

2Nd GRAdE super stars

week 1 – APRIL 20 – 24
ALL TASKS MARKED WITH AN ASTERISK (*) Need to Be Submitted for A GRADE.

	MONdAY	TueSdAY	wedNeSdAY	THuRSdAY	FRidAY
ReAdiNg	<input type="checkbox"/> Listen to Susan B. Anthony Story – YouTube https://safeyoutube.net/w/www4	<input type="checkbox"/> Read Susan B. Anthony article (P) <input type="checkbox"/> Complete Susan B. Anthony Organizer* (P)	<input type="checkbox"/> Solids, Liquids and Gases article (P) <input type="checkbox"/> Solids, Liquids, and gases questions* (P)	<input type="checkbox"/> Ice Hotels pg 133 – 134 (YT) <input type="checkbox"/> Ice Hotels comprehension and fluency pg. 135* (YT)	<input type="checkbox"/> Read a book of your choice <input type="checkbox"/> Complete mini book report for your book* (P)
WRiTiNg	<input type="checkbox"/> I was Helpful – Brainstorm* (P) <input type="checkbox"/> Spelling Menu (List 6.3) – Choose 1 activity* (P)	<input type="checkbox"/> I was Helpful – Organize* (P) <input type="checkbox"/> Spelling Menu (List 6.3)* (P)	<input type="checkbox"/> I was Helpful – First Draft* (P) <input type="checkbox"/> Spelling Menu (List 6.3)* (P)	<input type="checkbox"/> I was Helpful – Use a pen to edit your first draft using the editing marks (P) <input type="checkbox"/> Spelling Menu (List 6.3)* (P)	<input type="checkbox"/> I was Helpful – Final Draft* (P) <input type="checkbox"/> Take Spelling Test*
MAth	<input type="checkbox"/> Week 1 – 3-digit review worksheet* (P)	<input type="checkbox"/> Week 1 – 3-digit review worksheet* (P)	<input type="checkbox"/> Week 1 – 3-digit review worksheet* (P)	<input type="checkbox"/> Week 1 – 3-digit review worksheet* (P)	<input type="checkbox"/> Week 1 – 3-digit review worksheet* (P)
DAILY	<input type="checkbox"/> READ!! <input type="checkbox"/> iRead <input type="checkbox"/> Get Epic! <input type="checkbox"/> Math Fluency games – Go Fish; Shake and Share (P)				
	KEY MB - Math workbook YT - Your Turn workbook P - Online or Paper Packet				
	"RECESS" IDEAS: Play a board game with siblings, build something with Legos, help with a household chore, play outside, or do a puzzle! Remember to exercise for 30 or more minutes every day!				
EXtRA	<input type="checkbox"/> Mystery Monday www.mysteryscience.com	<input type="checkbox"/> Typing Tuesday www.kidztype.com	<input type="checkbox"/> We are Kind Wednesday Do something kind for someone	<input type="checkbox"/> Thinking Thursday Try a Virtual Field Trip	<input type="checkbox"/> Fun Friday! Try a directed draw on YouTube!

Be sure to attach
your work and
bring back to class
at the end of the
week!

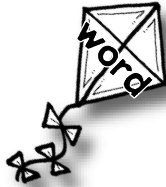
April

Spelling Menu

Name: _____

Kite Words

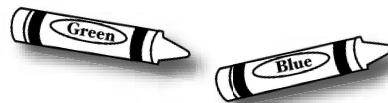
Draw a kite for each of your spelling words. Write one spelling word inside of each kite. Then, color your kites.



Colorful Words

Write each spelling word with a pencil. Then, use the colors below to trace each letter.

Consonants = Green
Vowels = Blue



Story Time

Write a Springtime story using your spelling words. Be sure to include interesting details AND underline your spelling words in the story.



Speed Writing

Write your spelling words as many times as you can in

10 MINUTES!

Ask an adult at home to help you keep track of the time.

Practice Test

Ask an adult at home to quiz you on your spelling words. If you misspell a word, write it correctly **THREE** more times.

Adult Signature

Let's Move!

FROG HOPS!

Write a spelling word on your paper. Then, crouch down on your feet. Hop like a frog for every letter in the word – jump up and call out the word.

