



Grade 2 eLearning Guide – Week 6

Math: Geometry: 2-Dimensional Shapes

- Students will create two-dimensional shapes based on given attributes.
- Students will classify and sort polygons with 12 or fewer sides according to attributes.
- Students will compose two-dimensional shapes given properties or attributes.
- Students will decompose two-dimensional shapes.

Science: Plant Parts: Basic Needs

- Students will read and write about how plant parts help them meet their basic needs such as stems carrying water throughout the plants.

Language Arts: Fiction Readers Write Realistic Fiction

- Students will listen to great books through an online read aloud. Readers will continue to focus on getting to know the characters: their actions, feelings, traits, and how they change throughout a story. Readers will also use the text to support their thinking.
- Students will read books independently and continue to practice familiar reading strategies, such as fluent reading and retelling important events. Students will use the "Readers Talk About Books" chart to support conversations. Read 25-35 minutes to maintain stamina.
- Students will practice familiar snap words and practice making irregular plurals.
- Students will write a fiction story by creating a character and planning their adventures. Writers will think of a character, imagine trouble they get into, and write the story across several pages. Writers can also revise and edit older stories.

Lectoescritura: Los lectores de ficción escriben ficción realista

- Estudiantes escucharán, disfrutarán y hablarán sobre libros de lectura en voz alta. Esta semana, los lectores continuarán conociendo los personajes al notar sus acciones, sentimientos, rasgos y cambios a lo largo del cuento. Ellos apoyaran sus pensamientos con evidencia del texto.
- Estudiantes leerán por lo menos 25 - 35 minutos al día para mantener su resistencia y practicarán estrategias de lectura, incluyendo volver a contar eventos importantes y mejorar su fluidez. También usarán una gráfica interactiva para apoyar sus conversaciones.
- Estudiantes continuarán practicando palabras comunes y diptongos ua/ue/uo.
- Estudiantes escribirán una historia de ficción realista al pensar en un personaje imaginario, planificar sus aventuras, fingir los problemas en los cuales se verá envuelto y escribir la historia a través de varias páginas o podrán revisar y editar una pieza previa.

Social Studies: Historical Figures and Community History

- Students will continue to learn about historical figures and their contributions to their community, state, and/or nation.
- Students will explain how people and events have influenced local community history.

Grade 2 eLearning Guide - MATH

Objectives

- Students will create two-dimensional shapes based on given attributes.
- Students will classify and sort polygons with 12 or fewer sides according to attributes.
- Students will compose two-dimensional shapes given properties or attributes.
- Students will decompose two-dimensional shapes.

Note: Beginning the week of April 14 and in alignment with our Adjusted Grading Guidelines, teachers in grades PK-5 will be monitoring progress of students in a variety of ways.

For Parents

- Read the directions with your child and support them as needed.
 - **Activity 2:** Make a Rabbit ([answer key](#))
 - **Activity 3:** Create 2-Dimensional Shapes ([answer key](#))
 - **Activity 5:** Decomposing Shapes Activity ([answer key](#))
 - **Activity 6:** First Sorting Activity ([answer key](#))
 - **Activity 8:** Show What You Know! ([answer key](#))
 - Math Facts Practice ([answer key](#))

For Students

Identify & Create

- **Activity 1:** Watch the BRAINPOP video [Polygons](#).
 - BrainPop login is available through the CLEVER portal or contact your campus teacher and/or librarian for login information.
- **Activity 2:** [Make a Rabbit!](#)
- **Activity 3:** Use the [geoboard](#) to [Create 2-Dimensional Shapes](#).

Compose and Decompose

- **Activity 4:** Use the [pattern blocks](#) to complete the [Composing Shapes Activity](#).
- **Activity 5:** Use the [pattern blocks](#) to complete the [Decomposing Shapes Activity](#).

Classify and Sort

- **Activity 6:** Complete the [first sorting activity](#).
- **Activity 7:** Complete the [second sorting activity](#).
- **Activity 8:** Complete [Show What You Know!](#)

Resources

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

Grade 2 eLearning Guide - SCIENCE

Objectives

- Students will practice their plant vocabulary.
- Students will make a comic strip story about plants.
- Students will take a test on plants.

Note: Beginning the week of April 14, and in alignment with our Adjusted Grading Guidelines, teachers in grades PK-5 will be monitoring progress of students in a variety of ways.

For Parents

- Using what your child has read the past two weeks about plants, give them the following words and work with them to complete the, "Vocabulary Strategies," handout.
 - **Vocabulary Words:** Root, Stem, Nutrients, Flower, Leaves, Physical Characteristic, and Basic Need
 - Click below for a link to the vocabulary words with definitions (your child's definition does not need to be an exact match to the definitions in this document).
 - [Vocabulary Words with Definitions English](#)
 - [Vocabulary Words with Definitions Spanish](#)
- Using what your child has read and learned about plants the past two weeks, work with them to make a comic strip story telling how a plant uses its parts to get sunlight, water, air, and nutrients (food) from the soil.
- Work with your child to complete the Plants Post-Assessment.

