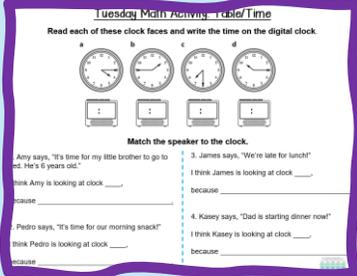
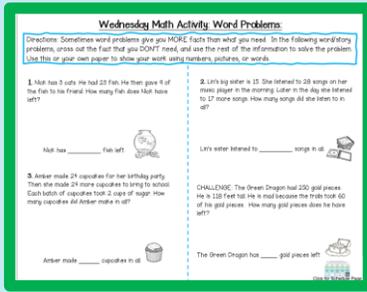
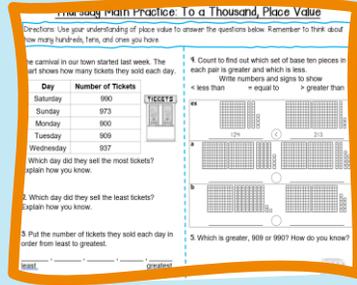


Second Grade Math Activities: Week of May 11 - 15

Each section in this weekly schedule has a direct link to the page in the document for the day. To access Number Talk, click on the word "Number Talk" To access the main activity, click on the picture of the activity.

[CLICK HERE FOR INSTRUCTIONS](#)

<p><u>Monday</u> May 11, 2020</p>	<p><u>Tuesday</u> May 12, 2020</p>	<p><u>Wednesday</u> May 13, 2020</p>	<p><u>Thursday</u> May 14, 2020</p>	<p><u>Friday</u> May 15, 2020</p>
<p><u>Number Talk:</u> Why Doesn't It Belong?</p>	<p><u>Number Talk:</u> Today's Number</p>	<p><u>Number Talk:</u> Two Towers</p>	<p><u>Number Talk:</u> Number Compare</p>	<p><u>Number Talk:</u> What Comes Next?</p>
<p><u>Math Activity:</u> <u>Measurement</u> Measuring the Age of Trees (TWO PARTS!).</p> 	<p><u>Math Activity:</u> <u>Table/Time</u></p> 	<p><u>Math Activity:</u> <u>Word Problem</u> Addition & Subtraction "Extra Facts"</p> 	<p><u>Math Activity:</u> <u>To a Thousand</u> Place Value</p> 	<p><u>Math Activity:</u> <u>Fact Fluency</u> Online Games</p> 

Monday Number Talk: Why Doesn't It Belong?

[CLICK HERE FOR INSTRUCTIONS](#)

