

Please see the standards-based activities to complete with your child on the eLearning Day. Have your child select activities to complete at home for each area to count as attendance for the day we would have spent at school.

Child's Name: _____ **Teacher:** _____

Second Grade English Language Arts Activities: Please complete all items. Check the items your child completes.

I Can Statements:

- I can ask and answer questions to understand the text.
- I can identify Main ideas and key details

_____ **Activity 1: Reread “Going to the Museum”**

While you read:

As you read think about and jot some notes:

- ☐ What did you learn?
- ☐ Cool facts
- ☐ Words you don't know and need to look up
- ☐ List text features that you see

_____ **Activity 2: Short Fiction-**Choose a second story (two choices attached at the bottom). Listen and read along to the story.

While you read:

As you read think about and jot some notes:

- ☐ What is this story mostly about?
- ☐ What does the character want in the story?
- ☐ How does the character change from the beginning to the end?
- ☐ What causes the character to change?

_____ **Activity 3: Narrative story-**Write a story about a time that you went somewhere you enjoyed like a museum, Carowinds, Aquarium.

While you write:

- ☐ Review the stories you read yesterday and think about how the characters changed. For example, a character might change the way he/she thinks, acts, or feels.
- ☐ To help get an idea for your story, think about:
 - o Invent a character to tell a story about.
 - What does your character think and feel?
 - What is your character like at the beginning of the story?
 - What is your character like at the end of the story?
 - Who or what helped the character change in the story?

Second Grade Math Activities: Please complete all activities. Check the items your child completes.

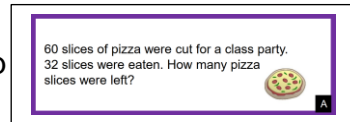
I Can Statements:

- I can solve problems involving coins and dollars.
- I can use my knowledge of subtraction to solve word problems.
- I can add through 99 using various strategies.



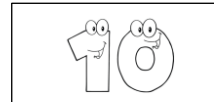
Activity 1: Subtraction Word Problems

These problems are Second Grade Number Activities that can be done independently. Your child can use cereal and drawings to help them model and solve the problem.



Activity 2: Take 10

Work to find partners of 10. Using the cards attached.



Activity 3: Jada Goes Shopping

This is an independent activity with several solutions. Students can work to a level that is appropriate for them.



Activity 4: Play Money game

Activity 5: Access Dreambox Learning and complete a minimum of 15 minutes of instruction. Please refer to login information sent home previously.



Math Standards

- 2. NSBT.5** Add and subtract fluently through 99 using knowledge of place value and properties of operations.
- 2. ATO.1** Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.
- 2. G.2** Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.
- 2. MDA.7** Solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.

Second Grade Social Studies Activities: Complete Social studies activity. Check the item your child completes.

I Can Statement:

- I can explain how to make an economic decision using a cost-benefit analysis.

_____ **Activity 1:** Read about the benefits and costs of spending located in the Social Studies Resource section. Imagine you have \$10 in your piggy bank. Write if you would save or spend your money. If you save write why you are saving your money if you spend explain what you are spending it on. Why did you make that choice?

_____ **Activity 2:** Read about the benefits and costs of saving located in the Social Studies Resource section. Write about the benefits and costs of saving your money.



Social Studies Standards:

2-3: The student will demonstrate an understanding of the role of goods and services and supply and demand in a community.

My child has completed the required learning activities during the eLearning day. This paper must be returned to your child's teacher within 3 school days of the eLearning day.

Parent Signature

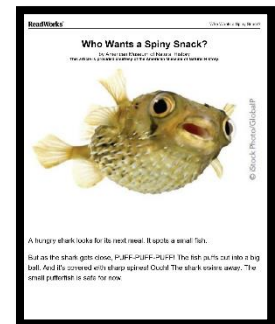
Date

Second Grade Science Activities: Choose 1 Science activity to complete. Check the item your child completes.

I Can Statement:

- I can demonstrate an understanding of how the structures of animals help them survive and grow in their environments.

_____ **Activity 1:** Read “Who Wants a Spiny Snack” and answer the questions.



Social Studies Resources:


Activity 1

Lesson 3 Making Choices About Money

Essential Question
Why do we make choices?
What do you think?

Benefits and Costs of Spending

Sam was saving his money for a scooter. When his friend invited him to go to the water park, he wasn't sure what to do. The water park sounded like fun, but Sam really wanted a scooter! He had to make a **choice**. He had to choose whether to spend or save his money.



