2nd Grade Materials for 4/20-6/3

Name: _____ **Teacher:** _____

2nd Grade Reading

April 20th - May 1st

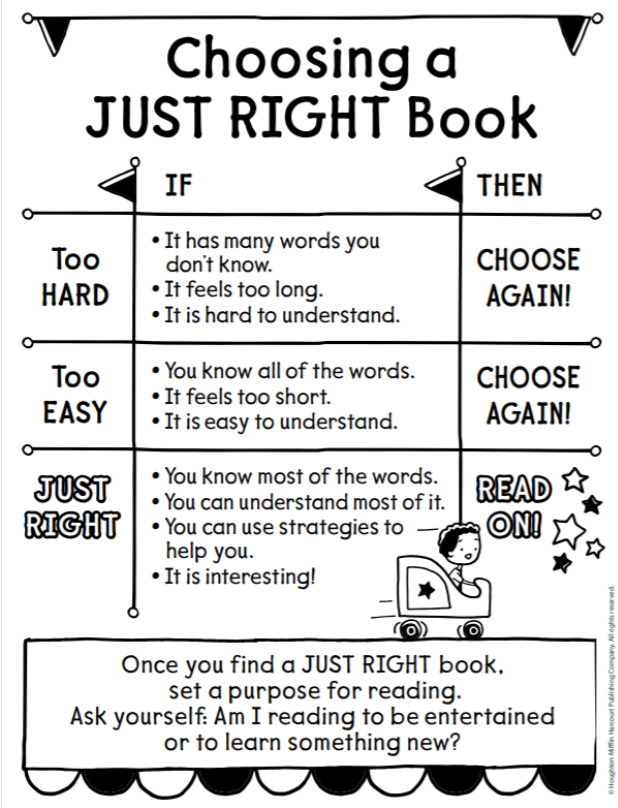
- Read or have someone read to you, “Where on Earth is My Bagel?” You will want to read this story a couple of times over the next 2 weeks.
- Pick 4 activities from the Reading Response Choice Board to complete with this story.
- Don’t forget to read a book of your choice at least 20 minutes a day!

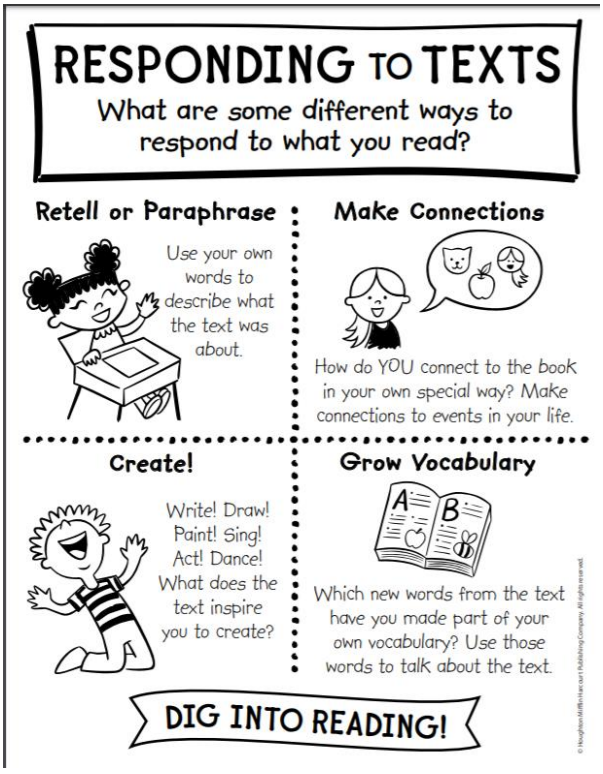
May 4th - May 15th

- Read or have someone read to you, “Goal!” You will want to read this story a couple of times over the next 2 weeks.
- Pick 4 activities that you haven’t already completed from the Reading Response Choice Board to complete with this story.
- Don’t forget to read a book of your choice at least 20 minutes a day!

May 18th - June 3rd

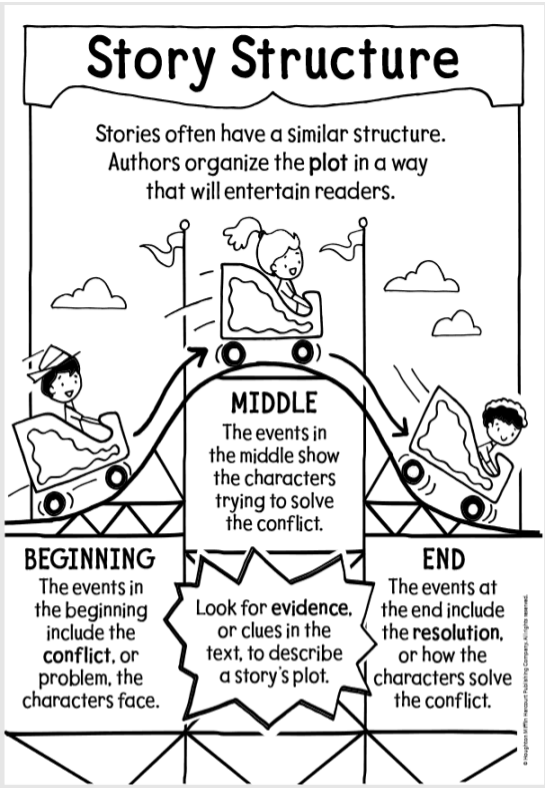
- Read or have someone read to you “Poems in the Attic.” You will want to read this story a couple of times over the next 2 weeks.
- Pick 4 activities that you haven’t already completed from the Reading Response Choice Board to complete with this story.
- Don’t forget to read a book of your choice at least 20 minutes a day!

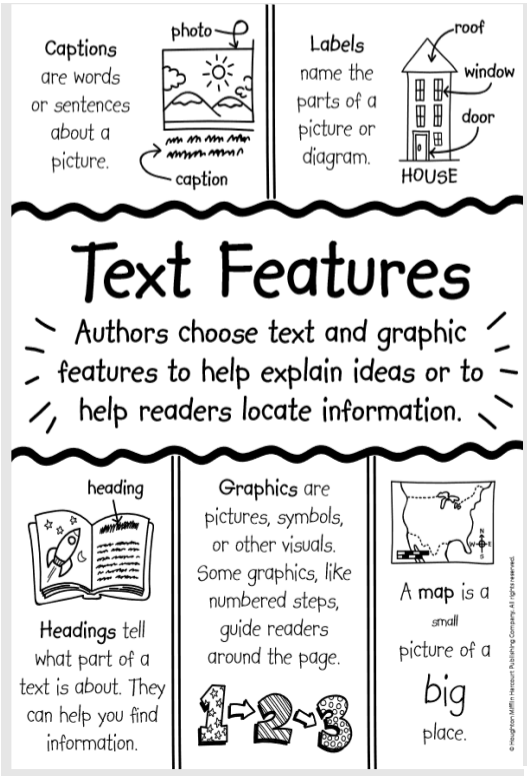


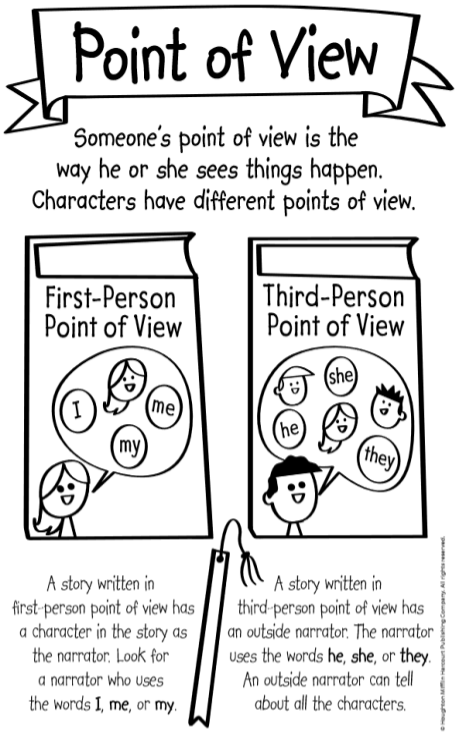


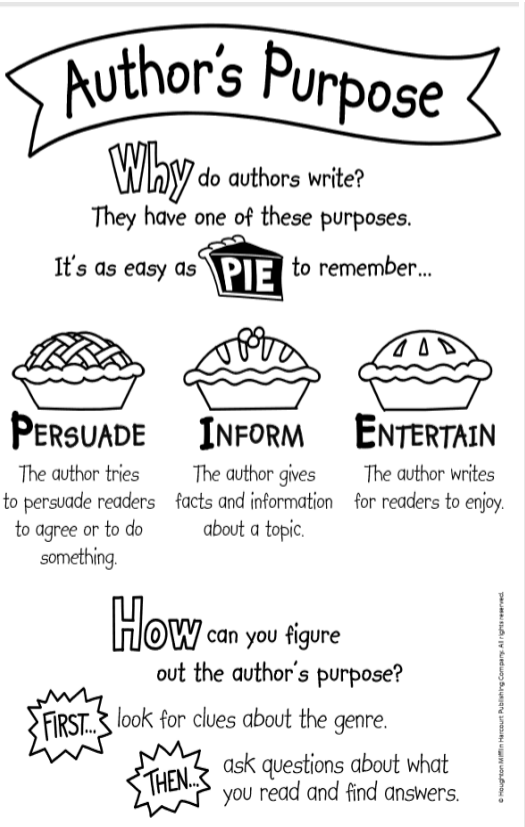
Anchor Charts for Reading Skills

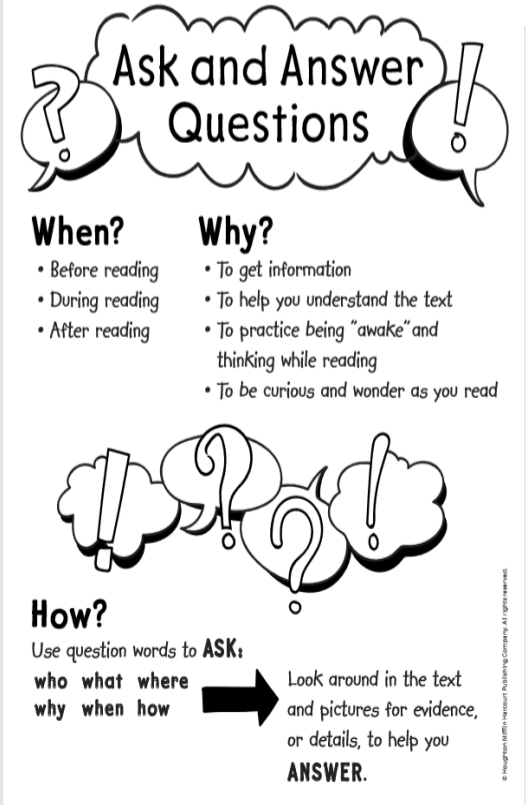
Please use these to help you complete the reading activities on the next page.

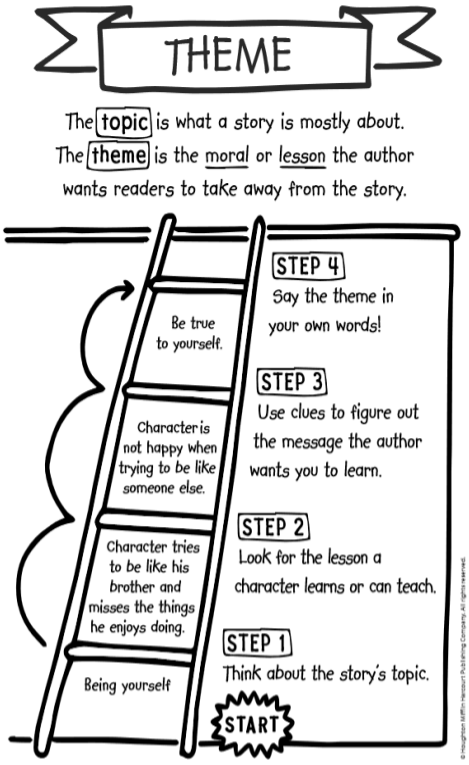












Reading Response Choice Board

Skill & Standard	Activity Choice #1	Activity Choice #2	Activity Choice #3
Text Features (see anchor chart) .ELA-LITERACY.RI.2.5	Complete the Text Features Graphic Organizer (pg 19) for one of the HMH stories or a book of your choice.	Go through one of the HMH stories and highlight each text feature you find. Then label underneath in pencil which text feature it is.	Go through the text features in "Goal!" and explain how they help you understand the story better.
Ask and Answer Questions (see anchor chart) ELA-LITERACY.RL.2.1	Write 2 questions from a story you've read that can be answered from the text. Answer those questions.	Write 2 questions from a story you've read that can be answered from the pictures in your story. Answer your questions.	Complete the Ask and Answer Questions Graphic Organizer (pg 1) for one of the HMH stories or a book of your choice.
Theme/Central Message (see anchor chart) .ELA-LITERACY.RL.2.2	Complete the Theme Graphic Organizer (pg. 20) for one of the HMH stories or a book of your choice.	Complete the Theme Page for "Where on Earth is My Bagel." (pg. 272)	Choose a character from a story you've read and write about the lesson that they learned.
Story Structure (see anchor chart) .ELA-LITERACY.RL.2.5	Complete the Story Structure Page for "Poems in the Attic." (pg 291**)**	Complete the Story Structure Graphic Organizer (pg 23) for one of the HMH stories or a book of your choice.	Make the plot (story structure) of one of your HMH stories or a book of your choice into a movie. Use the "Make a Movie" information sheet to help you.
Point of View (see anchor chart) ELA-LITERACY.RL.2.6	There are two stories told in, "Poems in the Attic." Who is telling each story? How are their stories alike and different?	Complete the Point of View Graphic Organizer (pg 17) for one of the HMH stories or a book of your choice.	Write a poem about one of the characters and the story they told (from one of the HMH stories or a book of your choice). Use the "Write a Poem" information sheet to help you.
Author's Purpose (see anchor chart) .ELA-LITERACY.RL.2.5	Complete the Author's Purpose Graphic Organizer (pg 11) for one of the HMH stories or a book of your choice.	Tell why the author wrote one of the HMH stories or a book of your choice. Did they write it to persuade, inform, or entertain? How do you know?	Write your own short story to persuade, inform or entertain.