Repeat for all of your spelling words!

Define It!

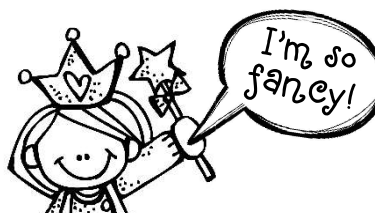
Write your spelling words. Then, write your own definition for each one. Describe **WHAT IT IS** in your own words.

EXAMPLE:

Shark – A shark is an animal with large teeth that lives in the ocean.

Fancy Shmancy

Write all of your spelling words in your best *cursive* or *fancy* handwriting.



Hidden Picture

Draw and color a large picture of a butterfly. Remember to add great details and lots of color! Then, hide your spelling words somewhere inside the picture.



{Monday}

N-6

1

I & Paragraph Writing Created by Rachel Lynette copyright ©2016 all rights reserved www.rachel-lynette.com

NARRATIVE

Write down all of your thoughts on this topic in the box.

I was Helpful!

Write about a time when you helped someone.

Brainstorm

Tell a story about something that happened.

Track your progress

- ☐ Brainstorm - Mon.
- ☐ Organize Tues.
- ☐ First Draft Wed.
- ☐ Edit and Revise Thurs.
- ☐ Final Draft Friday

Put a star ★ next to ideas you think you will use.



Name

Date

Use your brainstorming ideas to organize your thoughts.

Introduce the topic.

Tell what you know.
(Use details to tell about the topic.)

Restate the topic using different words.

Paragraph Title: _____

Topic Sentence: _____

Supporting Details: _____

Closing Sentence: _____

Tuesday

Wednesday

Paragraph Title: _____

Use what you wrote in the organizing boxes to write your **first draft**.



Handwriting practice area with multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing.

Thursday

Use the editing marks to note errors.



Capitalize a letter



Change to lower case



Add end mark



Insert



Delete



Switch words or letters



Fix spelling

Tip: Use a different color to edit your draft.



Name _____

Date _____

Friday -

Paragraph Title: _____

Use your edited first draft to write your **final draft**.

Check your work!

- ☐ I introduced the topic in the first sentence.
- ☐ I used details to tell about the topic.
- ☐ I restated the topic in the closing sentence using different words.
- ☐ I used complete sentences.
- ☐ I used linking words to connect the facts (such as, *also*, *and*, *another*).
- ☐ I used correct grammar, spelling, punctuation, and capitalization.
- ☐ I wrote neatly.



Name _____

Date _____

Name _____

Week 1 - Monday

1. Use an open number line to solve the problem and write the difference.

$$186 - 48 = \underline{\hspace{2cm}}$$

2. There are 471 cookies on a plate. Joey ate 239 cookies off of the plate, but he left the rest on the plate. How many cookies did Joey leave on the plate?

_____ cookies

Use a drawing to solve the problem and show your drawing.

3. Sarah has 600 stickers. She gave 319 stickers to her friend Julia. How many stickers does Sarah have now? Show how you solved it.

_____ stickers

Name _____

Week 1 - Tuesday

1. Solve $347 + 119 =$ _____

Explain your strategy-

2. Estimate $95 + 321$. Explain your thinking using pictures, words, or numbers.

3. Show two different ways to find the difference and write the answer.

$$455 - 276 =$$

Name _____

Week 1 - Wednesday

1. Show your work to solve the problem.

$$\underline{\hspace{2cm}} = 352 - 138$$

How can you check your answer? (Think addition!)

2. 224 students like pepperoni pizza. 291 students like cheese pizza and 418 students like sausage pizza. How many more students like pepperoni and cheese pizza than sausage pizza?

 students

Name _____

Week 1 - Thursday

1. TRUE or FALSE

$$377 + 233 = 400 + 200$$

Explain your thinking using pictures, words or numbers.

2. A snake was 347 inches long. Now it is 382 inches. How much did the snake grow? Use a number line to represent your thinking.

