



Woodland Elementary

Continued Learning Resource: 2nd Grade - May 18-22

Purpose:

Due to the state of Michigan mandated school closings, we would like to provide meaningful activities for students to explore at home. These activities are designed and intended to be simple and engaging for students and families to do. If any activity causes unintended stress, please do not feel pressured to do the task. Office hours for teachers can be found by visiting [uped.org](https://www.uped.org) and selecting Woodland.

Instructions:

View each of the days below. Please note that you can scroll through the document to each day or use the links available to quickly navigate.

[Monday](#) | [Tuesday](#) | [Wednesday](#) | [Thursday](#) | [Friday](#)

Themeathlon Event:

We encourage students to visit flivver.info/themeathlon to continue working on the Themeathlon challenges created by our Woodland Theme teachers.

Monday

Key Content: Time

At Home Assistance Ideas: Today we will be learning how to tell time on an analog clock. An analog clock is usually a circle clock with the numbers 1-12 around the outside. There is a picture below. We will also be learning about a.m. and p.m. A.M. is from midnight until noon and P.M. is from noon until midnight. There are three hands on the clock. The **hour hand** is the shortest hand and tells you what hour it is. One hour has sixty minutes. The **minute hand** is a long hand and points to what minute it is. There are sixty seconds in one minute. There is also a thinner long hand that is called the second hand. The **second hand** moves around the clock quickly. It takes one minute for the second hand to go all the way around the clock.

Time to the hour: When the minute hand (the bigger hand) is pointing at the 12 you say o'clock. For example, if the minute hand is pointing at the 12 and the hour hand is pointing at the 3 it is 3:00 (3 o'clock.) There is a clock below to show this. It is labeled CLOCK A.

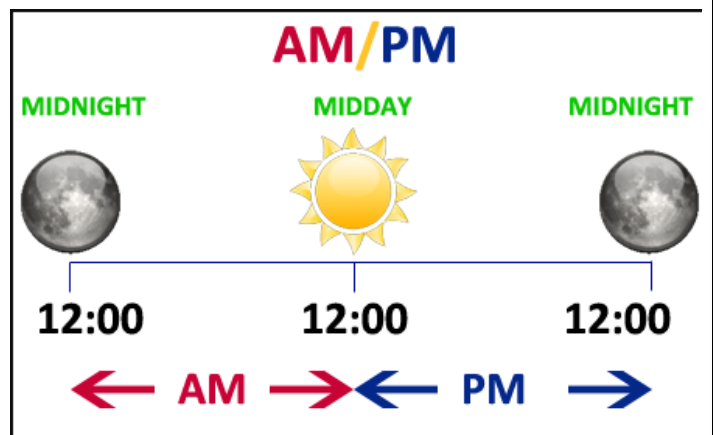
Time to the half hour: When the minute hand(the bigger hand) is pointing to the 6 it is halfway around the clock. The hour hand will be half way between two of the numbers on the clock. For example, if the minute hand is pointing at the 6 and the hour hand is pointing between the 3 and the 4 it is 3:30. There is a clock below to show this. It is labeled CLOCK B.

Material:



CLOCK A

This clock shows the hour and the minute hand. The hour hand is pointing to the 3 and the minute hand is pointing to the 12. You say the hour first. It is 3:00.

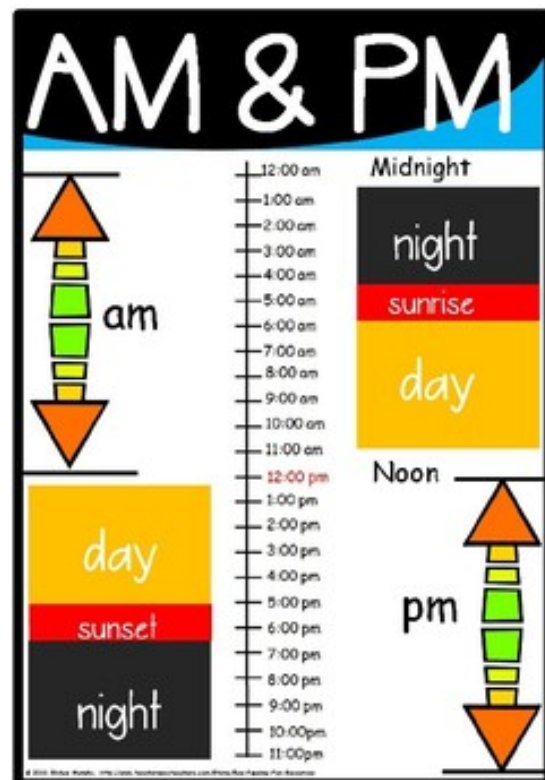


AM starts in the middle of the night at midnight. It stays AM until the middle of the day at noon and then becomes PM. It stays PM the rest of the day until midnight and then becomes AM again.



CLOCK B

This clock shows the hour and the minute hand. The hour hand is pointing halfway between the 3 and the 4 and the minute hand is pointing to the 6. The six is halfway around the clock. The time is halfway between 3:00 and 4:00. It is 3:30.

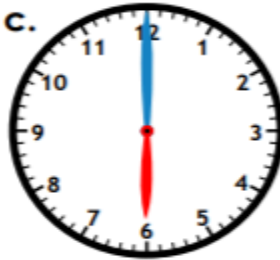


Telling Time

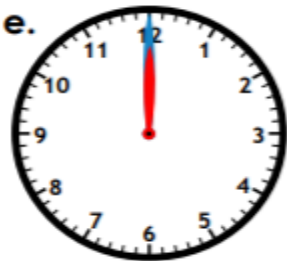
Write the time shown.











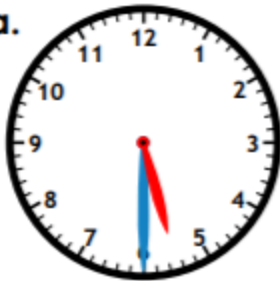


Telling time to the hour and half hour worksheet.

Telling Time

Write the time shown.

a.



b.



c.



d.



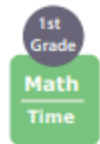
e.



f.



Is the activity a.m. or p.m.?



a.m. means "before midday" (12 o'clock at night to 12 o'clock noon).
p.m. means "after midday" (12 o'clock noon to 12 o'clock at night).
Read the sentences and write whether the events happened in the a.m. or p.m. See the example.



Tylor goes to school at 7 o'clock every morning.

Answer

a.m.



At 9 o'clock, Neil fried scramble eggs for his breakfast.