April 20th - May 1st

Response #1	Response #2

Response #3	Response #4

May 4th- May 15th

Response #1	Response #2

Response #3	Response #4

May 18th-June 3

Response #1	Response #2

Response #3	Response #4

2nd Grade Word Study

ELA-LITERACY.RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.

April 20th - April 24th

- Using the attached list of high frequency words, pick 10 words to study this week.
- Choose 3 activities from the Word Study Choice Board to complete (some may involve using your high frequency word list).

April 27th - May 1st

- Using the attached list of high frequency words, pick 10 new words to study this week.
- Choose 3 activities from the Word Study Choice Board to complete (some may involve using your high frequency word list).

May 4th - May 8th

- Using the attached list of high frequency words, pick 10 new words to study this week.
- Choose 3 activities from the Word Study Choice Board to complete(some may involve using your high frequency word list).

May 11th - May 15th

- Using the attached list of high frequency words, pick 10 new words to study this week.
- Choose 3 activities from the Word Study Choice Board to complete (some may involve using your high frequency word list).

May 18th - May 22nd

- Using the attached list of high frequency words, pick 10 new words to study this week.
- Choose 3 activities from the Word Study Choice Board to complete (some may involve using your high frequency word list).

May 25th - June 3rd

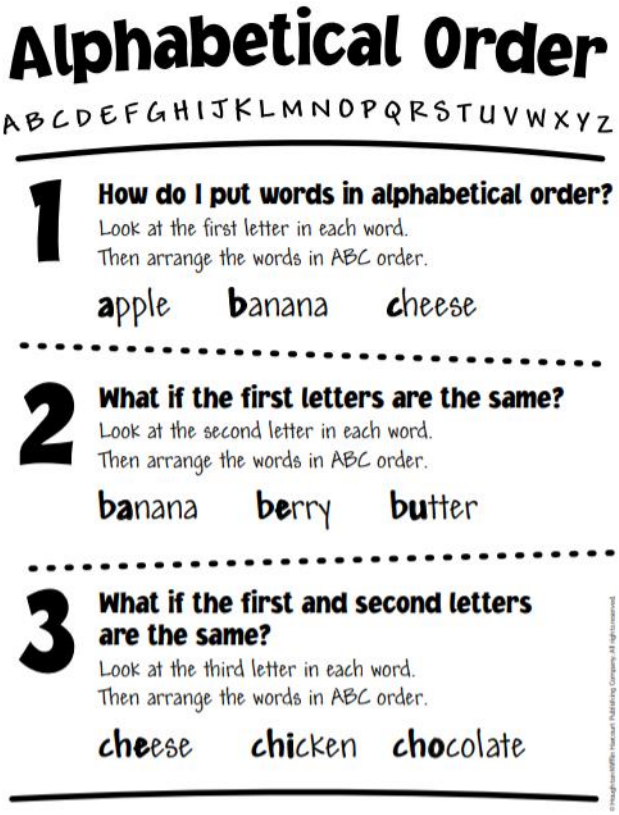
- Using the attached list of high frequency words, pick 10 new words to study this week.
- Choose 3 activities from the Word Study Choice Board to complete (some may involve using your high frequency word list).

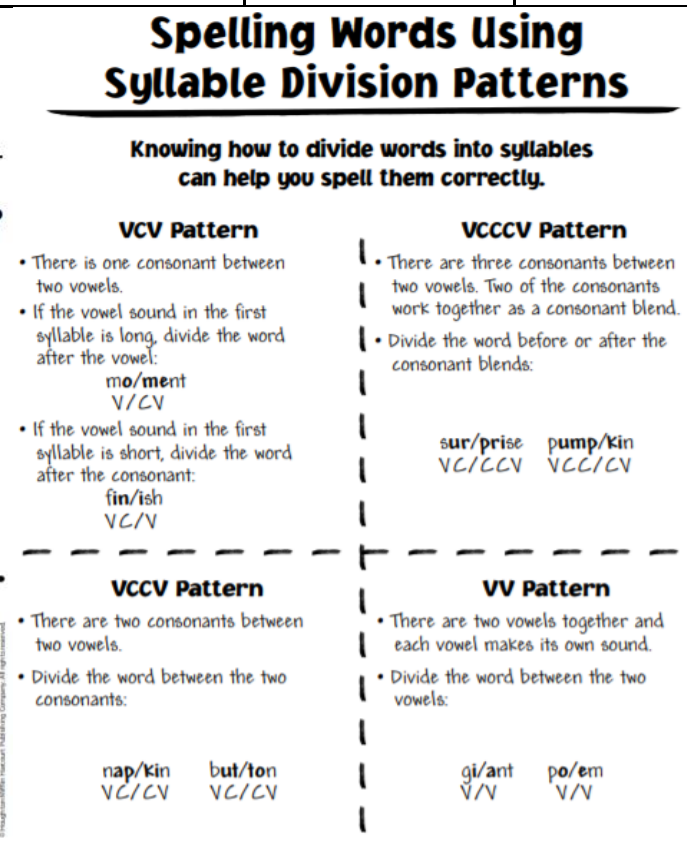
Second Grade Word Study Words

before	example	form	morning	order	store
story	those	word	work	after	better
father	letter	over	paper	river	together
under	water	air	city	friend	hair
heard	learn	look	remember	stood	street
about	floor	food	group	knew	music
room	school	soon	through	boys	brown
found	house	listen	oil	point	sound
town	voice	also	ball	call	could
every	near	talk	tall	would	year
against	cover	early	getting	here	everyone
hurry	much	stopped	toward	your	everything
coming	area	seemed	second	going	himself
goes	from	there	who	around	maybe
ago	wasn’t	only	ride	sky	nothing
carry	world	study	money	many	outside
self	someone	sometimes	without	couldn’t	don’t
however	I’ll	put	should	that’s	very
you’re	above	again	along	myself	once
piece	something	table	they	wanted	live (verb)
teacher	brother	son	baby	test	syllables
written	paragraph	shall	wide	kept	ride
believe	happy	love	felt	wish	sign
care	blue	rain	drop	forest	region
Europe	moon	village	time	months	century
raised	held	picked	dance	speak	paint
clothes	instruments	direction	center	whether	simple

2nd Grade Word Study Choice Board

Turn one of your words into a superhero and write a sentence describing him/her (using the word).	Complete High Frequency Words Sheet (pg 265).	Total up the value of each one of your words. Vowels = 5 points Consonants = 2 points	Write your words in ABC order backwards from Z-A! Use the anchor chart below to help you.	Write a poem using at least ten words.
Divide each word into syllables. Use the anchor chart below to help you.	Make a word search using ten of your words.	Create a comic strip using at least 10 words.	Choose 5 words and write a sentence for each word.	Sort your words into 2 or 3 categories of your choice.
Segment your words and tell how many sounds are in each word.	Sort your words into long vowels and short vowels.	Make 2 sets of flashcards with your words and play memory with them.	Draw meaningful pictures for 10 of your words.	Create word pyramids with 10 of your words.. C Ca cat
Complete the High Frequency Words Sheet (pg 276).	Create a crossword puzzle using 10 of your words.	Write your words without vowels, then go back and put the vowels in.	Write a note to a friend. Use as many of the words as you can.	Write each word. Circle the consonants.





April 20th - April 24th

Activity 1
Activity 2
Activity 3

April 27th - May 1st

Activity 1
Activity 2
Activity 3

May 4th-May 8th

Activity 1
Activity 2
Activity 3

May 11th-May 15th

Activity 1
Activity 2
Activity 3

May 18th-May 22nd

Activity 1
Activity 2
Activity 3

May 25th- June 3rd

Activity 1
Activity 2
Activity 3

2nd Grade Writing

While you are at home, we would like you to keep a journal. You are to make a journal entry at least twice a week. You can choose from activities on the writing choice board or you can choose what you want to write.

Writing Choice Board

Write your journal entry in 1st person point of view.	Write your journal entry in 3rd person point of view.	Make a comic for today's journal entry.	Interview a family member.	What's something kind you could do for another person today?
Interview your pet. What would they say if they could talk?	Write an opinion about…….	Write your teacher a letter about what you have been doing/feeling.	Write a letter to a friend that you miss seeing.	What age are you most excited to reach?
What cultures would you like to learn more about? Why did you choose those?	What are some ways we can all live in harmony with each other?	What do you know about your family's heritage?	How did characters and people in the stories you read learn from each other's differences?	If you could throw a party for the entire school, what would it be like?
What new words did you encounter as you read the stories and how did you figure out what they mean?	What do you like more: doing school work at home or doing school work at school? Why?	Research a topic and write about what you learned.	What are you doing to keep yourself busy during the day?	What do you miss about going to school? What do you enjoy about being home from school?
What are you looking forward to in the future? 	If you could invent something, what would it be? Draw a picture of it to go with your writing.	What are you worried about?	What is something creative you've done or something new you've made?	Is it better to have older or younger siblings? Tell why you feel that way.

Second Grade Writing Checklist

Did I use capitals?	Did I include punctuation marks?
Do my sentences make sense?	Did I write neatly?
Did I sound out my words?	Did I stay on topic?
Did I choose the best (no boring) words?	Did I include details?

Make a Movie

A movie is moving pictures and sound that work together to tell a story.

1 Brainstorm

Think about the text. How can you turn it into a movie? What is the setting? Who are the characters? What happens?

2 Plan the Action

Draw pictures to plan what one part of your movie will look like. Use a storyboard to help you plan the action.

3 What to Say

What will the characters in each scene say? Write their words below each picture.

4 Action

Make props. Make costumes. Practice! Record or act out your movie. Share it with the class.

Write a Poem

A poem uses words in special ways to describe things, share feelings, and create pictures in a reader's mind.

1 Choose a Topic

Choose a topic from the text that you would like to write a poem about. It can be a character, a setting, a fact, or even a picture!

2 Create a Word List

Think of words that describe your topic. How does it look, sound, smell, taste, or feel?

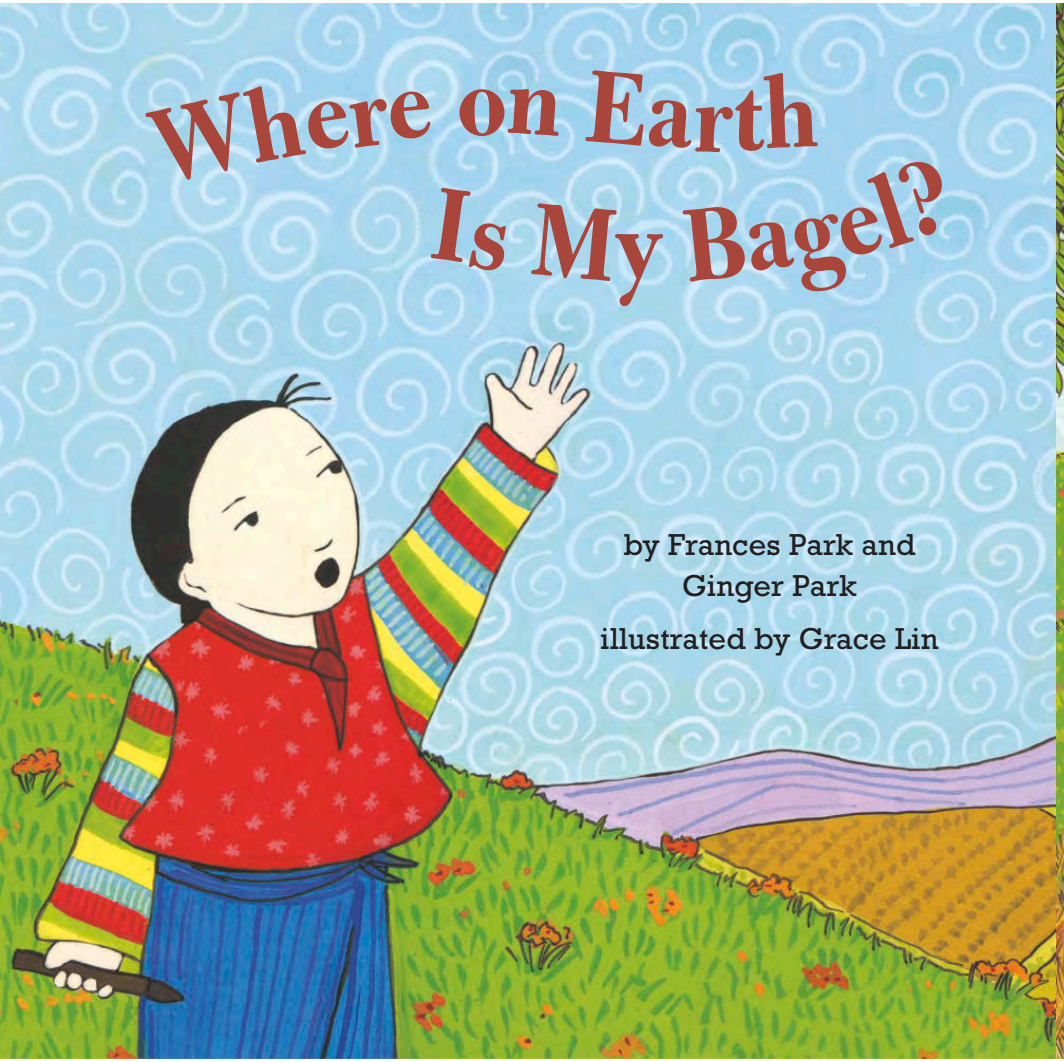
3 Write

Be a poet! Think about how the words sound together. Using rhyming words or sound words can make your poem fun to read.

4 Share

Share your poem. How can you use your voice or body movements to act out your poem?

Blank page


Where on Earth
Is My Bagel?
by Frances Park and
Ginger Park
illustrated by Grace Lin


Once there was a boy named Yum Yung who lived in a village where the mountains met the sky. There were waterfalls rushing into streams of darting fish. There were lilacs gently blossoming on every hillside.
But there were no New York bagels!

How a New York bagel popped into Yum Yung's head was a mystery. Perhaps it came to him in a dream, smothered with cream cheese. Or maybe he heard sparrows singing of bagel crumbs in Central Park.

