2nd Grade ELA & Math Daily Schedule for the Weeks of: April 27-May 8, 2020

Monday – 4/27	Tuesday – 4/28	Wednesday – 4/29	Thursday - 4/30	Friday – 5/1
Work Packet: Math Adding 3-digit numbers – p.2	Work Packet: ELA What do Plants Need? – p. 3	Work Packet: ELA Diagram of a Plant – p.4	Work Packet: Math Subtracting 3-digit Numbers - p. 5	Work Packet: ELA Fundations Practice -p. 6
Monday – 5/4	Tuesday – 5/5	Wednesday – 5/6	Thursday – 5/7	Friday – 5/8
Work Packet: Math Arrays - p.7	Work Packet: ELA Review – p.8	Work Packet: Math Review- p.9	Work Packet: ELA Review – p.10	Work Packet: Math Review – p.11

Use your device to Login to:

- **EdGenuity – 1 hour/daily**   30 minutes for reading & 30 minutes for math
  - EdGenuity Website: https://www.thelearningodyssey.com/
- **Raz-Kids – 30 minutes/**daily   Check the Assignment Room often for any books your child's homeroom teacher may assign.
  - Raz Kids Website: https://www.raz-kids.com/
    - **Mrs. Boye's Class: tboye**
    - **Mrs. Enriquez's Class: menriquez13**
    - **Mrs. Enos' Class: cenos**

If you would like your child's username and passwords for EdGenuity, reach out to their homeroom teacher by email or Class Dojo messaging.

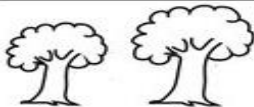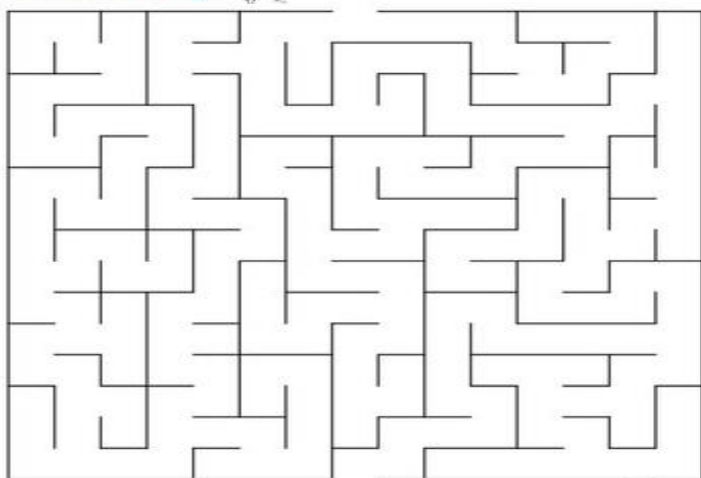**Essential Standard Focus (ELA): 2.RI.1, 2.RI.2, 2.RI.5,2.RF.3, 2.RF.4**
Essential Standard Focus (Math): 2.NBT.5, 2.NBT.7, 2.OA.3

Additional Resources to support your students:
Elementary resources for further learning to support your student: https://saltriverschools.org/news/what_s_new/learningresources2020

Adding 3 digit numbers

326 + 541 = 567

Step 1: Draw the place value chart.
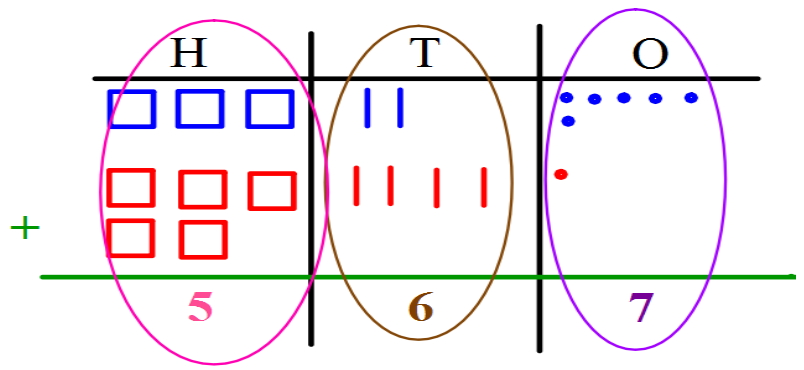**Step 2: Draw the first number.**
Step 3: Draw the second number.
Step 4: Add the ones place.
Step 5: Add the tens place.
Step 6: Add the hundreds place.
Step 7: Record your answer.