We come back from school in the afternoon.



We watch television after dinner every day.



The plane will take off before noon.

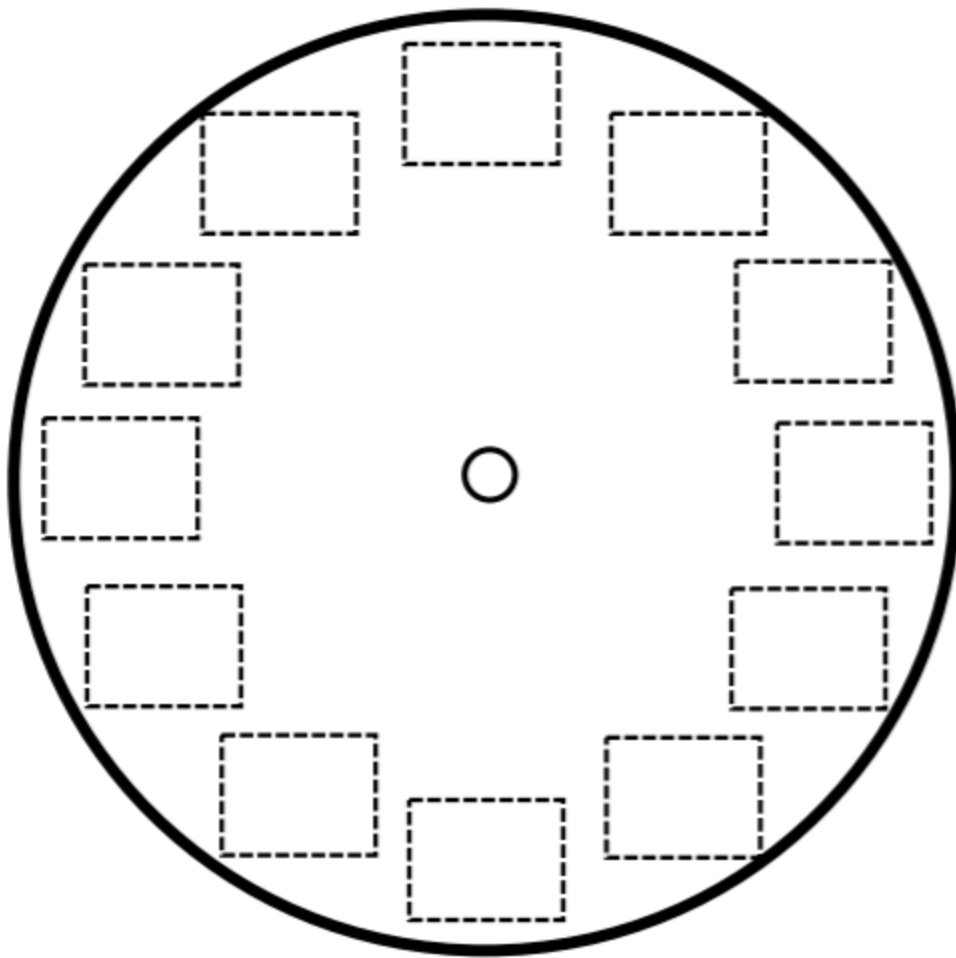


I love bedtime stories.



What about a campfire?

Make a Clock!



1	2	3	4	5	6
----------	----------	----------	----------	----------	----------

7	8	9	10	11	12
----------	----------	----------	-----------	-----------	-----------

Enrichment Offline Activity - AM or PM Activities

Make a list or draw pictures of activities. Make a column for AM and PM. Put the activities in the correct column. Look at the example image below.



Discussion questions with your student:

- [2-3 DISCUSSION QUESTIONS FOR FAMILY ENRICHMENT]

Enrichment Material:

[Hip Hop Around the Clock with Jack Hartman song](#)

[Telling time to the hour online game](#)

[BrainPopJr-Time to the quarter and half hour](#)

[Telling time to 5 minutes](#)

[Back to Activities](#)

Tuesday

Key Content: Phonics: oi/oy & ow/ou

At Home Assistance Ideas: We are going to learn about two different sounds and how they are spelled. Look at the first card. What is this a picture of? (a boy) Yes! Do you hear the /oi/ sound in boy? In the word boy, the /oi/ sound is spelled oy. There is also another way to spell that same sound: oi as in the word coin. Typically when you hear the /oi/ sound at the end of the word it's spelled oy, and if you hear it in the middle of the word it's spelled oi. Write these words and read them together: boil, joy, toy, point, foil, and soy. Circle or highlight the /oi/ sound in all of the words. Can you think of any other words with the /oi/ sound?





ow
ou

Material: [OFFLINE CONTENT]

Diphthong Practice: OW/OU OI/OY

Find the ow/ou sound or the oi/oy sound in each word. Color the sound. Write it in the correct column.

foil	loud	gown	coil	house
growl	moist	enjoy	round	spoil
clown	bounce	cowboy	eyebrows	voyage
cloudy	avoid	annoy	mouse	boiling

[illegible]

Follow the code to color the picture. Finish coloring the picture with colors of your choice.