However it happened, Yum Yung could not stop thinking about a golden brown bagel with a curious hole in the middle. The very idea made his tummy growl and his mouth water.

Yum Yung declared:

"I want a bagel!"

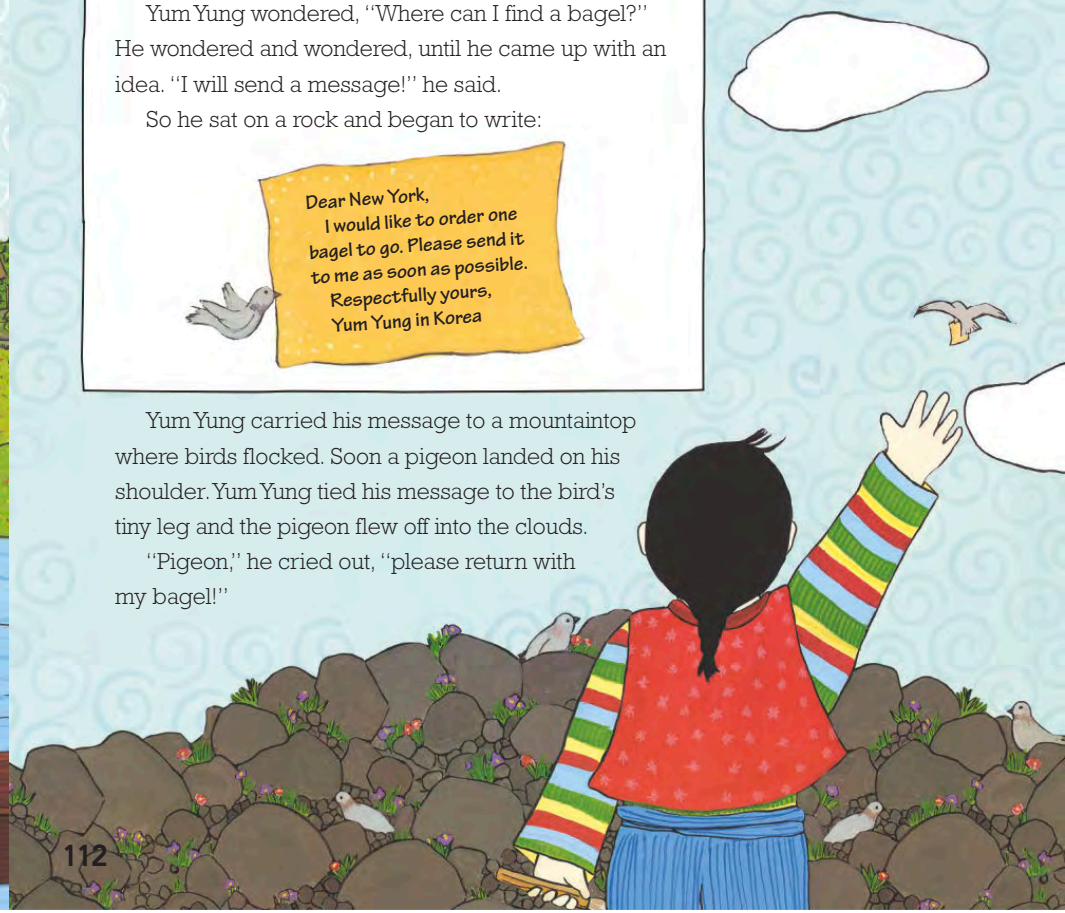
Now dreaming about a New York bagel and actually eating a New York bagel were worlds apart.

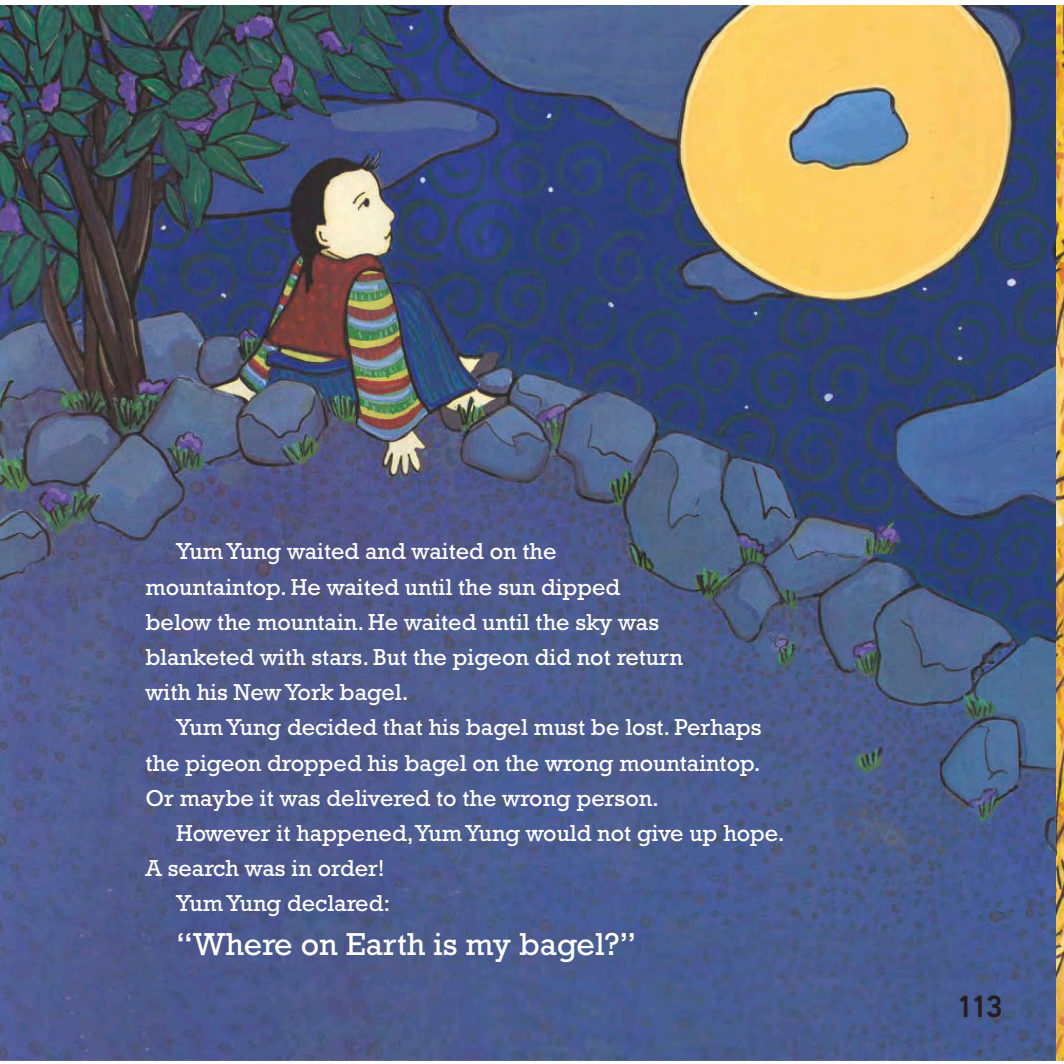
Yum Yung wondered, "Where can I find a bagel?" He wondered and wondered, until he came up with an idea. "I will send a message!" he said.

So he sat on a rock and began to write:

Yum Yung carried his message to a mountaintop where birds flocked. Soon a pigeon landed on his shoulder. Yum Yung tied his message to the bird's tiny leg and the pigeon flew off into the clouds.

"Pigeon," he cried out, "please return with my bagel!"





Yum Yung waited and waited on the mountaintop. He waited until the sun dipped below the mountain. He waited until the sky was blanketed with stars. But the pigeon did not return with his New York bagel.

Yum Yung decided that his bagel must be lost. Perhaps the pigeon dropped his bagel on the wrong mountaintop. Or maybe it was delivered to the wrong person.

However it happened, Yum Yung would not give up hope. A search was in order!

Yum Yung declared:

"Where on Earth is my bagel?"

The next morning Yum Yung visited Farmer Ahn, who was pushing his plow in a field of wheat.

"Excuse me, Farmer Ahn," Yum Yung said. "Have you seen my missing bagel?"

Farmer Ahn wiped the sweat off his forehead. "Bagel? What in a farmer's field is a bagel?"

"It is round and it has a hole in the middle," Yum Yung explained.

"Hmm," Farmer Ahn said with a nod. He pointed to his plow wheel. "Is that a bagel?"

Yum Yung frowned. "No, that is not my bagel."

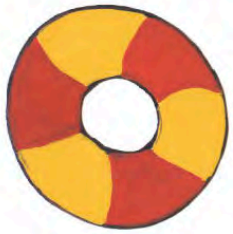
"I am sorry, Yum Yung," Farmer Ahn said. "I know about wheat that grows from the rich brown earth, but I know nothing about bagels."

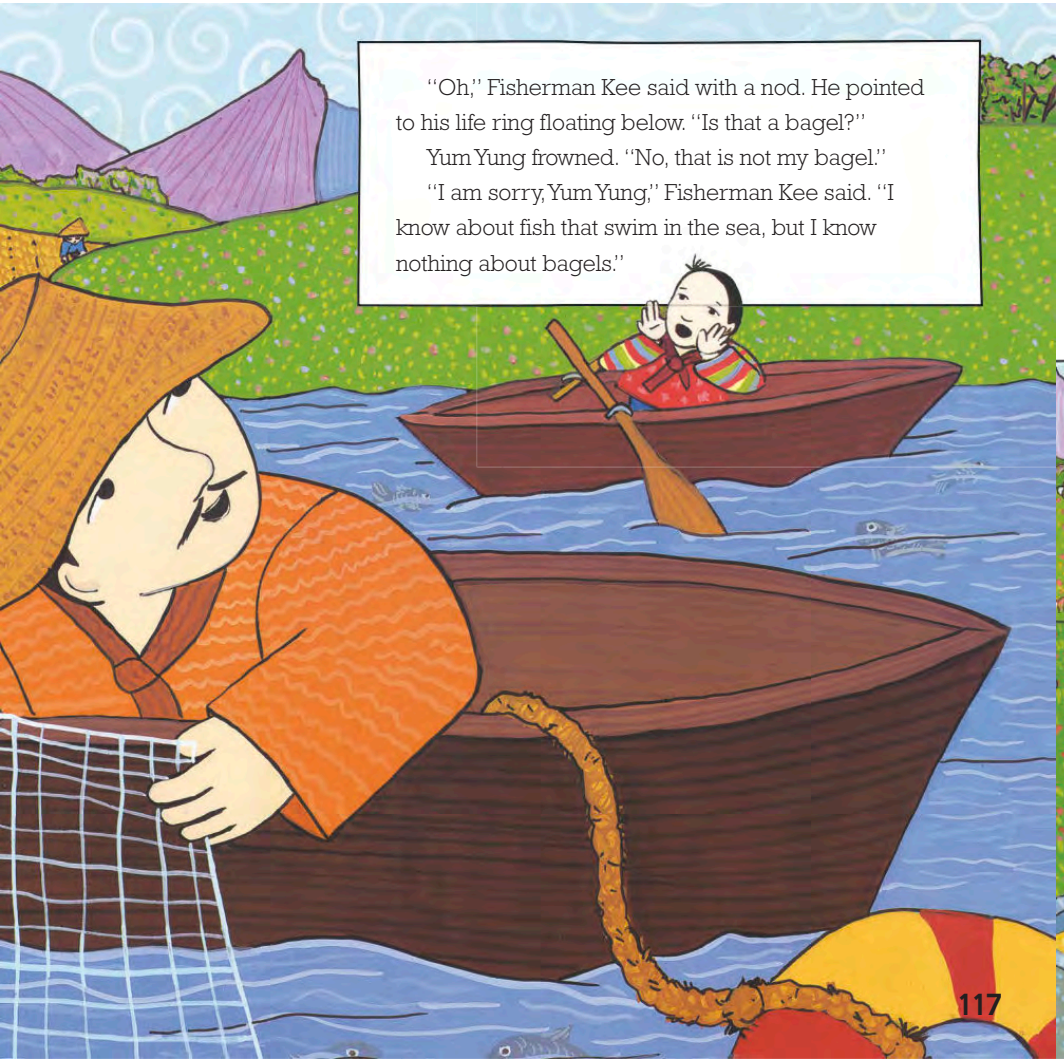
Next Yum Yung visited Fisherman Kee, who was on his boat shaking slippery fish out of his net.

"Excuse me, Fisherman Kee," Yum Yung shouted. "Have you seen my missing bagel?"

Fisherman Kee threw his net back into the water with a splash. "Bagel? What in the salty sea is a bagel?"

"It is round and it has a hole in the middle," Yum Yung explained.





"Oh," Fisherman Kee said with a nod. He pointed to his life ring floating below. "Is that a bagel?"

Yum Yung frowned. "No, that is not my bagel."

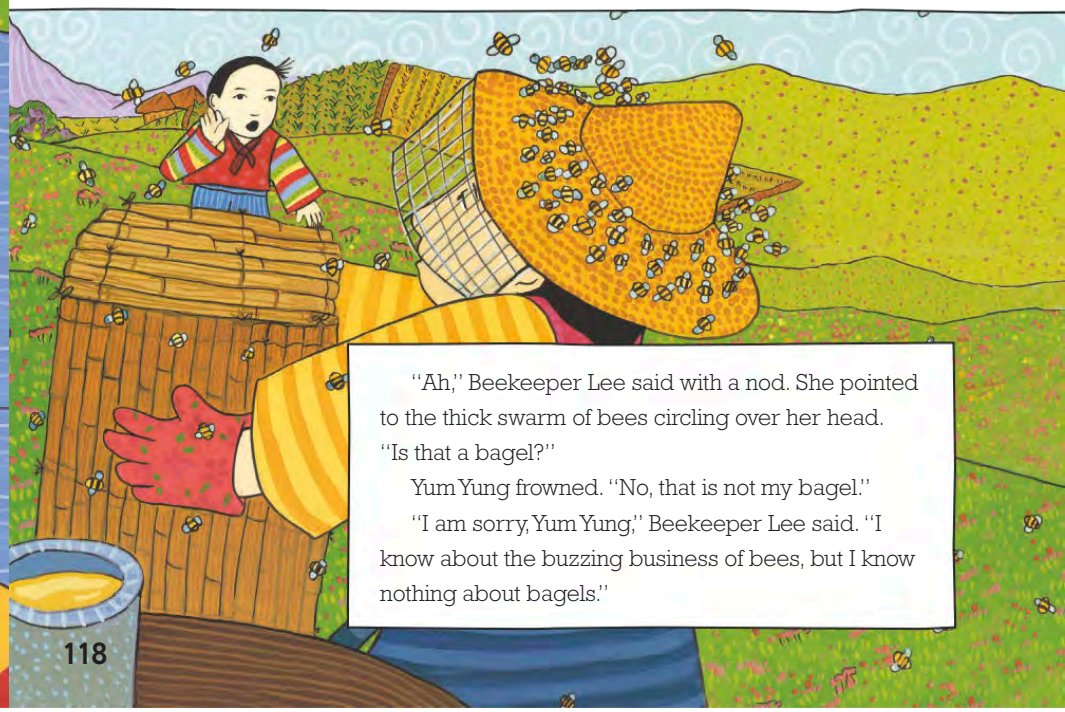
"I am sorry, Yum Yung," Fisherman Kee said. "I know about fish that swim in the sea, but I know nothing about bagels."

