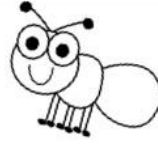
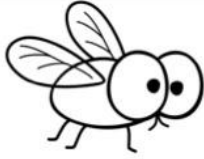
Be explicit in naming the strategy you use to generate opinions and add it to the Learning Tools anchor chart.

Depending on your class, you may choose to do the writing independently or as a shared write. **Close** the lesson with a question like: What did we learn about insects today? What did we do to help remember our new learning? What Learning Tool do you like best so far? Why?

Name: _____

Insects

Creepy



Awesome

Blank writing area for the 'Creepy' column.

Blank writing area for the 'Awesome' column.

Are insects creepy or awesome? Please explain.

Five horizontal lines for writing an explanation.

My Weekly Spelling Practice Packet

This Week's Words:

Silent e plus suffix

baking
sharing
smiling
shining
whining
hiring
frozen
broken
skater

rider
mover
striped
safest
likely
bravely
caught

Name: _____
Date: _____

Write the Words

Name: _____

Date: _____

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

Silent e plus suffix

baking

sharing

smiling

shining

whining

hiring

frozen

broken

skater

rider

mover

striped

safest

likely

bravely

caught

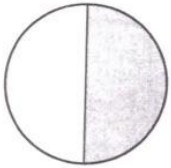
Name _____

Step-Up 5

Reteaching

Unit Fractions and Regions

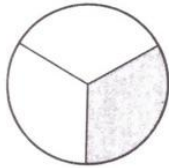
A fraction can name one of the equal parts of a whole shape.



shaded part

equal parts

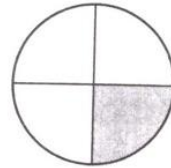
$\frac{1}{2}$ is shaded.



shaded part

equal parts

$\frac{1}{3}$ is shaded.

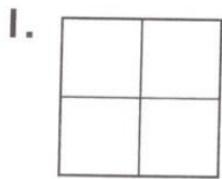


shaded part

equal parts

$\frac{1}{4}$ is shaded.

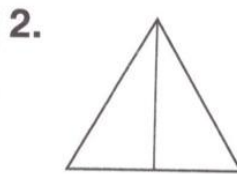
Color one part. Write how many shaded and equal parts.
Write the fraction.



shaded part

equal parts

— is shaded.



shaded part

equal parts

— is shaded.

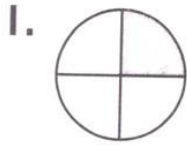
Name _____

Step-Up 5

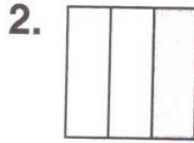
Practice

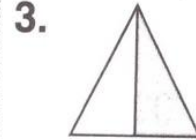
Unit Fractions and Regions

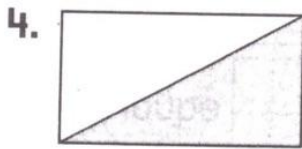
Write the fraction for the shaded part of the shape.

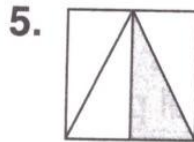


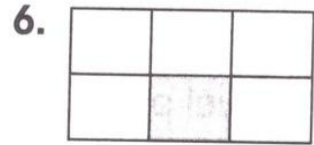
$\frac{1}{4}$











7. Vinnie colored one part of the circle.
What fraction of the circle did he color?



- (A) $\frac{1}{2}$
- (B) $\frac{1}{3}$
- (C) $\frac{1}{4}$
- (D) $\frac{1}{6}$

8. **Algebra** Find the fraction for the shaded part of each shape. Look for a pattern. Which shape is missing?



- (A)
- (B)
- (C)
- (D)

Name _____

Step-Up 6

Reteaching

Non-Unit Fractions and Regions

A fraction can name two or more equal parts of a whole shape.