H	T	O
5	6	7

Addition Sentence	Model(Drawing)
134 + 525 =	
483 + 316 =	
242 + 624 =	

Addition Sentence	Model(Drawing)
252 + 414 =	
411 + 260 =	
808 + 111 =	

Directions: Read the article, "What Do Plants Need."

What Do Plants Need?

By Rachelle Kreisman

Plants are living things. They depend on water and light to help them grow. But how do plants find what they need? They get it from the world around them!

Plants get water from the soil. They get light from the sun.

Many plants have roots, stems, leaves, and flowers. **Roots** keep a plant attached to the soil and help the plant take in water. Water moves up the plant's stem to the leaves. The **stem** also supports the plant so it stays up straight.

Leaves take in light energy from the sun. The leaves use water, light energy, and a gas called carbon dioxide to make glucose. Glucose is a kind of sugar. It is food for the plant. Yes, plants make their own food! They use it to grow.

Flowers help the plants make new seeds. Insects help flowers move pollen from plant to plant.   Flowers are good for more than just smelling!

Directions: Using the article, answer the following questions.

1. What is the main idea of the article? (Circle the correct answer.)
   a. Plants are living things.
   b. Plants have many different parts.
   c. Plants find things that help them grow.

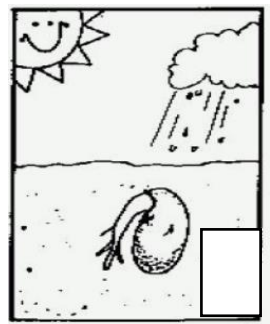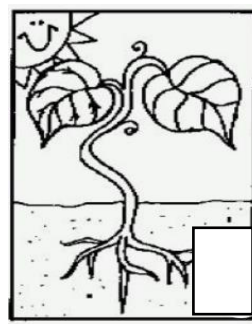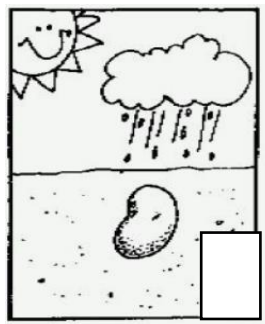2. Now write at least 3 key details that supports the main idea.

   Key Details:
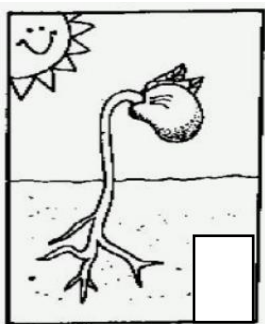
   _____

   _____

   _____

   _____

   _____

Is this the correct order? Write the number in the box to sequence the plant life cycle. Color the pictures.

Using the passage *What do Plants Need?*, label each part of the plant and the job or jobs of that part has.