Next Yum Yung visited Beekeeper Lee, who was collecting honey from a beehive.

"Excuse me, Beekeeper Lee," Yum Yung hollered from a distance. "Have you seen my missing bagel?"

Beekeeper Lee raised her bee veil. "Bagel? What in the sweet name of honey is a bagel?"

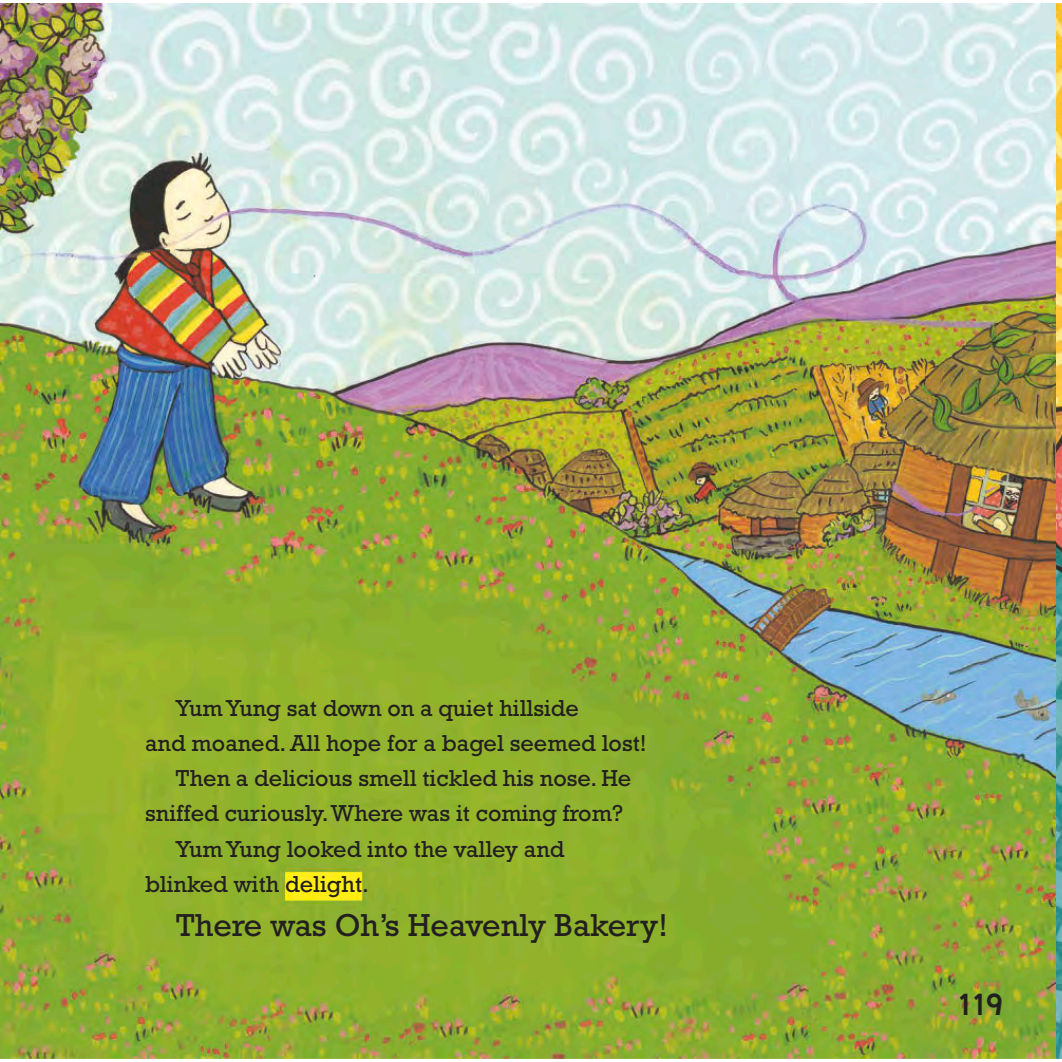
"It is round and it has a hole in the middle," Yum Yung explained.



"Ah," Beekeeper Lee said with a nod. She pointed to the thick swarm of bees circling over her head. "Is that a bagel?"

Yum Yung frowned. "No, that is not my bagel."

"I am sorry, Yum Yung," Beekeeper Lee said. "I know about the buzzing business of bees, but I know nothing about bagels."

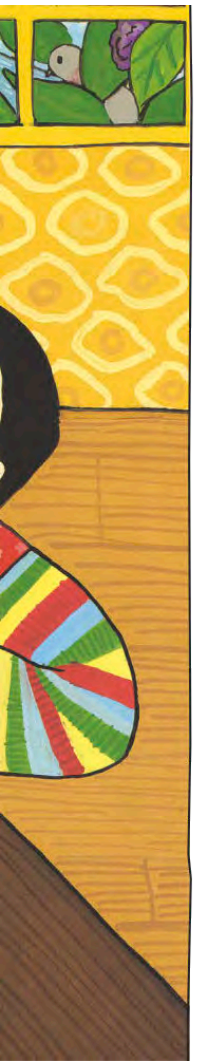


Yum Yung sat down on a quiet hillside and moaned. All hope for a bagel seemed lost!

Then a delicious smell tickled his nose. He sniffed curiously. Where was it coming from?

Yum Yung looked into the valley and blinked with delight.

There was Oh's Heavenly Bakery!



Yum Yung rushed into Oh's Heavenly Bakery, where Baker Oh was making one of her famous rice cakes.

"Baker Oh," Yum Yung pleaded, "please tell me you have my missing bagel!"

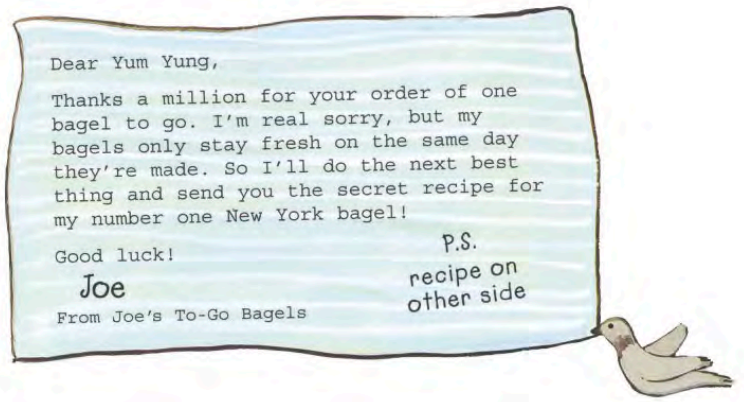
Baker Oh sprinkled a few pine nuts on the rice cake. "Bagel? What in a baker's kitchen is a bagel?"

"It is round, and it has a hole in the middle," Yum Yung explained.

"I am very sorry, Yum Yung," Baker Oh said. "I have not seen your missing bagel. But maybe that pigeon tapping at the window has better news for you."

Baker Oh opened the window. The bird flew in and landed on Yum Yung's shoulder—with a message!

While Baker Oh fed the pigeon rice cake crumbs, Yum Yung read the message aloud.



Baker Oh studied the recipe, then frowned.

"I am afraid I do not have all the special ingredients to make a New York bagel, Yum Yung. My sweet rice cakes are made with rice, sugar, and water. This bagel calls for flour, sea salt, and honey."

Yum Yung jumped. "Did you say flour, sea salt, and honey?"

"Yes," Baker Oh replied.

"I will return!" Yum Yung promised.

And indeed he did return—with Farmer Ahn and Fisherman Kee and Beekeeper Lee.

"I have the flour!" exclaimed Farmer Ahn.

"I have the sea salt!" exclaimed Fisherman Kee.

"And I have the honey!" exclaimed Beekeeper Lee.

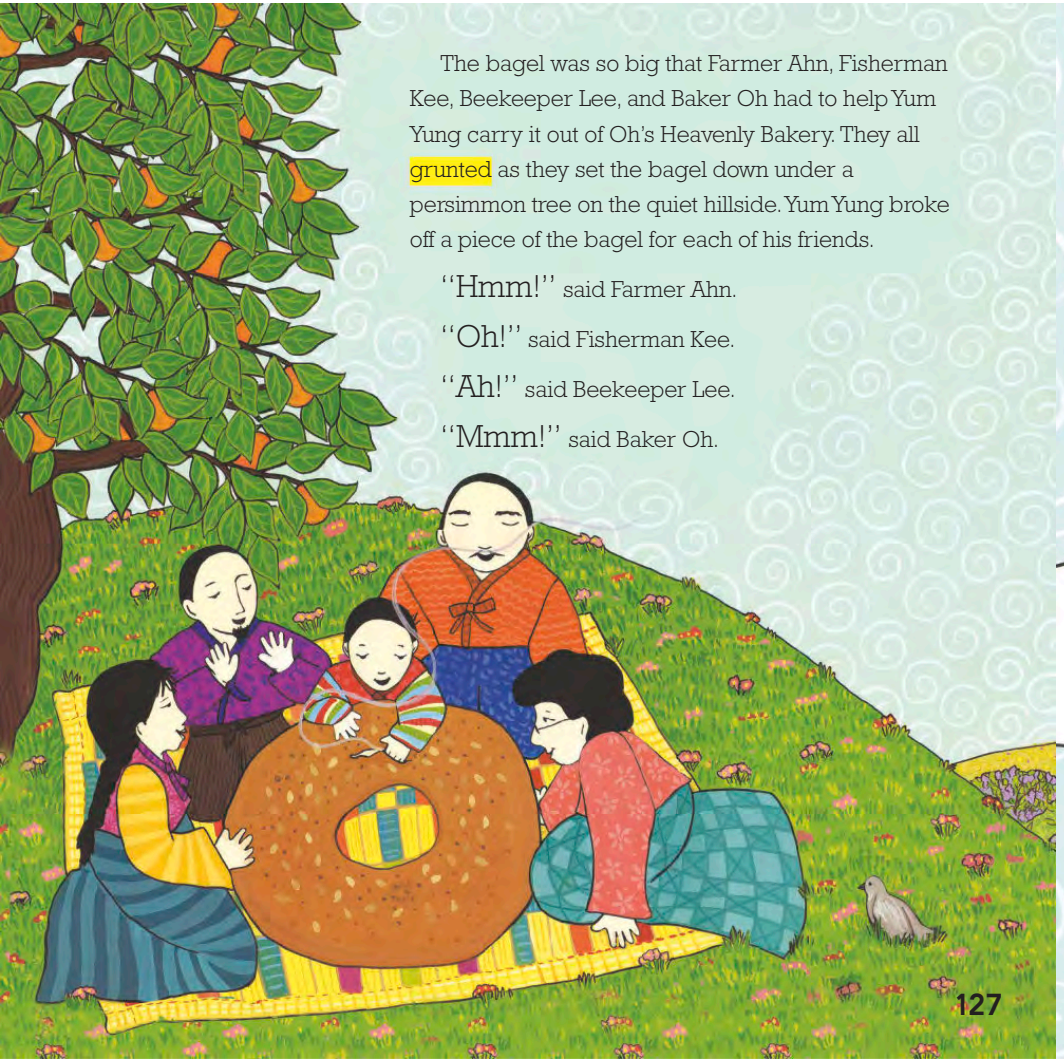
It was time to make a New York bagel!

Baker Oh tied an apron around Yum Yung's waist. Following the recipe, Yum Yung instructed Farmer Ahn to sift flour into a mixing bowl. He instructed Fisherman Kee to sprinkle in the sea salt. He instructed Beekeeper Lee to spoon in the golden honey. Then Baker Oh poured in the water and tossed in a pinch of yeast.

Yum Yung kneaded the fragrant dough and formed it into a ring shape. He perfected the edges, especially for the hole in the middle. He dropped the dough into a large pot of simmering water. Minutes later, it floated to the top.

Then Yum Yung sprinkled it with sesame seeds, and into the oven it went.

Yum Yung watched the dough magically puff higher and higher until it nearly filled the whole oven—until it was a golden brown bagel!



The bagel was so big that Farmer Ahn, Fisherman Kee, Beekeeper Lee, and Baker Oh had to help Yum Yung carry it out of Oh's Heavenly Bakery. They all grunted as they set the bagel down under a persimmon tree on the quiet hillside. Yum Yung broke off a piece of the bagel for each of his friends.

"Hmm!" said Farmer Ahn.

"Oh!" said Fisherman Kee.

"Ah!" said Beekeeper Lee.