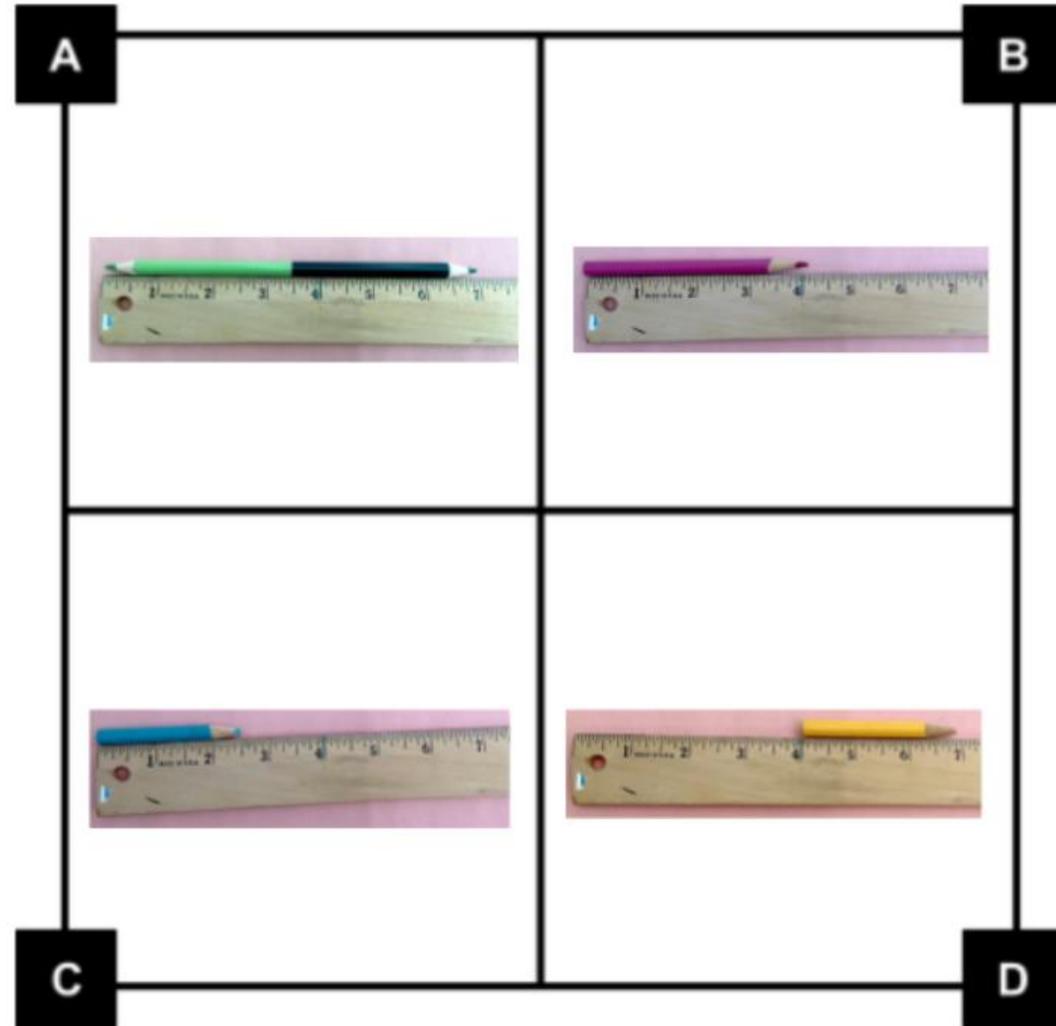
Describe how each one may not belong with the others:

A doesn't belong because _____

B doesn't belong because _____

C doesn't belong because _____

D doesn't belong because _____



Challenge: Create a new pattern that would go with each one.

[Check your thinking: Click Here](#)



Click for Schedule Page

Monday Math Practice – Measurement, part 1

Measuring means seeing how long something is (length), how wide (width), how heavy (weight), or how tall (height). Read along with this book to review measurement!

[\(click on this book picture to review measurement →\)](#)



We can measure many things, such as the width of a cut tree—in inches, and feet if the tree is big enough!

[←\(click on this picture to watch a video!\)](#) Then answer the questions below:

1. The width of the tree is 34 inches. Mark where 34 inches is on this yardstick.



2. Now mark where 34 inches would be if we put three rulers side by side. Explain how you know.



3. What are some items around your home that might be as wide as the cut tree (almost 3 feet)?



Monday Math Practice – Measurement, part 2

Measuring TIME in years Tree Ring Activity

We can then use information from this tree to measure **time**, or rather, the age of a tree to see how *old it is!*

Click on this picture to the right to watch this video! →



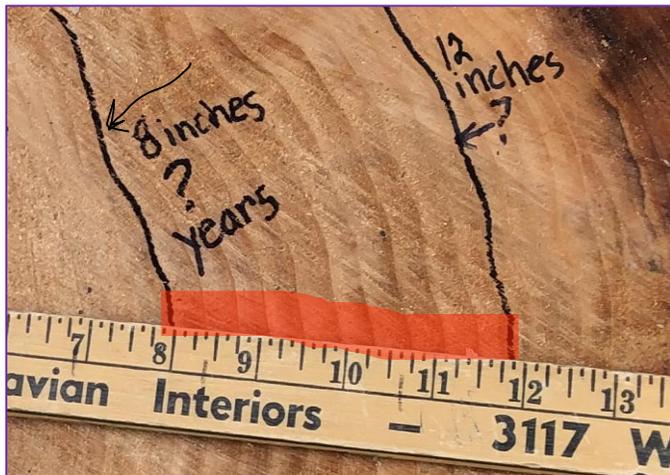
This tree is marked every 4 inches from the center (4, 8, 12, 16). If there are 20 rings (which means 20 years) in the first four inches, what do you *estimate* the age is at 8, 12, and 16 inch measurement? Record your answers below or share your answer with someone.