Title: _____

Part: _____

Job: _____

Part: _____

Job: _____

Part: _____

Job: _____
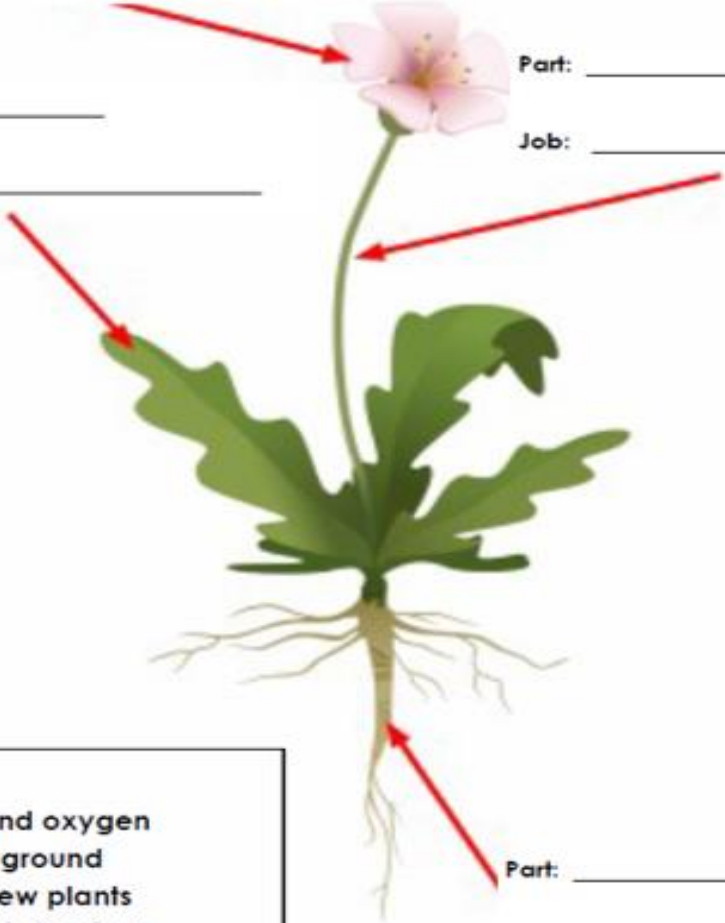
Part: _____

Job: _____

Part: _____

Job: _____

Jobs Box:

Makes food and oxygen
Holds plant in ground
Helps make new plants
Helps the plant stand up

Find the names of the things you might find in your garden in the word search below. They may be written forward, backward, horizontally, vertically, or even diagonally!

l	a	s	d	e	e	s	q	p	r
r	m	w	o	k	t	d	e	i	h
a	g	c	b	v	r	f	y	p	o
k	d	h	s	r	e	t	a	w	x
e	g	a	r	d	e	n	m	c	s
q	r	y	s	h	x	w	t	e	u
w	a	u	d	j	c	n	o	r	i
e	s	p	f	k	v	m	p	l	o
r	s	o	i	l	b	q	w	t	f
t	i	k	g	z	n	u	s	y	p

pot	flower	grass
seeds	soil	garden
tree	sun	rake
leaves		

Subtracting 3 digit numbers

875 – 253 = 622

Step 1: Draw the place value chart.
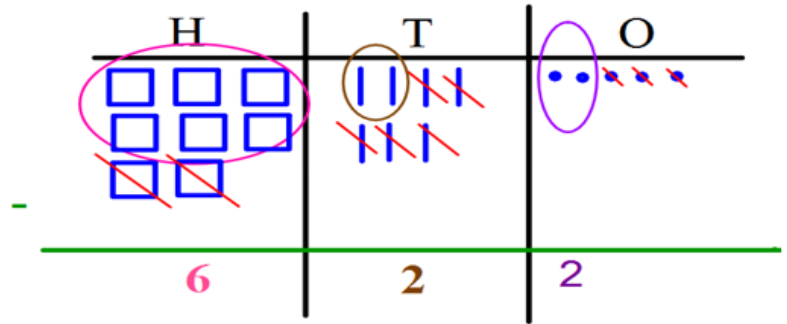**Step 2:** Draw the first number.
Step 3: Cross out the second nunber from the first number.
Step 4: Count how many are left in the ones place.
Step 5: Count how many are left in the tens place.
Step 6: Count how many are left in the hundrens place.
Step 7: Record your answer.

H	T	O
6	2	2

Subtraction Sentence	Model(Drawing)
748 - 235 =	
546 - 312 =	
939 - 306 =	

Subtraction Sentence	Model(Drawing)
519 - 205 =	
847 - 413 =	
658 - 237 =	

Follow These 5 Steps:

1. Dictate the word or sentence.

2. Have your child repeat it.

3. Have your child write it.

4. Read the word or sentence again and have your child proofread it carefully.

5. Check his/her work.

WEEK 1

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	**Review Words** →	tub	step	rash	dish	
On Tuesday Dictate	**Current Words** →	code	prize	tape	Pete	tube
On Wednesday Dictate	**Trick Words** →	often	your	house	also	move
On Thursday Dictate	**Sentence** →	I hope that Jane is not late.				

