



Grade 2 eLearning Guide – Week 2

Math: Personal Financial Literacy

- Students will identify examples of borrowing and distinguish between responsible and irresponsible borrowing.
- Students will identify examples of lending and use concepts of benefits and costs to evaluate lending decisions.
- Students will differentiate between producers and consumers and calculate the cost to produce a simple item.

Science: Food Chains

- Students will investigate food chains.

Language Arts: Building Strong Readers

- Students will listen to, enjoy, and talk about great books through an online read aloud.
- Students will read books independently and continue to practice familiar reading strategies. Read daily for at least 25-35 minutes to maintain stamina.
- Students will practice familiar snap words and review and practice using common homophones in sentences.
- Students will write letters sharing their strong opinion about a book they have read. Students may write about independent books or read alouds.

Lectura/Escritura:

- Los estudiantes escucharán, disfrutarán y hablarán sobre libros a través de lecturas en voz alta en línea.
- Los estudiantes leerán por lo menos 25 a 35 minutos diarios y practicarán estrategias de lectura.
- Los estudiantes practicarán palabras comunes y homófonos con h.
- Los estudiantes escribirán cartas compartiendo su opinión sobre libros que hayan leído.

Social Studies: Maps

- Students will create maps to show places and routes within the home, school, and community.

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MATH

Objectives

- Students will identify examples of borrowing and distinguish between responsible and irresponsible borrowing.
- Students will identify examples of lending and use concepts of benefits and costs to evaluate lending decisions.
- Students will differentiate between producers and consumers and calculate the cost to produce a simple item.

Note: Activities are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Read through the directions with your child and support them as needed.
 - **Activity 2:** Borrowers Scenario ([Answer Key](#))
 - **Activity 3:** Extend your Mathematical Thinking ([Answer Key](#))
 - **Activity 5:** Benefits of Lending & Cost of Lending ([Answer Key](#))
 - **Activity 6:** Borrower or Lender ([Answer Key](#))
 - **Activity 9:** Producer's Power activity 1 ([Answer Key](#))
 - **Activity 10:** Producer's Power activity 2 ([Answer Key](#))

For Students

Borrowing

- **Activity 1:** Listen to and follow the directions for the [Whoooo's the Wise One?](#) story.
- **Activity 2:** Complete the [Borrowers Scenario](#) worksheet.
- **Activity 3:** Complete the [Extend Your Mathematical Thinking](#) worksheet.

Lending

- **Activity 4:** Listen to and follow the directions for the [Lending is a Risky Business](#) story.
- **Activity 5:** Complete the [Benefits of Lending & Costs of Lending](#) worksheet.
- **Activity 6:** Complete the [Borrower or Lender](#) worksheet.
- **Activity 7:** Write a poem using the vocabulary words from the [Word Bank](#).

Producers

- **Activity 8:** Read the story "[A Producer's Power](#)"
- **Activity 9:** Complete [Producer's Power activity 1](#)
- **Activity 10:** Complete [Producer's Power activity 2](#)

Additional Resources

- If you can access your campus math adaptive software, please do!
- [Math Playground](#)
- [Math Game Time](#)

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Science

Objectives

- Students will investigate food chains through literacy.
- Students will extend their knowledge of insect food chains through literacy.
- Students will demonstrate their understanding of food chains.

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Have your child read the, “STEMscopedia,” and use the, “Linking Literacy,” document to respond to the reading passage.
- Work with your child to read the, “STEMScopedia,” article. Ask questions about the article.
- Have your child complete the, “Claim, Evidence, and Reasoning,” (CER) scenario for insect life cycles.

For Students

- Read the, “STEMscopedia,” and respond to the “Cause and Effect” activity on the, “Linking Literacy,” document.
 - Reading: [English STEMscopedia](#) [Spanish STEMscopedia](#)
 - Student work: [English Linking Literacy](#) [Spanish Linking Literacy](#)
- After reading, respond to the, “Look Out,” and, “Try Now” sections on pages 3-5. **(in the STEMscopedia)**.
- Read the, “Reading Science,” article with an adult or sibling.
 - [English Reading Science](#)
 - [Spanish Reading Science](#)
- Respond to the reflection questions at the end of the article.
- Read the, “Claim, Evidence, and Reasoning,” (CER) scenario
 - [English CER](#)
 - [Spanish CER](#)
- Using the CER model, write your claim and provide evidence and scientific reasoning to support your claim.

Additional Resources

- [Brainpop: Food Chain](#)

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LANGUAGE ARTS

Objectives

- Students will listen to, enjoy, and talk about great books through an online read aloud.
- Students will read books independently and continue to practice familiar reading strategies. Read daily for at least 25-35 minutes to maintain stamina.
- Students will practice familiar snap words and common word endings, like the -ed ending.
- Students will generate letters sharing their strong opinion about a book they have read. Students may write about independent books or read alouds.