Name _____

Week 1 - Friday

1. Patrick wants to collect 500 baseball cards. He has already collected 348 baseball cards. How many more baseball cards does Patrick need to collect?
_____ cards

Solve it using two different strategies

2. Estimate. $607 - 89 = ?$

Show your work

The answer is _____.

- a. About 500
- b. About 550
- c. About 600

--	--

Go Fish



Required:

Players: 2-4

- A deck of cards. (Remove all cards that are higher than that featured number for the math game. For example, if the goal is to learn addition facts for the number seven, the game will be played with ones (aces) through sevens.)

Game Play:

1. Deal out five cards to each player and place the remaining cards in a draw pile.
2. Have each player look through his or her hand of cards to find any pairs that add up to the featured number and place them face up in their discard pile. For example, if learning addition facts for the number seven, appropriate pairs would be $6+1$, $5+2$, $4+3$. The 7 card would also be laid aside as a correct solution that doesn't require a pair.
3. The persons to the left of the dealer may now ask any other player for a card that will help create the sum required. If the person asked has the card in his hand, he must give it up to the player that made the request. A player can keep asking for cards until no further matches are able to be made, at which point he is told to GO Fish! From the draw pile and the next player takes a turn trying to make a match.
4. If a player runs out of cards he can choose five more cards from the draw pile to stay in the game.
5. Continue playing until all the cards in the deck have been matched into pairs.

Objective:

The player with the highest number of pairs at the end of the game is the winner. The more you play, the more efficient you will become with your facts!

Retrieved and modified May 14, 2018, from

https://www.granby.k12.ct.us/uploaded/faculty/wyzika/Dice_and_Card_Games_to_Practice_Math_Facts.pdf

Name _____



Shake and Share

Use dice shaker bottles. Shake the dice. When the dice settle, add the numbers. Record your number sentence.

_____	+	_____	=	_____
_____		_____		_____
_____		_____		_____
_____	+	_____	=	_____
_____		_____		_____
_____		_____		_____
_____	+	_____	=	_____
_____		_____		_____
_____		_____		_____
_____	+	_____	=	_____
_____		_____		_____
_____		_____		_____
_____	+	_____	=	_____
_____		_____		_____
_____		_____		_____
_____	+	_____	=	_____
_____		_____		_____
_____		_____		_____
_____	+	_____	=	_____
_____		_____		_____
_____		_____		_____

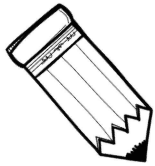
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Freebie

Name _____

Date _____

Book Title _____

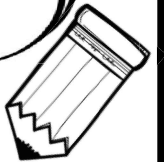


Author _____

Characters

A large, cloud-shaped box with a scalloped border. Inside the box are four horizontal lines for writing.

Setting

A large, cloud-shaped box with a scalloped border. Inside the box are four horizontal lines for writing.

Draw a picture of your favorite part!

A large rectangular box with a decorative, scalloped border. It is intended for drawing a picture of the favorite part of the book.

Solids, Liquids, & Gases

Cross-Curricular Focus: Physical Science



All things on Earth are made up of matter. Matter exists in three different forms. These forms are **solid**, **liquid**, and **gas**. Matter looks and acts differently in each of its forms.

Matter in its solid form has a definite shape. It also takes up a certain amount of space. Under a microscope, you can see the particles. They look squished together. The particles do not have very much room to move around. All they can do is vibrate, like a cell phone does when you turn off the ringer.

Matter in its liquid form takes up a certain amount of space. But liquid does not have a definite shape. It shapes itself like the container it is in. Under a microscope, its tiniest particles slide past each other. They have room to move around. That's what lets them change their shape to match the container.

Matter in its gas form does not take up a certain amount of space. It does not have a definite shape, either. Its tiniest particles have lots of space in between them. They bounce around very fast!

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What are the three forms of matter?

2) Which form of matter has tiny particles that vibrate against each other, but do not have room to slide?

3) Which form of matter has the most space in between its particles?

4) Which form of matter has tiny particles that slide past each other?

5) What is matter?

Susan B. Anthony

Susan B. Anthony was born in 1820 in Massachusetts. When she was young, she loved to read books. In fact, she learned to read when she was only three years old! When Susan was growing up, most girls didn't go to school. But Susan did. Her parents believed that girls should go to school just as boys did.

