

## Second Grade Home Learning - Week 6

Addressing NC second-grade standards during home learning, no technology needed.

	Reading/ Writing <a href="#">Parent Padlet</a> <a href="#">Parent Guide for ELA</a>	Math NC Instructional Frameworks	Science/ Social Studies	Move
Day 1  Read 20-30 mins.	<p><input type="checkbox"/></p> <p><b>Writing:</b></p> <p>Narratives tell about an event or short sequence of events that include details to describe actions, thoughts, and feelings. Narratives use transition words (first, next, last) to signal event order, and provide a sense of closure (an ending).</p> <p>This week, the child will write a narrative on a topic of their choice. Have the child brainstorm topics, reminding the child it will be important to stay focused while writing about the subject- a topic or one main event.</p> <p>Help the child write out an outline.</p> <ul style="list-style-type: none"> <li>-Introduction/Hook</li> <li>-Main events</li> <li>-sense of closure</li> </ul> <p><b>W.2.3</b></p> <p><b>Word Work</b></p> <p>The child will be manipulating word cards that the adult will make! The word lists are below Day 5 in the two tables. Adult, today please make the word cards using index cards or pieces of paper. Once completed</p>	<p><input type="checkbox"/></p> <p><b>Math:</b></p> <p>Have the child write the value (ones, tens, hundreds) of the underlined digit in each of the numbers. Invite the child to read each number aloud.</p> <p><b>34</b> <b><u>0</u>9</b> <b>7<u>6</u></b></p> <p><b>368</b> <b><u>9</u>02</b> <b>544</b></p> <p><b>765</b> <b>9<u>8</u>7</b> <b>2<u>3</u>4</b></p> <p><b>NC2.NBT.1</b></p>	<p><input type="checkbox"/></p> <p><b>Social Studies:</b></p> <p>During Week 2, the child explored the purpose and responsibilities of governments. Review with the child the discussions and work completed during that week.</p> <p>This week, the child will grow their understanding of basic economic concepts.</p> <p>Discuss with the child the terms <u>consumer</u>, <u>goods</u> &amp; <u>services</u>.</p> <p>Have the child reflect on times when they have been a consumer of goods &amp; services.</p> <p>Invite the child list three businesses in the community that the family typically visits to get goods and services.</p> <p>Have the child write about the ways that each business helps to meet a need or want of the family. Discuss the difference between a <u>need</u> and a <u>want</u> with the child. Have the child distinguish between whether each business listed meets a need or meets a want.</p>	<p><input type="checkbox"/></p> <p>Get your heart rate up.</p> <p>Goal 30- 60 mins.</p> <p>Ideas for the week:</p> <p>Jumping Jacks</p> <p>Jumping rope - with or without a rope</p> <p>Lunges</p> <p>Running in place</p> <p>High knee march</p> <p>Jump side to side</p> <p>Push-ups</p> <p>Wall sit</p> <p>Planks</p> <p>Squats</p> <p>Yoga moves</p> <p>Stretching</p> <p>Go for a walk around the neighborhood</p>



	<p>have the child read the words to you. They are all either short or long vowel one-syllable words.</p> <p><b>RF.2.4a</b></p> <p><b>Reading</b></p> <p>Have the child continue to read 20-30 minutes. Ask the child questions from week 1.</p> <p><b>As a parent/caregiver, I suggest writing down questions on index cards or pieces of paper so you have them ready to go!</b></p> <p><b>Standards will vary this week based on the questions being asked!</b></p>		<p><b>EX:</b></p> <p><u>Paul's Produce</u>- Our family goes to Paul's Produce each week to get fresh fruits and vegetables. Mr. Paul knows that we love to eat the Ambrosia apples that he gets from Tom's Apple Orchard. One day, Mr. Paul let me pick apples from a large crate and put them on a scale to weigh them. Our family can always count on Paul's Produce to buy healthy foods we need to feed our family.</p> <p><u>Fantasy Lake</u>- Every summer our family enjoys going to Fantasy Lake to swim and play in the water. We pack our lunch in a huge basket filled with ham sandwiches, pickles, apples and water. All day long, we ride the waterslides and the rope swings. We all want the weather to get warm and for this virus to go away, so we can have fun at Fantasy Lake.</p> <p><b>2.E.1.1</b></p>	<p>Run/walk around the neighborhood</p> <p>Find stairs to climb (either walk or run up) but be careful!</p>
<p>Day 2</p> <p>Read 20-30 mins.</p> <p>--</p>	<p><input type="checkbox"/></p> <p><b>Writing</b></p> <p>Review the outline created on Day 1. The child will begin a rough draft based on the outline created. The rough draft will be completed tomorrow.</p> <p><b>W.2.3</b></p>	<p><input type="checkbox"/></p> <p><b>Math:</b></p> <p>Have the child solve the word problems.</p> <p>Megan washed her hands 27 times today. Ryanne washed her hands 34 times. How many more times did Ryanne wash her hands than Megan?</p> <p>Mr. Tart picked vegetables</p>	<p><input type="checkbox"/></p> <p><b>Social Studies:</b></p> <p>Given the current changes in our daily habits and routines with COVID-19, have the child think about business that are considered essential and non-essential in today's conditions.</p> <p><b>Ask the child the</b></p>	<p><input type="checkbox"/></p> <p>Get your heart rate up.</p> <p>Goal 30- 60 mins.</p> <p>Look at Day 1 for ideas!</p>