For Students

- Work with an adult or sibling to complete the, "Vocabulary Strategies," handout. You will use the following words: root, stem, nutrients, flower, leaves, physical characteristic, and basic need.
 - ["Vocabulary Strategies," Handout English](#)
 - ["Vocabulary Strategies," Handout Spanish](#)
- Work with an adult or sibling to complete the, "Comic Strip Story." You will write and draw a comic strip story telling how plants use their parts (roots, stem, flower, leaves) to get sunlight, water, air, and nutrients from the soil.
 - [Comic Strip Story English](#)
 - [Comic Strip Story Spanish](#)
- Work with an adult or sibling to complete the, "Post Assessment."
 - [Post Assessment English](#)
 - [Post Assessment Spanish](#)

Resources

- [Brainpop: Parts of a Plant](#)
- [Brainpop: Plant Adaptations](#)
- [Brainpop: Plant Life Cycle](#)
 - BrainPop login is available through the CLEVER portal or contact your campus teacher and/or librarian for login information.
- [Mystery Science: Seed Dispersal](#)
- [Mystery Science: Roots, Water, and Minerals](#)
- [Mystery Science: Light, Leaves, and Competition](#)

Grade 2 eLearning Guide - LANGUAGE ARTS

Objectives

- Students will listen to great books through an online read aloud. Readers will continue to focus on getting to know characters: their actions, feelings, traits, and how they change throughout a story. Readers will also use the text to support their thinking.
- Students will read books independently and continue to practice familiar reading strategies, such as fluent reading and retelling important events. Students will use the “Readers Talk About Books” chart to support conversations. Read 25-35 minutes to maintain stamina.
- Students will practice familiar snap words and practice making irregular plurals.
- Students will write a fiction story by creating a character and planning their adventures. Writers will think of a character, imagine trouble they get into, and write the story across several pages. Writers can also revise and edit older stories.

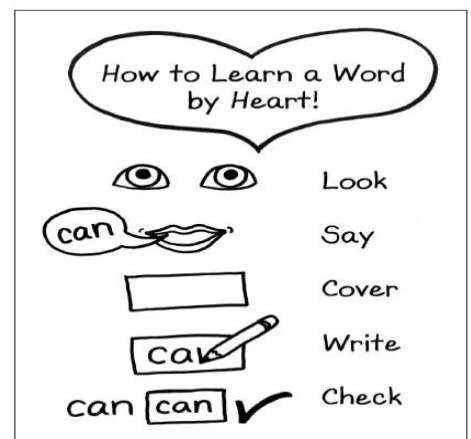
Note: Beginning the week of April 14, and in alignment with our Adjusted Grading Guidelines, teachers in grades PK-5 will be monitoring progress of students in a variety of ways.

For Parents

- Each day, help your child choose an online read aloud for Second Grade and talk about the character using charts provided.
 - Each day, help your child just-right books to read and practice familiar reading strategies.
 - To help guide conversations about books, refer to the “Readers Talk about Books” Chart.
- Each day, practice reading familiar snap words and understand irregular plural words.
 - Additional snap words practice: look, say, spell, cover, write, check
- Each day, write, edit, or revise a fiction story. Writers will think of a character, imagine trouble they get into, and write the story across several pages.

For Students

- Listen to read aloud & get to know the characters:
 - [Week 6 Read Alouds](#)
 - [Strategies to Support Reading](#)
- Read independently: practice fluent reading and talking about books:
 - [Readers Talk About Books](#)
 - [Second Grade Songs/Poems to Practice Fluency](#)
- Practice Snap Words. Look, say, spell, cover, write, check
 - [Grade 2 Snap Words](#)
- Understand Irregular Plural Words:
 - [Tips for Making Plurals](#)
 - [Irregular Plural Cards](#)
 - Read the cards and think about which ones go together. Look for similar patterns.
 - [Singular Noun Cards](#)
 - Change the singular noun to plural
- Write a fiction story:



- [Charts to support Fiction Writing](#)
- [Sample Student Fiction Piece](#)
- [Writing Process for Young Writers](#)
- [Writing paper](#)

Resources

- [Reading Log](#)
- [Raz-Kids Free Trial](#)

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

Grade 2 - LECTOESCRITURA

Objetivos

- Estudiantes escucharán, disfrutarán y hablarán sobre libros de lectura en voz alta. Esta semana, los lectores continuarán conociendo los personajes al notar sus acciones, sentimientos, rasgos y cambios a lo largo del cuento. Ellos apoyaran sus pensamientos con evidencia del texto.
- Estudiantes leerán por lo menos 25 - 35 minutos al día para mantener su resistencia y practicarán estrategias de lectura, incluyendo volver a contar eventos importantes y mejorar su fluidez. También usarán una gráfica interactiva para apoyar sus conversaciones.
- Estudiantes continuarán practicando palabras comunes y [Diptongos ua/ue/uo](#).
- Estudiantes escribirán una historia de ficción realista al pensar en un personaje imaginario, planificar sus aventuras, fingir los problemas en los cuales se verá envuelto y escribir la historia a través de varias páginas o podrán revisar y editar una pieza previa.