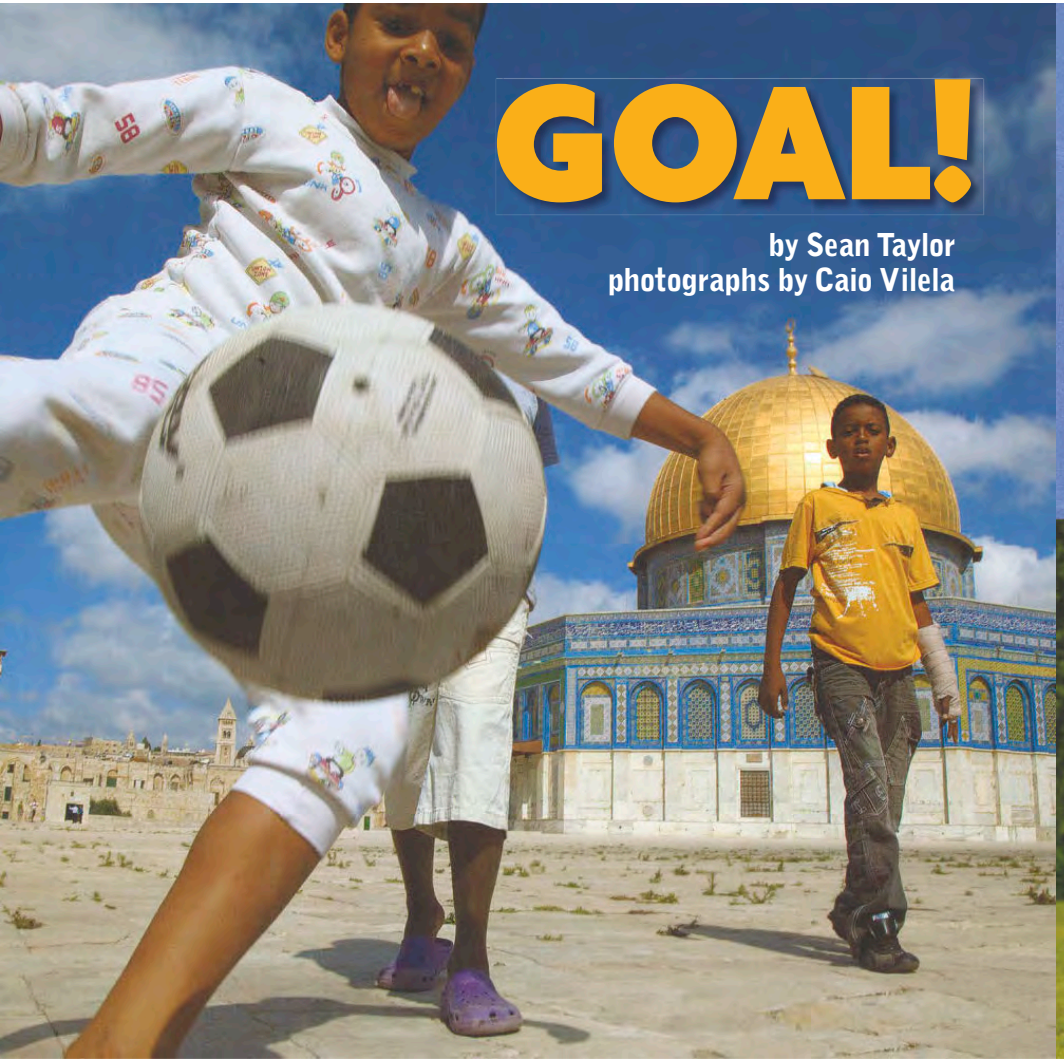
"Mmm!" said Baker Oh.

The moment had finally come for Yum Yung to eat his New York bagel.

He closed his eyes and took his first bite. It was a perfect bagel with a hint of honey so sweet it made him sigh. It was soft and plump and chewy and delicious all in one bite. It was so heavenly he could even taste the curious hole in the middle!

Yum Yung declared:

"At last I have my bagel!"



GOAL!

by Sean Taylor
photographs by Caio Vilela

Where there's a ball, there will always be someone who wants to play soccer.

Brazil

U.S.A.

When you play soccer, you're not allowed to use your arms and hands unless you are the goalkeeper.

But you can use the rest of your body—your feet, your legs, your hips, your chest, and your head.

There are more than 6,000 different languages spoken on our planet. But children all over the world understand soccer.

In some sports, teams can score up to 100 points in a game. In a soccer game you don't get many goals. Sometimes you don't get any at all. You have to be patient. So when a goal comes, it's special!

Spain

England

When the ball comes your way, you might feel excited, you might feel calm, you might even feel a bit scared.

Playing soccer teaches you lots of things—how to be quick, how to be clever, how to see what's going on around you, and how to be brave.

You can play soccer almost anywhere—in a garden, down an alley, on a playground, in a park, or on a beach.

You don't need to buy anything to play soccer. You can make goalposts with two stones, two sticks, or two shirts.

If you don't have a real soccer ball, you can make one with rolled-up socks, newspaper, and string, or even an orange in a plastic bag.

Some people invent machines. Some people invent medicines. And some people invent tricks with soccer balls.

When you trick a defender by pretending to go one way and then send the player after an imaginary ball, it's called a step-over. When you throw yourself in the air and kick the ball over your head, it's called a bicycle kick.

Jordan

Iran

Every soccer game is like a story. It's full of characters, emotions, and drama.

And no one knows how it will end until the final whistle blows.

There's nothing quite like the excitement before you start a game of soccer. Anything can happen!

At the end of the game, you may have won or you may have lost. But you can lose a game and still play your very best. And that is a kind of winning.

Pakistan

Nepal

Soccer is not about showing off how well you can play. It's about showing how well you can play for your team.

The best players don't worry about being the stars of their teams. They want their teams to be the stars.

The ball doesn't care if you're big or small. It doesn't care what your religion is, what race you are, or where you come from. It doesn't even care if you're good at soccer.

Anyone can play soccer—anywhere in the world.

You can have fun playing soccer with just one friend or even on your own.

China

New Zealand

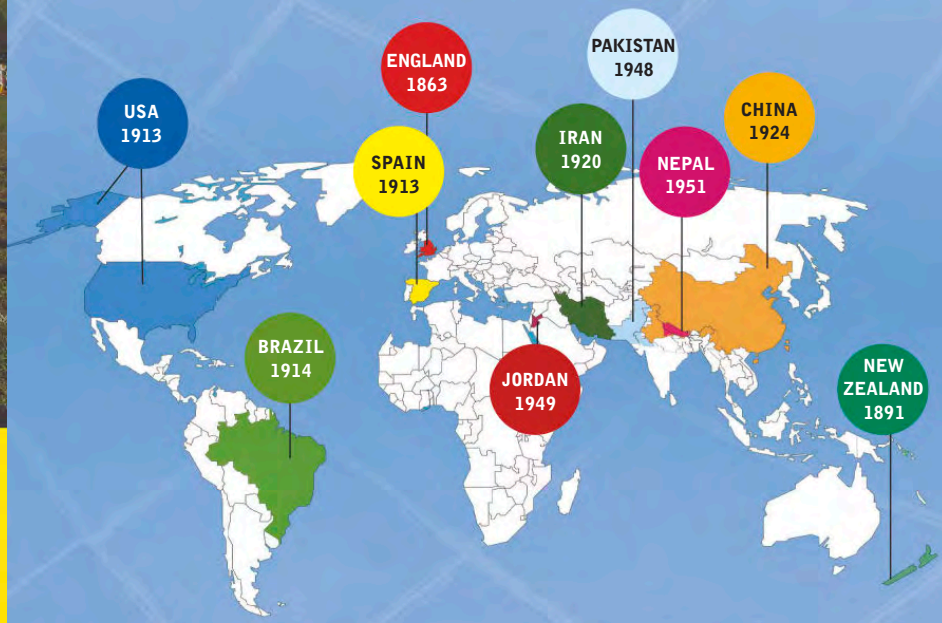
No other sport brings people together like soccer. No other sport is played by so many people in so many different countries.

When you are playing soccer, there will always be someone else playing, somewhere in the world.

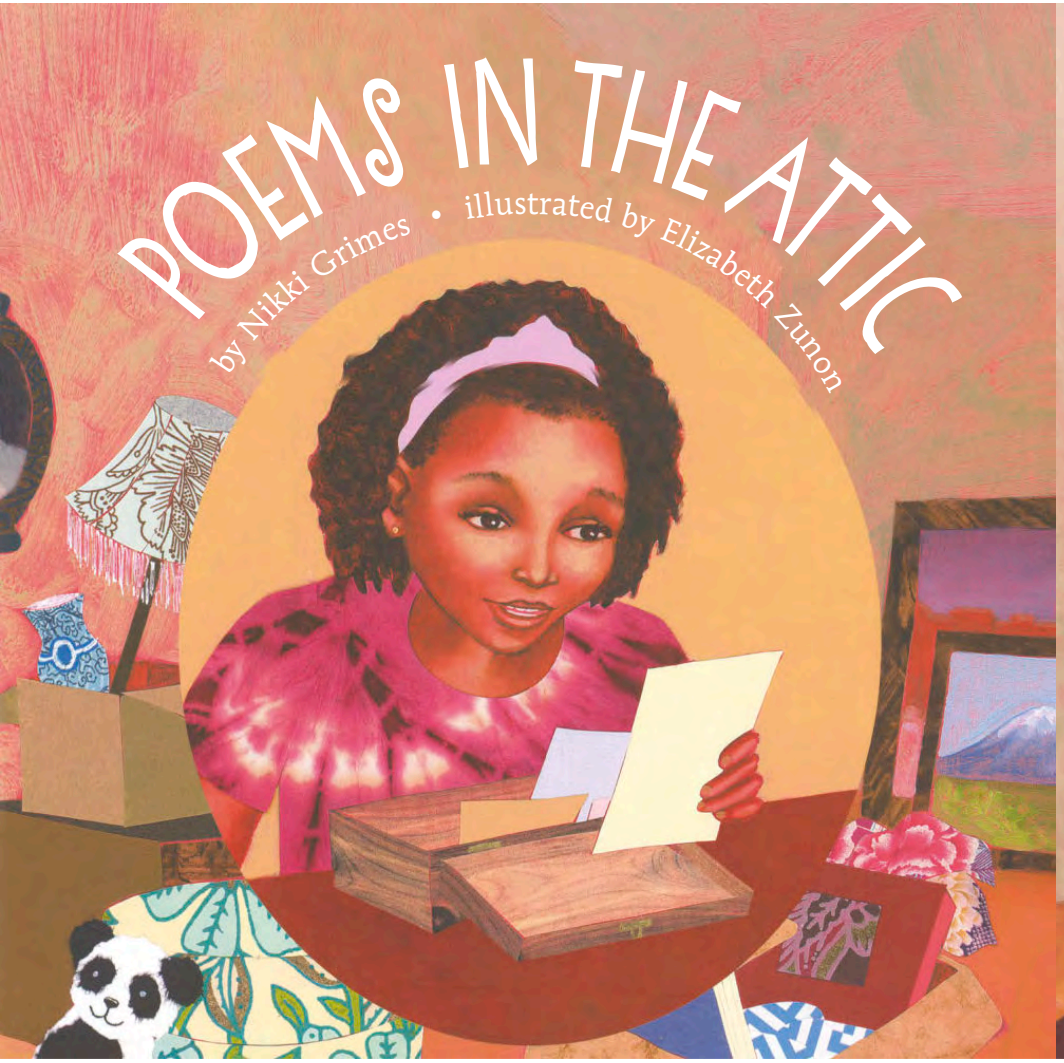
Soccer Around the World

Soccer is played all over the world! And in most other countries—except Canada and the U.S.A.—it is called football.

Here are the countries mentioned in this book and the year each country's first national soccer team was founded.

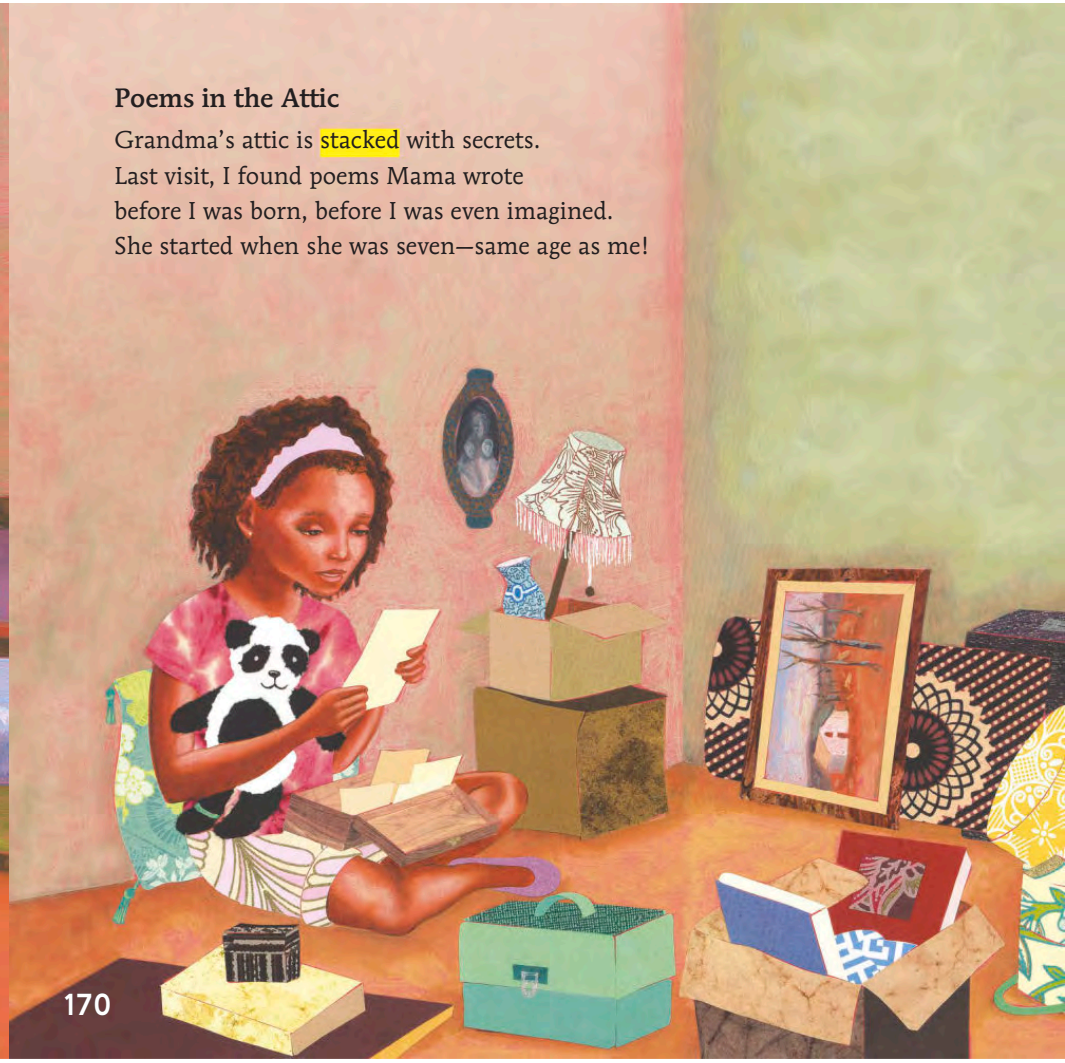


Blank page



Poems in the Attic

Grandma's attic is stacked with secrets.
Last visit, I found poems Mama wrote
before I was born, before I was even imagined.
She started when she was seven—same age as me!