	<p><b>Word Work</b></p> <p>Using the word sorts you created yesterday, have the child sort the long vowel sounds into a/e/i/o/u columns. Long vowels say their name, like “a” in the word cage.</p> <p><b>RF.2.4a</b></p> <p><b>Reading</b></p> <p>Have the child continue to read 20-30 minutes. Ask the child questions from Week 2.</p>	<p>from his garden to share with neighbors. He placed the 98 tomatoes on a table in his front yard with a sign that read, “Help Yourself!” At the end of the day, there were 41 tomatoes left on the table. How many tomatoes were taken?</p> <p>Aunt Pattie put sidewalk chalk on each neighbor’s driveway on her block. She invited her neighbors to draw hearts on their driveways and to send messages to make everyone feel happy. She put 3 pieces of sidewalk chalk on each driveway. She used 30 pieces of chalk in all. On how many driveways did she leave chalk?</p> <p>As an extension activity, see if the child can create their own word problems.</p> <p><b>NC.2.OA.1</b></p>	<p><b>following questions:</b></p> <ol style="list-style-type: none"> <li>1. What types of shops are still open?</li> <li>2. What types of jobs are necessary every day for people to be safe and healthy?</li> <li>3. If you were the Governor of North Carolina, what businesses would you keep open? Tell why.</li> </ol> <p>Invite the child to keep a journal to record their thoughts on the current changes in the family’s habits and routines as consumers during the stay-at-home order. Encourage the child to write about how they feel about it.</p> <p><b>2.E.1.1</b></p>	
<p>Day 3</p> <p>Read 20-30 mins.</p> <p>--</p>	<p><input type="checkbox"/></p> <p><b>Writing</b></p> <p>Finish writing the rough draft!</p> <p><b>W.2.3</b></p> <p><b>Word Work</b></p> <p>Using the word sorts you created on Day 1, have the child sort the short vowel sounds into a/e/i/o/u columns. Short vowels make the most common sound for a letter such as ‘a’ in cat.</p> <p><b>RF.2.4a</b></p> <p><b>Reading</b></p>	<p><input type="checkbox"/></p> <p><b>Math:</b></p> <p>Write numbers in the blanks to make the equations true.</p> <p>___ = 60 + 500 + 7</p> <p>8 tens + 11 ones = ___</p> <p>___ = 6 hundreds</p> <p>394 = ___hundreds + ___tens + ___ones</p> <p>394 = ___ones</p> <p>394 = ___tens + ___ones</p> <p><b>Challenge:</b> Have the child</p>	<p><input type="checkbox"/></p> <p><b>Social Studies:</b></p> <p>Given the current changes in our daily habits and routines with COVID-19, have the child think about businesses that are considered essential and non-essential in today’s conditions.</p> <p><b>Ask the child the following questions:</b></p> <ol style="list-style-type: none"> <li>1. How do you feel about businesses closing to help consumers stay at home to help stop this virus from spreading?</li> </ol>	<p><input type="checkbox"/></p> <p>Get your heart rate up.</p> <p>Goal 30- 60 mins.</p> <p>Look at Day 1 for ideas!</p>



	Have the child continue to read 20-30 minutes. Ask the child questions from week 3.	create 5 additional problems!  <b>NC.2.NBT.3</b>	2.What is the family doing differently as consumers since Governor Cooper ordered people in our state to stay at home?  3.Invite the child to write questions about changes that are affecting businesses currently. Have the child ask adult family members to respond to their questions.  The child may continue adding to their journal. <b>2.E.1.1</b>							
Day 4  Read 20-30 mins.  --	<div>❑</div> <b>Writing</b> The revising and editing of the draft starts!!! Today, have the child look to make sure the story makes sense and flows from event to event. Talk about transition words that may be helpful.  Ensure the nouns are capitalized when needed and there is punctuation at the end of each sentence.  Have the child see if they can add adjectives or other words to make the story more descriptive. Talk to the child about how the reader wants to be able to visualize the story in their brains!  <b>RF.2.4a</b>  <b>W.2.3, Grammar and Convention Continuums</b>	<div>❑</div> <b>Math:</b> Have the child compare two 3-digit numbers based on the value of the hundreds, tens and ones digits. Record the results of the comparisons using the greater than (>), less than (<), or equal (=) symbol.  999____993  842____842  471____371  200____202  643____289  777____787  409____408  198____189  399____309  1000____999	<div>❑</div> <b>Social Studies:</b> Discuss the roles and impact producers and consumers have on the economy. Have the child list goods and/or services they may provide to consumers in the family. Have the child set a price for the goods produced and services offered. <b>EX:</b> <table><tr><th>Goods I Can Produce &amp; Price</th><th>Services I Can Provide &amp; Price</th></tr><tr><td>Make potholders with my loom \$1</td><td>Wash windows \$.50</td></tr><tr><td>Write a song to perform for my family \$2</td><td>Rake leaves in the yard \$1</td></tr></table>	Goods I Can Produce & Price	Services I Can Provide & Price	Make potholders with my loom \$1	Wash windows \$.50	Write a song to perform for my family \$2	Rake leaves in the yard \$1	<div>❑</div> Get your heart rate up.  Goal 30- 60 mins.  Look at Day 1 for ideas!
Goods I Can Produce & Price	Services I Can Provide & Price									
Make potholders with my loom \$1	Wash windows \$.50									
Write a song to perform for my family \$2	Rake leaves in the yard \$1									

