


	MATH	READING	WORD WORK	SCIENCE & SOCIAL STUDIES										
<p>May 13 (Day 31)</p>	<p>Review: Solve $213 - 124 = \underline{\quad}$ (NC.2.NBT.7)</p> <p>Some second grade students were asked to vote for their favorite cookie dough. Below are the results of the survey. Create a picture graph of their votes in your math journal or on paper. (NC.2.MD.10)</p> <table border="1"> <thead> <tr> <th colspan="2">Favorite Cookie Dough</th> </tr> </thead> <tbody> <tr> <td>Sugar</td> <td> </td> </tr> <tr> <td>Chocolate Chip</td> <td> </td> </tr> <tr> <td>Oatmeal Raisin</td> <td> </td> </tr> <tr> <td>Peanut Butter</td> <td> </td> </tr> </tbody> </table> <p>Complete Day 31 Exit Ticket on pg. 5.</p>	Favorite Cookie Dough		Sugar		Chocolate Chip		Oatmeal Raisin		Peanut Butter		<p>Optional: Watch the instructional video for Day 31 (https://bit.ly/2ndModules).</p> <p>Listen to <u>Hummingbirds</u>. See pg. 11</p> <p>-Think and talk about the interesting facts you learned about hummingbirds.</p> <p>-Write: Answer questions about the text. See pg. 13 (RI.2.1)</p>	<p>Optional: Watch the instructional video for Day 31 (https://bit.ly/2ndgradeskills).</p> <p>Color It: Write each word from your Cycle 23 word list. Use a colored pencil or marker to underline the 'ate' at the ending of each word. Read your words out loud. See pg. 15. (RF.2.4.e)</p>	<p>Social Studies Topic: Spending</p> <p>Because of scarcity, we are forced to make choices when spending our money. Every choice we make has an "opportunity cost," which is all possible things we may give up when we choose one thing over another (like time required to earn and save money or lost opportunities to do other things).</p> <p>Activity: Collect 3 containers (boxes, envelopes, etc.). Be creative in decorating the containers with stickers, magazines, construction paper, crayons, or magic markers. Then label one SPEND, another SAVE, and a final one GIVE. Discuss with an adult at home how you can best use these for your own money. (2.E.1.5)</p> <p>Optional Enrichment Resource: Kids Spending Money https://bit.ly/2zbaWlj</p>
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<p>May 14 (Day 32)</p>	<p>Review: Pam has 17 cards of animals from Africa. She has some cards from other continents. Altogether she has 90 cards. How many cards are of animals from other continents? (NC.2.OA.1)</p> <p>Jocelyn was at the park. She counted 3 Birch trees, 6 Oak trees, 5 Maple trees and 2 Pine trees. Create a picture graph and a bar graph in your math journal or on paper to show the types of trees she counted in the park. (NC.2.MD.10)</p> <p>Complete Day 32 Exit Ticket on pg. 5.</p>	<p>Optional: Watch the instructional video for Day 32 (https://bit.ly/2ndModules).</p> <p>Listen to <u>Hummingbirds: Small and Special</u>. See pg. 11</p> <p>-Think and talk about what it means to <i>hover</i>.</p> <p>-Answer questions about the text and draw a picture of a hummingbird <i>hovering</i>. See pg. 13 (RI.2.1)</p>	<p>Optional: Watch the instructional video for Day32 (https://bit.ly/2ndgradeskills).</p> <p>Decodable Text: Read the decodable text "The Tale of Knight's Nose." Focus on reading smoothly, with expression, and at just the right speed. Using a highlighter, search for high frequency words (brought, piece, knew, huge, new, saw, whole, hole, ate). See pg. 15. (RF.2.5)</p>	<p>Social Studies Topic: Saving</p> <p>It's a good idea to save a certain amount every time you receive money. A budget is a plan for spending and saving money. A budget can show how much money has been earned, how much has been spent so far, and how much is left. It can also show expected expenses, in order to plan how much to save. Saving a little now can help to pay for big purchases and expenses in the future.</p> <p>Activity: With an adult, discuss special expenses that you will have in the future (a toy, gift, experience, etc.) On paper predict the total expense, and then create a plan to save money. (2.E.1.5)</p> <p>Optional Enrichment Resource: Just Saving My Money https://bit.ly/2yzTq6N</p>										
<p>May 15 (Day 33)</p>	<p>Review: Solve $723 + 128 = \underline{\quad}$ (NC.2.NBT.7)</p> <p>Some second grade students were asked to vote for their favorite ice cream flavor. Here are the results: 4 Chocolate, 2 Vanilla, 3 Strawberry and 1 Chocolate Chip. Create a picture graph or bar graph of their votes in your math journal or on paper. (NC.2.MD.10)</p> <p>Complete Day 33 Exit Ticket on pg. 5.</p> <p>Optional: Log into DreamBox and continue working for 15 minutes.</p>	<p>Optional: Watch the instructional video for Day 33 (https://bit.ly/2ndModules).</p> <p>Listen to <u>Hummingbirds: Small and Special</u>. See pg. 11</p> <p>-Think and talk about the hummingbird actions that lead to pollination.</p> <p>-Write and draw about the first hummingbird action that leads to pollination. See pg. 14 (RI.2.3)</p>	<p>Optional: Watch the instructional video for Day 33 (https://bit.ly/2ndgradeskills).</p> <p>Writing: Create at least 5 silly sentences using the Cycle 23 Word List. The sillier the better! When you're done, read the sentences out loud to a friend, family member, or stuffed animal. See pg. 15 (RF.2.4.e)</p>	<p>Social Studies Topic: Borrowing</p> <p>A responsible borrower is someone who can be trusted to return things borrowed or repay borrowed money. If you want someone to lend you money, you must show that you can be trusted to repay the money in a timely manner. Credit cards are one way that adults borrow money. It costs more to buy things with borrowed money because most lenders charge a fee for letting others use their money.</p> <p>Activity: Write and draw to answer the questions: Have you ever borrowed money from someone? What deal did you make about paying the money back? Were you charged an additional fee for borrowing? [If you have not borrowed money, write about something else you borrowed.] Share your work and discuss the benefits and problems of borrowing with an adult. (2.E.1.5)</p> <p>Optional Enrichment Resource: A Story About Borrowing https://bit.ly/2VPuK9Z</p>										