around = blue

gown = yellow

flower = pink

toy = purple

royal = gray

coil = brown

```
out = green
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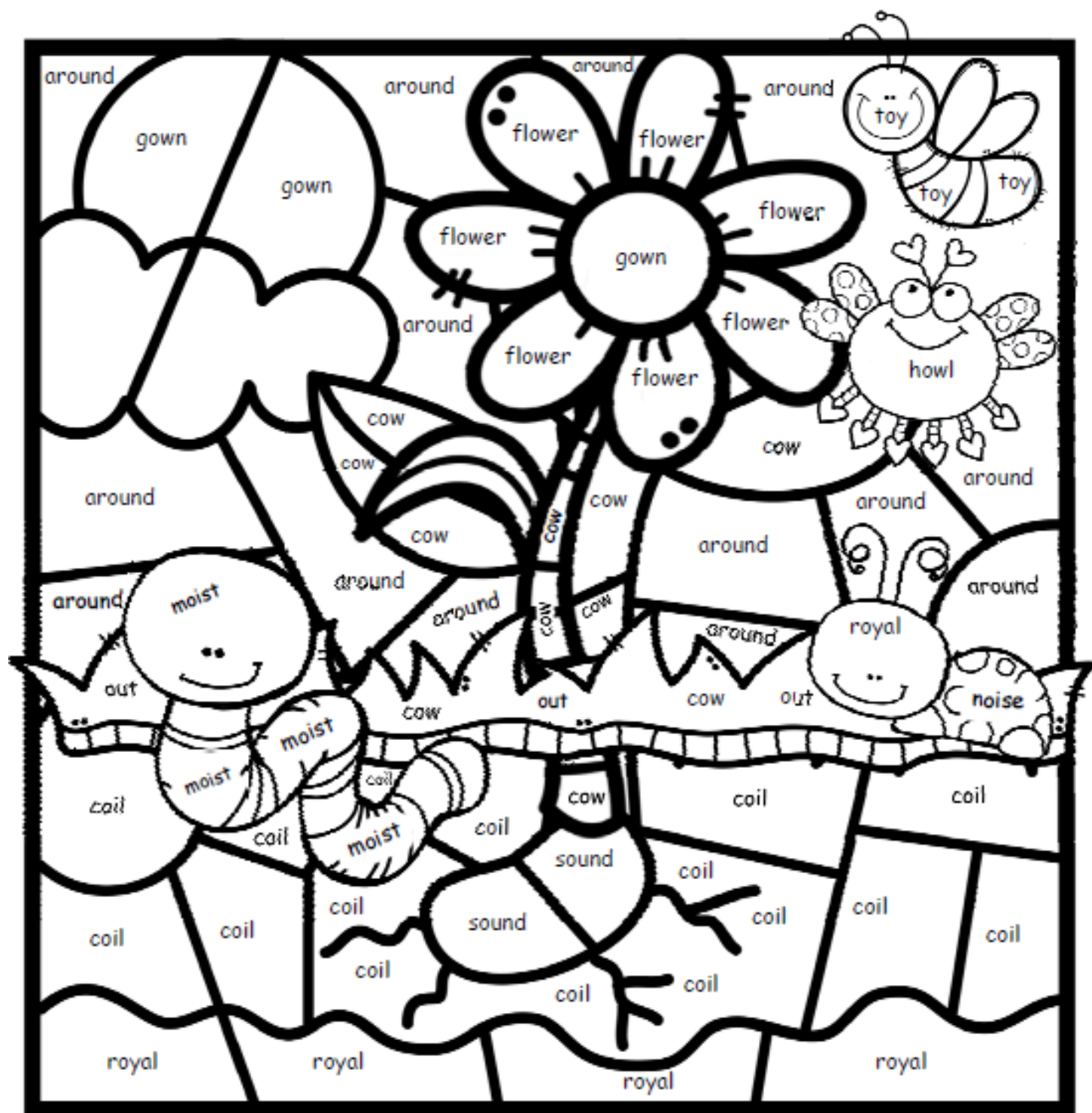
sound = tan

howl = orange

noise = red

moist = tan

cow = green



Try the following game with a partner: Ou, Ow, Oy and Oi Race

Ou, ow, oy, and oi Race!

Directions:

This game is for two players. Cut up the word cards and place them in the middle. Each player picks a spelling pattern to be. Once the players have their game boards, they take turns drawing cards.

Player 1 draws a card, reads it, and writes it on his or her board if it is the correct pattern for that board. Then player 1 puts this card back under the pile. If it is not a match, player 1 puts this card back under the pile. Player 2 does the same thing on his or her turn. The first player to fill up their board wins!

Player 1: $\odot U$ and $\odot W$

[illegible]

join	annoy	boy	eyebrow
cowboy	about	toys	plow
shout	clown	broil	fountain
enjoy	mountain	mouse	boil
destroy	thousand	our	growl
loyalty	poison	gown	house
moist	spoil	oil	loud
bounce	coil	coin	foil

Enrichment Material: [OPTIONAL ONLINE CONTENT]

- Alphablock video: oi,oy, and ou,ow [click here](#)
- Spelling Games [click here](#)

Discussion questions with your student:

- Have your child look through a favorite story book and see if they can find examples of words with some of the vowel teams....maybe have them make a list.

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Wednesday

Key Content: Singular Possessive Nouns

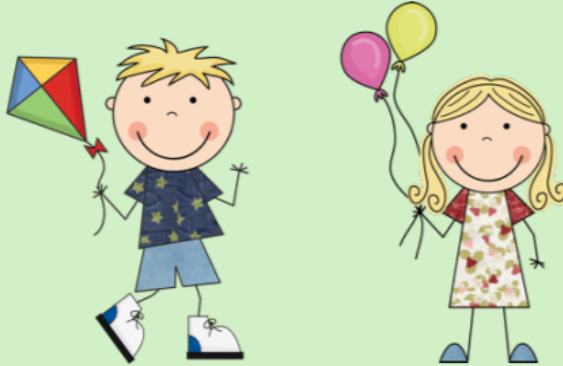
At Home Assistance Ideas: Today we are going to learn about how to use and write possessive nouns. Let's first review:

- What is a noun?
 - A **noun** is a person, place, thing or animal. Can you think of some examples of nouns?
 - examples: dog, school, boy, table, truck, etc

Now that you have reviewed what a noun is, let's learn about possessive nouns:

- What is a possessive noun?
 - A **possessive noun** is a special person, place, or thing. This noun shows ownership of an object or another noun and tells who or what it belongs to. Today we are only focusing on **singular possessive nouns**. Singular means that we are focusing on one (person, place or thing) showing possession. (singular = think one)
 - Rule: We always add a '**s**' to a noun to make it possessive and show ownership.
- What is an apostrophe? (')
- An apostrophe is a punctuation mark we use to show possession. To show a singular noun is possessive, we add an apostrophe and an "s" to the end of a word to show possession.
- Read these examples:
 - The **girl's** dress is pretty.
 - The **cat's** fur is long.
 - **Mr. Petschar's** shirt is bright.
 - The **teacher's** chalk is broken.

Possessive Nouns



the boy's kite the girl's balloons

A possessive noun shows who
or what has something. Add an
's to a noun to make it
possessive.

Material:

1. In today's lesson, you are going to practice writing possessive nouns. Start with the worksheet on the next page and write each noun as a possessive noun. Don't forget to add 's to the end of each possessive noun.

Name _____

Possessive Nouns 1

Date _____

You show that something belongs to a noun by adding an 's to the noun.
Example: The lion's mane is gold. This is Jake's desk.

Write the correct possessive noun in the blank.

1. That is the _____ flower.  cow

2. The _____ tail is short.  cat

3. The _____ nest is full of eggs.  hen

4. The _____ tongue is long.  frog

5. The _____ umbrella has dots.  duck

6. The _____ teeth are sharp.  alligator

7. The _____ carrot is huge.  bunny

8. The _____ trunk is long.  elephant

2. For the next activity you will need:

- A partner
- “Build a Phrase- Whose is it?” worksheet
- Picture Sheet A worksheet
- Picture Sheet B worksheet
- Scissors
- Glue
- Pencil

Directions:

1. Cut all the squares from “picture sheet A” and “picture sheet B” and separate them into two piles.
2. Using the “build a phrase - whose is it?” worksheet, partners take turns choosing one picture from each pile and placing them on the worksheet in the Picture A/Picture B places.
3. Once the first tiles are placed, glue them down and have **the student** write the singular possessive noun phrase that goes with the two pictures.
4. Partners continue taking turns choosing and writing until they have filled in all of the boxes.
5. Some of the answers may be kind of silly, so just have fun with it.

Don't forget to use ('s) when showing possession!!!



Name: _____

Build-a-Phrase – Whose is That?

Using Apostrophes to Create Possessive Nouns

Sentence Frame	Example	
_____ Person/Animal 's _____ Noun: Object ➤ Bob's car ➤ Emilia's horse ➤ The dog's bone	 Jane	 hat
	<u>Jane's hat.</u>	

Picture A Person/Animal	Picture B Object		Picture A Person/Animal	Picture B Object
Possessive Noun Phrase:			Possessive Noun Phrase:	
Picture A Person/Animal	Picture B Object		Picture A Person/Animal	Picture B Object
Possessive Noun Phrase:			Possessive Noun Phrase:	

Build-A-Phrase – Whose is that?

Picture A Person/Animal	Picture B Object		Picture A Person/Animal	Picture B Object
Possessive Noun Phrase:			Possessive Noun Phrase:	
Picture A Person/Animal	Picture B Object		Picture A Person/Animal	Picture B Object
Possessive Noun Phrase:			Possessive Noun Phrase:	
Picture A Person/Animal	Picture B Object		Picture A Person/Animal	Picture B Object
Possessive Noun Phrase:			Possessive Noun Phrase:	

Picture Sheet A: Person/Animal

Directions:

- Cut out all of the pictures for Picture Sheet A. These are all people or animals.
- Turn all of the pictures over when you are done.
- You and your partner will take turns choosing pictures from Set A, once you have everything set-up.

Picture A



The cat

Picture A



The dog

Picture A



The artist

Picture A



The teacher

Picture A



The pig

Picture A



The snake

Picture A



The baby

Picture A



The sister

Picture A



Sam

Picture A



Our family

Picture A



The clown

Picture A



The brother

Picture A



Trevor

Picture A



Wilma

Picture A