4 inches 20 years old total

8 inches _____ years old total

12 inches _____ years old total

16 inches _____ years old total



Your turn! Count the rings between the 8 and 12 inch mark to see how many years it took the tree to grow the 4 inch amount.

There are _____ rings (years) between the 8 and 12 inch mark. How many years different is this from your estimate? _____

Challenge: [Click here](#)



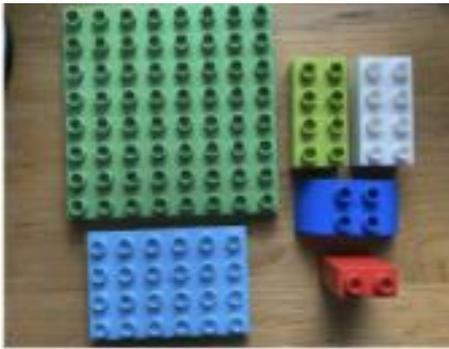
Tuesday Number Talk: Today's Number

[CLICK HERE FOR INSTRUCTIONS](#)

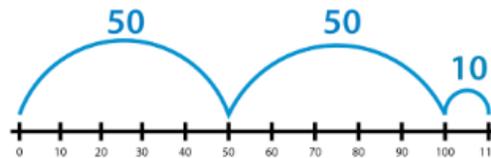
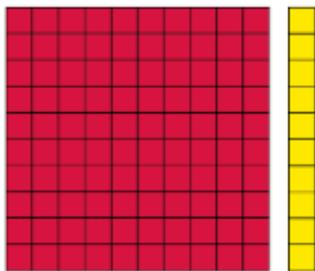
Students showed today's number in different ways. Point to examples that show today's number. Explain why. Point to any examples that DO NOT show today's number. Why not?

Today's Number Is

110



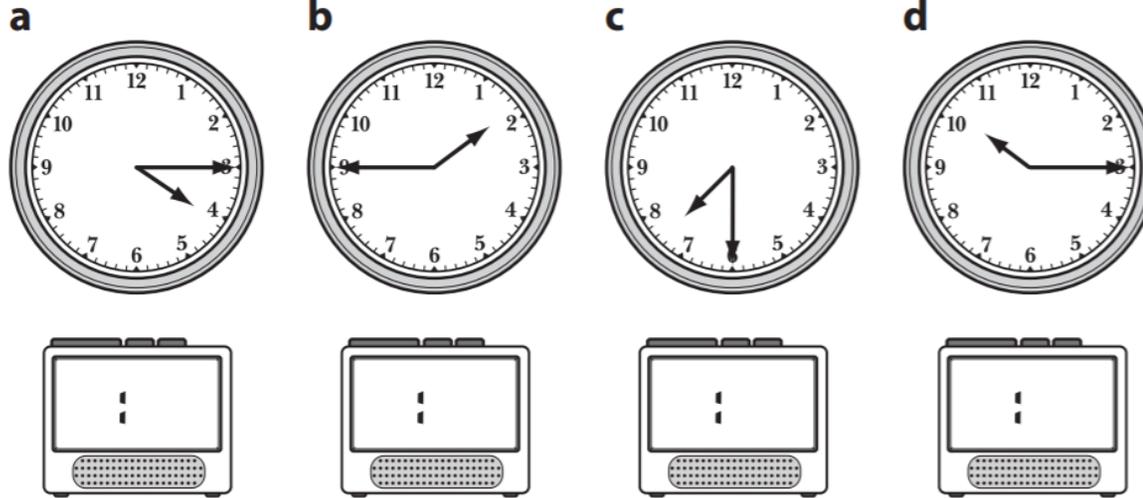
$$150 - 40 = 110$$



10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110!