<p>May 18 (Day 34)</p>	<p>Complete the “Which One Doesn’t Belong?” tasks for Day 34 on pg. 7. (NC.2.G.1)</p> <p>Find objects around the house that have 3 sides, 4 sides, 5 sides and 6 sides. Draw pictures of the objects in your math journal or on paper. Write the names of the shapes below the objects. (NC.2.G.1) Use toothpicks, straws, crayons and pencils to build a shape with 3 sides that are the same length. Then, build a shape with 3 sides that are different lengths. Draw a picture of both shapes in your math journal or on paper. Describe how the shapes are alike and different. (NC.2.G.1)</p> <p>Quadrilateral is a special name for shapes with four sides. Complete the Quadrilateral Search activity on pg. 7. Complete the Identifying Shapes Exit Ticket on pg. 7. (NC.2.G.1)</p>	<p>Optional: Watch the instructional video for Day 34 (https://bit.ly/2ndModules).</p> <p>Listen to <u>Hummingbirds: Small and Special</u>. See pg. 11</p> <p>-Think and talk about the hummingbird actions that lead to pollination (review).</p> <p>-Write and draw about the next hummingbird action that leads to pollination. See pg. 14 (RI.2.3)</p>	<p>Optional: Watch the instructional video for Day 34 (https://bit.ly/2ndgradeskills).</p> <p>Contractions are two words shortened to one word! The apostrophe shows the contraction. Some examples are: you’re, we’re, they’re.</p> <p>Make a list of as many contractions as you can. Then, turn them into sentences! (They’re going where you’re going!). See pg. 15 (RF.2.4)</p>	<p>Science Topic: Describe the Weather.</p> <p>Each day collect weather data. Look outside and draw a picture or describe in words what you observe (see, feel, hear). Create a table to help organize your data observations. Here are some ideas to help you organize your data.</p> <p>Temperature: How does it feel outside? Wind: Is it windy today? How do you know? Clouds: What do the clouds look like today? (2.E.1.2)</p> <table border="1" data-bbox="1738 240 2032 462"> <thead> <tr> <th></th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td>Date</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Time</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Temperature How does it feel?</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Wind Is it windy today?</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Clouds What do the clouds look like today?</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Monday	Tuesday	Wednesday	Thursday	Friday	Date						Time						Temperature How does it feel?						Wind Is it windy today?						Clouds What do the clouds look like today?					
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<p>May 19 (Day 35)</p>	<p>Complete the “Which One Doesn’t Belong?” tasks for Day 35 on pg. 7. (NC.2.G.1)</p> <p>Cut out the Sorting Shapes cards on pg. 9. Sort the shapes into two piles. How did you sort the shapes? Explain in your math journal. Gather the shapes and sort them a different way. How did you sort the shapes? Explain in your math journal. (NC.2.G.1)</p> <p>Triangles, quadrilaterals, pentagons and hexagons are 2D shapes. 2D shapes have sides and angles. Complete the “Is It a 2D Shape Or Not?” activity on pg. 8. Complete both Exit Tickets for Day 35 on pg. 5. (NC.2.G.1)</p>	<p>Optional: Watch the instructional video for Day 35 (https://bit.ly/2ndModules).</p> <p>Listen to <u>Hummingbirds: Small and Special</u>. See pg. 11</p> <p>-Think and talk about the hummingbird actions that lead to pollination (review).</p> <p>-Write and draw about the last hummingbird action(s) that leads to pollination. See pg. 15 (RI.2.3)</p>	<p>Optional: Watch the instructional video for Day 35 (https://bit.ly/2ndgradeskills).</p> <p>Spelling Buddy: Have a sibling, parent, or friend call out ten words to you from the Cycle 23 list. Spell each word carefully on a blank sheet of paper. See pg..15 (RF.2.4.e)</p>	<p>Science Topic: Seasons and Patterns of Weather</p> <p>Right now the season is Spring.</p>  <p>Pretend you are planning a vacation for the month of July. What items would you pack to take on your vacation? Draw a picture of what your suitcase would look like and what clothes you would pack. Write 2 sentences to describe the weather you would hope to have on your vacation. (2.E.1.2)</p>																																				