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Each day, choose an online read aloud for grade 2: [Suggested Online Read Alouds](#)
- Each day, help your child find a spot to read and enjoy books independently, while practicing familiar reading strategies.
- Each day, practice reading familiar snap words. You can use the snap word list to create flash cards.
- Each day, practice common homophones: words that sound the same but are spelled differently and have different meanings. Example:
 - I ate a pear with my lunch yesterday.
 - I need to buy a new pair of shoes.
- Each day, write a letter sharing your strong opinion about a book you have read or heard.



For Students

- Listen to read aloud online
 - [Suggested Online Read Alouds](#)
- Read independently
 - [Charts to support Independent Reading](#)
 - Sample Stop & Jots Included
- Practice Snap Words
 - [Grade 2 Snap Words](#)
- Practice using common homophones
 - [Homophone Sentence Examples](#)
 - [Homophone Word Cards](#)
- Write a letter sharing your opinion about a book
 - [Charts to support Opinion Writing](#)
 - Student Example Included
 - [Paper for Writing Letters](#)

Resources

- [Reading Log](#)
- [What Successful Readers Do](#)

How Many Books Should I Read Each Week?	
Levels A-I	10-12 books
Levels J-K	8-10 books
Levels L-M	4-6 books
Levels N-Q	2-4 books
Levels R-T	1-4 books
Levels U+	50-70 pages

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LECTURA/ESCRITURA

Objetivos

- Los estudiantes escucharán, disfrutarán y hablarán sobre libros a través de lecturas en voz alta en línea.
- Los estudiantes leerán por lo menos 25 a 35 minutos diarios y practicarán estrategias de lectura.
- Los estudiantes practicarán palabras comunes y homófonos con h.
- Los estudiantes escribirán cartas compartiendo su opinión sobre libros que hayan leído.

Nota: Las tareas no serán calificadas. Este trabajo es para apoyar la comprensión del área temática.

Para padres

- Elija una lectura disponible o de la lista creada para segundo grado, [Sugerencias de lectura en voz alta](#)
- Ayude a su hijo encontrar un lugar para leer y disfrutar libros independientemente, mientras practica estrategias de lectura.
- Ayude a su hijo practicar palabras comunes. Puede usarlas para crear tarjetas interactivas. (Las listas son para kinder y primero, pero puede usarlas para práctica.)
- Ayude a su hijo practicar las palabras comunes y homófonos con h.
- Ayude a su hijo a escribir cartas compartiendo su opinión sobre libro que haya leído o escuchado.

Para estudiantes

- Escucha lecturas en voz alta.
 - [Sugerencias de lecturas en voz alta](#)
- Lee independientemente.
 - [Gráficas interactivas que apoyan la lectura independiente](#)
- Practica palabras comunes (palabras conocidas de kinder y primer grado para tener oportunidades de practicar).
 - [Palabras comunes_K](#)
 - [Palabras comunes_I](#)
- Clasifica palabras con homófonos con h.
 - [Clasifica las palabras de acuerdo al patrón](#)
- Escribe una carta compartiendo tu opinión sobre un libro.
 - [Gráficas interactivas](#)
- Revisa tu escritura.
 - [Revisa tu escritura](#)



Recursos

- Anota los libros que has leído:
[K- 1 Registro de lectura](#)
[Lo que hacen los lectores exitosos](#)

¿ Cuántos libros debe leer cada semana?	
Niveles A-I	10-12 libros
Niveles J-K	8-10 libros
Niveles L-M	4-6 libros
Niveles N-Q	2-4 libros
Niveles R-T	1-4 libros
Niveles U+	50-70 páginas

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Social Studies

Objectives

- Students will create maps to show places and routes within the home, school, and community.

Note: Tasks are not intended to be graded. This work is to support understanding of the subject area.

For Parents

- Assist students when logging into websites.
 - For accessing [BrainPop, Jr.](#)
 - **Username:** sbspecial
 - **Password:** sbisdbp
- Assist with research on Texas landmarks.
- Assist with completing Texas Brochure.



For Students

- Day 1:
 - Watch: [Reading Maps](#) on BrainPop, Jr.
 - Complete the quiz at the end
- Day 2:
 - Watch: [How to Make a Map](#)
 - Complete Map of Your House activity.
 - Be sure your map includes a title, compass rose, scale, and a legend.
 - Use [Digital Graph Paper](#) or paper and markers to create your map.
- Days 3 and 4:
 - Learn more about Texas!
 - Read: [Texas Landmarks PowerPoint](#)
 - Work with an adult to research:
 - Major cities including the capital of Texas
 - Significant Monuments and Government Buildings and where they are located
 - Where Texas is located on the map
 - Things to do while in Texas
 - State animal and flower
 - Songs written about Texas
 - Weather
- Day 5:
 - Complete the [Travel Brochure](#)
 - Share with your family!



Resources

- No additional resources needed