WEEK 2

Dictate the words and sentence to your child following the 5 steps listed above.

On Monday Dictate	**Review Words** →	hopeful	mule	chase	broke	
On Tuesday Dictate	**Current Words** →	rose	pines	invite	flagpole	exhale
On Wednesday Dictate	**Trick Words** →	right	other	place	come	together
On Thursday Dictate	**Sentence** →	Jake will give Tim a cold drink.				

Have your child circle the words containing a vowel-consonant-e syllable and cross out any word that is not a v-e syllable.

(lime)	chase	bike
wife	~~blend~~	wave
smile	trap	fire
punch	cake	flap
vote	quake	steps

Have your child write the vowel-consonant-e syllable words from above on the lines below and mark them up.

līme̶
v-e

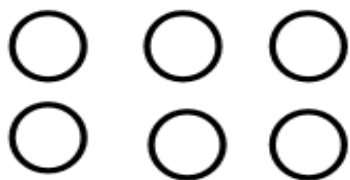_____   _____

_____   _____

_____   _____

Have your child read the following words, copy them on the line and mark up the syllable.

cone   cōne̶   cut   cŭt
       v-e   c

hope _____   time _____

globe _____   wife _____

grape _____   stone _____

late _____   vase _____

June _____   broke _____

shine _____   lake _____

whale _____   spine _____

tune _____   bite _____

tube _____   dime _____

Name _____

Arrays

○ ○ ○
○ ○ ○

How many rows? _____

How many columns? _____

Repeated addition sentence:

_____

△ △ △ △
△ △ △ △
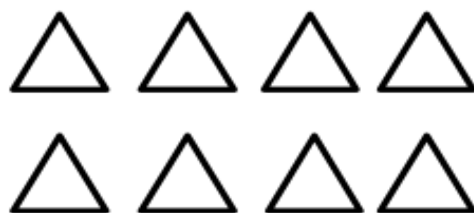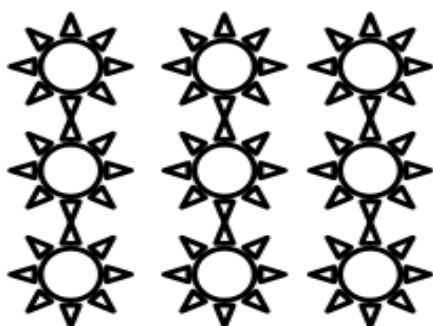
How many rows? _____

How many columns? _____

Repeated addition sentence:

_____

How many rows? _____

How many columns? _____

Repeated addition sentence:

_____

♡ ♡
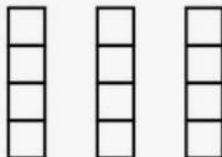♡ ♡
♡ ♡

How many rows? _____

How many columns? _____

Repeated addition sentence:

_____
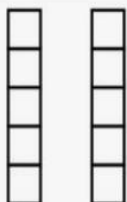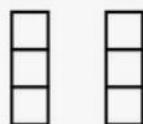
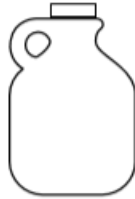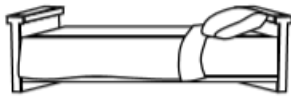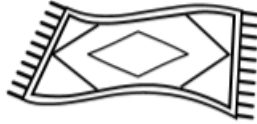|				
▯ ▯ ▯	2+2+2=	2x3=	▯ ▯ ▯	4+4+4=	4x3=
▯ ▯	5+5=	5x2=	▯ ▯	3+3=	3x2=

Circle pictures in each row that have the correct vowel sound.

short e like in leg
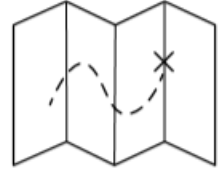
PICTURE KEY: bed, jug, pen, web, map

short o like in log

I recognize short vowel sounds.