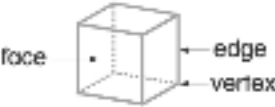
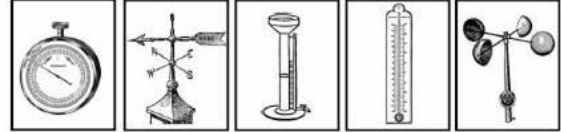
SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.

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| <ul style="list-style-type: none"> <input type="checkbox"/> Draw your own man in the moon while you sing “Aiken Drum” <input type="checkbox"/> Write a list of all the places you hear music in one day. Did anything surprise you? <input type="checkbox"/> Using any type of line or shape to create a picture with only the three primary colors (red, blue, yellow) | <ul style="list-style-type: none"> <input type="checkbox"/> Yikes! Something is in the back of your house. Draw a picture of it. <input type="checkbox"/> Put on your favorite song or turn on the radio. Dance however you like during the entire song. | <ul style="list-style-type: none"> <input type="checkbox"/> For 60 seconds, clear your mind and only focus on your breathing. IF your mind starts to wander, bring your attention back to your breathing. <input type="checkbox"/> Read and learn (research) about an animal or plant in a book or ONE Access. Create a puppet show that teaches five or more things about your animal/plant. | <ul style="list-style-type: none"> <input type="checkbox"/> Read two books about the same topic or subject, like football or cats. Write three ways that the information or stories are the same and different. |
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I certify that my child, _____, did complete all of the required activities in days 31-35 of this learning plan.