The cow

Picture A



The frog

Picture A



Abby

Picture A



Bill

Picture A



The horse

Picture A



Amanda

Picture A



The mouse

Picture A



The fish

Picture A



Dominic

Picture A



The princess

Picture Sheet B: Object

Directions:

- Cut out all of the pictures for Picture Sheet B. These are all objects.
- Turn all of the pictures over (face down) when you are done.
- You and your partner will take turns choosing pictures from Set B, once you have everything set-up.

Picture B  ball	Picture B  hat	Picture B  bus	Picture B  piggy bank
Picture B  ice cream	Picture B  lollipop	Picture B  ring	Picture B  computer
Picture B  radio	Picture B  car	Picture B  phone	Picture B  slide
Picture B  bike	Picture B  book	Picture B  football	Picture B  pencil
Picture B  ballet shoes	Picture B  swimsuit	Picture B  umbrella	Picture B  microphone
Picture B  house	Picture B  school	Picture B  cake	Picture B  trophy

Enrichment Material:

Online:

[Click here to learn about possessive nouns with Brainpop Jr.](#)

[Click here to access a Possessive Nouns introduction video](#)

[Click here for a review video on Nouns](#)

[Click here to play a singular possessive nouns snowball fight game](#)

[Click here to play a singular possessive nouns soccer kick game](#)

Offline:

- Write a story and use 5 singular possessive nouns in your story. Then read it to someone in your family.
- Go around your house and identify items that belong to certain people in your house. Say the singular possessive nouns out loud to yourself to make sure they make sense. (example: Owen's shirt, Abby's cup, Mom's purse....)

Discussion questions with your student:

- What is the difference between a noun and a possessive noun?
- How do we show a singular noun is possessive? (hint: think of the special punctuation mark)

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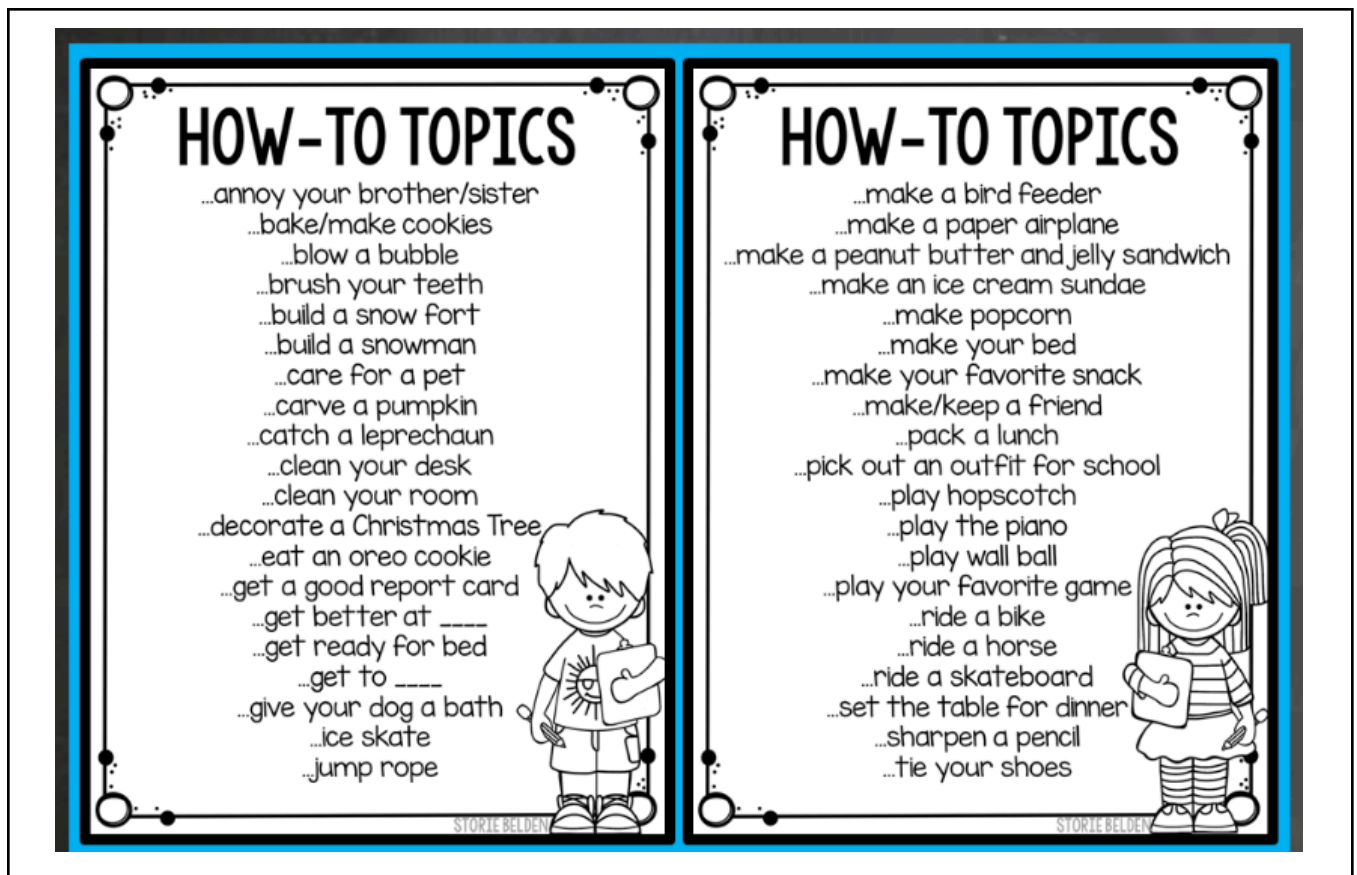
Thursday

Key Content: Writing

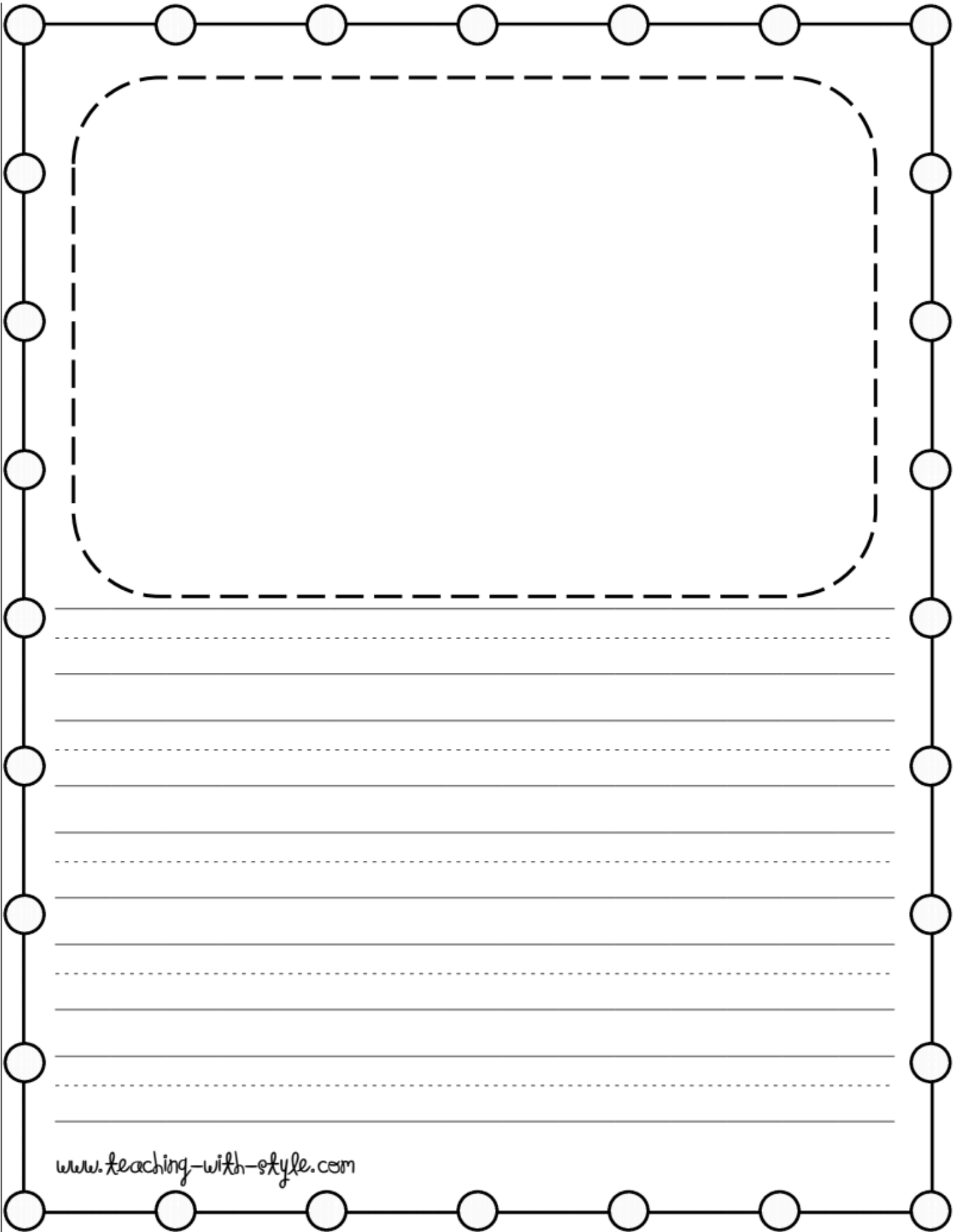
Today you are going to write a "how-to"! "How-to" is a piece of writing that explains how to do something using a specific order of steps.

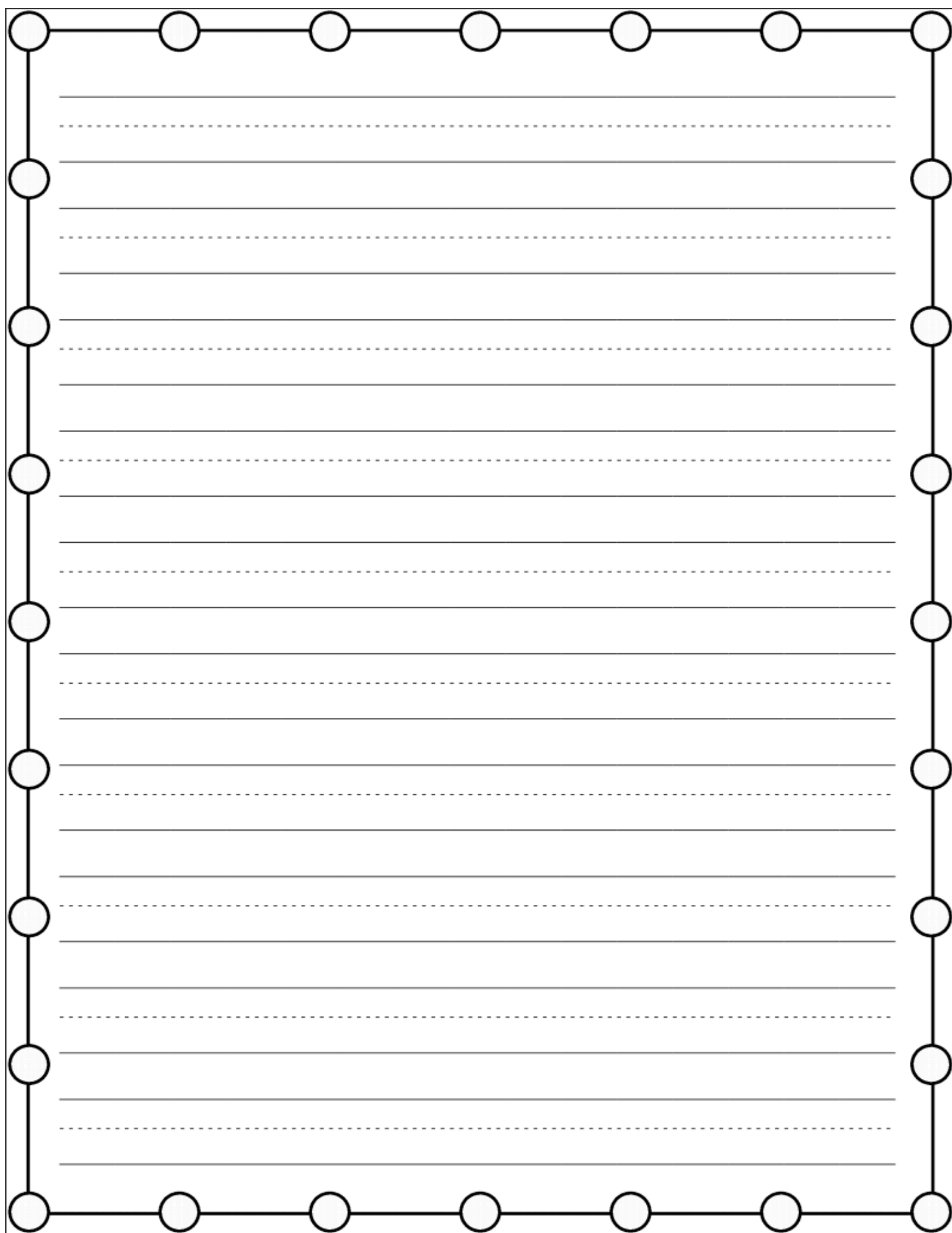
At Home Assistance Ideas:

1. Explain to your child that they are going to write today! Brainstorm "how-to" topics. You want your child to come up with a topic that interests them! For example, if your child loves making slime they can write about it today! Try to write about something they can perform or do while at home during quarantine. Please do not run to the store and buy anything! Possible topics are listed below. [Click here to watch a video about brainstorming ideas!](#)

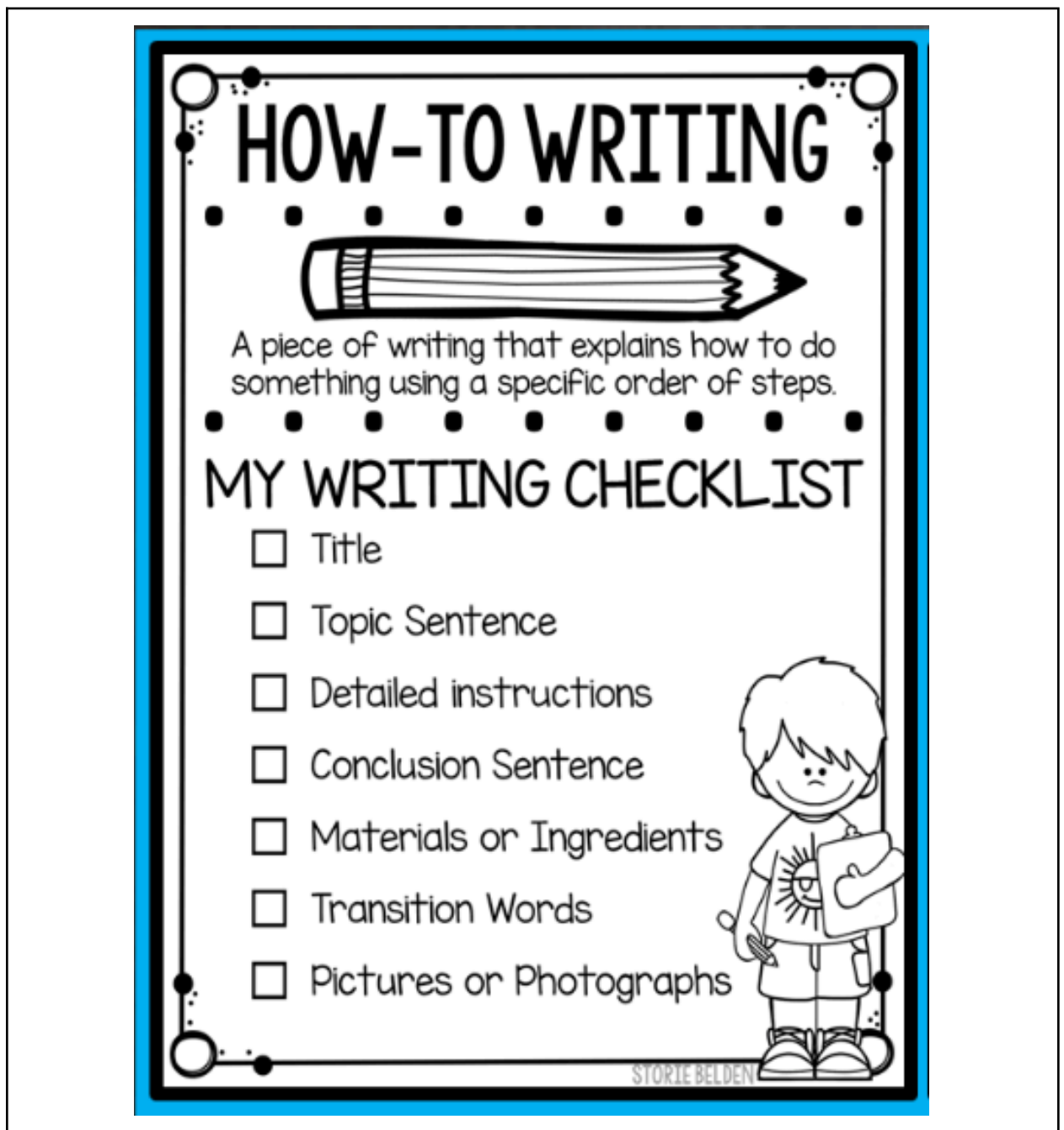


2. Now is our time to “brain dump” by free writing. Free writing means you simply turn on a timer for 5-10 minutes and ask your child to write as much as they can about their topic. It is going to be a jumbled mess of ideas. Do not worry about spelling or punctuation! Let them write all over the paper. They can add pictures if that is what gets their brain working. [Click here for writing lined paper!](#) (included on the next two pages).

