

Grade 2-Week 6

	Monday 5/4	Tuesday 5/5	Wednesday 5/6	Thursday 5/7	Friday 5/8
	<p>Font in BLUE indicates an ONLINE activity</p> <p>Font in BLACK indicates and OFFLINE/PAPER PENCIL activity</p>				
Skills	<p>R-controlled: are, air, ear, ere</p> <p>Find the Pattern Read each group of words. Sort the words by spelling pattern. Add 3 more words to each group. where, chair, there, pear, pair, bear, stare, fare, hair, dare</p>	<p>R-controlled: are, air, ear, ere</p> <p>Find the Mistake Each word has spelling mistake. Strike through the misspelled word, and write the word correctly. 1. paer 2. chaier 3. bair 4. wheare 5. staires</p>	<p>FRY WORDS: Write each word 5 times. Write a sentence using each word. very after thing our just</p>	<p>Diphthongs: ou, ow</p> <p>Write the Missing Letter A letter is missing from each spelling word below. Write the spelling word correctly. Write a sentence for each word. 1. gro__nd 2. clo__n 3. cl__ud 4. mo__nd 5. bro_n</p>	<p>Diphthongs: ou, ow</p> <p>Proofread There are 5 mistakes. Find the mistakes and write them correctly.</p> <p>Erica looked up into the sky and saw many white clouds. One of clouds looked like a silly cloun. Another one looked like a giant mownd of dirt. She looked down and saw a big broun mud puddle.</p>
Reading	<p>iReady Reading: Do 2-3 lessons a week</p>				
	<p>Work with someone at home to time you for one minute. Read the passage aloud. Pay attention to how your voice rises and falls as you speak naturally. Stop after one minute. Mark where you read up until with a line (or write the last sentence and mark where you stopped), then continue reading. Count how many words you read incorrectly. Read the story for a second time. Time yourself for one minute again. See you if read farther than the first time.</p>	<p>Work with someone at home to time you for one minute. Read the passage aloud. Pay attention to how your voice rises and falls as you speak naturally. Stop after one minute. Mark where you read up until with a line (or write the last sentence and mark where you stopped), then continue reading. Count how many words you read incorrectly. Read the story for a second time. Time yourself for one minute again. See you if read farther than the first time.</p>	<p>Work with someone at home to time you for one minute. Read the passage aloud. Pay attention to how your voice rises and falls as you speak naturally. Stop after one minute. Mark where you read up until with a line (or write the last sentence and mark where you stopped), then continue reading. Count how many words you read incorrectly. Read the story for a second time. Time yourself for one minute again. See you if read farther than the first time.</p>	<p>Work with someone at home to time you for one minute. Read the passage aloud. Pay attention to how your voice rises and falls as you speak naturally. Stop after one minute. Mark where you read up until with a line (or write the last sentence and mark where you stopped), then continue reading. Count how many words you read incorrectly. Read the story for a second time. Time yourself for one minute again. See you if read farther than the first time.</p>	<p>Work with someone at home to time you for one minute. Read the passage aloud. Pay attention to how your voice rises and falls as you speak naturally. Stop after one minute. Mark where you read up until with a line (or write the last sentence and mark where you stopped), then continue reading. Count how many words you read incorrectly. Read the story for a second time. Time yourself for one minute again. See you if read farther than the first time.</p>

**From: Wonders Practice Book
A Bicycle Built for Two**

It was a beautiful fall day. The sun was shining. The leaves were red and gold and orange. Squirrel wanted to go for a bike ride, but his bike was broken. "I can't fix this by myself," thought Squirrel. "I will need some help." Squirrel went to see Fox. "Will you help me fix my bike?" Squirrel asked. "I'd like to help, but I am too busy cooking soup," said Fox. So Squirrel continued on. He saw Bear and asked for help. "I'm too busy right now washing clothes. Maybe I can help next week," Bear said. Squirrel shook his head. He wanted to fix his bike and take a ride today. Just then, Rabbit came along and asked Squirrel why he looked so sad. Squirrel explained the problem. "You are probably too busy to help me," sighed Squirrel. Rabbit looked over the bike. He turned a wire here. He oiled a wheel there. "Now let's give it a try," Rabbit said. The two friends climbed on the bike. They rode for a long time through the woods, enjoying the beautiful day.