Parent/Guardian Signature _____

Date _____

	MATH	READING	WORD WORK	SCIENCE & SOCIAL STUDIES
<p>May 20 (Day 36)</p>	<p>3D Shape Scavenger Hunt: Find objects around your home that look like a cube, rectangular prism, cylinder, cone and sphere.</p>  <p>Draw a picture of the objects you found in your math journal or on paper. (NC.2.G.1)</p> <p>Compare three objects you found to 3D shapes by copying and completing the sentence frame three times in your math journal or on paper: This ___ (object) is like a ___ (3D shape) because both (are/have) ___. (NC.2.G.1)</p> <p>Complete the Comparing 3D Shapes Exit Ticket on pg. 5. (NC.2.G.1)</p>	<p>Optional: Watch the instructional video for Day 36 (https://bit.ly/2ndModules).</p> <p>Listen to Amanda's Letter. See pg. 11</p> <ul style="list-style-type: none"> -Think and talk about the punctuation you notice after "Dear Second Graders" (greeting) and after "Thank you" (closing) in the letter. -Write a short letter to a friend telling them about your favorite pollinator. <p>Include a greeting with a comma after it and a closing with a comma after it. See pg. 16 (W.2.6)</p>	<p>Optional: Watch the instructional video for Day 36 (https://bit.ly/2ndgradeskills).</p> <p>Color It: Write each word from your Cycle 24 word list. Use a colored pencil or marker to underline the compound word parts for each word (<u>along side</u>). Read your words out loud. See pg. 18. (RF.2.4.e)</p>	<p>Social Studies Topic: Giving</p> <p>Philanthropy means taking action by giving time, talent, or donating money for the common good. Donating is a form of spending, since your money is being spent on the needs of others rather than your own wants and needs. Philanthropy is an important way we can contribute to the common good.</p> <p>Activity: Make a list of both positive and negative motivations to be philanthropic and to give time, talent, or money for the common good. Make a second list of problems in our community. Share your lists with an adult and discuss what non-profit organizations work to solve these problems. Which would you be interested in contributing to? (2.E.1.5)</p> <p>Optional Enrichment Resource: Earn, Save, Spend and Donate https://bit.ly/2ywUUuU</p>
<p>May 21 (Day 37)</p>	<p>The faces (flat sides) of 3D shapes are made of 2D shapes. How is the square like the cube below? How is it different? Explain in your math journal or on paper.</p>  <p>Find examples of solid 3D shapes inside your home. Place them in a bag. Pull a solid 3D shape out of the bag. Say the 2D flat shapes you see to a family member. Then, compare the 2D shapes you see to the 3D solid. Repeat two more times. Complete the Comparing 2D Shapes to 3D Shapes Exit Ticket for Day 37 on pg. 6. (NC.2.G.1)</p>	<p>Optional: Watch the instructional video for Day 37 (https://bit.ly/2ndModules).</p> <p>Listen to Amanda's Letter. See pg. 11</p> <ul style="list-style-type: none"> -Think about who you want to tell about pollinators. -Talk about the parts of a letter. -Use the "Parts of a Letter" note-catcher to make notes about the information you will include in the greeting, the introduction, and the closing. See pg. 16 (W.2.6) 	<p>Optional: Watch the instructional video for Day 37 (https://bit.ly/2ndgradeskills).</p> <p>Decodable Text: Read the decodable text "Solid, Liquid, or Vapor." Focus on reading smoothly, with expression, and at just the right speed. Using a highlighter, search for high frequency words (everyday, everybody, everyone, we're, you're). See pg. 18 (RF.2.5)</p>	<p>Social Studies Topic: Financial Institutions</p> <p>Banks and credit unions are trusted businesses where people can safely keep their money. Both offer a number of ways for managing money. They provide services such as savings accounts, checking accounts, investment accounts, loans and credit cards. The longer your money sits in the bank in a savings or investment account, the more money it will earn for you. The money earned is called interest</p> <p>Activity: Draw a picture of a bank and then answer these prompts: (1) Why do people go to banks? (2) Have you ever been to a bank? What did you see? (3) What does a bank do? Share this with an adult and ask how they use financial institutions. (2.E.1.6)</p> <p>Optional Enrichment Resource: CashVille Kidz: Roles of a Bank https://bit.ly/2XSIHrj</p>
<p>May 22 (Day 38)</p>	<p>3D shapes have faces (flat sides), edges connecting the faces) and vertices (corners). See the example of the cube to the right.</p> <p>A cube is a solid figure with 6 equal faces, 12 edges, and 8 vertices.</p>  <p>Gather objects in your home that look like a rectangular prism, cone, cylinder and sphere. Draw a picture of each object in your math journal or on paper. Then, label a face, an edge and a corner on each picture. If an object does not have faces, edges or corners, then write NO ____ (faces, edges, corners). (NC.2.G.1)</p> <p>Complete the 3D Shape Riddles Exit Ticket on pg. 5.</p>	<p>Optional: Watch the instructional video for Day 38 (https://bit.ly/2ndModules).</p> <p>Listen to Amanda's Letter. See pg. 11</p> <ul style="list-style-type: none"> -Think and talk about the most important information you would like to share about how hummingbirds help plants grow? -Use the "Parts of a Letter" note-catcher to make notes about the information you will include in the body of the letter. See pg. 17 (W.2.6) 	<p>Optional: Watch the instructional video for Day 38 (https://bit.ly/2ndgradeskills).</p> <p>Writing: Create at least 5 silly sentences using the Cycle 24 Word List. The sillier the better! When you're done, read the sentences out loud to a friend, family member, or stuffed animal. See pg. 18 (RF.2.4.e)</p>	<p>Science Topic: Describe the Weather</p> <p>Some weather tools that Meteorologists use include thermometers, anemometers, barometers, rain gauges, and wind vanes. How do these tools help to predict the weather? What are the tools used for? Discuss your answers with an adult (2.E.1.2)</p> 