Word Hunt

Find and circle these words.

*choice benefit
cost *personal

Find 2 more new words:

networks

There's More Online!
[Content Library](#) [Videos](#)

When people spend money, they use it to buy something. Spending money has **benefits** and **costs**. A benefit is something good or helpful a person gets. A cost is what a person gives up. Read about the **personal** benefits and costs of spending in the chart below.

| PERSONAL BENEFITS OF SPENDING MONEY | PERSONAL COSTS OF SPENDING MONEY |
|--|---|
| <ul style="list-style-type: none"> You get the things you need and want now. You get joy from buying something you wanted. | <ul style="list-style-type: none"> You give up your money to get a good or service. You give up the chance to spend your money on something else. |

If Sam chooses to spend his money at the water park, what is a benefit and a cost of his choice?

BENEFIT

COST

Reading Skill

Ask and Answer Questions about Key Details One thing you should do when you read is ask and answer questions about the text.

- Underline the sentence in the story that tells what Sam is trying to decide.
- What was a benefit and a cost of a time you spent money to buy something?

Social studies writing



A Smelly Mystery

Something in the house smelled. Hope wondered if Mr. Snuggles had an accident.



Hope found no accidents. She checked the trash. It was empty. This was becoming a mystery. Hope loved a good mystery.

The fridge door was open a little. Could it be a clue?

The smell inside the fridge was stronger, but she found nothing stinky.

Something made a noise outside. Hope opened the back door. A cat jumped over the fence. Mr. Snuggles wiggled his curly tail as she closed the door.

Then, Hope saw a box of crackers on the counter. They were the fancy kind Mom used for parties. Was it another clue?



Mr. Snuggles sniffed the air and the floor. He barked. He had found something.

Hope followed Mr. Snuggles up the stairs. The smell was stronger. Mr. Snuggles stopped. He stuck his nose under the door to Grandma's room.

Hope knocked. Grandma opened her door. The smell almost knocked Hope over.

"Ugh! Who cut the cheese?" Hope asked.

Grandma said, "I did! It's fancy French cheese. It smells bad but tastes great. Want to try some?"

Rock Is My Best Friend Because ...



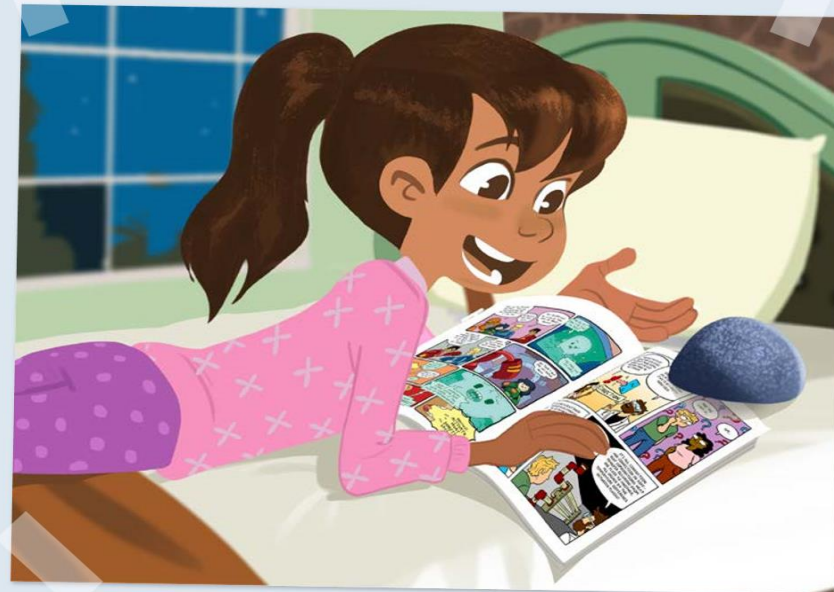
I guess you could say I'm pretty lucky. My best friend in the whole world can come with me wherever I go. My friend can hang out in my pocket or right in my hand. If I go somewhere without my friend, it is always waiting for me when I get back.

My best friend's name is Rock.

Rock is a great friend because it listens well and doesn't talk over me. Rock is solid that way, if you know what I mean. I can tell Rock my biggest secrets and it won't blab to anyone. Rock is a friend I can count on.

Not only that, Rock is a lot of fun, too. When I'm done with school, Rock and I read comic books together. Rock holds the pages for me, and I read the stories out loud. I don't think Rock can see really well, so I describe the pictures. Sometimes I exaggerate those a little. But I'm not a liar—it's called being *creative*.