	<p><b>for 2nd-3rd grade. The Continuums can be found in the reading link above Day one.</b></p> <p><b>Word Work</b> Using the word sorts you created on Day 1, have the child sort the long vowel sounds and short vowel sounds into 2 piles.</p> <p><b>RF.2.4a</b></p> <p><b>Reading</b> Have the child continue to read 20-30 minutes. Ask the child questions from Week 4.</p>	<b>NC.2.NBT.4</b>	<p>Help the child think about goods and services that are currently in high demand with the stay-at-home order in North Carolina.</p> <p><b>2.E.1.2</b></p>	
<p>Day 5</p> <p>Read 20-30 mins.</p> <p>--</p>	<p><input type="checkbox"/> <b>Writing</b> Now it's time to write the revised and edited version to be published! Have fun - illustrate the story, create a book, read it at dinner! Celebrate the work the child accomplished this week with writing!</p> <p><b>W.2.3, Grammar and Convention Continuums for 2nd-3rd grade</b></p> <p><b>Word Work</b> Have fun with the words sorts today. See if the child can come up with its own version of a sort. After the child completed the sort, have him/her explain why they sorted the words the way they did. Just for fun or a</p>	<p><input type="checkbox"/> <b>Math:</b> Have the child make a set of cards with the numbers 0-9. Shuffle the numbered cards and place face down on the table. Have the child select 3 cards from the pile and do <u>one</u> of the following:</p> <p>-add the numbers on the 3 cards to find the sum</p> <p>-make the largest number possible with the 3 cards selected by moving numbers to change value Ex. 321 vs. 123</p> <p>-make the smallest number possible with the 3 cards selected by moving numbers to change value Ex. 135 vs 531</p> <p>-create a rule for other ways to use the number</p>	<p><input type="checkbox"/> <b>Social Studies:</b> <b>Ask the child the following questions:</b></p> <ol style="list-style-type: none"> <li>1. What kinds of goods that are in high-demand right now do nurses and doctors need to help with their jobs and keep people healthy?</li> <li>2. What types of services is the family using during the stay-at-home order? How are these services helping the family?</li> <li>3. What do you think the stay-at-home order has done to impact businesses that are now closed?</li> <li>4. How are some businesses able to make changes to still do business or do</li> </ol>	<p><input type="checkbox"/> Get your heart rate up.</p> <p>Goal 30- 60 mins.</p> <p>Look at Day 1 for ideas!</p>



	<p>Challenge: Mix up all the word sorts you created on Day 1, have the child sort the words into long and short vowels by vowel sounds. The child will have 10 rows of 5 short and 5 long vowel columns!</p> <p><b>RF.2.4a</b></p> <p><b>Reading</b> Have the child continue to read 20-30 minutes. Ask the child questions from Week 5.</p>	<p>cards to explore numbers and place value</p>  <p><b>NC.2.NBT.1</b></p>	<p>business differently because people are staying at home?</p> <p>5. What would you do if your restaurant could not open for customers to eat there?</p> <p><b>2.E.1.2</b> <b>Next Social Studies Week:</b> During Week 7, the child will continue to explore economics and financial literacy as the concepts of supply and demand are the focus.</p>	
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List of words needed for the week.

Long vowel word list

Long a	Long e	Long i	Long o	Long u
place	be	white	toe	huge
rate	these	final	soar	flew
trail	east	ice	throat	fruit
day	year	tried	coast	fluke
spray	creek	pie	snow	cute
clay	green	fly	also	new
name	wheel	cry	told	blue
state	eight	kind	most	juice
face	vein	like	follow	view



change	sweet	dried	coach	zoo
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# Short vowel word list

Short a	Short e	Short i	Short o	Short u
cab	sent	thin	mom	crumb
lab	nest	skid	slob	sum
mad	bent	big	frog	duck
van	ten	lid	boss	nut
cap	bed	dig	rock	grub
sat	test	chin	odd	shrub
ham	rent	slim	cop	pug
pat	peg	pin	moss	mud
dad	men	win	lock	hug
tag	tent	lip	job	slug