$\frac{2}{3}$

shaded parts

$\frac{2}{3}$

equal parts

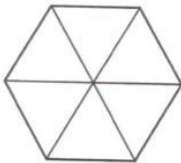
$\frac{2}{3}$

is shaded.

Color the parts red.

Write the fraction for the shaded part.

1. Color 4 parts.

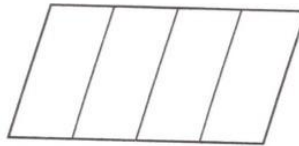


red parts

is red.

equal parts

2. Color 2 parts.

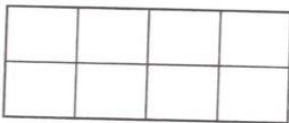


red parts

is red.

equal parts

3. Color 5 parts.

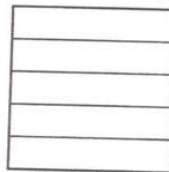


red parts

is red.

equal parts

4. Color 3 parts.



red parts

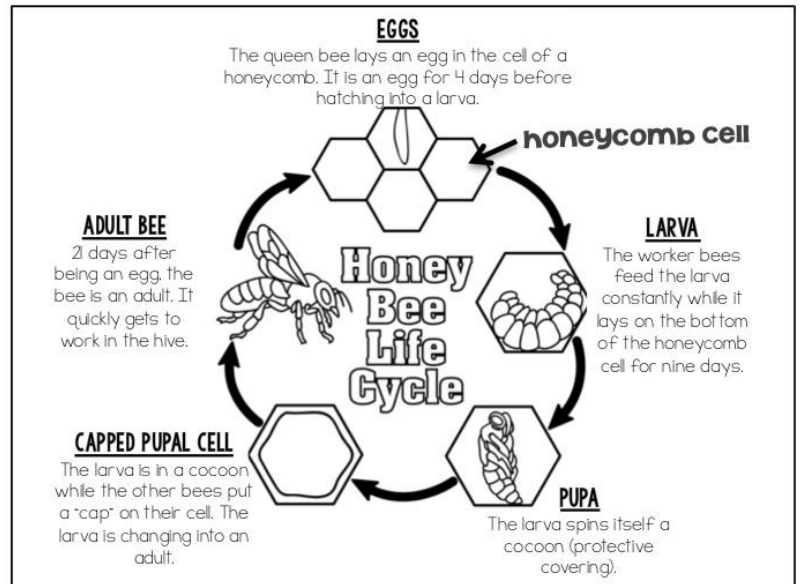
is red.

equal parts

What Do You Know About Honey Bees?

A

Honey bees start their lives as eggs in winter. The queen bee lays all of the eggs in the hive. There is only one egg in each cell, or section of the honeycomb. Once the eggs hatch, they become small, white, worms called larva. Larva live in the honeycomb and eat as much as they can. The other worker bees feed honey to the larva all day long.



B

After the larva stage, the bees spin themselves a cocoon. This is when they enter the pupa phase. They don't eat any food during this stage because they ate so much while they were a larva.

C

While they are in their cocoon, their body starts to go through many changes. They grow legs and wings and start to look like a bee. The other bees in the hive protect the pupa by creating a safe capped pupal cell. The other bees know when the pupa is ready to come out so they crack open the pupal cell. The bee is now ready to come out of the cocoon.

D

When the bee comes out of the cocoon, it is now an adult. It's body is now large, thick, and fuzzy. Most adult bees have black and yellow stripes. However, bees can also be bright green or very fuzzy and all black. For the rest of their lives, they will work in groups called colonies with one queen bee as their boss.

E

The queen bee is the boss of the whole hive. She directs the worker bees. And she controls how the bees act by making sure they do what they need to do. The queen bee also lays all of the eggs. Sometimes she can lay as many as 2,000 eggs in one day!

