

School Closure Activities for 2nd Grade LS Students

Parents and Students,

Below is a calendar of suggested activities using physical resources sent home in the large purple bubble envelope on Friday. It was packed full of reading activities for your student to complete. Inside you will find word cards from Phonics Lesson Library to practice reading and spelling, The book Roller Skates, and Balancing Act book, which is the Story Town intervention text that we use. I will be posting on here some resources to use during these next few days. We have many resources on ClassLink that can be utilized; iReady, Raz-Kids, Learning Alley. Please let me know if you have any questions, concerns, or would like specific suggestions tailored to your student. I want to help in anyway I can. To access online resources, please follow the directions in your bubble envelope folder to access the ClassLink website. Another copy is at the end of this document. This site is the entry portal to many of our digital resources that we use in class. We have many resources on ClassLink that can be utilized; iReady, Raz-Kids, Learning Alley. Please let me know if you have any questions, concerns, or would like specific suggestions tailored to your student. I want to help in any way I can.

Be sure to have fun while completing your assignments. You all know how to complete these lessons and LOVE to be the “teacher”. Feel free to screenshot/take pictures of completed work and email them to me! You can also send me pics of any other learning activities you are doing at home.

Please note that I am aware that online access and childcare needs vary greatly right now. Please contact me with any issues, and I will do my best to accommodate you in any way I can.

I will miss you during this time. Stay healthy and keep learning!



Mrs. Ranney

Monday 3/16	Tuesday 3/17	Wednesday 3/18
<p data-bbox="466 651 625 724">Teacher In-service</p> <p data-bbox="357 776 721 808">No School for Students</p>	<p data-bbox="849 607 1342 727">Reading: Read pages 1-4 in Roller Skates by Stephanie Calmenson</p> <p data-bbox="849 776 1364 896">Answer this question: What would you do with 52 boxes of roller skates? Why?</p> <p data-bbox="849 948 1193 1024">Word Work: Practice pattern words</p>	<p data-bbox="1389 607 1917 727">Reading: Read pages 5 & 6 in Roller Skates by Stephanie Calmenson</p> <p data-bbox="1389 797 1921 964">Answer this question: Who do you think will come to buy all of those Roller Skates? Why do you think that?</p> <p data-bbox="1389 1040 1736 1117">Word Work Practice pattern words</p>

Thursday 3/19	Friday 3/20	Additional Work																								
<p>Reading: Read pages 7 & 8 in Roller Skates by Stephanie Calmenson</p> <p>Answer this question: Make an inference about what is going on in the illustrations. Use your background knowledge to explain your thinking.</p> <p>**Inferring is the process of creating meaning from text. It combines our prior knowledge (schema) with what is read. When readers infer, they create meaning that is not stated explicitly in the text. The reader "reads between the lines" to pick up on clues provided by the author in order to extract meaning)</p>	<p>Reading: Read the rest of the pages in Roller Skates by Stephanie Calmenson</p> <p>Tell me in order, who bought Roller Skates and how did they use Roller Skates to make their lives a little easier.</p>	<p>Word Work: Use word cards sent home in Purple Envelope. Complete throughout the week. Phonics Lesson Library: Skill 3.4 Initial 3-Letter Blends 1.) Phonemic Awareness: Deletion <i>Say _____. Delete /___/ from the beginning of the word. New Word?</i></p> <table border="1" data-bbox="1410 651 1938 1360"> <tbody> <tr> <td>trim</td> <td>Delete /t/ = trim</td> <td>trap</td> <td>Delete /t/ = rap</td> </tr> <tr> <td>bran</td> <td>Delete /b/ = ran</td> <td>drag</td> <td>Delete /d/ = rag</td> </tr> <tr> <td>glad</td> <td>Delete /g/ = lad</td> <td>brig</td> <td>Delete /b/ = rig</td> </tr> <tr> <td>grip</td> <td>Delete /g/ = rip</td> <td>grub</td> <td>Delete /g/ = rub</td> </tr> <tr> <td>gram</td> <td>Delete /g/ = ram</td> <td>crag</td> <td>Delete /k/ = rag</td> </tr> <tr> <td>crib</td> <td>Delete /k/ = rib</td> <td>trod</td> <td>Delete /t/ = rod</td> </tr> </tbody> </table>	trim	Delete /t/ = trim	trap	Delete /t/ = rap	bran	Delete /b/ = ran	drag	Delete /d/ = rag	glad	Delete /g/ = lad	brig	Delete /b/ = rig	grip	Delete /g/ = rip	grub	Delete /g/ = rub	gram	Delete /g/ = ram	crag	Delete /k/ = rag	crib	Delete /k/ = rib	trod	Delete /t/ = rod
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		<p>2.) Identifying Pattern</p> <p>Students will sort pattern words by using three fingers (together) to identify pattern of Initial 3-Letter Blends and “closed fist” for a closed syllable word with short vowel sounds. Review patterns then students should sort words by patterns only using the hand gestures and saying the vowel sound and blend sounds. Do not say the entire word yet.</p> <p>3.) Reading Words</p> <p>Students will sort pattern words by using three fingers (together) to identify pattern of Initial 3-Letter Blends and “closed fist” for a closed syllable word with short vowel sounds. Review words then students should sort words by patterns, using the hand gestures, saying the vowel sound, then the entire word.</p> <p>4.) Sentence Dictation</p> <p>Say the sentence. Students repeats it back before they write it. If students forgets a word, you may tell them the next word. Write all 3 sentences then correct sentences. Write sentences on</p>
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		<p>a board or paper and have students correct the sentence by putting a dot under each letter they spelled correctly.</p> <p>Sentences:</p> <p>Scrap and Scram get a scrub. She split the job. Dad snaps the straps.</p> <p>5.) Word Building</p> <p>Students will create word chains by adding, deleting, or substituting one sound at a time to spell a new word.</p> <p><i>*Write the word _____ on your whiteboard.</i></p> <p><i>*Change the words _____ to the word _____. Which sounds changes? Which letter changes?</i></p> <p><i>*Write the new word.</i></p> <p><i>*Now change ____ to _____. Which sound changes? Which letter changes?</i></p>
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		<p><i>*Write the new word.</i></p> <table border="1"> <tr> <td>cram</td> <td>strep</td> <td>split</td> <td>trip</td> <td>scram</td> </tr> <tr> <td>scram</td> <td>strip</td> <td>splat</td> <td>strip</td> <td>scrap</td> </tr> <tr> <td>scrap</td> <td>strap</td> <td>plat</td> <td>strap</td> <td>strap</td> </tr> <tr> <td>strap</td> <td>scrap</td> <td>flat</td> <td>trap</td> <td>trap</td> </tr> </table>	cram	strep	split	trip	scram	scram	strip	splat	strip	scrap	scrap	strap	plat	strap	strap	strap	scrap	flat	trap	trap
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Monday 3/23	Tuesday 3/24	Wednesday 3/25
<p>Reading: Re-Read Roller Skates by Stephanie Calmenson Think about the events in the story. Tell me how using Roller Skates to get around may not be a good idea. Using your background knowledge, what are some hardships people may run into if they use Roller Skates to complete everyday activities?</p>	<p>Reading: Re-Read Roller Skates by Stephanie Calmenson Complete activities at the bottom of this document.</p>	<p>Reading: Read the story in Balancing Act: Fun Farm Answer comprehension questions in book. Do not write in the book. Discuss questions only.</p>
Thursday 3/26	Friday 3/27	Additional Work