Rock agrees with me about that (it agrees with me about everything, actually). We make a pretty good team that way.



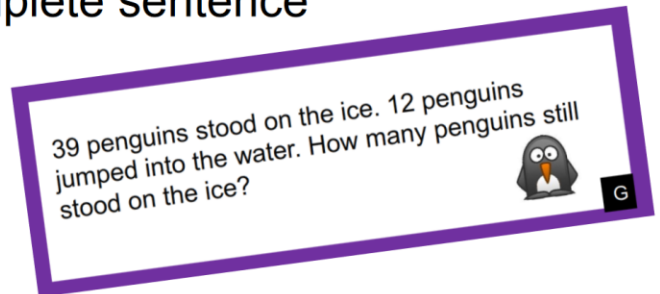
Math Resources

Math Activity 1

Take From: Result Unknown

Materials: Take From: Result Unknown (within 100) word problem cards

1. Solve the word problems. For each card:
 - a) write an equation with a symbol for the unknown number
 - b) draw a quick picture, or diagram, to model the problem
 - c) answer the question in a complete sentence
2. Check your work with a partner.



60 slices of pizza were cut for a class party.
32 slices were eaten. How many pizza
slices were left?



A

29 trains were in the station. 14 trains left the
station. How many trains were still in the
station?



B

76 bananas were sent to the zoo in a
box. 30 bananas were fed to the
monkeys. How many bananas were left
in the box?



C

52 bees were in a hive. 28 bees flew out of the
hive. How many bees were left in the hive?



D

Activity 2

Take Ten

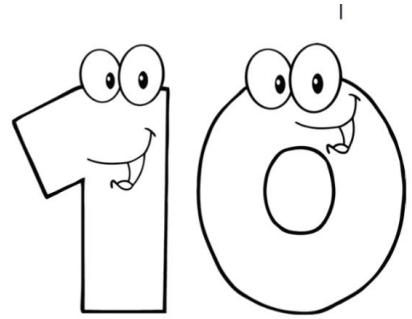
Building Fluency: adding within 20

Materials: game board and four sets of 0-10 number cards

Number of Players: 2

Directions:

1. Shuffle the number cards and place them face up on the gameboard below (four rows and three columns).
2. Player 1 looks for all the combinations of two cards that add up to 10. Remove those cards from the board.
3. Player 1 may continue as long as there are cards that add up to 10 on the board.
4. At the end of Player 1's turn, fill the empty spaces on the game board with cards from the deck.
5. Player 2 begins their turn.
6. The winner is the player with the most cards.



0

1

2

3

4

5

6

7

8

9

10

0

1

2

3

Activity Jada goes shopping

Jada wants to buy some new school supplies. She has 9 dimes to spend. She needs to save 25¢ for a bag of chips for later. Look at the price list and choose some things for Jada to buy. (She can buy different things or more than one of the same thing.)

List the items you chose, along with the cost of each. Find the total. Use the dimes and pennies to figure out the change.

Find at least three ways Billy can spend his money. Remember, he needs 25¢ for a bag of chips.

Price List

Erasers 10¢

Rulers 29¢

Pencils 25¢

Pens 39¢

Book covers 20¢

Who Wants a Spiny Snack?

by American Museum of Natural History

This article is provided courtesy of the American Museum of Natural History.



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A hungry shark looks for its next meal. It spots a small fish.

But as the shark gets close, PUFF-PUFF-PUFF! The fish puffs out into a big ball. And it's covered with sharp spines! Ouch! The shark swims away. The small pufferfish is safe for now.



For a small fish, the ocean is full of danger. Bigger fish, sharks, and even birds eat small fish. Animals that hunt other animals are called predators. Pufferfish have their own way to stay safe from predators.



A shark uses its sharp teeth to catch and eat fish.

All animals have special ways to stay alive. These are called adaptations. An adaptation is a body part or action that helps an animal live. Predators have adaptations that help them hunt. Imagine a shark's sharp teeth. This adaptation helps a shark catch and eat fish.

Other fishes have adaptations too. These adaptations help keep them safe from predators. Some fish might be fast enough to escape a predator. Others might be able to blend in and hide on the ocean floor.



Can you find the flounder?

But some animals don't run or hide. They have bodies that are hard to eat. Porcupines have long sharp spines. So do sea urchins in the ocean. Spines protect these animals. Predators don't like spiny food!