Answer the following questions:

1. Why was Fox too busy to help Squirrel fix his bike?
2. Why was Bear too busy to help Squirrel fix his bike?
3. Why were Squirrel and Rabbit both able to ride the bike?

**From: Wonders Practice Book
The Food Festival**

Van and his family went to the local food festival. Van's eyes opened wide. He was amazed at how this quiet street had been changed. On each side, food booths were set up showing colorful flags. He knew a few. There was Mexico and there was China. Van followed his mom, dad, and sister down the street. Mom stopped at the first booth. People were selling Greek salad there. Van's family shared a big plate of salad. Then they walked to the Chinese booth. They had the beef noodle soup. The next stop was the Indian booth for spicy curry. At the Mexican booth, they all had tamales. At last, the family reached the end of the street. Everyone was full. "Which food did you like the best?" asked Dad. The family members all spoke at once. "The curry," said Van. "The tamales," said his sister. "The beef noodle soup," Mom said. "And I liked the Greek salad best," said Dad with a smile. "I guess we can agree that all the food here is delicious."

Answer the following questions:

1. What amazed Van at the food festival?
2. What were types of food did Van's family ate?
3. Who are the characters in the story?
4. Where did this story take place?

**From: Wonders Practice Book
A Pet of His Own**

Jeff lived with his family and their three pets. His sister Kim had a bird. His brother Rick had two mice. Jeff wanted a pet of his own. "May I get a snake?" he asked his parents. He was polite because he knew good manners were important. "A snake will eat my bird," shrieked Kim loudly. Her yell upset her bird. The bird started to chirp. Jeff had another idea. "May I get a cat?" he asked politely. "A cat will eat my bird," cried Kim. "And a cat will eat my mice," said Rick. Jeff was stumped by his pet problem and didn't know how to solve it. He wanted a pet that was different and unique. There was already one bird and two mice. He couldn't get a snake or a cat. What kind of pet wouldn't disturb or upset the others? Then one day Jeff saw an ad for a rabbit. This pet was different. This pet could get along with the others. Jeff's parents got him the rabbit. He was so thrilled to have a pet of his own that he shouted for joy.

Answer the following questions:

1. Who were the characters in the story?
2. What is the setting of the story?
3. What was Jeff's problem?
4. Why couldn't Jeff get a snake or cat as a pet?
5. How was the problem solved?

**From: Wonders Practice Book
A Fire Dog**

Wilshire is a fire dog. He lives in the city. When Wilshire first came to the fire station, he was just three months old. He lived at the fire station day and night. Fifty firefighters lived and worked there, too. They took care of Wilshire. They fed the young dog. They gave him water to drink. The firefighters hired a dog trainer. The trainer gave Wilshire lessons. He helped Wilshire learn to live in the fire station. He showed Wilshire where he could go. He showed Wilshire where he was not allowed to go. Then it was time for exercise. Wilshire didn't even have to go outside. He was trained to run on a treadmill inside the station. Soon Wilshire became close pals with one firefighter. Now Wilshire and the firefighter spend a shift at the fire station together. Then the firefighter takes Wilshire home. This gives Wilshire a break from the busy station. He also has fun meeting and playing with other dogs. Wilshire got even more training. Now he can do fire safety tricks. He visits schools and shows children how to "Stop, Drop, and Roll." All that work keeps Wilshire very busy!

Answer the following questions:

1. How did the firefighters take care of Wilshire?
2. Why did the firefighter take Wilshire home?
3. What does a Dalmatian look like?
4. Name 3 things the trainer taught Wilshire.

**From: Wonders Practice Book
Family Business**

Families may start up a business. The family members all pitch in to make it work. Then the business is passed down through the family. Here's one family business that has been around for years. In 1916, two families started a new business. They opened a coffee company. They roasted the coffee beans by hand. There were no cars then. They used horses and wagons to deliver the coffee. The coffee business grew. More family members came to work for the company. In 1918, the company was able to buy its first truck. In the 1940s, sons of the owners joined the business. The company grew. It sold coffee to restaurants. The company soon needed a bigger office. By the 1990s, the third generation was working for the company. The company started selling its coffee in new places. They sold coffee food stores. They made ads for TV. In 2007, they opened an online store. These family members worked hard. They made their business a success. Now they can pass it on to the next generation.