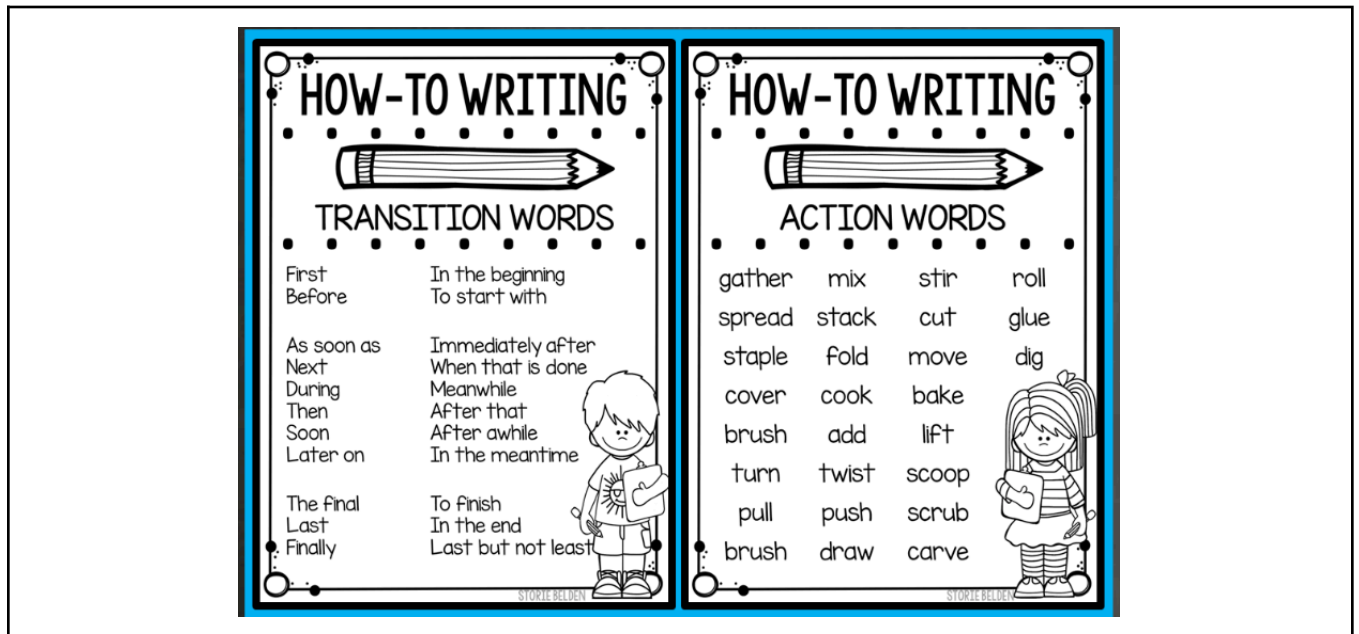




3. Explain to your child what “how-to writing” consists of. Use the chart below for guidance.
- a. Title
 - b. Topic Sentence/Introduction/Supplies
 - c. Detailed Instructions
 - i. First, _____
 - ii. Next, _____
 - iii. Then, _____
 - iv. Last, _____
 - d. Conclusion Sentence/Wrap Up



4. Explain that transition words and action words are important in “how-to writing”. Use the chart below for help.



5. Planning time! Plan out the steps involved. Let your child write words, sentences, or pictures. If your child needs more steps, add more on a different sheet of paper.

Planning:

Step 1:	Step 2:
Step 3:	Step 4:

6. Now it is time to write our “how-to”!
- You need to write an introduction. The introduction tells us what you are writing about. You also include all of the supplies that you will be using. You should have at least two sentences. [Click here to watch a video about writing an introduction!](#)
 - It is time to write your “how-to” steps! Start your sentences with first, next, then, and last. You will need to write at least 4 sentences! [Click here to watch a video about writing steps!](#)
 - Write a conclusion. This is the last part of your writing. This is also known as the wrap up! You should have at least one sentence. [Click here to watch a video about conclusions.](#)
 - Go back and read your “how-to” out loud. Fix any mistakes that you find. [Click here to watch a video about revising.](#)
7. Optional: Try your “how-to”! If you need to make changes to your writing because steps are missing, add them! Send pictures or a video to your teacher.

Material: [OFFLINE CONTENT]

OPTIONAL -> [Click here for Optional "How-to Writing" Printable Blank Book](#)
[Click here for "How-to Writing" Paper.](#)

Draft

Title: _____

Introduction/Supplies (write complete sentences):

How-to Steps	
Pictures/Descriptions	
	First, _____ _____ _____ _____
	Next, _____ _____ _____ _____
	Then, _____ _____ _____ _____
	Last, _____ _____ _____ _____

Conclusion/Wrap Up:

Title: _____

[illegible]

Enrichment Material: [OPTIONAL ONLINE CONTENT]

[Click here for a BrainPopJr. video about how-to writing.](#)

[Click here to watch a video about brainstorming ideas!](#)

[Click here to watch a video about writing an introduction!](#)

[Click here to watch a video about writing steps!](#)

[Click here to watch a video about revising.](#)

[Click here to watch a video about conclusions.](#)

Create a video showing us your "how-to"! Do not forget to use transition words! You have 5 minutes. I just want to remind you that other people can see your video. This video will be PUBLIC.

<https://flipgrid.com/2f3030a3>

Discussion questions with your student:

- What is something you could learn to do with your family? (Try to learn this with your family if you have supplies and the time.)
- What are things that you are good at doing?

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Friday