Porcupines have long sharp spines that protect them.

Some toads and snakes have another way to prevent a predator from trying to eat them. They puff up to look bigger. Pufferfish do both of these things. They puff up AND they have spines.

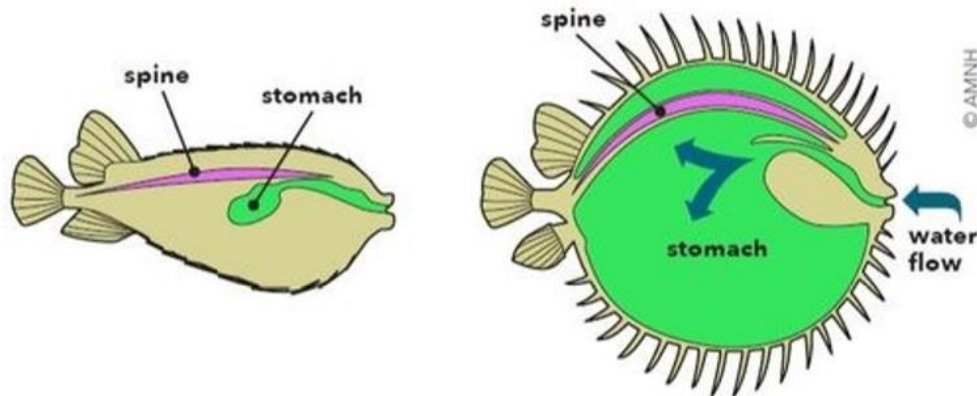


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A pufferfish's skin is hard and covered with sharp spines.

Swimming along, a pufferfish looks like any other fish. When a predator gets close, the puffer swells up like a big balloon. Some people call it a balloon fish. But this fish is not soft and smooth like a balloon. Its skin is hard and covered with sharp spines. These spines usually lie flat on the side of the fish. When the fish puffs up, the spines stick out in all directions.

How does the puffer "puff" up? It's not filled with air like a balloon. It's full of water. The fish gulps lots of water into its stomach. Filled with water, its stomach becomes almost one hundred times bigger. Other body parts inside the puffer are pushed to the side to make room.



A puffer can turn into a spiny ball in a few seconds. Then only the biggest animals can eat it. The ocean may be full of dangers, but the puffer is ready. Adaptations like sharp spines and puffing up help keep the puffer safe.

Name: _____ **Date:** _____

1. At the beginning of the text, what does the small fish do when the hungry shark gets close?

- A. It puffs out into a big ball covered with sharp spines.
- B. It shoots spines at the shark as the shark comes near.
- C. It swims away as quickly as it can.

2. What does the author describe in this text?

- A. how sharks stay safe from other predators
- B. how different kinds of toads puff up
- C. how the pufferfish puffs up

3. Read these sentences from the text.

"Other fishes have adaptations too. These adaptations help keep them safe from predators. Some fish might be fast enough to escape a predator. Others might be able to blend in and hide on the ocean floor."

What conclusion can you draw based on this information from the text?

- A. If a fish does not have any adaptations, it is important for it to be able to swim quickly.
- B. A fish that can swim quickly is more likely to stay safe than a fish that can blend in with the ocean floor.
- C. Being able to blend in with the ocean floor is an adaptation that can keep fish safe.

4. When a predator comes near a pufferfish, the fish puffs up to look bigger. Why might a pufferfish want to look bigger?

- A. to make the predator want to eat it
- B. to stop a predator from trying to eat it
- C. to fight the predator

5. What is the main idea of this text?

- A. Adaptations like sharp spines and puffing up help keep pufferfish safe in the ocean.
- B. Adaptations like sharp teeth help sharks catch and eat fish in the ocean.
- C. The ocean is full of dangerous predators that eat small fish.

6. Read this sentence from the text.

"When a predator gets close, the puffer swells up like a big balloon."

Why might the author have compared the pufferfish to a balloon in this sentence?

- A. to hint to the reader that balloons also swell up when large animals get close
- B. to show the reader that pufferfish and balloons are made of similar things
- C. to help the reader understand what it looks like when the pufferfish swells up

7. Read these sentences from the text.

"Spines protect these animals. Predators don't like spiny food!"

How could you rewrite these two sentences as one sentence without changing their meaning?

- A. Spines protect these animals because predators don't like spiny food.
- B. Spines protect these animals, so predators don't like spiny food.
- C. Spines protect these animals, but predators don't like spiny food.

8. What is an adaptation?
