

# Highlands Elementary School



2<sup>nd</sup> GRADE ACTIVITIES  
Week of

<u>SUBJECT</u>	<u>LEARNING ACTIVITIES</u>
LITERACY	<p>Day 1 Read Aloud:</p> <div data-bbox="793 618 1751 1333">The book cover for 'Stick and Stone' features a smiling, round, orange-colored stone character with a small red flower on its side. A stick character is perched on top of the stone. The title 'STICK AND STONE' is written in large, black, stylized letters. The authors' names 'BETH FERRY • TOM LICHTENHELD' are at the bottom.</div>

- a. What kind of a character is Stick?
- b. Would you want to be friends with Stick? Why or why not?

**Day 2 Reading Fiction:**

1. Go to myOn and read fiction books-try to read for at least 20 minutes!
2. Tell someone about what you read. Who were the characters and what were they like?

Link to video: [Reading Fiction on Myon Video](#)

**Day 3 Word Study:**

1. Long Vowel words are words where the vowel says it's name, like lake, rain, and see.
2. Re-watch the video from Day 1 or read a book and see how many long vowel words you can find.
3. Write a list of the words you find. Try to find at least 10!

**Day 4 Writing:**

Pick one writing prompt to write about

- a. Write a story about something else Stick, Stone, and Pinecone could do. Think about where they will be, what the problem will be and how the problem will be solved.
- b. Write a story about something you and your friends have done. Think about what you did and said.
- c. Write a poem about Stick or Stone. Describe them using all your sense. What do they look like, sound like, feel like, and smell like?

	<p><b>Day 5 myOn or RAZ Kids:</b> Your choice of reading! Pick something you are interested in and read for as long as you can! Try and read for at least 20 min.</p> <p>You can explore Myon: <a href="#">Myon</a> or <a href="#">Renton Website</a> and sign into clever</p>  <p>Mr.Tibbils explains how to sign onto clever to get to Myon.</p> <p>Link to video: <a href="#">Mr. Tibbils Explains how to log onto Clever</a></p>
<p><b>MATH</b></p>	<p><b>Day 1: Play + or – 10 or 100</b></p> <p><b>Link to Video:</b> <a href="#">Miss Reisner playing + or – 10 or 100</a></p> <p><b>Link to game :</b> <a href="#">+10 or - 10 or 100</a></p> <p>Pick a start number between 10 – 900.</p> <p>Tap the cube. It is blue at the top. If you are playing with out the link you will have to decide each turn if which if the following to do.</p> <ul style="list-style-type: none"><li>a. + 10</li><li>b. – 10</li><li>c. +100</li><li>d. -100</li></ul> <p>Then record your work with an equation</p> <p>Then use your answer and add or subtract 10 or 100.</p>

For example,

Start number	+ - 10 or 100	Equation
500	+ 10	$500 + 10 = 510$
510	-100	$510 - 100 = 410$
410	-10	$410 - 10 = 400$

**Day 2:**

Look at the picture.

Look at the picture and think about which does not belong.

For example you might say...

9 does not belong because it is the only 1 digit number.

36	99
9	123

***All answers are valid--there is no one right answer. The key is to justify your answer with evidence (reasons).***

**Tell someone or write your ideas down**

### **Day 3: Choral Count**

**Link to Video: [Choral Count with Miss Reisner](#)**

Directions:

1. Grab a piece of paper and something to write with
2. Write 27 at the top of your paper
3. Watch the video and follow along with the counting. Stop the video as much as you need to.
4. After the video is over, you will continue the choral count on your own piece of paper.
5. Get as close to 1,000 as you can!
6. Record the patterns you notice right on your piece of paper.
7. Share your thinking on a email to your teacher!

### **Day 4: Number Talk**

Materials: Photo (below or on [these slides](#)), paper, pencil



Directions:

1. Look at the photo. Record your answer to the following questions (or discuss with someone in your home):
  - What could you count in the photo?
  - How would you count them?
2. Find the question for your grade level below and answer it!
3. If you have an older/younger sibling, share your question and your thinking with them!

<b>Grade K</b>	How many pairs of shoes are in the bottom row? Write the number.
<b>Grade 1</b>	There are 70 shoes in all. How many shoes would there be if another full row of shoes was added? Explain or show your reasoning.
<b>Grade 2</b>	Is the number of shoes in the bottom row of the shelf odd or even? Explain or show your reasoning.

<b>Grade 3</b>	Each space that holds a pair of shoes is called a cubby. How many shoe cubbies are in the picture? Write an equation to match your thinking.
<b>Grade 4</b>	How does this picture show that 10 is a multiple of 2? How does this picture show that 5 is a factor of 35? How does the picture show that 70 is a multiple of 10?
<b>Grade 5</b>	How does this multiplication expression represent the number of shoes in the picture: $(7 \times 2) \times 5$ ? If there were 3 more rows added that had 4 shoes in each cubby, how would the expression change?

### Day 5: Counting Collections

Today you will count your collection of objects and then determine how many more you would need to have the next multiple of a hundred.

For example When I counted the keys on my key board I got 81 keys.

I need to figure out how many more to get to the nearest hundred, in this case 100.

$100 - 81 = 19$  more to get to the nearest hundred.