Key Content: Social Studies - Communities Introduction

At Home Assistance Ideas: Today we are going to learn about communities. A community is a place where people live, work, and have fun together.

Think about the community that we live in (Iron Mountain/Kingsford):

Where do people live? *Homes, apartments, etc.*

Where do people work? *Schools, hospitals, stores, restaurants, other businesses, etc.*

Where do you go to have fun? *Parks, ball parks, YMCA, ski hills, golf courses, etc.*

There are three different types of communities. The three types of communities are urban, suburban, and rural. Iron Mountain/Kingsford is considered a rural community.

Please see the descriptions for each type of community below:

COMMUNITIES

A PLACE WHERE PEOPLE LIVE, WORK, & HAVE FUN TOGETHER.



RURAL

LOTS OF LAND & FARMS (HOUSES SPREAD APART)



URBAN

BIG CITY! LOTS OF BUILDINGS, PEOPLE & TRAFFIC



SUBURBAN

NEAR A BIG CITY. HOMES ARE CLOSER TOGETHER.

Material:

Next, read the Scholastic News article about summer fun in three communities.

Summer Fun in Three Communities

A **community** is a place where people live and work together. See how kids get ice cream in three different communities!



Summer in the City

I live in the city. This is also called an **urban** community.

I live in an apartment building. I look out my window. I see tall buildings, busy streets, and a lot of people. I hear taxis honk and an ice cream truck play its tune!

My dad and I decide to get ice cream cones. We live on the 10th floor, so we take the elevator downstairs. Then we head outside. We line up at the ice cream truck.

What kind of ice cream did I get?

strawberry with sprinkles



Summer in the Suburbs

I live in the suburbs. This is also called a **suburban** community.

I live in a house. I look out my window. I see houses, cars, and neat green lawns. I hear a lawn mower. I hear the neighborhood kids kicking a soccer ball.

Then I hear my dad start the car! I hop in, and we drive to the mall. We pass houses, shops, and schools. We park the car and walk over to the ice cream store.

What kind of ice cream did I get?

vanilla dipped in chocolate



Summer in the Country

It's summer in the country. This is also called a **rural** community.

I live in a house on a farm. I look out my window. I see chickens and a barn. I hear pigs grunt. I don't hear any people. We are far from our neighbors.

My mom and I get in the pickup truck. We drive for a long time! Finally we reach a farm with cows. They give the milk for ice cream. The farmer makes the ice cream and sells it from a stand.

What kind of ice cream did I get?

raspberry with chocolate chips



Answer the following questions below about the reading passage.



Reading Checkpoint: Summer in My Community

Fill in each correct answer.

1. What is this article mostly about?

[main idea and details]

- ☐ A what it is like to live in another country
- ☐ B three types of communities
- ☐ C community workers

2. What is another name for an **urban** community? [vocabulary]

