

May 11th- 15th

Parents,

Please read through the plan 1st! The links in the plan will allow you access to the documents, PowerPoints, and videos that we have created. If you have a problem, please contact your child's teacher through their method of contact to notify us that something isn't working.

We've tried to assemble the weekly work daily, so that you will be able to find everything you need to complete our weekly lessons. We recognize that the amount of paper and ink involved is a lot. We've created a google classroom and formatted this packet so that you may do it digitally.

If you are able to do the work this way you won't have to worry about turning in paper packets or printing paper packets. We are changing and adjusting to make this as easy for you as we can while providing enrichment for your child. Our goal being, to make sure your child is ready to start 3rd grade, and has a minimal summer slide over this extended period. If you find something in the plan unclear, please reach out to us so that we can help. We are available everyday Monday-Friday to help you!

Note: Book/Packet drop off

5/13/2020, 8:30 - 2:30 (Students with last name A - K)

5/14/2020, 8:30 - 2:30 (Students with last name L - Z)

2nd Grade Skills Overview

ELA

Cowboys

Phonics: Suffixes -ness, -less, -able, -ible

This week you will learn about the suffixes -ness, -less, -able, -ible

Spelling Words:

1. kindness 2. useless 3. sadness 4. thankless 5. careless 6. fearless
7. sickness 8. fitness 9. goodness 10. darkness 11. helpless 12. weakness

Reading: Sequence

Sequencing is the order in which things happen. Clue words in a story such as first, next, then, and finally will help you describe the order of events in a text. Text structure is the way a selection is organized.

Grammar: Commas

Commas are used to separate words and phrases in writing.

Commas are used in addresses:

ex. Tucson, AZ 85742

Commas are used to begin and end a letter.

ex. Dear Anna, Love, Ken

Commas are used in dates:

ex. Tuesday, June 14, 1929

Commas are used to separate three or more things in a sentence.

ex. Mom wrote to Adam, Paul, and Mia.

Stepping Up to Third Grade

Lesson 5: Unit Fractions and Regions

Lesson 8: Showing Fractions of a Set


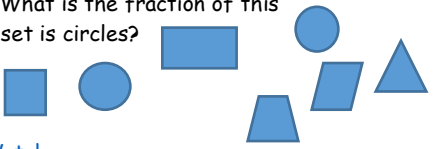
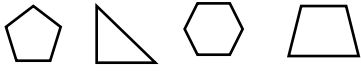
Lesson 6: Non-Unit Fractions and Regions

Lesson 9: Polygons

Lesson 7: Naming Fractions of a Set

Science: Plan and carry out an investigation, using one variable at a time (e.g., water, light, soil, air), to determine the growth needs of plants.

May 11th- 15th

	ELA	Math
Monday	Phonics: * rainbow write the words Reading: * read <i>Cowboys</i> Watch Grammar: Add commas to each. a) April 23 2020 b) Tuesday May 5 c) Dear Tommy d) I chose yellow blue and red. Watch	Step Up to Third Grade Lesson 5 Unit Fractions and Regions Children will identify unit fractions. Name the fractions:  Watch Watch
Tuesday	Phonics: * sort spelling words by -ness, -less, -able, -ible Reading: * reread <i>Cowboys</i> and answer #5 on page 488 in your books using complete sentences Watch Watch	Step Up to Third Grade Lesson 6 Non-Unit Fractions and Regions Students will identify fractions of a shaded shape. * Step - Up page 6 Watch Watch
Wednesday	Phonics: * phonics practice sheet page 517 Reading: <i>Cowboys</i> What happens first in a round up? What did the cowboys do after they drove the cattle together? Watch Grammar: * Write a friendly letter to your friend using commas correctly. Watch	Step Up to Third Grade Lesson 7 Naming Fractions of a Set Children will identify the fraction of a set of objects. * What is the fraction of this set is circles?  Watch Watch
Thursday	Phonics: * write spelling words in ABC order Reading: <i>Cowboys</i> What happens first, during, and after a stampede? Watch Grammar: * practice page 528 Watch	Step Up to Third Grade Lesson 8 Children will identify the fraction of a set of objects. Watch Watch
Friday	Phonics: * spelling test Reading: *reading assessment pages 564-565 Watch Grammar: * Write a friendly letter to your teacher using commas correctly. Watch	Step Up to Third Grade Lesson 9 Polygons Children identify polygons. *Name the polygons.  Watch Watch
Science: How to Plant a Seed Power Point Writing Sheet		

CRITICAL STANDARDS

ELA

- 1) Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. [RL.2.1]
- 5) Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. [RL.2.5]
- 7) Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. [RL.2.7]
- 15) Identify the main purpose of a text, including what the author wants to answer, explain, or describe. [RI.2.6]
- 20) Know and apply grade-level phonics and word analysis skills in decoding words. [RF.2.3]
- 21) Read with sufficient accuracy and fluency to support comprehension. [RF.2.4]
- 25) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. [W.2.5]
- 29) Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. [SL.2.1]
- 37) Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.2.3]
- 40) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). [L.2.6]

MATH

- 26) Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc.; and describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape. [2-G3]

Science

- 5) Plan and carry out an investigation, using one variable at a time (e.g., water, light, soil, air), to determine the growth needs of plants.

Name _____

Add **-ness**, **-less**, **-ible**, or **-able** to each word to make a word from the box. **Write** the new word on the line.

affordable
reversible

fearless
terrible

fitness
thankless

goodness
useless

1. afford

2. fit

3. thank

4. fear

5. good

6. use

Pick a word from the box to match the clue.
Write the word on the line.

