Homework #29 – Sun., May 15 – Thurs., May 20, 2022
Grade 2 TLC

Spelling Test will be on Thursday, May 19th as there is NO SCHOOL on Friday.
PD Day Friday, May 20th
Victoria Day Monday, May 23rd

Teacher's Pet Field trip May 26th
Leighton Centre field trip (check your class blog)

Homework Checklist: Please make sure all components are completed before handing it in.

	Reading every night/Raz Kids
	Spelling sentences
	Writing – Using sensory details
	Math – How Many Ways – representing a number in different ways
	Mathletics
	Math – Mad Minutes – please continue to work on your Basic Facts for both Addition and Subtraction (1 minute timer)

Reading:
Learning Outcomes - WALT (We Are Learning To):
- I can use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading.
- I can read aloud with fluency, accuracy and expression.
- I can identify main characters, places and events in the stories I read.

Spelling
Learning Outcomes - WALT (We Are Learning To):
- I can print legibly, efficiently and space words appropriately.
- I can use the conventional spelling of common words necessary for the efficient communication of ideas in writing.
- I can use phonic knowledge and skills and visual memory to spell words.

All students please do the following:
1. Date the homework in your books.
2. **Students are asked to practice the spelling words by doing one of the choices on the spelling menu.**
3. Yellow: Focus on the first 4 words.
4. Blue: Focus on the first 8 words.
5. Red: Do all 12 words.

This week's spelling words are on suffixes – added to the end of the root word (-ed suffix to form past tense):

Yellow	Blue	Red
1. showed	5. phoned	9. endangered
2. played	6. moved	10. wondered
3. seemed	7. named	11. screamed
4. opened	8. climbed	12. covered

Writing – Adding Sensory Details

Learning Outcomes:

- I can connect what I read to what I know about parts of a story (Text to Text)
- I can identify the key details of stories

Using sentence starters from the cards below, describe what your experience might be like in the following situations. Remember to SHOW not TELL your reader what you are experiencing.

Yellow- Pick 1 situation to write about

Blue- Pick 2 situations to write about

Red- Write about all 3 situations

1. Describe what you would see, hear, smell, taste, and/or feel when standing on the beach at the ocean. Feel free to watch this video for inspiration:

https://www.youtube.com/watch?v=Xn8tufsbSz0

2. Describe what you would see, hear, smell, taste, and/or feel when while on a rollercoaster. Feel free to watch this video for inspiration:

https://www.youtube.com/watch?v=oAJLKDMihnU

3. Describe what you would see, hear, smell, taste, and/or feel if you were a superhero flying through the clouds. (Remember! Clouds are condensation)

The 5 senses writing cards are below:

Five Senses Writing Cards

See

- I looked closely at _____.
- Squinting, I detected _____.
- I shivered when I caught sight of _____.
- I gasped when I saw _____.
- I couldn't believe the sight of _____.
- In the distance, I spied _____.
- I stared at _____.
- My eyes widened as I spotted _____.
- I glanced around at _____.
- I caught a glimpse of _____.
- I couldn't help but notice _____.
- I watched _____.
- There were _____.
- I peered at _____.
- I was surprised to see _____.
- The _____ were _____.

Hear

- In the distance, I could hear _____.
- As I listened, I could hear _____.
- If you listened closely, _____.
- I listened quietly _____.
- It was hard to ignore the sound of _____.
- The _____ make sounds like _____.
- Off in the distance, I heard _____.
- I cupped my ear and _____.
- If I was quiet enough, I could hear _____.
- Standing quietly, I heard _____.
- I strained to hear _____.
- _____ went the sound of the _____.
- I heard _____.

Smell

- I took a deep breath and smelled _____.
- I enjoyed the smell of _____.
- The scent reminded me of _____.
- The air was filled with the smell of _____.
- When I breathed in, I noticed _____.
- I sniffed at the _____.
- I loved the smell of _____.
- The _____ smelled _____.
- I noticed the fragrance of _____.
- There was a faint scent of _____.
- I got a strong whiff of _____.

Taste

- The _____ tasted _____.
- The _____ melted in my mouth.
- I closed my eyes and could almost taste _____.
- My mouth watered just thinking about _____.
- My stomach growled at the thought of _____.
- I could just imagine the taste of _____.

Feel

- The _____ felt _____.
- When I touched _____ it seemed _____.
- I rubbed my fingers across _____ and it felt _____.
- As I touched _____, it reminded me of _____.
- I ran my hand along _____ and realized _____.
- I noticed the _____ feeling of the _____.
- I felt the _____.

Math – How Many Ways/Find My Number – learning how to represent/show numbers in different ways (relating numbers to Real-life)

Learning Outcomes:

- I can use numbers to describe
- I can represent numbers in multiple ways

Please use the list below for ideas to use in order to show your number in different ways (real-life)

Your Job – Please use the number for your colour

- 2 Addition equations that equal "your colour number"
- 2 Subtraction equations that equal "your colour number"
- Do a picture/drawing/example using "your colour number" with the How Many Ways examples in the list provided below. Be creative and have fun! Remember, some examples cannot be used with your number – pick wisely

Yellow:
Your number is "25"

Blue:
Your numbers are "25" and "54"

Red:
Your numbers are "25," "54," and "73"

HOW MANY WAYS – LIST OF IDEAS
(HINT: some of the options below (under the pictures section) may or may not work with your number)

Mathematical Operations:

- Addition, subtraction, multiplication, equalities

Pictures/Drawings/Words

- Clock (time)
- Number Line
- Base 10 Blocks
- Playing Cards
- Dominos
- Draw the "#" (i.e. "3" – draw 3 hearts)
- Write/spell the number out ("3" – Three)
- Thermometer (C)
- Hands/Fingers/Toes
- Tally Marks
- Bar Graph
- Pie Chart (%)
- Calendar: ("3" – March) and/or Day of the Month/Year
- # in the Alphabet ("3" – C)
- Ruler (cm)
- Greater than/Less than (3 > 2)
- Money (coins/bills)
- Measuring Liquids – "3"ml – draw in beaker)
- Weight – "3" kg/lbs
- Distance – "3" km
- Skip Counting – 2s, 5s, 10s, 25s, 100s:

- Ordinal numbers: first, second, third

Mathletics: Please have your child login to Mathletics and engage in the activities for a minimum of 10-15 minutes each day. Students may engage in any of the tasks that are open to them. They may also go to the "play" option and play Mathletics Live. This will help them with their adding and subtracting skills as they race to get the answer before the other students who are also playing online with them.

Thank you and have a great week!
The Grade 2 Team

Math – Mad Minutes – these are done in the classroom to help improve our Basic Facts recall for both Addition and Subtraction. Both sheets are for ALL colours in Math - please continue to work on these, thank you!

Mad Minutes – Addition:

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

Mad Minutes – Subtraction:

12 -4	17 -9	10 -2	11 -5	3 -1	9 -5
15 -9	7 -2	9 -1	13 -8	9 -4	10 -6
17 -8	12 -6	8 -6	14 -9	5 -3	9 -7
14 -7	10 -4	12 -9	6 -4	11 -6	16 -9
9 -6	13 -8	19 -10	7 -0	11 -2	13 -4
16 -6	8 -2	14 -5	12 -9	10 -1	18 -9
11 -4	7 -6	14 -8	10 -5	4 -4	6 -2
9 -1	5 -1	12 -3	10 -2	16 -9	7 -5
15 -6	9 -8	11 -7	15 -8	7 -0	8 -3
10 -8	14 -5	12 -9	9 -4	11 -3	4 -1