Tuesday Math Activity: Table/Time

Read each of these clock faces and write the time on the digital clock.



Match the speaker to the clock.

1. Amy says, "It's time for my little brother to go to bed. He's 6 years old."

I think Amy is looking at clock _____,
because _____.

2. Pedro says, "It's time for our morning snack!"

I think Pedro is looking at clock _____,
because _____.

3. James says, "We're late for lunch!"

I think James is looking at clock _____,
because _____.

4. Kasey says, "Dad is starting dinner now!"

I think Kasey is looking at clock _____,
because _____.



Wednesday Number Talk: Two Towers!

Javier loves to build block towers! The taller the tower, the better!

Here is his basket of blocks. It has **100 different sized** pieces in it.

Javier built two towers. The first one used **28** pieces. The second one used **33** pieces.

What might his towers look like? (What do you notice about the blocks? What do you wonder?)



What math questions can you ask about this situation? Answer the questions you came up with. Explain your thinking

Wednesday Math Activity: Word Problems:

Directions: Sometimes word problems give you MORE facts than what you need. In the following word/story problems, cross out the fact that you DON'T need, and use the rest of the information to solve the problem. Use this or your own paper to show your work using numbers, pictures, or words.

[CLICK HERE FOR INSTRUCTIONS](#)

1. Nick has 3 cats. He had 23 fish. He then gave 9 of the fish to his friend. How many fish does Nick have left?

Nick has _____ fish left.



3. Amber made 24 cupcakes for her birthday party. Then she made 24 more cupcakes to bring to school. Each batch of cupcakes took 2 cups of sugar. How many cupcakes did Amber make in all?

Amber made _____ cupcakes in all.



2. Lin's big sister is 15. She listened to 28 songs on her music player in the morning. Later in the day she listened to 17 more songs. How many songs did she listen to in all?

Lin's sister listened to _____ songs in all.



CHALLENGE: Farmer AJ had 250 blueberry plants. His barn is 84 feet tall. AJ is mad because the bunnies ate 60 of his plants! How many plants does AJ have left?

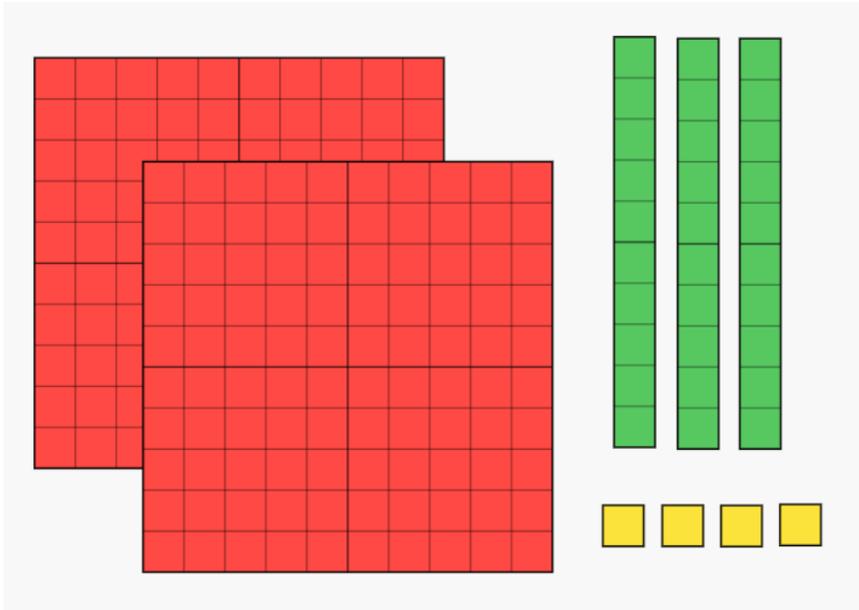
Farmer AJ has _____ blueberry plants left.



[Click for Schedule Page](#)

Thursday Number Talk: Number Compare

Do you agree or disagree? Why or why not?



1 hundred + 13 tens + 4 ones



[Click for Schedule Page](#)

Thursday Math Practice: To a Thousand, Place Value

Directions: Use your understanding of place value to answer the questions below. Remember to think about how many hundreds, tens, and ones you have.

The carnival in our town started last week. The chart shows how many tickets they sold each day.

Day	Number of Tickets
Saturday	990
Sunday	973
Monday	900
Tuesday	909
Wednesday	937



1. Which day did they sell the most tickets?
Explain how you know.

2. Which day did they sell the least tickets?
Explain how you know.

3. Put the number of tickets they sold each day in order from least to greatest.

_____ , _____ , _____ , _____ , _____
least greatest

4. Count to find out which set of base ten pieces in each pair is greater and which is less.

Write numbers and signs to show

< less than = equal to > greater than

ex

_____ 124 < _____ 213

a

_____ ○ _____

b

_____ ○ _____

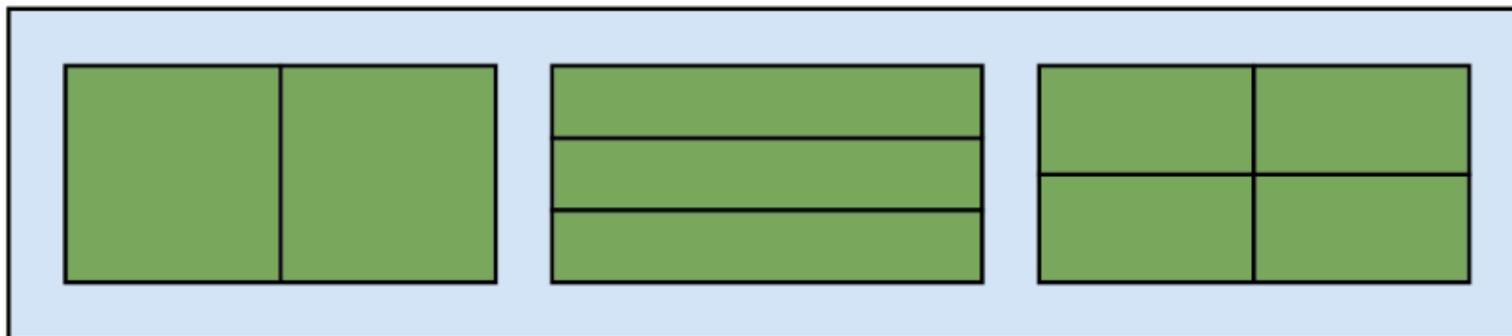
5. Which is greater, 909 or 990? How do you know?



Friday Number Talk: What Comes Next?

[CLICK HERE FOR INSTRUCTIONS](#)

Look at the pictures below. What do you notice?



What comes next? What comes before the first one?

Make a similar pattern for a parent at home to figure out.

Challenge: How could you divide the same pictures in different ways, but still have the same equal parts represented?



[Click for Schedule Page](#)

Friday Math Activity: Fact Fluency Online Games

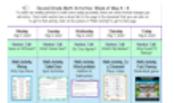
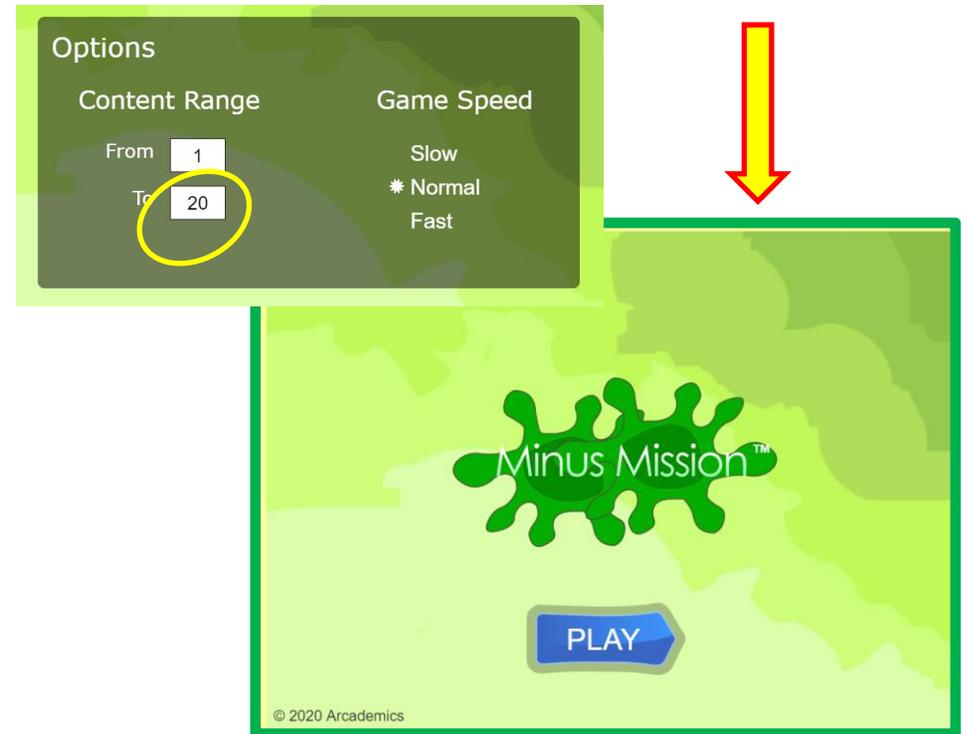
By end of Grade 2, students need to know, from memory, all sums of two one-digit numbers. (Math standard **2.OA.B.2**: Fluently add and subtract within 20 using mental strategies.) There are multiple games that can be played to help practice math facts.

[Click Here for Directions](#)

In **Options**, please pick the “content range” to 20
Click on this picture link below to play:



In **Options**, please pick the “content range” to 20
Click on this picture link below to play:



Click for Schedule Page



How to access Dreambox and MyOn **outside** of school



Step 1: Login to Clever 2 Options



Option #1

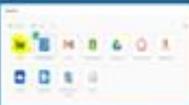
Option #2

Download the Clever app or extension



You will need your student's Clever Badge OR their RSD login information

Open a browser and navigate to login.rentonschools.us



You will need your student's Clever Badge OR their RSD login information



*Ask your teacher for Badges and Login information

Once you select Dreambox, you will be asked to download the Dreambox App

In the future, you will always access Dreambox by going through Clever (Either Option 1 or 2 above)



Here are three easy tips to make sure your student gets the most out of DreamBox Learning.

TIME ON DREAMBOX LEARNING

For DreamBox to accurately track a student's learning path, they should spend at least 60-90 minutes and complete at least 5-8 lessons per week. They do not need to complete this in a single session, but a minimum of 20 minutes per session helps ensure your child has sufficient time to finish a lesson.