Air Force Brat

Thanks to Captain Grandpa
My mama had a childhood on wings,
flitting from place to place.

Cedar Box

I choose you to keep
all my rememberings safe,
poems about home,
no matter where that might be.
Each place is special to me.

Grandma Says

Memories can be like sandcastles
the waves wash away.
My mama glued her memories with words
so they would last forever.

Cabrillo Beach

CALIFORNIA

Home on leave, Daddy
took me to the Grunion Run!
Our flashlights found them—
slim fish, silver as new dimes,
wiggling ashore to lay eggs.

Bedtime

Grandma sings me to sleep
with one of Mama's poems.
I dream of skies
my mother's eyes have seen.

Aurora Borealis

ALASKA

My brother and me
held hands, breathless, as we watched
this dancing rainbow
shimmy 'cross Alaska's sky
in a skirt of night and light.

Paper Candleholders

Next day, Grandma lays out paper bags,
scissors, and paint, teaching me
a kind of magic she and Mama used to make
every December, in New Mexico.

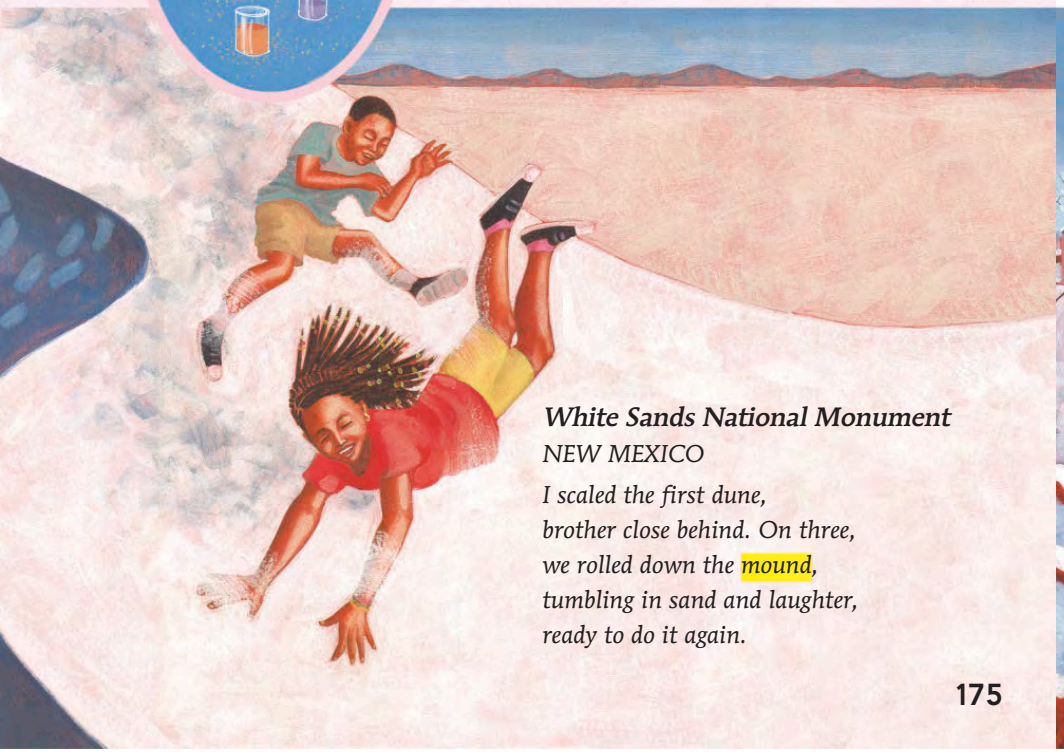
Luminarias

NEW MEXICO

I scalloped the tops,
Mom painted happy faces.
After we were done,
our brown bag candleholders
bloomed bright, lighting up the night.

Who Is She?

It's funny to think of Mama
making a mess with arts and crafts
or playing, sand in her hair,
giggling like a kid—like me!

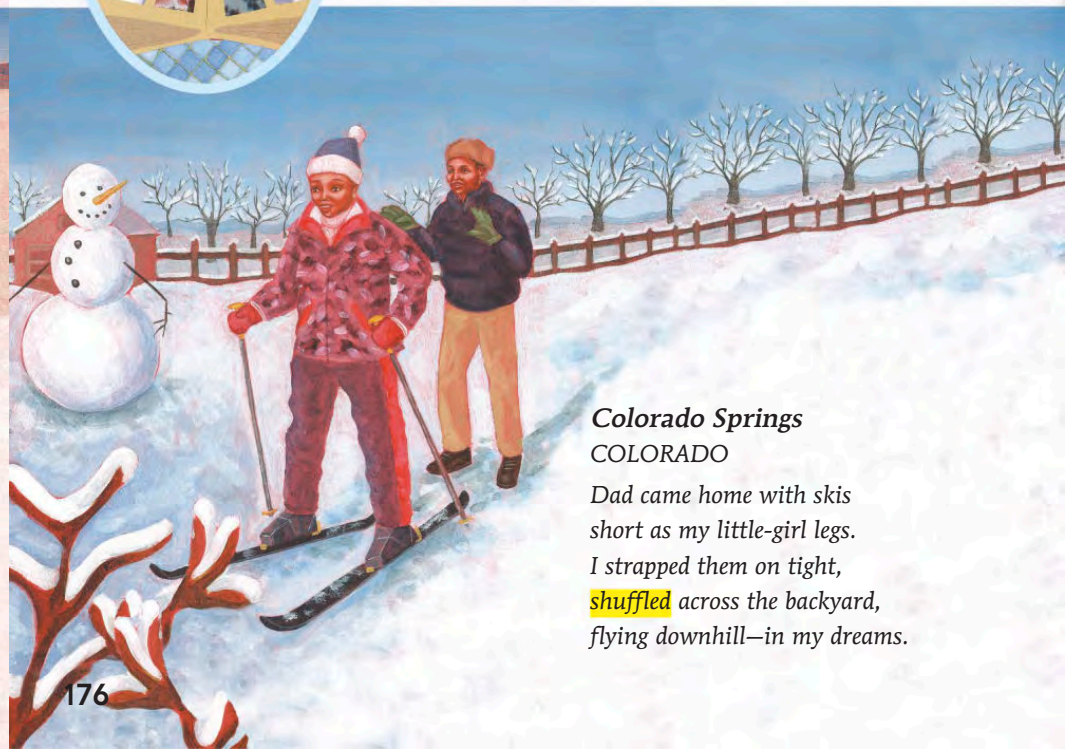


White Sands National Monument
NEW MEXICO

I scaled the first dune,
brother close behind. On three,
we rolled down the mound,
tumbling in sand and laughter,
ready to do it again.

Snow Dream

I flip through old photos of Mama,
smile at the snowman that stands
taller than she. I never get to see
snow where we live.



Colorado Springs
COLORADO

Dad came home with skis
short as my little-girl legs.
I strapped them on tight,
shuffled across the backyard,
flying downhill—in my dreams.

Imagine

Three days of not seeing my mama
feels like forever.
I bet she used to miss her dad,
gone for months.

Garden of the Gods
COLORADO

On Bring Your Dad Day,
I brought along a photo
of the two of us
at the Garden of the Gods.
I clutched my photo, wishing . . . .

Boys

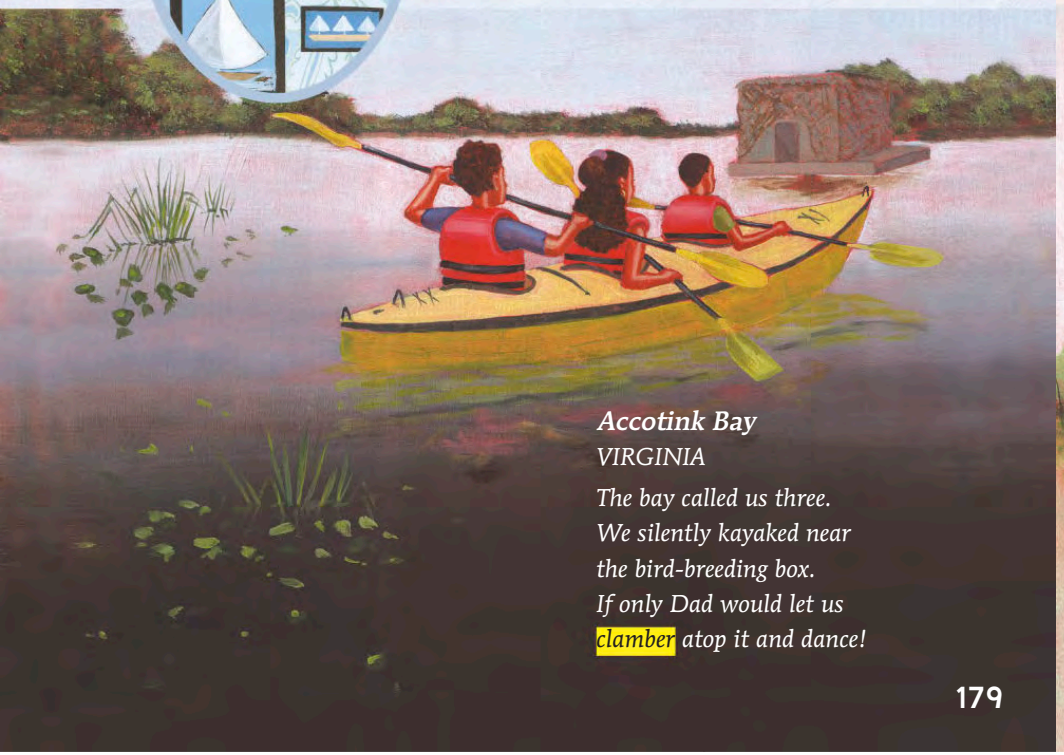
Guys at school tease me
for collecting rocks "like a boy."
Next time, I'll tell them to
gather sharks' teeth "like a girl"!

Cherry Point
NORTH CAROLINA

Any day's perfect
for walking the river's edge.
I slipped over rocks,
gathered bruises and sharks' teeth
to show Dad when he's on leave.

Sailing

Pictures of kayaks and canoes
swim on the blue of our walls
thanks to Mama, who buys them all.
Now I think I know why.



Accotink Bay

VIRGINIA

The bay called us three.
We silently kayaked near
the bird-breeding box.
If only Dad would let us
clamber atop it and dance!

City Slicker

We've lived in the city
long as I can remember,
but Mama is always going on about
nature and the wonders of the woods.

Brackenridge Park

TEXAS

Dad says I'm lucky.
Mom sent me horseback riding
in the morning mist,
and as it cleared, I spotted
a great, green heron lift, soar!

Chopsticks

At dinner I ask Grandma
for the chopsticks Mama
taught me to use. Once, I asked Mama
where she learned, and she just smiled.

Cherry Blossoms

JAPAN

Spring! Kimono time.
I joined the parade of girls
strolling avenues
dusted with cherry blossoms.
I caught a few, like snowflakes.

Tent

I set up a tent
in Grandma's backyard,
take a flashlight so I can read.
Mama's poems and me go camping.

Class Trip

JAPAN

My class camping trip!
Rhinoceros beetles and
dragonflies joined us.
We ate squid-on-a-stick, slept
at the foot of Mount Fuji.

Moving Day

I don't know how she did it,
moving all the time.
I get dizzy thinking about
all those good-byes.

Station Next

PORTUGAL

Move Number—who knows?
We call them all adventures.
I pack my poems,
wishing I could fold my friends
and slip them in my suitcase.

Endings

Grandma calls me to dinner,
but I read Mama's last poem
one more time.

Pride

WASHINGTON, DC, AREA

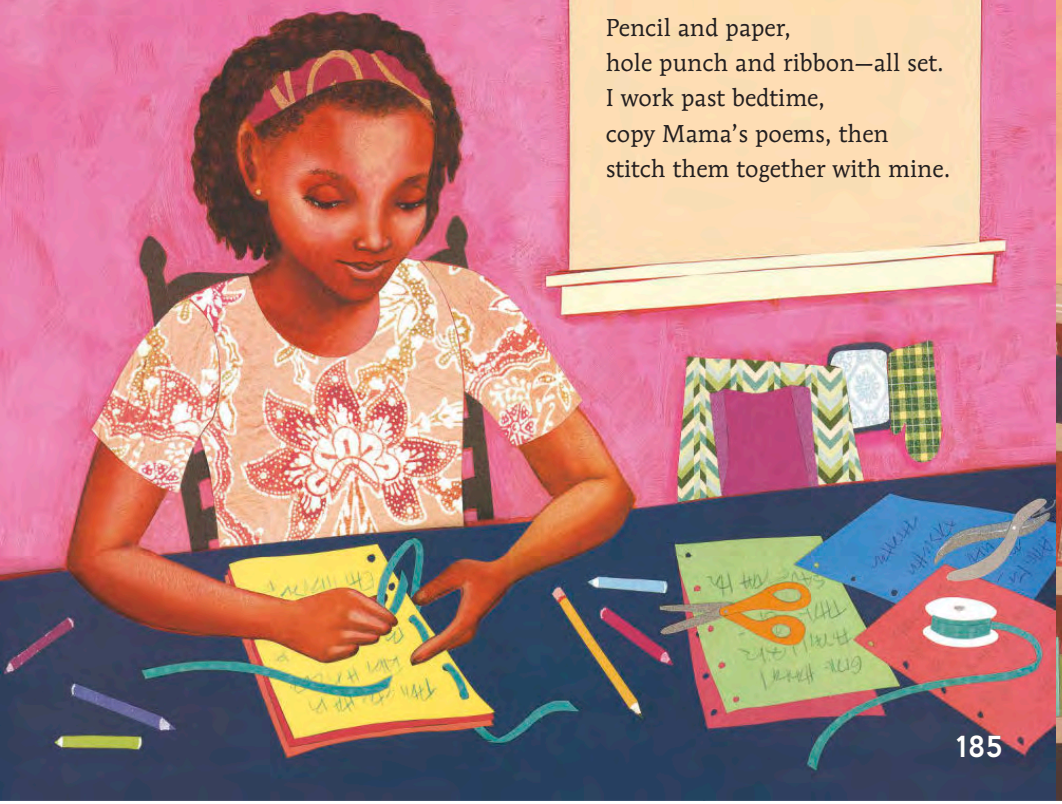
My heart dances when
Air Force One flings its shadow
across our front porch.
Dad promises we'll see this
countless times, because we're home.