7. has two sides you can use



8. very bad, something feared _____



Home Activity Your child wrote words with the suffixes **-ness** as in *sadness*, **-less** as in *careless*, **-ible** as in *reversible*, and **-able** as in *affordable*. Help your child write other words with these suffixes, such as *helpless*, *painless*, *sickness*, *weakness*, *teachable*, and *washable*. Ask your child to read each word and identify the base word (such as *wash* in *washable*).

Name _____

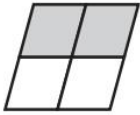
Step-Up 6

Practice

Non-Unit Fractions and Regions

Write the fraction for the shaded part of the shape.

1.



$$\frac{2}{4}$$

2.



3.



4.



5.



6.



7. Jill has a rug with 8 parts. Four parts are white, and four parts are black. Which shows the rug?

Ⓐ



Ⓑ



Ⓒ



Ⓓ



8. **Geometry** Write the fraction for the shaded part of the rectangle.



The shaded part is

a _____.

Name _____

Read the story. **Follow** the directions.

The Great Wheel

Have you ever ridden on a Ferris wheel? The first Ferris wheel was built more than 100 years ago for a World's Fair in Chicago.

The people in charge of creating the fair wanted to show off something grand at the fair. A group of men met to discuss their ideas. In the audience at this meeting was a young engineer with the long name of George Washington Gale Ferris.

Ferris had the idea of building a Great Wheel. You might think the Ferris wheels you've seen are big, but the wheel Ferris wanted to build was much bigger. It would be a GIANT wheel!

But first Ferris had to have his design approved. So in 1892, he took his plans to another meeting. Those at the meeting said Ferris was a fool. They told him his wheel would be impossible to build. But Ferris did not give up, and in the end, his idea was approved.

Then Ferris went to work immediately to build his wheel. Next, in June of 1893, Ferris arranged to test his finished wheel. He wanted to see if the enormous wheel would run before he hung cars on it. The wheel already weighed more than 2 million pounds! Would a wheel that heavy actually turn? Yes! The wheel passed the test easily.

So Ferris ordered 36 cars for his Great Wheel. The cars were huge. Each car weighed 26,000 pounds and was big enough to hold 60 passengers. Finally, Ferris hung the cars, and the wheel was ready.

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Home Activity Your child identified the order of events in a story. Have your child tell you what happened in a movie he or she has seen recently. Ask your child to tell the events in the order in which they happened. Encourage your child to use time-order words.

Name _____

At last, in the fall of 1893, the World's Fair opened to the public. There was a grand ceremony on opening day with speakers, music, and crowds of visitors. The last speaker was George Washington Gale Ferris. After his speech, he blew a golden whistle to signal the start-up of the wheel. Everyone watched in awe and cheered excitedly as the magnificent wheel turned. The Great Wheel was a great success.

1. **Circle** the words in the story that give clues to the order in which the events happened.

2. **Write** the numbers 1, 2, 3, 4, 5, 6 to show the correct order of events.

Ferris goes to work to build his Great Wheel.

Ferris's idea is approved.

The World's Fair opens in 1893.

Ferris orders cars for his wheel.

Ferris tests his wheel to see if it will turn.

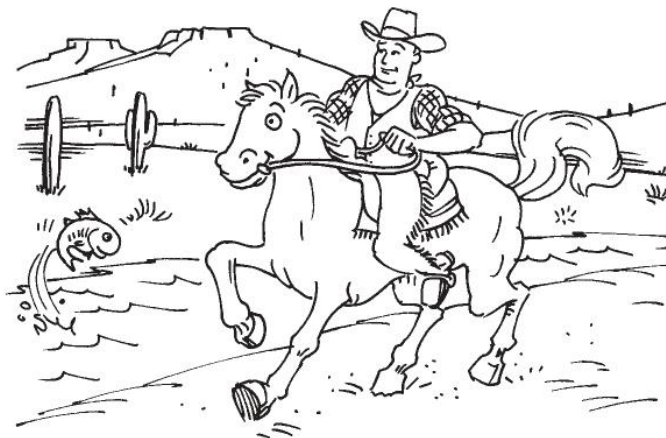
Ferris hangs cars on his wheel.

Name _____

Using Commas

Mark the letter of the group of words, the address, or the date that uses commas correctly.

1. ☐ **A** Littleton, CO 80120
☐ **B** Littleton CO, 80120
☐ **C** Littleton C,O 80120
2. ☐ **A** November, 12 2007
☐ **B** November 12 2007,
☐ **C** November 12, 2007
3. ☐ **A** Dear Aunt, Betty
☐ **B** Dear, Aunt Betty
☐ **C** Dear Aunt Betty,
4. ☐ **A** ski sled, and skate
☐ **B** ski, sled, and skate
☐ **C** ski, sled and skate,
5. ☐ **A** boots, hat, and mittens
☐ **B** boots, hat and mittens,
☐ **C** boots hat, and mittens
6. ☐ **A** Your niece Monica,
☐ **B** Your niece, Monica
☐ **C** Your, niece Monica



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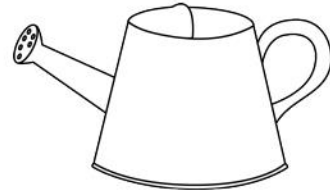


Home Activity Your child prepared for taking tests on using commas. Ask your child to name three objects in the room. Have your child write a sentence using the objects. For example, *I see a chair, a picture, and a rug.*

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How to plant a seed

What you need:

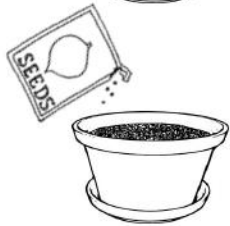


What to do:

Step 1:



Step 2:



Step 3:



Step 4:



Step 5:

