

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 for May 4th – May 8th

### ELA

A Birthday Basket for Tia

**Phonics:** Final Syllables -tion, -ture, -ion This week you will learn that -tion, -ture, and -ion can also make up a word's last syllable.

Spelling Words:

- |            |            |            |             |            |             |
|------------|------------|------------|-------------|------------|-------------|
| 1. mixture | 2. station | 3. motion  | 4. fixture  | 5. future  | 6. nature   |
| 7. nation  | 8. picture | 9. caution | 10. section | 11. action | 12. feature |

**Reading:** Drawing Conclusions

**Drawing conclusions** is an important skill to figure out information that is not directly found in the text. When you **draw conclusions**, you should think about what you've read, what you already know about the topic, and your own experiences.

**Grammar:** Prepositions

A preposition is a word that is used with a noun or pronoun to make a prepositional phrase. A preposition can help tell where someone or something is or when something happens.

ex. He sat **on** the chair.      The movie begins **at** eight o'clock.

Some common prepositions: **from, of, under, at, to, on**

**Math: Topic 12 Geometry**

Lesson 8: Problem Solving

**Stepping Up to Third Grade**

Lesson 1: Writing Multiplication Stories

Lesson 2: Division as Sharing

Lesson 3: Writing Division Stories

Lesson 4: Relating Multiplication and Division

**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.

	ELA	Math
Monday	<b>Phonics:</b> * rainbow write the words <b>Reading:</b> * read <i>A Birthday Basket for Tia</i> <a href="#">Watch</a> <b>Grammar:</b> Choose the prepositions: a) We ran to the store. b) Sasha stopped at the finish line. c) Mary put her toys in the basket. d) Papa walked from the barn. <a href="#">Watch</a> (Same for the week)	<b>Topic 12 Lesson 8 Problem Solving</b> Children will use clues to solve riddles about plane shapes and solid figures. * Choose pyramid and cylinder. Write attributes that describe these figures. <a href="#">Watch</a> <a href="#">Watch</a> <b>Topic 12 Assessment</b>
Tuesday	<b>Phonics:</b> * sort spelling words by -tion, -ion, -ture <a href="#">Watch</a> (Same for the week) <b>Reading:</b> * reread <i>A Birthday Basket for Tia</i> and answer #5 on page 448 in your books using complete sentences <a href="#">Watch</a>	<b>Step Up to Third Grade Lesson 1 Writing Multiplication Stories</b> Draw and use visuals to write multiplication stories. * Choose 3 multiplication facts and write multiplication stories with each. <a href="#">Watch</a> <a href="#">Watch</a>
Wednesday	<b>Phonics:</b> * phonics practice sheet page 505 <b>Reading:</b> <i>A Birthday Basket for Tia</i> Answer: How do Cecilia and Mama feel about Tia? How do you know? Give evidence to support your answer. <a href="#">Watch</a> (same for the rest of the week) <b>Grammar:</b> Choose the prepositions: a) The beans are on the stove. b) This gift is from my friend. c) She walked around the front yard. d) I like talking with friends. <a href="#">Watch</a> (Same for the week)	<b>Step Up to Third Grade Lesson 2 Division as Sharing</b> Children will learn strategies for division.  <a href="#">Watch</a> <a href="#">Watch</a>
Thursday	<b>Phonics:</b> * Choose 6 spelling words and write sentences <b>Reading:</b> <i>A Birthday Basket for Tia</i> How does Tia feel about her cat? Provide evidence from the text and pictures to support your answer. <a href="#">Watch</a> (same for the rest of the week) <b>Grammar:</b> * practice page 516 <a href="#">Watch</a> (Same for the week)	<b>Step Up to Third Grade Lesson 3 Writing Division Stories</b> Students will use and draw visuals to write division stories. * Write a division story, draw a picture to solve the problem. <a href="#">Watch</a> <a href="#">Watch</a>
Friday	<b>Phonics:</b> * spelling test <a href="#">Watch</a> (Same for the week) <b>Reading:</b> <a href="#">Watch</a> (same for the rest of the week) *reading assessment pages 558-559	<b>Step Up to Third Grade Lesson 4 Relating Multiplication to Division</b> Write the related division fact: $2 \times 3$ $4 \times 5$ $6 \times 3$ $9 \times 4$ $7 \times 5$ $8 \times 2$ $4 \times 4$ $2 \times 6$ <a href="#">Watch</a> <a href="#">Watch</a>
Science: Power Point	<a href="#">Watch</a>	

## 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

- 4 ) Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. [2-OA4]

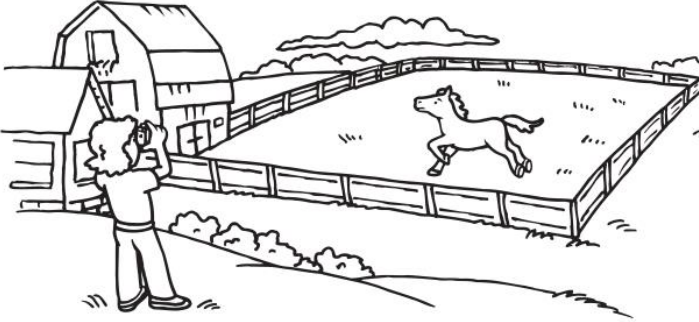
### Science

- 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.

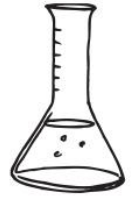
## A Birthday Basket for Tía

Name \_\_\_\_\_

Circle a word with **-tion**, **-ture**, or **-ion** to finish each sentence.



nation



mixture

**1,000,000**  
million

1. I saw a horse in the \_\_\_\_\_ .

portion  
pasture

2. I watched from one \_\_\_\_\_ of the yard.

section  
suction

3. I moved with \_\_\_\_\_ .

culture  
caution

4. I walked in slow \_\_\_\_\_ .

motion  
station

5. I'd like to see a \_\_\_\_\_ horses.

million  
cushion



**Home Activity** Your child wrote words that include the syllables *-tion* as in *nation*, *-ture* as in *mixture*, and *-ion* as in *onion*. Write some other words with *-tion*, *-ion*, or *-ture*, such as *future*, *nature*, *texture*, *action*, *station*, and *opinion*. Have your child read each word and identify the final syllable pattern.

Name \_\_\_\_\_

Mark the best answer.

1. Which shape has 6 flat surfaces and 8 vertices?



(A)



(B)



(C)



(D)

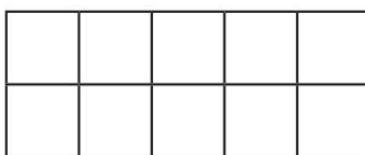
2. How many squares cover this rectangle?

(A) 12

(B) 10

(C) 8

(D) 5



Which plane shape can be traced from the solid figure?

Mark your answer.

3.



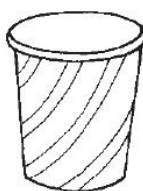
(A) circle

(B) rectangle

(C) hexagon

(D) triangle

4.



(A) hexagon

(B) square

(C) circle

(D) cube

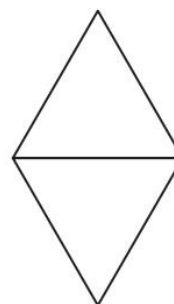
5. Percy put two triangles together. What shape did he make? Mark your answer.

(A) trapezoid

(B) circle

(C) hexagon

(D) quadrilateral



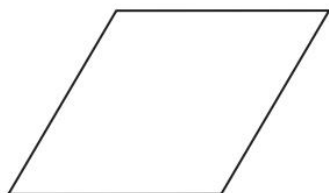
Name \_\_\_\_\_

6. Show two different ways to divide the squares below into thirds.



7. Draw the number of lines shown to make new shapes. Write the names of the shapes you made.

2 lines



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8. I do not have any flat surfaces or vertices. I cannot be traced. Which shape am I? Explain.

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9. Draw a pentagon. Tell how many sides, angles, and vertices it has.

\_\_\_\_\_ sides  
\_\_\_\_\_ angles  
\_\_\_\_\_ vertices

Name \_\_\_\_\_

## Prepositions and Prepositional Phrases

Mark the letter of the preposition in each sentence.

1. We bought wrapping paper from the store.

☐ A We  
☐ B from  
☐ C store

2. My uncle threw the party at his house.

☐ A threw  
☐ B party  
☐ C at

3. Tía was the guest of honor.

☐ A Tía  
☐ B guest  
☐ C of

4. My friends and I danced to the music.

☐ A to  
☐ B I  
☐ C danced

5. Cecilia hid the basket under the table.

☐ A hid  
☐ B under  
☐ C basket

6. We ate our food on the patio.

☐ A on  
☐ B patio  
☐ C our



**Home Activity** Your child prepared for taking tests on prepositions. Read aloud a newspaper article. Have your child say "Stop" each time he or she hears a prepositional phrase.

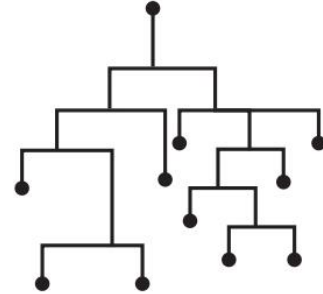


Name \_\_\_\_\_

**Read** the story. **Answer** the questions.

### The Family Tree

Every year the West family has a large family picnic. There are always baskets full of different foods. It is Mary West's favorite summer picnic. She gets to see her aunts and uncles and play with her cousins.



"This would be a good time to learn about our family tree," Mrs. West said.

"Where is the tree planted?" Mary asked.

"It's not the kind of tree that grows in the earth," Aunt Jill laughed. "It's a chart that shows a family's history."

"Like a real tree, it has branches. The branches show all the people in the family," explained Mr. West.

"I like to climb trees. Can I be on the top?" Mary asked.

"Sorry, the youngest family members are at the bottom of the tree," answered Mrs. West.

The West family began working on their family tree. Mary learned a lot about her family. The birthday present her grandmother always sent was handmade clothes. Mary learned that at one time, her grandmother owned a clothing store.

"Remember how Grandma always talked about her mother?" Mr. West asked. "She was a teacher in a one-room schoolhouse."

"The first West to go to college," Aunt Jill said proudly.



**Home Activity** Your child drew conclusions about characters in a story. Have your child tell if Mary has a big or small family and why he or she thinks so.

Name \_\_\_\_\_

The tree showed the people on both sides of Mary's family. The West family is her father's side. The Jacobs family is her mother's side. Mary discovered that the Jacobs family came to the United States from Russia.

"Do we have family in Russia?" asked Mary.

"My cousin Rachel is still in Russia," answered Mrs. West.

"Can we invite her to the picnic next year?" asked Mary excitedly.

"What a great idea!" said Mrs. West.

Mr. and Mrs. West collected all the information for the family tree.

"Can I keep adding branches to the tree?" asked Mary.

"Sure, and as time goes on, you won't be on the bottom anymore!" Mrs. West added.

1. How do you know Mary is interested in her family tree?

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2. Why do you think the family is proud of their grandmother's mother?

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3. How might Cousin Rachel get to the picnic next year?

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