COMPLETE EVERY LESSON ONCE BEGUN

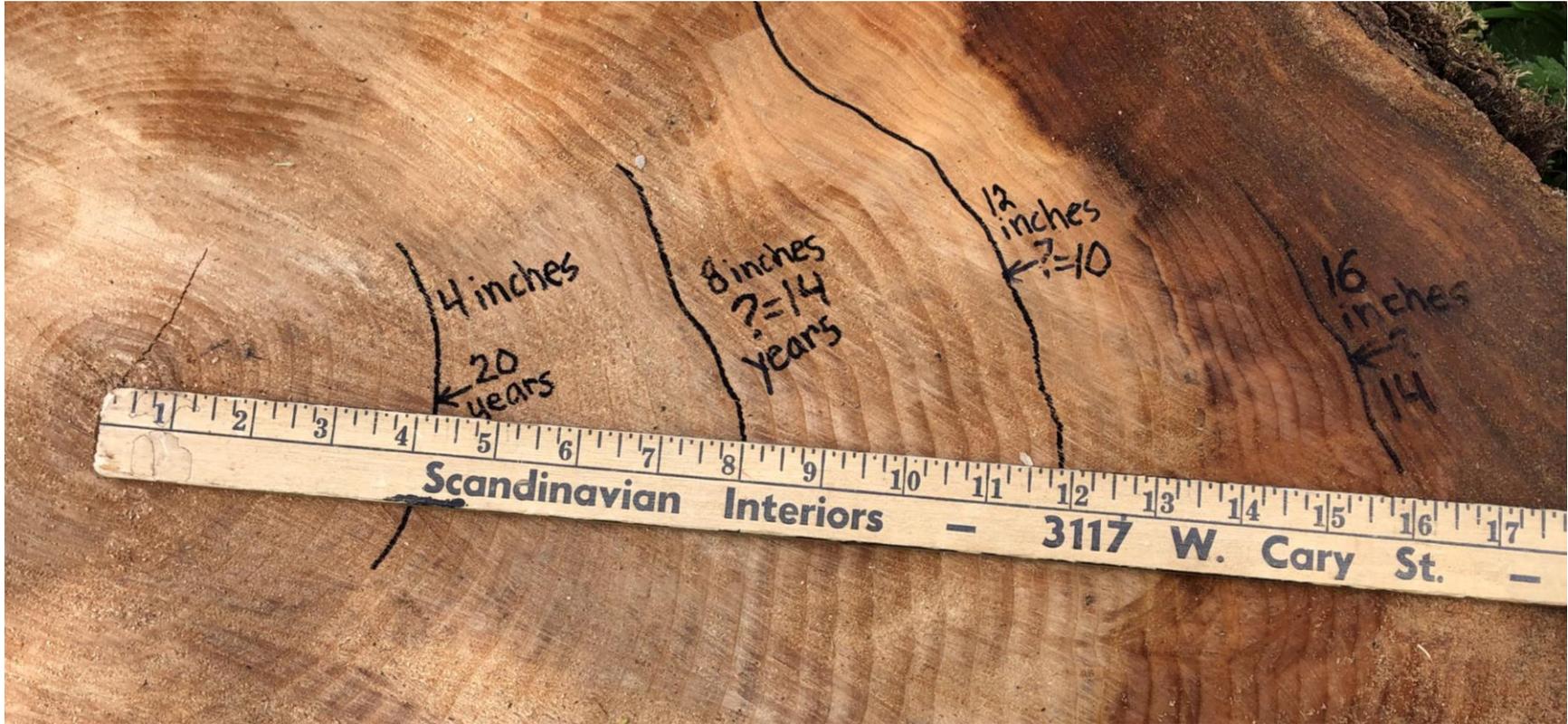
Lessons must be completed once started in order for our Intelligent Adaptive Learning™ technology to accurately introduce next best lessons for your student. If your student closes or exits the browser without completing a lesson, DreamBox cannot collect their learning data. The student will then need to redo the lesson from the beginning.

MISTAKES ARE OK

Your child should not shy away from incorrect answers. These wrong answers actually help DreamBox find the best lesson for them to help reinforce concepts they are struggling with and build upon their strengths.

RSD LOGIN PORTAL

Tree Age Challenge:



The actual tree rings are recorded here.

1. What do you notice? Is there a pattern?
2. What is the total age of this tree up to the 16th inches mark?
3. There is another almost 4 inches left to count the tree age. What do you think the total tree age might be?
4. Why does the tree grow a lot in some years, and not as much in other years? Also, what might cause some rings to be really small, while others are really wide?



Three Reads Protocol:

1.	<p>Cover up the numbers and the question in the story. Then read the story to understand what it's all about.</p> <p>Example: <i>There were ★ carrots and ★ green beans in the basket .</i> </p> 
2.	<p>Uncover the numbers only and reread the story. Make up your own question to ask using the values.</p> <p>Example: <i>There were 24 carrots and 13 green beans in the basket .</i> </p>  <p>My question: <u>How many more carrots are there than green beans?</u></p>
3.	<p>Uncover the story problem question and read again. Solve the problem.</p> <p>Was your question similar? Different? Solve the problem using your question, too!</p> <p><i>There were 24 carrots and 13 green beans in the basket . How many vegetables were there in all?</i></p>

Click [HERE](#) to go back and try Wednesday's Word Problems!