Answer the following questions:

1. What happened in 1916?
2. What happened in the 1940s?
3. What happened in 2007?

<p>Writing</p>	<p>Narrative Writing: LT: I am learning to write a narrative.</p> <p>Lesson: A small moment zooms in on one moment in time. It is something that really happened to us, a true story. It may be an important or interesting thing that happened to us.</p> <p>Ask your parents if they have a picture of you doing something. Can you remember that moment in time? Try to remember all the details of that moment in time.</p> <p>Task: Write about a moment in time (use pencil). Skip lines because you will be using this story to work on for the whole week.</p>	<p>Narrative Writing: LT: I am learning to write a narrative.</p> <p>Lesson: Add details to stretch your story across pages. Where were you? When did this moment happen to you? What feelings, emotions, or reactions do you want to share with the reader? What were you thinking?</p> <p>Task: Use a BLUEpen/color pencil to add details to your story from Monday. You can insert a word or phrase by putting a carat ^.</p> <p>1. What was the problem of the story?</p>	<p>Narrative Writing: LT: I am learning to write a narrative.</p> <p>Lesson: Add details to stretch your story across pages. Use your senses to add details: -What did you see (color, shape, size, amount)? -What did you smell? -What did you hear? What sound did it make? -How did it feel? (texture-soft, hard, squishy, prickly...) -How did it tastes? (salty, sweet, sour, bitter)</p> <p>Use action words to show movement. What are you doing? How are you moving?</p> <p>Task: Use a BLUE pen/color pencil to add details to your story from Monday. You can insert a word or phrase by putting a carat ^.</p>	<p>Narrative Writing: LT: I am learning to write a narrative.</p> <p>Lesson: Checking for order, transition words, and closing. Is my story in order? Does it make sense? Did I use transition words so my reader can understand my story?</p> <p>Beginning: One day, It all began, In the first place, To start with Middle: After a while, now, later, soon after, then, as soon as, after a few, afterwards. End: Finally, At last, At the end</p> <p>Task: Use a BLUE pen/color pencil to add details to your story from Monday. You can insert a word or phrase by putting a carat ^.</p>	<p>Narrative Writing: LT: I am learning to write a narrative.</p> <p>Lesson: Editing: Check for: COPS C capitalization O organization P punctuation S spelling</p> <p>Task: Use a RED pen/color pencil to edit your paper. Strike through words (no erasing), circlce punctuation, underline capitalization, sp over spelling questions (and look up correct spelling).</p>
<p>Math</p>	<p>Week 6 Monday Origo at Home</p>	<p>Week 6 Tuesday Origo at Home</p>	<p>Week 6 Wednesday Origo at Home</p>	<p>Week 6 Thursday Origo at Home</p>	<p>Week 6 Friday Origo at Home</p>
<p>iReady Math: Do 2-3 lessons a week</p>					

Adding Fluency +1 +2
Practice solving each fact quickly. These should be memorized by the end of second grade.

1+1	1+5	1+9	2+4	2+8	4+1	6+1	8+1
1+2	1+6	2+1	2+5	2+9	4+2	6+2	8+2
1+3	1+7	2+2	2+6	3+1	5+1	7+1	9+1
1+4	1+8	2+3	2+7	3+2	5+2	7+2	9+2

Adding 2-digit numbers
Add using 1) number line, 2) base-ten blocks, and 3) equations to show your thinking. Show each way you solved the problem.

25+34=

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Adding Fluency Pairs that Make 10
Practice solving each fact quickly. These should be memorized by the end of second grade.

3+7	4+6	5+5	6+4	7+3
9+1	8+2	1+9	2+8	10+0
0+10				

Adding 2-digit numbers
Add using 1) number line, 2) base-ten blocks, and 3) equations to show your thinking. Show each way you solved the problem.

46+17=

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Adding Fluency Remaining Sums Less Than 10
Practice solving each fact quickly. These should be memorized by the end of second grade.

3+3	4+3	5+3	6+3	3+4
4+4	5+4	3+5	4+5	3+6

Adding 2-digit numbers
Add using 1) number line, 2) base-ten blocks, and 3) equations to show your thinking. Show each way you solved the problem.

33+28=

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Adding Fluency Plus 9 Facts
Practice solving each fact quickly. These should be memorized by the end of second grade.

3+9	4+9	5+9	6+9	7+9
8+9	9+9	9+8	9+7	9+6
9+5	9+4	9+3		

Adding 2-digit numbers
Add using 1) number line, 2) base-ten blocks, and 3) equations to show your thinking. Show each way you solved the problem.

47+36=

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Adding Fluency Plus 8 Facts
Practice solving each fact quickly. These should be memorized by the end of second grade.

3+8	4+8	5+8	6+8	7+8
8+8	8+7	8+6	8+5	8+4
8+3				

Adding 2-digit numbers
Add using 1) number line, 2) base-ten blocks, and 3) equations to show your thinking. Show each way you solved the problem.

_____ + _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Science

Mystery Doug - Skull
What important organ is protected by your skull? (Hint: it helps you think)
What other important parts of your body are found on your skull. Make a list of body parts that are found on your head and tell why they are important.

Mystery Doug - Heart
Find your pulse either on the side of your neck or on your wrist. How many times does your heart beat in 30 seconds? Write down how many times your heart beats for 30m seconds. Do 30 jumping jacks or run in place for 30 seconds. Find your pulse and count how many times your heart beats in 30 seconds. What did you notice?
Make a list of 5 exercises you can do to make your heart beat faster and work harder.

Mystery Doug - Blood
Take a couple big deep breaths, then hold your breath. How long can you hold your breath? Time yourself. Who can hold their breath the longest in your family?
When do you need to be able to hold your breath. List 2 times you need to be able to hold your breath for a period of time.
List 2 times when you need to be able to blow out your breath."

	<p>Your skull is an important part of your skeleton. Your skull is made of many pieces of bone that connect together as you grow from a baby to a child. What important organ is protected by your skull? (Hint: it helps you think) What other important parts of your body are found on your skull. Make a list of body parts that are found on your head and tell why they are important.</p>		<p>Your heart is responsible for pumping, or pushing your blood through your whole body. Each time your heart beats, it is pushing your blood through your body, and you can feel your pulse. Your pulse tells you how many times your heart beats each minute; your doctor listens to your heart and feels your pulse to check if you are healthy.</p> <p>Find your pulse either on the side of your neck or on your wrist. How many times does your heart beat in 30 seconds? Write down how many times your heart beats for 30 seconds. Do 30 jumping jacks or run in place for 30 seconds. Find your pulse and count how many times your heart beats in 30 seconds. What did you notice? Make a list of 5 exercises you can do to make your heart beat faster and work harder. Exercising your heart is good for you and it helps you to stay healthy.</p>		<p>Blood is a liquid that flows through your body in tubes called blood vessels. One type of blood vessel is called an artery. Arteries carry oxygen and nutrients to all the different parts of your body to help you grow. The other type of blood vessels are called veins. Veins travel from the different parts of your body back to your heart.</p> <p>Take a couple big deep breaths, then hold your breath. How long can you hold your breath? Time yourself. Who can hold their breath the longest in your family? When do you need to be able to hold your breath. List 2 times you need to be able to hold your breath for a period of time. List 2 times when you need to be able to blow out your breath.</p>
<p>Social Studies</p>	<p>Watch this video to learn about consumers (the person who buys a good or a service) and producers (the person who provides or makes the good or provides the service.)</p> <p>When you buy food, are you the consumer or the producer?</p> <p>Draw a picture that shows at least two producers and consumers and explain what they buy or sell.</p>			<p>Watch the BrainPOP Jr. video titled, "Spending and Saving." (You can find this video through the search bar.) Then, imagine you got \$20. What would you do with it? Would you save it or would you spend it? Why?</p> <p>You can access BrainPOP through Clever or sign up for an account. Parents choose "Free Family Access."</p>	
		<p>Talk to grownups about what toys they had when they were your age.</p> <p>Using materials you have on hand, see if you can make a toy that is similar to what they played with when they were your age.</p>		<p>With a grownup, create a plan for saving or earning money for something that you want.</p>	

Resources	Wonders		<p>Don't forget to check out weekly activities for:</p> <p><input type="checkbox"/> Art <input type="checkbox"/> Library</p> <p><input type="checkbox"/> PE <input type="checkbox"/> EL</p> <p><input checked="" type="checkbox"/> Guidance/Choose Love</p> <p><input type="checkbox"/> STEM/Makerspace</p>
	Epic!		
	Math prodigy		
	Math Playground		
	Room Recess		
	Typing.com		
	code.org		
	Origo at Home		
Science Bob Experiments			