F

Sadly, honey bees have been going extinct in the past few years and now we have fewer. Some people think this is because their habitats are being destroyed by human beings. This is unfortunate because without bees to help spread the pollen from flower to flower, many flowers will begin to die. This is important for humans because we need fruits and vegetables to eat. Honey bees are very important to humans!

RI.2.1

8. Write three questions where the answer could be found in the text

RI.2.2

9. Write one WORD that describes the main idea of the text: _____

10. Write ONE sentence that tells the main idea of the text.

Complete Sentences	Cite the Evidence	Restate the Question
-----------------------	----------------------	-------------------------

RI.2.4

11. Find the underlined word, cell in the text. Use the context clues to explain what this word means. Circle the words in the text that are a clue to the meaning of the word.

RI.2.6

12. Do you think the author wrote this text mostly to:

(choose one)

- EXPLAIN something
- DESCRIBE something
- ANSWER a question

Explain WHAT the author is trying to EXPLAIN, DESCRIBE, or ANSWER: _____

Object Pronouns

Name _____

Rule An **object pronoun** replaces a noun or noun phrase in the predicate part of a sentence. **Me, you, him, her, it, us, and them** are object pronouns.

Example

Tommy packed **his backpack**.
Tommy packed **it**.



Exercise Rewrite each sentence. Replace the underlined words with the correct object pronoun.

1. Tommy packed sandwiches and apples.

2. He saw the trail.

3. Tommy heard the birds.

4. Tommy called Ed and Larry.

5. Rita met Tommy at the trail's end.

6. Tommy gave Rita one of his sandwiches.

7. They ate their lunches under a tree.



Read the story and fill in the proper punctuation.



Bigfoot

Matt and his brother David
were going on a camping trip in
the Sierra Mountains

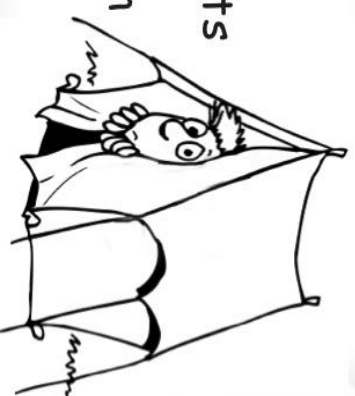
You set up the tent said Matt
and I will gather the firewood
Later that night they woke
to the sound of foot steps What
is that asked David

The sound grew louder Do you
think it is a bear asked Matt

I think it is Bigfoot yelled
David They got their flashlights
and went outside to investigate
Everything was quiet and still

The next morning when they
left the tent they suddenly froze
In the mud surrounding their tent
were the most
gigantic foot prints
they had ever seen

The End
























2GA3

Describe Fractions

Name: _____

Match the parts and the whole to the picture shown.

Picture	Describe the Parts It is divided into _____.	Describe the Whole The fraction is _____.
		
		
		
		
		
		
		

thirds
one third
fourths
halves
fourths
fourths
thirds
thirds

three fourths
one half
two thirds

one third
one fourth
two fourths


2GA3

Name: _____


Equal Shares :: Different Shapes

Sort the fractions by the shaded portion.