<p>Reading: Read the story in <i>Balancing Act: Fun Farm</i></p> <p>Answer comprehension questions in book. Do not write in the book. Discuss questions.</p> <p>Answer Comprehension questions from the sheet provided. You may write on that sheet.</p>	<p>Teacher In-service</p> <p>No School for Students</p> <p>Complete any assignments that have not yet been finished.</p>	<p>Word Work: Practice pattern words/read short pattern word passages.</p>
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Name _____ Date _____

Roller Skates!
by Stephanie Calmenson
Working with Words

Use the words in the text box to complete the sentences.

needed	pairs	idea	people	mail
twirled	stroll	sign	basket	soar

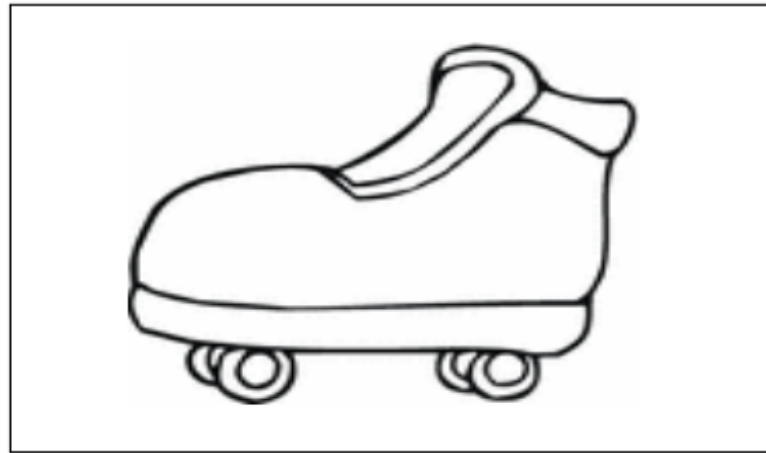
1. _____ came from far and wide to buy roller skates.
2. Sam Skipper had a great _____.
3. Pizza stays hot when you _____ down the street.
4. The Bensons were out for their afternoon _____.
5. Sam Skipper _____ two boxes of skates that day.
6. Anna Lee jumped and _____ on her roller skates.
7. Sam Skipper made a big _____.



Name _____ Date _____

Roller Skates!
by Stephanie Calmenson
Art and Writing Activity

Design your own roller skates. Write about why you do or do not like to roller skate.

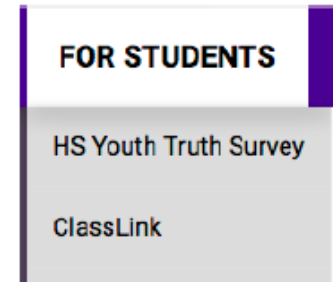


How to Get on ClassLink webpage...

How can we use NYCSD technology at home?



1. In a web browser, go to www.northernpolarbears.com, select For Students and then ClassLink.



2. Select Sign in with Google.

3. Your student's Google Account is the first letter of their first name, full last name, with the number:

5th grade: 227 2nd grade: 230

4th grade: 228 1st grade: 231

3rd grade: 229 Kindergarten: 232

Add @northernpolarbears.com to the end

John Smith, a fifth grader, would be:
jsmith227@northernpolarbears.com



Northern York CSD



More on other side...