PICTURE KEY: rug, dog, mop, drum, sock

REMEMBER
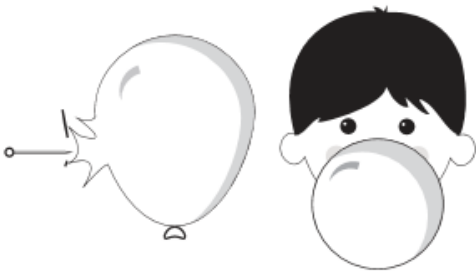
End excited sentences with exclamations!

Box the ending punctuation.
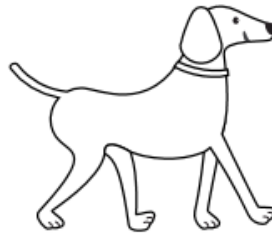
The hen got out!

I end sentences with correct punctuation.

Read these trick words: *right, place, together*

Context clues help you figure out the meaning of unknown words. Use context clues to find the meaning of the underlined word. Circle the picture that matches the meaning.

If you jab that balloon, it will pop!

That lanky dog has such long legs!

I did not water the plant and it wilted.

I use context clues to find the meaning of a word.

REMEMBER

End excited sentences with exclamations!

Write the correct punctuation to end the sentence.

She dropped the eggs___

I end sentences with correct punctuation.

Draw circles to show the number on the ten frames.

18

I compose numbers with tens and ones.

There are 20 stars.

Circle: (TRUE) or (FALSE)

Prove it.

☆☆☆☆☆
☆☆☆☆☆
☆☆☆☆☆
☆☆☆☆☆

I can reason to solve problems.

Solve.

6 - 2 = ☐   5 - 4 = ☐

3 - 0 = ☐   7 - 2 = ☐

4 - 2 = ☐   6 - 3 = ☐

I can fluently subtract numbers to 20.

The area between the 6 and 7 is the 6 o'clock hour. Shade the 6 o'clock space.

I can use analog clocks.

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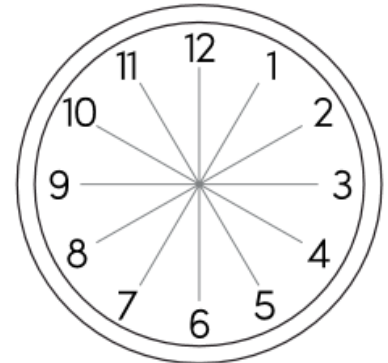
Read these trick words: *done, goes, pretty*

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How many are there?

Shade bubbles in each group to show different combinations of 6.

○ ● ○ ● ○ ●   ○ ○ ○ ○ ○ ○

EXAMPLE

3 and 3 is 6   ☐ and ☐ is 6

○ ○ ○ ○ ○ ○   ○ ○ ○ ○ ○ ○

☐ and ☐ is 6   ☐ and ☐ is 6
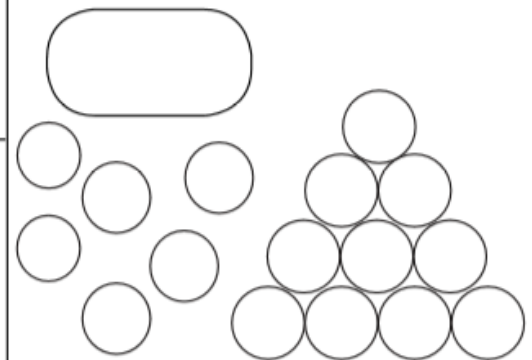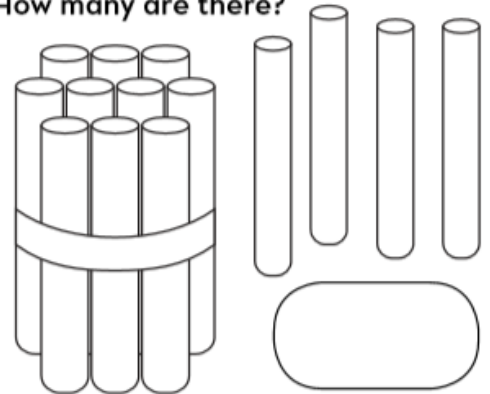
I can fluently add numbers to 20.