Time to Go

Mama comes for me tomorrow.
I have a surprise for her.
I've been busy writing
poems of my own.

Let's See

Pencil and paper,
hole punch and ribbon—all set.
I work past bedtime,
copy Mama's poems, then
stitch them together with mine.



Back to the Attic

I put Mama's poems back in the chest
where I found them
and leave a stack of mine
for someone else to find.

The Gift

I run to Mama,
tackle her with hugs, kisses,
then hand her the book.
Breathlessly, I wait for her
to unwrap our memories.

Name _____

Words to Know

Knowing how to read and write these words can make you a better reader and writer.

Word Bank

against	**cover**	**early**	**getting**	**here**
hurry	**much**	**stopped**	**toward**	**your**

▶ Circle the word that best completes each sentence.

1. Molly was in a (hurry, cover).

2. She had to get to the park (early, toward).

3. Her team had a game (much, against) Paul and his team.

4. Her mom (toward, stopped) the car at a red light.

5. "We don't have (your, much) time," said Molly.

6. Mom drove the car (getting, toward) the park.

7. "You're (here, cover)!" said Paul. "Let's play!"

▶ Write a sentence to tell what happens next. Use a word from the box that you did not circle.

_____

_____

Name _____

Words to Know

▶ Write the word that best completes each sentence.

1. Seth likes _____ to the jungle.

2. Rich always _____ with him.

3. Squawk! They hear birds in the _____ .

4. The sounds are _____ from the tree.

5. Seth sees a nest _____ the ground.

6. _____ is a huge beetle on the path.

7. It walks _____ the tree.

8. _____ knows what they will see next?

Word Bank
area
around
coming
from
goes
going
second
seemed
there
who

▶ Write a sentence for a word from the box you did not write yet.

_____

_____

_____

Name _____

Story Structure

Most stories have the same **story structure**. The **conflict**, or problem, the characters face is introduced in the beginning. In the middle of the story, **events** happen as characters try to solve the conflict. At the end of the story, events explain the **resolution**, or how the conflict is solved. The conflict, events, and resolution make up the story's **plot**.

▶ Answer the questions about *Poems in the Attic*.

Pages 170–177 What events happen in the beginning of the story? Use details from the poems to help you. What problem does the girl have now that Mama had once, too?

Pages 184–186 How does the girl's story and Mama's story end? Use evidence to explain how each had their conflict resolved.

Name _____

Reading Graphic Organizer 1

Ask and Answer Questions

Title _____

Question Words

Who? What? When? Where? Why? How?

Before Reading

I "Wonder" Questions:	Answers I Found:

During Reading

I "Wonder" Questions:	Answers I Found:

After Reading

I "Wonder" Questions:

Name _____

Reading Graphic Organizer 11

Author's Purpose

Title _____

Genre

Author's Purpose

☐ to inform ☐ to entertain ☐ to persuade

Evidence

Evidence

Evidence

Name _____

Reading Graphic Organizer 17

Point of View

Title _____

Point of View

Who is telling the story?

☐ First Person
☐ Third Person

Evidence

Evidence

Evidence

Name _____

Reading Graphic Organizer 19

Text Features

Title _____

Type of Text Feature	What Does This Text Feature Help Me Understand?

Name _____

Reading Graphic Organizer 20

Theme

Title _____

Topic

What is the story mostly about?

Lesson

What lesson does a character learn or teach?

Theme

What message can I take away from reading?

Blank page

Name_____ **Teacher** _____

Math Work Packet Outline

✓		
	Week 4/20-4/24 Pick some activities from the Family Letter *Related Activities to Try at Home* Pages 275-276 to do this week.	
	Monday	Complete Student Practice Page # 12
	Tuesday	Complete Student Practice Page # 30
	Wednesday	Complete Student Practice Page # 43
	Thursday	Complete Student Practice Page # 54
	Friday	Complete Student Practice Page # 81

✓		
	Week 4/28-5/1 Pick some activities from the Family Letter *Related Activities to Try at Home* Page 8 to do this week.	
	Tuesday	Complete Student Practice Page #94
	Wednesday	Complete Student Practice Page #102
	Thursday	Complete Student Practice Page #135
	Friday	Complete Student Practice Page #143

✓		
	Week 5/4-5/8 Pick some activities from the Family Letter *Related Activities to Try at Home* Page 99 to do this week.	
	Monday	Complete Student Practice Page # 159
	Tuesday	Complete Student Practice Page # 160
	Wednesday	Complete Student Practice Page # 183
	Thursday	Complete Student Practice Page # 184
	Friday	Complete Student Practice Page #S7

✓		
	Week 5/11-5/15 Pick some activities from the Family Letter *Related Activities to Try at Home* Page 353 to do this week.	
	Monday	Complete Student Practice Page # 207
	Tuesday	Complete Student Practice Page # 208
	Wednesday	Complete Student Practice Page # 216
	Thursday	Complete Student Practice Page # 324
	Friday	Complete Student Practice Page # 332

✓		
	Week 5/18-5/22 Pick some activities from the Family Letter *Related Activities to Try at Home* Page 353 to do this week**.**	
	Monday	Complete Student Practice Page # 415
	Tuesday	Complete Student Practice Page # 416
	Wednesday	Complete Student Practice Page # 421
	Thursday	Complete Student Practice Page # 436
	Friday	Complete Student Practice Page # 468

✓		
	Week 5/26-5/29 Pick some activities from the Family Letter *Related Activities to Try at Home* Page 441 to do this week	
	Tuesday	Complete Student Practice Page # 509
	Wednesday	Complete Student Practice Page # 519
	Thursday	Complete Student Practice Page # 520
	Friday	Complete Student Practice Page # 530

*At the end of the 6 weeks of homework is a compilation of optional math games. They are meant to reinforce learning and provide a bit of fun!

NAME DATE

About the Mathematics in This Unit

Dear Family,

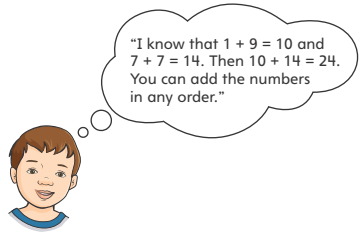
Our class is starting the year with a mathematics unit called *Coins, Number Strings, and Story Problems*. This unit lays the groundwork for the mathematics we do all year. We will focus on counting by 1s and by groups of 5 and 10, identifying and recognizing coins and their values, using what we know to add and subtract numbers, developing fluency with the addition and subtraction facts, and understanding and solving a variety of story problems that involve addition and subtraction.

Throughout the unit, students work toward the following goals.

Benchmarks/Goals	Examples
Recognize and identify coins and know their value.	Which one is the dime? What's the name of the other coin?  "A quarter is worth 25 cents." 

NAME DATE

About the Mathematics in This Unit

Benchmarks/Goals	Examples
Use known combinations to add several numbers in any order.	1 + 7 + 9 + 7 = _____ 
Solve a comparison story problem with the difference unknown.	There are 29 cookies. Are there enough cookies for everyone in our class to have one? How many would be left over?
Solve story problems with an unknown total and an unknown result.	Kira had 10 marbles. Jake had 12. How many marbles do they have together? There were 22 children playing tag on the playground. Then 10 more children joined the game. How many children were playing tag? Kira had 16 baseball cards. She gave 7 of them away. How many baseball cards does Kira have left?

In our math class, students engage in math problems and activities. They are frequently asked to share their thinking about a given problem. Most important is that children accurately solve math problems in ways that make sense to them. At home, encourage your child to explain the math thinking that supports those solutions. In the coming weeks, you will receive more information about our work in this unit as well as suggestions for activities to do at home. We are looking forward to creating a mathematical community in our classroom.

NAME DATE

Learning the Facts

Dear Family,

To be able to add and subtract well, students need to become fluent with addition and subtraction within 20. In Grade 2, students learn their addition and subtraction facts over the course of the year, and fluency is expected by the end of the year. In this first number unit, students will be working with the following sets of combinations.

Fact Cards: Set 1

- **Make 10 Facts:** All of the combinations of 10 made with two numbers, such as $8 + 2$ and $4 + 6$
- **Plus 1 Facts:** Any number plus one ($5 + 1$), or 1 plus any number ($1 + 8$)
- **Plus 2 Facts:** Any number plus two ($3 + 2$), or 2 plus any number ($2 + 7$)
- **Doubles Facts:** Any number plus itself ($5 + 5$, $9 + 9$)
- A few facts with sums less than 10 that do not fall into the above categories

Fact Cards: Set 2

These facts include the related subtraction facts for each of the above categories: the 10 Minus facts, the Minus 1 Facts, the Minus 2 Facts, and problems like $10 - 5$ and $18 - 9$, as well as a few that do not fall into the above categories.

Students will work on other sets of addition and subtraction facts—Plus 10 and Minus 10 Facts, Plus 9 and Minus 9 Facts, and facts that are "near" Doubles (e.g. $5 + 6$ or $11 - 6$)—in later units. Students are expected to be fluent with all of these facts by the end of Grade 2.

NAME DATE

Related Activities to Try at Home

Dear Family,

The activities suggested below are related to the mathematics we are currently working on in school. Doing them together can enrich your child's mathematical learning.

Coins In class, we are learning about coins and their values. At home, your child can examine coins and talk with someone about what they notice. Ask them questions such as, "What is this coin called?", "Can you find a quarter?", and "How much is each coin is worth in pennies?" You can also discuss questions such as: "Here are two dimes. How much is this worth? … Can you find another way to make 20¢?" or "Let's trade coins. I'll give you 2 nickels for 1 dime."

Pockets at Home In school, we count the number of pockets that people have on their clothes in several different ways. At home, your child can find how many pockets people in your family are wearing—individually and altogether. Your child may be interested in comparing the number of pockets on different days (on school days and on weekends) or at different times of the day (school/work clothes, play clothes, pajamas . . .).

Counting by Groups Look for opportunities to practice counting by 2s, 5s, and 10s. Count together and see how high you can go. Think about situations that involve equal groups. Pose questions such as these:

> "If you have 8 pairs of socks, how many socks do you have? If there are 5 people sitting on a bench, how many toes will there be?"

NOMBRE FECHA

Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar el año con una nueva unidad de matemáticas llamada *Monedas, cadenas de números y problemas-cuento*. Esta unidad sentará las bases para el trabajo de todo el año. Estará enfocada en contar de 1 en 1 y con grupos de 5 y de 10, identificar y reconocer monedas y sus valores, usar lo que ya saben para sumar y restar números, adquirir fluidez en operaciones de suma y resta, y entender y resolver una variedad de problemas-cuento que incluyen suma y resta.

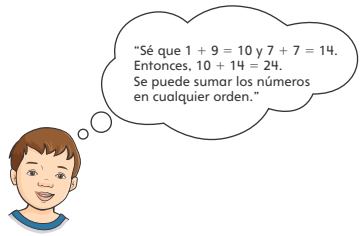
A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia/Objetivos	Ejemplos
Reconocer e identificar monedas por su valor.	¿Cuál es una moneda de 10¢? ¿Cuánto vale la otra moneda?  "La siguiente moneda vale 25¢." 

CARTA A LA FAMILIA

NOMBRE FECHA

Las matemáticas en esta unidad

Puntos de referencia/Objetivos	Ejemplos
Usar combinaciones conocidas para sumar varios números en cualquier orden.	1 + 7 + 9 + 7 = _____ 
Resolver un problema-cuento de comparación con la diferencia desconocida.	Hay 29 galletas. ¿Hay suficientes galletas para que todos los estudiantes de tu clase tengan una? ¿Cuántas sobrarán?
Resolver problemas-cuento con un total y un resultado desconocidos.	Cati tenía 10 canicas. Gonzalo tenía 12. ¿Cuántas canicas tienen en total? Había 22 niños jugando a La traes en el área de juego. Luego, se unieron 10 niños más. ¿Cuántos niños hay jugando a La traes? Cati tenía 16 tarjetas de beisbol. Regaló 7. ¿Cuántas tarjetas le quedan?

En nuestra clase de matemáticas, los estudiantes hacen problemas y actividades de matemáticas. Se les pide que comenten su razonamiento sobre un problema dado. Es importante que los estudiantes resuelvan problemas de matemáticas correctamente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique el razonamiento matemático que apoya esas soluciones. Puede encontrar más información y actividades de esta unidad en los materiales que se enviarán al hogar en las próximas semanas. Esperamos crear una comunidad matemática en nuestra clase.

NOMBRE FECHA

Aprender las operaciones

Estimada familia:

Para poder sumar y restar bien, los estudiantes tienen que adquirir fluidez en la suma y la resta hasta 20. En el Grado 2, los estudiantes aprenden operaciones de suma y resta a lo largo de todo el año y se espera que hayan adquirido fluidez hacia el final. En esta primera unidad de números, los estudiantes trabajarán con los siguientes grupos de combinaciones.