Nota: A partir de la semana del 14 de abril, y de acuerdo con nuestros Ajustes de Criterio de Calificación, los maestros en los grados PK-5 van a monitorear el progreso de los estudiantes de varias maneras.

Para padres

- Ayude a su hijo/a elegir un título de la lista de lecturas en voz alta de segundo grado y hablar sobre los personajes al usar la gráfica interactiva.
 - Ayude a su hijo/a usar el código digital QR.
 - Ayude a su hijo/a leer libros justo a su nivel, disfrutar y practicar estrategias de lectura.
 - Guíe las conversaciones sobre libros al usar la gráfica "Los lectores hablan sobre libros".
- Ayude a su hijo practicar palabras comunes al leerlas, estudiarlas, deletrearlas, escribirlas y usarlas.
 - Estudio de palabras. [Diptongos ua/ue/uo](#)
- Ayude a su hijo/a escribir una historia de ficción realista creando un personaje, incluyendo aventuras y problemas y escribir la historia a través de varias páginas o revisar y editar una pieza previa.



Para estudiantes

- Escucha lecturas en voz alta y conoce los personajes
 - [Sugerencias de lecturas en voz alta](#)
 - [Gráficas interactivas-características de personajes](#)
- Lee independientemente:
 - [Los lectores HABLAN sobre los libros](#)
 - Canciones/Poemas practica tu fluidez--[Cucú/De colores](#)
- Practica las palabras comunes al leerlas, estudiarlas, deletrearlas, escribirlas y usarlas
 - [Palabras comunes](#) (repasa estas palabras de kínder y primer grado)
 - Estudio de palabras:[Diptongos ua/ue/uo](#)
- Escribe una historia de ficción realista o revisa y edita una pieza previa
 - [Gráficas interactivas para apoyar la escritura narrativa](#)
 - [Proceso de escritura](#)
 - [Papel para escribir](#)



Recursos

- [Registro de lectura](#)
- [Unite for Literacy - Biblioteca de libros gratuitos](#)
- [Wilbooks - libros gratuitos en línea](#)
- [Prueba gratuita de Raz-Kids](#)

¿ 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


Grade 2 eLearning Guide – SOCIAL STUDIES

Objectives

- Students will learn about historical figures and their contributions to their community, state, and/or nation.
- Students will explain how people and events have influenced local community history.

Note: Beginning the week of April 14, and in alignment with our Adjusted Grading Guidelines, teachers in grades PK-5 will be monitoring progress of students in a variety of ways.

For Parents

- Assist students with logging into PebbleGo. (login information was shared by classroom teachers)
- Assist students when searching for the historical figures.
- Assist students with viewing the Houston Chronicle Article. To view images and captions only, click the gallery  icon or view the PDF version linked below.

For Students

- Read about Good Citizens and Their Contributions to the United States on [PebbleGo](#). Use the search bar to type in each historical figure's name and access the book.
 - Amelia Earhart
 - W.E.B DuBois
 - Robert Fulton
 - George Washington Carver
 - Extension: continue making your Good Citizens book from Week 5
 - [Paper Template](#)
 - Use information from Clever Portal and/or ask teacher/librarian from school
- Review vocabulary:
 - Present: the current time
 - Past: time before now
 - Future: time that has not happened yet
- Using a piece of paper, create a trifold. At the top of the first column write PAST and draw or tape a picture of yourself when you were younger. Next, at the top of the middle column write PRESENT and draw or tape a picture of you now. Last, at the top of the third column, write FUTURE and draw a picture of what you might look like when you are older.
- Visit the [article](#) from the Houston Chronicle with your parents and study pictures of Spring Branch in the 1950s through the 1980s. ([PDF](#) with pictures from Houston Chronicle)
 - Discuss what you noticed about Spring Branch in the past and how it is different from the present.
 - Discuss how people and events have influenced and changed our community of Spring Branch.



Additional Resources

- Videos on BrainPop, Jr.:
 - BrainPop login is available through Clever portal or contact your child's teacher and/or librarian for login information.
 - Amelia Earhart
 - George Washington Carver