one third



two thirds




one fourth




one half



three fourths

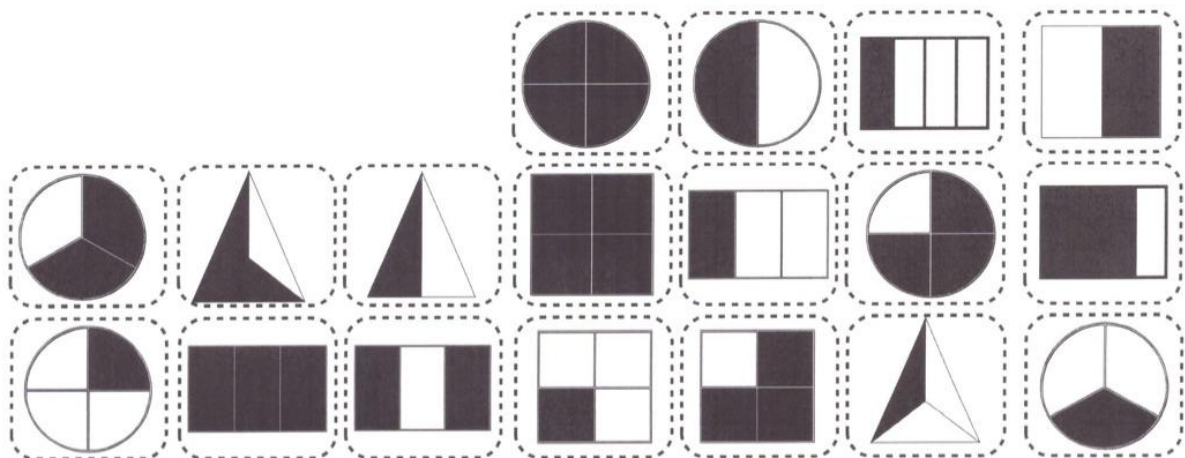


one whole



© Jessica Boschen • What I Have Learned

Do all the fractions that are one fourth have the same shape? Is the shape of the fraction important? Why or why not?
What is important when looking at a fraction?



Name _____ # _____

Reflexive Pronouns-

Thursday

A **reflexive pronoun** refers back to the subject of the sentence.

Reflexive pronouns end with **self** or **selves**.

These are the reflexive pronouns:

myself, yourself, himself, herself, itself, themselves, ourselves, and yourselves.

Hisself and *theirselves* are not grammatically correct and should NOT be used!

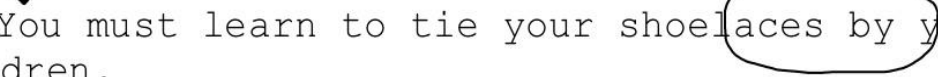
Directions: Choose a reflexive pronoun to fill in the blank.

1. I like cooking and baking for _____.
2. Did he burn _____ on the hot oven?
3. She pushed _____ to try harder.
4. We will seat _____ outside.
5. Are they building a house for _____?
6. Did you hurt _____ on the playground?
7. The cat sat by _____ in the corner.
8. Children, did you see _____ in the mirror?

Directions: Circle the reflexive pronoun and draw a line back to the subject.

Example:

You must learn to tie your shoelaces by yourselves, children.



1. I make lunch for myself every morning.
2. Can he carry that heavy bag by himself?
3. They call themselves "The Sunshine Singers."
4. She walked to the store by herself.
5. We locked ourselves out of the house again.
6. You shouldn't eat the entire cake by yourself.
7. That dog nearly killed itself when it darted across the road in front of a car.

Spelling Word Search

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

bravely
whining
caught
mover

shining
likely
frozen
broken

striped
hiring
smiling
skater

sharing
safest
baking
rider



Name _____

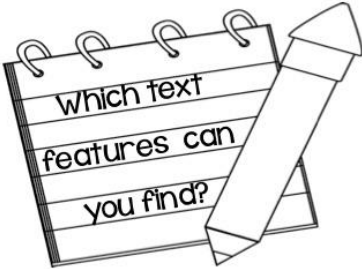


Scavenger Hunt



Title of your book

Author



- | | |
|--|--|
| <input type="checkbox"/> Headings | <input type="checkbox"/> Caption |
| <input type="checkbox"/> Table of Contents | <input type="checkbox"/> Map |
| <input type="checkbox"/> Index | <input type="checkbox"/> Chart |
| <input type="checkbox"/> Glossary | <input type="checkbox"/> Diagram |
| <input type="checkbox"/> Photograph | <input type="checkbox"/> Labels |
| <input type="checkbox"/> Illustration | <input type="checkbox"/> Bold , <i>italics</i> , or colored print |

Pick a text feature that you found and tell what page you found it on.