6 ducks are split equally among _____ tubs. There are _____ ducks in each tub.

I can solve problems about grouping.

I compose numbers with tens and ones.
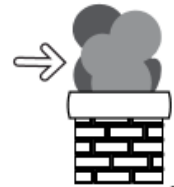
Write the missing s-blend to spell each word.

__ __ake	__ __ump	__ __ed	__ __oke
__ __irt	__ __im	__ __ale	__ __ill

I can use beginning blends.

REMEMBER: 〉 Exclamatory sentences show excitement or strong feelings.
Write an exclamatory sentence about winning a race. Box the ending punctuation.

_____

— — — — — — — — — — — — — — — —

_____

I can compose a complete sentence.

Read these trick words: *always, often, once*

Circle the beginning capital. Box the ending punctuation.

The pigs will smash the eggs!

Write the word from the sentence that begins with a capital letter.	Write the word from the sentence that begins with *sm*.	Write a word from the sentence that has the *short e* sound.
_____	_____	_____

Expand the sentence by adding the word *all* where it makes sense. Write the new sentence.

_____

— — — — — — — — — — — — — — — —

_____

_____

I can expand and rearrange sentences.

Circle the greatest number in each group.
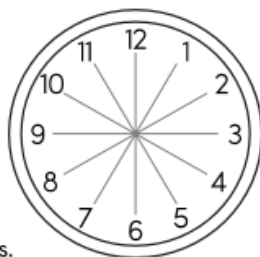
13 20 15 10 12 19

26 13 19 31 18 27

I can compare numbers..

Circle a group of 10. Then write the total amount.

The area between the 12 and 1 is the 12 o'clock hour. Shade the 12 o'clock space.

The area between the 5 and 6 is the 5 o'clock hour. Shade the 5 o'clock space.

I can use analog clocks.
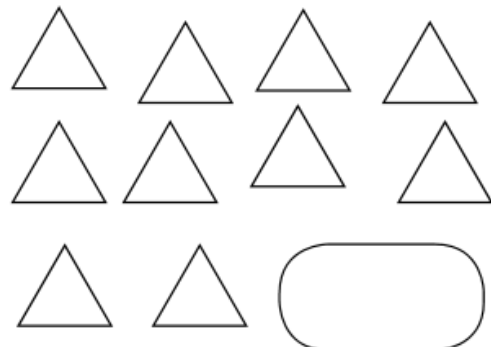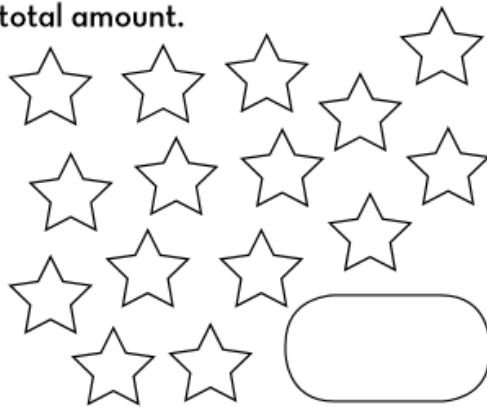
I compose numbers with tens and ones.

Read these trick words: *city, every, family*

Shade one space on the bar graph for each tally on the chart.

SLICES EATEN	
1 slice	|||
2 slices	ЖⱢ ||
3 slices	||||
4 slices		

Pizza Slices Kids Ate						
1 SLICE						
2 SLICES						
3 SLICES						
4 SLICES						

1. One kid ate _____ slices of pizza.

2. _____ kids ate 2 slices of pizza.

I can make and use a bar graph.

There are 7 slices of pizza. 2 slices are plain cheese. _____ slices have lots of toppings.

7 - 2 = ☐

I can solve word problems.

Match.

thirteen • • 18

sixteen • • 16

eleven • • 13

eighteen • • 12

twenty • • 11

twelve • • 19

nineteen • • 20

I can represent numbers with words.