- ☐ A the city
- ☐ B the suburbs
- ☐ C the country

3. What is the subheading for the section about life in a rural community? [nonfiction text features]

- ☐ A Summer in the Suburbs
- ☐ B Summer in the Country
- ☐ C Summer in My Community

4. What is one way an urban and a rural community are alike?

[compare and contrast]

- ☐ A They are both called "the suburbs."
- ☐ B They are both places where people live and work.
- ☐ C They both have many apartment buildings.

5. Which kind of community do you think is the noisiest and most crowded? [making inferences]

- ☐ A urban
- ☐ B suburban
- ☐ C rural

Name: _____ Date: _____

Sorting: Urban, Suburban, & Rural

Urban	Suburb	Rural

houses are far apart	tall buildings	a lot of people	cows
Many cars on the road	close to the city	farm	yards
crops	lots of houses	people walking pets	city

Complete the sorting activity. Cut and glue the details into the correct boxes.

Enrichment Material:

Click here to watch a Brainpop Jr. video about the three types of communities: [Video](#)

Click here to watch a YouTube video about the three types of communities: [Video](#)

Click here to watch a Jack Hartmann community counting song: [Song](#)

Discussion questions with your student:

- Why are we considered a rural community?
- Have you been to another type of community? How is it different than ours?

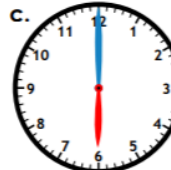
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Answer Key:

Monday:

Telling Time

Write the time shown.

a.  _____ 3:00	b.  _____ 8:00	c.  _____ 6:00
d.  _____ 1:00	e.  _____ 12:00	f.  _____ 10:00

ANSWER KEY

Telling Time

Write the time shown.

a.



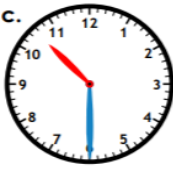
5:30

b.



4:00

c.



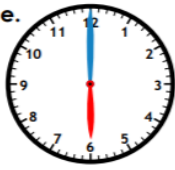
10:30

d.



12:30

e.



6:00

f.



8:30

1. a.m.
2. a.m.
3. p.m.
4. p.m.
5. a.m.
6. p.m.
7. p.m.

Tuesday:

OW

OU

OI

OY

growl

cloudy

coil

enjoy

clown

loud

spoil

voyage

gown

round

boiling

annoy

eyebrows

mouse

foil

cowboy

cowboy

house

moist

bounce

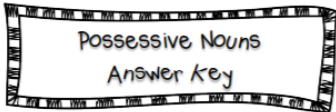
avoid

around = blue gown = yellow flower = pink toy = purple
 royal = gray coil = brown out = green sound = tan
 howl = orange noise = red moist = tan cow = green



Wednesday:

Name _____



Date _____

You show that something belongs to a noun by adding an 's to the noun.
 Example: The lion's mane is gold. This is Jake's desk.

Write the correct possessive noun in the blank.

- That is the cow's flower.  cow
- The cat's tail is short.  cat
- The hen's nest is full of eggs.  hen
- The frog's tongue is long.  frog
- The duck's umbrella has dots.  duck
- The alligator's teeth are sharp.  alligator
- The bunny's carrot is huge.  bunny
- The elephant's trunk is long.  elephant

CCSS L.1.1b

Thursday: No answer key is needed.

Friday:

Urban	Suburb	Rural
many cars on road	close to city	houses are far apart
tall buildings	lots of houses	crops
a lot of people	people walking pets	farm
city	yards	cows

Summer in My Community Questions:

- 1.B
- 2.A
- 3.B
- 4.B
- 5.A