Text feature _____

Page # _____

Friday, April 24th – Writing a New Letter to Share Your Opinion (W.2.1)

Step 1- Read The Legend of Bigfoot.

Step 2- Form your opinion- What do you believe?

Is Bigfoot a myth? Is Bigfoot real?

Step 3- Organize your thoughts to support your opinion using the OREO graphic organizer.

Step 4- Write a detailed opinion letter. Remember to include text evidence to support your reasons for your opinion.

The Legend of Bigfoot



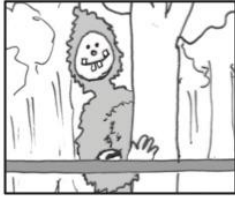
Mary Johnson lived alone in the woods. She liked living in the mountains. She liked the peace and quiet.

One morning, while doing dishes, Mary looked out her window. CRASH! The dish she was washing broke as it landed in the sink. She saw a large, furry shape outside and ducked below the window.

Mary went to another window and peeked through the curtain. What she saw was unlike any animal she'd ever seen. Dark hair covered it from head to toe. It was tall and strong. It stood and walked on two legs. Not at all like how a bear walks when standing on its hind legs. It was more like a person walking.

There are many stories just like this out there. They are stories about Bigfoot sightings.

The Legend of Bigfoot



Bigfoot is an American legend. He isn't real, but many people still believe in him. People write books about Bigfoot sightings. Some go out into the woods to search for him.

No one has ever found proof that Bigfoot exists. Some take pictures that they claim show Bigfoot. But these are always a bit too blurry. No one has found hairs or remains, either. Not even a big footprint.

Over the years, there have been a lot of hoaxes. There are videos that claim to show Bigfoot. But later, it turns out that Bigfoot was really just a man in an ape costume. Some people have claimed that they found the body of a dead Bigfoot. They charged people money to see the body. But it always turns out to be a fake. The body is made out of something like rubber and camel hair.

Yet the sightings continue. Stories pop up here and there every few years. People describe seeing an animal that can't be anything other than Bigfoot. Normal people, too. Not just the kinds of people that are seeking attention.

So what do you believe? Is Bigfoot out there?



Name _____



Opinion Writing Graphic Organizer

O

Give your opinion.

R

Give reasons for your opinion. How did you come up with your opinion? (**choose one:** because/and/also)

•

E

What is your evidence to support your opinion? Write at least 3 facts.

•

•

•

O

Restate your opinion.

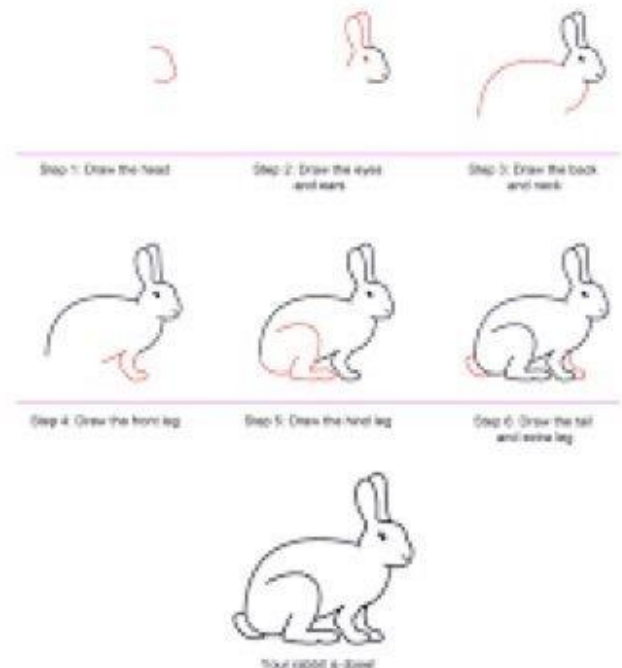
Art project for April for all K-2 classes

Go to You Tube and watch a read aloud of **The Runaway Bunny** by Margaret Wise Brown. Then use the drawing guide to create a picture of a bunny or bunnies. Add grass or flowers with your pencil, then trace over all of your pencil lines with with a marker, (not a permanent marker) any color is fine. Use a small wet paintbrush to outline the marker lines to create a shadow of color around the inside of your bunny drawing, outline the grass and flowers too. If you don't have a paintbrush, just color your bunny picture with markers or crayons. If you are able to send me a photo of your artwork at aramsey@madison-schools.com, I love seeing your finished work and your sweet faces too!