<p>May 26 (Day 39)</p>	<p>You want to share a paper circle with a family member. Trace an object shaped like a circle. Cut it out. Fold it in half. Draw a picture of the halves in your math journal. Write your name on one-half and write a family member's name on the other half. Trace the circle object again. Cut it out. Fold it into fourths. Draw a picture of the fourths in your math journal. Write your name on one-fourth and write family members' names on the other fourths. Did you and your family members get a fair share of the circle each time? Explain in your math journal. (NC.2.G.3)</p> <p>You want to share a rectangle with a family member. Get a piece of notebook paper. Fold it in half. Draw a picture of the halves in your math journal. Write your name on one-half and write a family member's name on the other half. Get another piece of notebook paper. Fold it into fourths. Draw a picture of the fourths in your math journal. Write your name on one-fourth and write family members' names on the other fourths. Did you and your family members get a fair share of the rectangle each time? Explain in your math journal. (NC.2.G.3) Complete the Fair Share-Halves Exit Ticket on pg. 5.</p>	<p>Optional: Watch the instructional video for Day 39 (https://bit.ly/2ndModules).</p> <p>Listen to Amanda's Letter. See pg. 11</p> <p>-Think about all of the parts of Amanda's letter and the punctuation she included.</p> <p>-Talk about your notes from Days 7-8: do your notes include all of the information that you want to put in your letter about how hummingbirds help plants grow?</p> <p>-Write your final version of the letter. See pg. 17 (W.2.6)</p>	<p>Optional: Watch the instructional video for Day 39 (https://bit.ly/2ndgradeskills).</p> <p>Homophones: Homophones are words that sound the same but are spelled differently! An example: there, their, they're. Make a list of as many homophones as you can. Then, turn them into sentences! See pg. 18 (RF.2.4.e)</p>	<p>Science Topic: Observe Effect of Light from the Sun</p> <p>Predict if you think an ice cube will melt faster in the sun or in the shade. Directions: Take 2 ice cubes from your freezer. Try to make sure they are close to the same size. Place on a plate. Put one near a window in the sun and the other in a corner with no sun. Observe to see which one melts faster. If you have a timer record how long it takes, if not just record which one melts faster. Write a sentence describing why one ice cube melted faster than another? (2.E.1.1)</p>
<p>May 27 (Day 40)</p>	<p>Optional: Watch "How to Make a Square Out of Paper" video. (https://bit.ly/34Oqp1m)</p> <p>Fold a piece of square or rectangular paper into fourths. Fold another piece of square or rectangular paper into fourths in a different way. Repeat this activity two more times. Draw a picture of the different ways you made fourths in your math journal or on paper. How can you prove that the fourths in each shape are the same size? Explain using pictures, words and numbers.</p> <p>Complete the Fair Share-Fourths Exit Ticket on pg. 5. (NC.2.G.3)</p>	<p>Optional: Watch the instructional video for Day 40 (https://bit.ly/2ndModules).</p> <p>Listen to <i>Hummingbirds</i>. See pg. 11</p> <p>-Think: Identify the hummingbird you like the best in the book.</p> <p>-Talk about the important details you would need to include in a scientific drawing of this hummingbird.</p> <p>-Draw your chosen hummingbird, including all important details. Include a label for each part of the bird (see page 5 of the book). See pg. 18 (RI.2.3)</p>	<p>Optional: Watch the instructional video for Day 40 (https://bit.ly/2ndgradeskills).</p> <p>Spelling Buddy: Have a sibling, parent, or friend call out ten words to you from the Cycle 24 list. Spell each word carefully on a blank sheet of paper. See pg. 18 (RF.2.4.e)</p>	<p>Science Topic: Cloud Observation</p> <p>Activity: Look out the window and observe the clouds you see. Draw a picture of the clouds. Predict if you will be able to play outside later based on the cloud observation. Write a paragraph about what you can do outside based on your cloud observations.</p> <p>Example: <i>There are no clouds in the sky. I can go outside and observe animals. I found a toad sitting in the sun on this warm day.</i> (2.E.1.2)</p>

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

<ul style="list-style-type: none"> <input type="checkbox"/> Keep the beat with your family member's favorite song. <input type="checkbox"/> Read a book and add sound effects to it (every time you talk about a certain character, stomp your feet). 	<ul style="list-style-type: none"> <input type="checkbox"/> Draw a picture of your favorite item. Now, draw it again from a different perspective. <input type="checkbox"/> A regular game of tag, but if someone touches your arm/leg you can no longer use that body part. If both legs are tagged start a new round. 	<ul style="list-style-type: none"> <input type="checkbox"/> Tidy up while walking like a crab. Carry items on your belly across the room to put them away. <input type="checkbox"/> Read a fiction (story) and nonfiction (true) book about pollinators. Write to explain which book taught you the most about pollinators and why? Draw two things you learned about pollinators. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learn about how to do something from the World Book Encyclopedia or a book. Write the steps to doing what you learned and teach someone how to do it. <input type="checkbox"/> Draw a picture of a family member working.
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I certify that my child, _____, did complete all of the required activities in days 36-40 of this learning plan.

Parent/Guardian Signature _____

Date _____