



## Grade 2 eLearning Guide – Week 3

### Math: Fractions

- Students will use models to count fractional parts beyond one whole.
- Students will explain that the more fractional parts used to make a whole, the smaller the part; and the fewer fractional parts, the larger the part.

### Science: Animal Characteristics

- Students will observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs.

### Language Arts: Reading Stamina & Writing Reviews

- 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 sort/practice words with an R-Controlled Vowel.
- Students will generate letters sharing their strong opinion about a book they have read. Students may write about independent books or read alouds.

### Lectoescritura: Resistencia de lectura y escritura de crítica

- 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 clasificarán palabras con diptongos oi, oy, ui, uy.
- Los estudiantes escribirán cartas compartiendo su opinión sobre libros que hayan leído.

## **Social Studies:** [US Symbols and Citizenship](#)

- Students will continue their learning about US symbols.
  - Students will learn about three characteristics of a good citizen.
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# Grade 2 eLearning Guide - MATH

## Objectives

- Students will use models to count fractional parts beyond one whole.
- Students will explain that the more fractional parts used to make a whole, the smaller the part; and the fewer fractional parts, the larger the part.

**Note: Tasks 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 1:** The login for Brainpop is pictured below.
- **Activity 2:** Halves and Fourths. ([Answer Key](#))
- **Activity 4:** Pattern Block Fractions. ([Answer Key](#))
- **Activity 7:** Pizza Worksheet. ([Answer Key](#))
- **Activity 8:** Explain your thinking. ([Answer Key](#))

## For Students

### Parts in a Whole

- **Activity 1:** Watch the BrainPOP video: [Basic Parts of a Whole](#).
- **Activity 2:** Complete [Halves and Fourths](#).



### Counting Fractional Parts

- **Activity 3:** Watch the video: [Fractions Beyond One](#).
- **Activity 4:** Use the [pattern blocks](#) to complete [Pattern Block Fractions](#).
- **Activity 5:** [Explain your thinking](#).

### Understanding Size

- **Activity 6:** Watch the [fractions video](#).
- **Activity 7:** Complete the [Pizza worksheet](#).
- **Activity 8:** [Explain your thinking](#).

## Resources

- If you can access your campus math adaptive software, please do!

# Grade 2 eLearning Guide - Science

## Objectives

- Students will investigate physical characteristics of animals through literacy.
- Students will extend their knowledge of physical characteristics of animals through literacy.
- Students will demonstrate their understanding of the physical characteristics of animals.

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

## For Parents

- Work with your child to read the, "STEMscopedia," article.
- Have your child use the, "Linking Literacy," document to respond to the reading passage.
- Have your child complete the, "Claim, Evidence, and Reasoning," (CER) scenario for the physical characteristics of animals.

## For Students

- Read the, "STEMscopedia." While reading, respond to the, "Reflect," section (bottom of pg.1) and the "Try Now" sections on pages 3-5 (**in the STEMscopedia**).

After you have finished reading, respond to the "Rearview Mirror" activity on the, "Linking Literacy," document.

- Reading:
  - [English STEMscopedia](#)
  - [Spanish STEMscopedia](#)
- Student work:
  - [English Linking Literacy](#)
  - [Spanish Linking Literacy](#)

- Read the, "Reading Science," article with an adult or sibling.
  - [English Reading Science](#)
  - [Spanish Reading Science](#)

Respond to the multiple choice 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.

## Resources

- [Live Web Cam - San Diego Zoo](#)  
Students can observe and compare the physical characteristics of various animals.

# Grade 2 eLearning Guide - 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 sort/practice words with an R-Controlled Vowel.
- 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](#)
  - Use QR Code Link for Week 3 Read Aloud Suggestions
- 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.
- Recognize, sort, and practice R-Controlled Vowel Words
- 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](#)

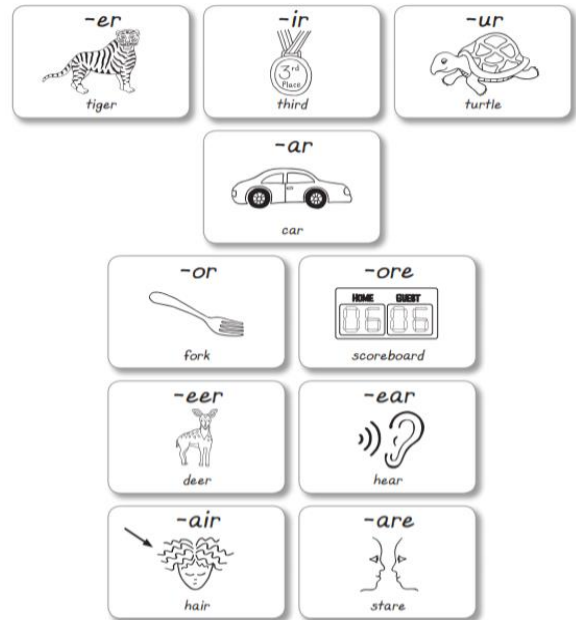


- Sort/practice words with an R-Controlled Vowel.
  - [Bossy R Brain Pop Jr. Video](#)
  - [Different Ways to Spell R-Controlled Vowels](#)
- Write a letter sharing your opinion about a book.
  - [Charts to support Opinion Writing](#)
    - Student Example Included
  - [Paper for Writing Letters](#)

## Resources

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

## Vowels with R



# Grado 2 eLearning Guide - LECTOESCRITURA

## 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 decodificarán, clasificarán y escribirán palabras con diptongos, tales como “oi”, “oy”, “ui”, “uy”.
- 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 usar el generador de código QR para ver las 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 reconocer, clasificar y practicar palabras con diptongos oi, oy, ui, uy.
- Ayude a su hijo a escribir cartas compartiendo su opinión sobre un 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\\_1](#)
- Clasifica palabras con diptongos oi, oy, ui, uy.
  - 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](#)

<b>¿ Cuántos libros debe leer cada semana?</b>	
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



# Grade 2 eLearning Guide - Social Studies

## Objectives



- Students will continue their learning about US symbols.
- Students will learn about three characteristics of a good citizen.

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

## For Parents

- Read to students each day's reading.
- Have a discussion with your child about each day's learning.
- Log into PebbleGo for Students.
  - Login with student username and password
  - Use the links below for Days 3, 4, and 5 or search directly for the citizenship trait

## For Students

- Days 1 and 2:
  - Watch: [Symbols of the United States](#)
  - Read all about Symbols of the United States with an adult (use the QR code  below)
    - Liberty Bell
    - Independence Hall
    - American Flag
    - Bald Eagle
    - White House
    - Star-Spangled Banner
    - Statue of Liberty
    - Pledge of Allegiance
  - Recreate the American Flag or have your student create their own flag using the [template](#).
  - Practice reciting the [Pledge of Allegiance](#).
  - Go on a virtual tour of the [Statue of Liberty](#) (optional) 
- Day 3-Responsibility
  - [Read](#) about what it is to be responsible.
  - Draw a picture of a time you were responsible.
- Day 4-Honesty
  - [Read](#) about what it is to be honest.
  - Draw a picture of a time you were honest.
- Day 5-Cooperation
  - [Read](#) about what it is to be cooperative.
  - Draw a picture of a time you cooperated with others.

## Resources

- Learn more about the US at [Ben's Guide to the US Government](#).