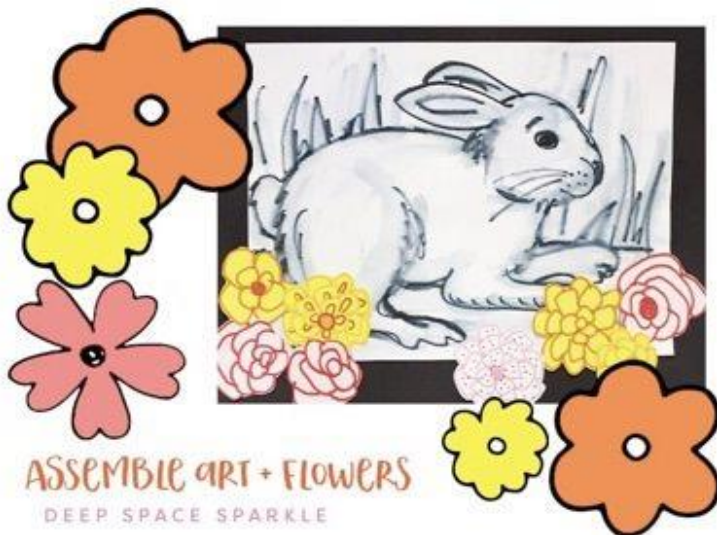
-Mrs. Ramsey



How to Draw a Rabbit in 6 Easy Steps



WeDrawAnimals.com



ASSEMBLE ART + FLOWERS
DEEP SPACE SPARKLE

2nd Grade Music Activities @ Home

I hope that you all are having fun with these activities that you can do at home. As always, most of these will not require any technology, but a few of them will. Have fun and do your best!

Mr. Hawkins



Moving Activities

- Using your body make these shapes: circle, square, triangle, an X, and a cross +.
- Put on some music and have a dance party with your family, stuffed animals or toys. If another family member is there, have them pause the music and make it a Freeze Dance party. Don't forget to move in both self space and general space.

Listening and Creating Activities

- On a piece of paper make 10 lines or shapes. Now follow each one with your singing voice on an "ooo".

Singing Activities

- Teach someone in your house your favorite song from music class.
- Sing along to these following songs:
 - "A Sailor Went to Sea" (<https://safeYouTube.net/w/trW3>)
 - "John The Rabbit" (<https://safeYouTube.net/w/asW3>)
 - "Wise Old Owl" (<https://safeYouTube.net/w/CsW3>)



Library@Home

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 Lotus and Feather.
- 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

Construct

The crane in this story is an endangered animal. With an adult, research other endangered animals in our world. Then create a model of that animal using Legos, Playdoh, or other materials you have in your house.

Create

This story is set in China. Find China on a map. Create a map of the country of China using materials you have in your house.

Write & Illustrate

Watch the video and illustrate a lotus flower.



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:

At Home PE Lessons

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.

Try and do this every day. Remember to have fun!

Name: _____

Put an X on each box after you have completed that exercise set.

I can complete 100 exercises!

Do 10 sit ups.	Squat down to the floor, then jump up to the sky 10 times.
Jump on your right foot 10 times.	Complete 10 push-ups.
Balance on one foot for 10 seconds.	Do 10 jumping jacks.
Bring your knee to your chest 10 times.	Jump on your left foot 10 times.
Do 10 ski sliders.	Kick 10 kick-boxing kicks on each leg.