As a young woman, Susan worked as a teacher. She was paid much less than male teachers were paid. Susan did not think that was fair. Back then, many things were unfair for women. For example, women could not vote or own property.

In 1848, a group of people got together to talk about women's rights. The meeting was called the Woman's Rights Convention. One of the leaders was Elizabeth Cady Stanton. Susan met Elizabeth in 1851. Elizabeth and Susan were both passionate about women's rights so they decided to work together for equality. They believed that women should have the same rights as men. They decided to fight for a woman's right to vote. If women could vote, then they could change other unfair laws. Susan became the leader of their group and fought hard for equality. She traveled all over the country even though it was very difficult to travel back then.

In 1872, Susan encouraged over 100 women to vote in an election for the president of the United States. Because this was against the law, Susan was arrested. Susan continued to work for women's rights for 50 more years. When she died in 1906, women were still not allowed to vote but her work made a difference and in 1920, the law was finally changed. At last, women were given the right to vote and Susan B. Anthony's dream had come true.

Name _____

Read the passage. Ask and answer questions as you read to check your understanding.

Ice Hotels

How would you like to stay in an ice hotel? There
11 really are such places in cold climates.

18 What Is an Ice Hotel?

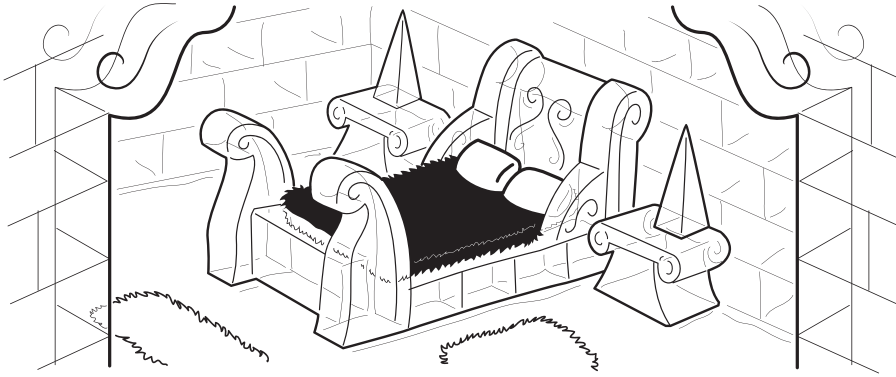
23 An ice hotel is like a big **igloo**. The walls are made of
36 snow and ice. The furniture and art are made of ice, too.

48 How Is an Ice Hotel Built?

54 In some cold places, people build ice hotels. They
63 wait until winter because summer is too warm. Builders
72 choose a spot near a frozen river. Workers cut many ice
83 blocks to build walls. They use **snice** to keep the blocks
94 from coming apart. This is a mix of snow and ice that
106 holds everything together.

109 When they are done with the outside walls, workers
118 move to the inside. They carve furniture from blocks
127 of ice. They carve works of art, too. All this work takes
139 time. A large ice hotel can take five to six weeks to build.

Name _____



152 **Staying in an Ice Hotel**

157 People must bundle up to stay in an ice hotel. The
168 **temperature** inside must stay below freezing. If it gets
177 above freezing, the ice could melt.

183 People sleep in thick sleeping bags on ice beds. They
193 sit on ice chairs. They even drink from ice glasses.

203 **What Happens to an Ice Hotel?**

209 An ice hotel only stands while it is cold. Once spring
220 comes, the hotel melts. The water returns to the river.
230 Then builders must wait until winter when the water
239 freezes to build the next ice hotel.

Name _____

A. Reread the passage and answer the questions.

1. What is one key detail from the passage?

2. What is another key detail from the passage?

3. What is the main idea of the passage?

B. Work with a partner. Read the passage aloud. Pay attention to where you pause. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Biography Graphic Organizer

Name: _____

Who?

Birth Date: _____

Death Date: _____

Early Life:

Character Traits (adjectives):

What is he/she famous for?

Where in the world is

_____?

(first name) (last name)

Fun Facts:

X _____

X _____

X _____

X _____

X _____