Tarjetas de operaciones: Juego 1

- **Formar operaciones que den 10:** Todas las combinaciones de 10 formadas por dos números, tales como $8 + 2$ y $4 + 6$.
- **Operaciones con más 1:** Cualquier número más uno $(5 + 1)$ o 1 más cualquier número $(1 + 8)$.
- **Operaciones con más 2:** Cualquier número más dos $(3 + 2)$ o 2 más cualquier número $(2 + 7)$.
- **Operaciones con dobles:** Cualquier número más el mismo número $(5 + 5, 9 + 9)$.
- Algunas operaciones con sumas menores que 10 que no entren en las categorías anteriores.

Tarjetas de operaciones: Juego 2

Estas operaciones incluyen las operaciones de resta relacionadas con cada una de las siguientes categorías: operaciones con menos 10, operaciones con menos 1, operaciones con menos 2 y problemas como $10 - 5$ y $18 - 9$, así como otras operaciones que no entran en las categorías anteriores.

Los estudiantes trabajarán con otros grupos de operaciones de suma y resta: operaciones con más 10 y menos 10, operaciones con más 9 y menos 9 y operaciones con números "casi" dobles (p. ej., $5 + 6$ u $11 - 6$) en las últimas unidades. Se espera que los estudiantes adquieran fluidez en estas operaciones para el final del Grado 2.

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos que estamos estudiando en la clase. Puede usar las actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Monedas En la clase, estamos aprendiendo sobre monedas y sus valores. En casa, su hijo(a) puede examinar monedas y hablar con alguien sobre lo que observa. Hágale preguntas tales como: "¿Cómo se llama esta moneda?", "¿Puedes hallar una moneda de 25¢?", "¿Cuántos centavos vale cada moneda?". También puede comentar algunas preguntas como: "Aquí hay dos monedas de 10¢. ¿Cuántos centavos hay?... ¿Puedes hallar otra manera de formar 20¢?" o "Intercambiemos monedas. Te daré 2 monedas de 5¢ por una de 10¢".

Bolsillos en casa En la clase, contamos la cantidad de bolsillos que los estudiantes tienen de diferentes maneras. En casa, su hijo(a) puede hallar cuántos bolsillos tienen algunos miembros de su familia, de manera individual o en total. A su hijo(a) puede interesarle comparar la cantidad de bolsillos que tienen en diferentes días (en los días escolares y en los fines de semana) o a diferentes horas del día (en la ropa de escuela/trabajo, ropa de juego, pijamas...).

Contar con grupos Busque oportunidades para practicar cómo contar de 2 en 2, de 5 en 5 y de 10 en 10. Cuenten juntos y vean hasta qué número pueden llegar. Piensen en situaciones que incluyan grupos iguales. Haga preguntas tales como:

> Si tienes 8 pares de calcetines, ¿cuántos calcetines tienes?
> Si hay 5 personas sentadas en un banco, ¿cuántos dedos pulgares hay?

NAME _____ DATE _____

Arranging 10 Objects

You will need 10 small objects such as pennies or buttons. Arrange the objects in different ways.

Example:

$4 + 3 + 2 + 1 = 10$

1. Show how you grouped your objects. Write an equation that describes your arrangement.

2. Show how you grouped your objects. Write an equation that describes your arrangement.

NOTE

Students find combinations of numbers that equal 10. There are many possible solutions.
MWI **Adding Within 20**

NAME _____ DATE _____

Today's Number: 15

Today's Number is 15.

$10 + 5$

$10 + 4 + 1$

$20 - 5$

1 Show different ways to make Today's Number.

2 Write the number word for 15. _____

NOTE

Students write expressions that are equal to Today's Number, and write Today's Number in words.
MWI **Equations and Equivalent Expressions**

NAME _____ DATE _____

Number Strings at Home

Use combinations you know to solve these problems. Show your work.

1. $6 + 7 + 5 + 6 + 3 =$

2. $8 + 3 + 4 + 6 + 2 =$

NOTE

Students solve two problems with several addends. Encourage your child to use combinations he or she knows and to record all work.

MWI **Number Strings**

NAME _____ DATE _____

How Much Money?

How much money is in each box? Write an equation.

1

2

3

4

NOTE

Students practice counting money.
MWI **Money**

NAME DATE

How Many Ducks?

Solve the problem. Show your work.
Write an equation.

Yesterday, Sally went to the park.
She saw 19 ducks in the air and
14 ducks in the pond.
How many ducks did she see?

NOTE

Students solve a story problem about combining two quantities.
MWI **An Addition Story Problem about Children**

NAME DATE

About the Mathematics in This Unit

Dear Family,

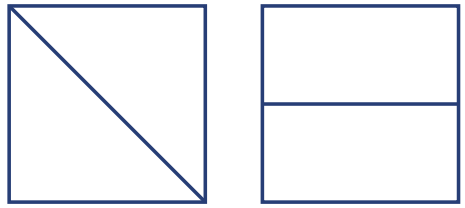
We are beginning a new unit in mathematics called *Attributes of Shapes and Parts of a Whole*. In this unit, which focuses on 2-D and 3-D geometry and also foundational ideas about fractions, students will identify two- and three-dimensional shapes, learn about rectangular arrays, and partition squares, rectangles, and circles into equal parts.

Throughout the unit, students work toward the following goals.

Benchmarks/Goals	Examples
Identify attributes of and draw 2-D and 3-D shapes.	 6 sides; 4 sides, 4 right angles; 6 square faces
Make a rectangle out of squares and describe it.	 2 rows 6 in each row

NAME DATE

About the Mathematics in This Unit

Benchmarks/Goals	Examples
Divide 2-D shapes into halves, thirds, and fourths.	
Recognize that [halves] of the same whole can look different.	 Both show halves.

In class, students engage in math problems and activities. They are frequently asked to share their thinking about a given problem. What is most important is that children accurately solve math problems in ways that make sense to them. At home, encourage your child to explain the math thinking that supports those solutions. In the coming weeks, you will receive more information about our work in this unit as well as suggestions for activities to do at home.

NAME DATE

Related Activities at Home

Dear Family,

The activities suggested below are related to the mathematics in the geometry and fractions unit we are currently working on, *Attributes of Shapes and Parts of a Whole*. Doing the activities at home together will enrich your child's mathematical learning.

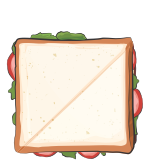
Shapes in the Environment Look for different shapes around your home and neighborhood. What shape are the doors and windows? Can you see shapes within other shapes, such as panes in a window? What shape are the street signs as you walk or drive to school? What shapes can you find around the kitchen?

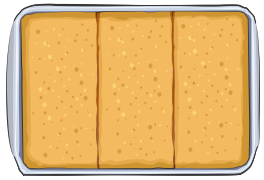
Making Shapes Make pictures out of shapes cut from paper. Scrap paper and newspaper work fine. Cut a variety of shapes (squares, rectangles, triangles, circles, and hexagons) for your child to glue onto a background. You might like to do this as a family mural, adding shapes over time.

Flags and Fractions Many nations' flags and nautical flags are divided into fractional parts, such as halves, thirds, or fourths. You and your child might like to hunt for flags in books and around your neighborhood. You can find pictures of flags in an encyclopedia, in an atlas, in books about flags (see page 2), or on a website pertaining to flags. Find flags that are clearly divided into fractional parts, and then ask questions such as these: "How much of this flag is blue?", "What color is half of that flag?", and "Is that flag partitioned into halves or thirds?" Your child might draw the flags on graph paper, color them, and label fractional parts.

NAME DATE

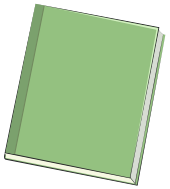
Related Activities at Home





Finding Fair Shares Your child can practice partitioning objects into equal shares. Ask your child, "Let's cut your sandwich into halves. How many different ways can we cut your sandwich so it becomes two equal pieces?" and "Can we cut this pan of cornbread into thirds? … What about fourths?"

Math and Literature



Below are some suggestions of children's books that contain relevant ideas about geometry and fractions. Most of them can be found in your school or local library.

Adler, David A. *Shape Up!*

Bednar, Sylvia. *Flags of the World.*

Burns, Marilyn. *The Greedy Triangle.*

Dodds, Dayle Ann. *Full House: An Invitation to Fractions.*

Franco, Betsy. *Bees, Snails, & Peacock Tails.*

Greene, Rhonda Growler. *When a Line Bends . . . A Shape Begins.*

Murphy, Stuart J. *Captain Invincible and the Space Shapes.*

Napoli, Donna Jo. *The Wishing Club: A Story About Fractions.*

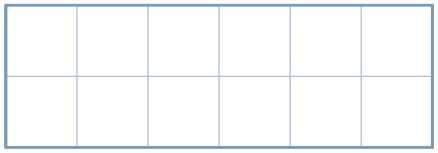
NOMBRE FECHA

Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una nueva unidad de matemáticas llamada *Atributos de las figuras y partes de un entero*. En esta unidad, los estudiantes se enfocarán en geometría bidimensional y tridimensional y además en conceptos básicos sobre fracciones. Los estudiantes identificarán figuras bidimensionales y tridimensionales, aprenderán sobre matrices rectangulares y la división de cuadrados, rectángulos y círculos en partes iguales.

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia/ Objetivos	Ejemplos
Dibujar figuras bidimensionales y tridimensionales e identificar sus atributos.	 6 lados; 4 lados, 4 ángulos rectos; 6 caras cuadradas
Formar un rectángulo a partir de cuadrados y describirlo.	 2 filas 6 en cada fila

CARTA A LA FAMILIA

NOMBRE FECHA

Las matemáticas en esta unidad

Puntos de referencia/ Objetivos	Ejemplos
Dividir figuras bidimensionales en medios, tercios y cuartos.	
Reconocer que [las mitades] de un mismo entero pueden tener diferentes formas.	 Ambos muestran mitades.

En nuestra clase, los estudiantes hacen problemas y actividades de matemáticas. A menudo, se les pide que comenten su razonamiento sobre un problema dado. Es importante que los estudiantes resuelvan problemas de matemáticas correctamente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique la manera en que está pensando. En las próximas semanas, recibirá más información sobre esta unidad así como actividades sugeridas para hacer en casa.

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos de geometría y fracciones que estamos estudiando en la unidad *Atributos de las figuras y partes de un entero*. Puede usar las actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Figuras del entorno Busca diferentes figuras alrededor de tu casa o en tu vecindario. ¿Qué formas tienen las puertas y las ventanas? ¿Puedes ver figuras dentro de otras figuras, tal como los paños de una ventana? ¿Qué forma tienen los carteles de la calle cuando caminas o vas en carro a la escuela? ¿Qué figuras puedes hallar en la cocina?

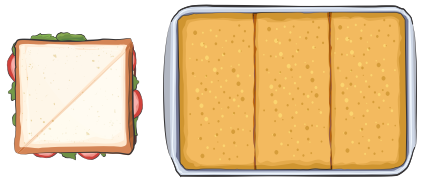
Formar figuras Forme figuras cortando un papel. Recortes de papel o papel de periódico pueden servir. Recorte una variedad de figuras (cuadrados, rectángulos, triángulos, círculos y hexágonos) para que su hijo(a) las pegue sobre un dibujo de fondo. Tal vez pueden crear un cartel familiar y añadir más figuras con el tiempo.

Banderas y fracciones Las banderas de muchas naciones y las banderas náuticas están divididas en partes fraccionarias, tales como medios, tercios o cuartos. Usted y su hijo(a) pueden buscar banderas en libros y en el vecindario. Pueden hallar imágenes de banderas en una enciclopedia, en un atlas, en libros sobre banderas (vea la página 2) o en un sitio Web sobre este tema. Busque banderas que estén divididas en partes fraccionarias con claridad y luego haga preguntas tales como: "¿Cuánto de esta bandera es azul?", "¿De qué color es la mitad de la bandera?" y "¿Está la bandera dividida en mitades o tercios?". Su hijo(a) puede dibujar las banderas en un papel cuadriculado, colorearlas y rotular las partes fraccionarias.

CARTA A LA FAMILIA

NOMBRE FECHA

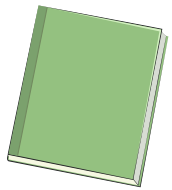
Actividades relacionadas para hacer en casa



Dividir en partes iguales Su hijo(a) puede practicar cómo dividir un objeto en partes iguales. Proponga a su hijo(a): "Vamos a cortar tu sándwich en mitades. ¿De cuántas maneras diferentes puedes cortar el sándwich en dos partes iguales?" y "¿Podemos cortar este pan de maíz en tercios? ... ¿Y en cuartos?".

Matemáticas y literatura

Aquí le sugerimos algunos libros infantiles relacionados con ideas sobre geometría y fracciones. Puede hallar la mayoría en su escuela o en la biblioteca local.



Barchers, *Suzanne. Formemos figuras.*

Haas, Kristin. *Los bebés de la familia geométrica.*

Kassirer, Sue. *La feria musical de matemáticas.*

King, Andrew. *Fracciones.*

Penner, Lucille Recht. *¡A limpiar el campamento!*

Tuxworth, Nicola. *Mira las formas.*

Wall, Julia. *Las figuras en el arte.*

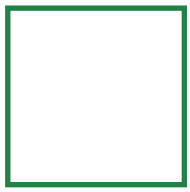
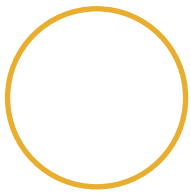
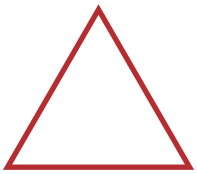
Way, Steve y Felicia Law. *Partes y todo.*

Way, Steve y Felicia Law. *Para ti, para mí.*

NAME _____ DATE _____

The Shape of a Face

Find three-dimensional (3-D) objects in your home that have these shapes as one of their faces. Draw a picture of the object and show the matching face. For the last object, draw in your own shape.

Face	3-D Object
	
	
	
	

NOTE

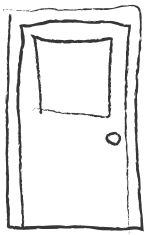
Students have been identifying the 2-D faces of 3-D shapes. Students find 3-D shapes at home that have certain 2-D faces.

MWI **Geometry and Shapes in the World**

NAME _____ DATE _____

Shapes at Home

Draw pictures of at least 5 shapes that you find at home.
Write the name of each object and what shape it is.

Example:  A door is shaped like a rectangle.	

NOTE

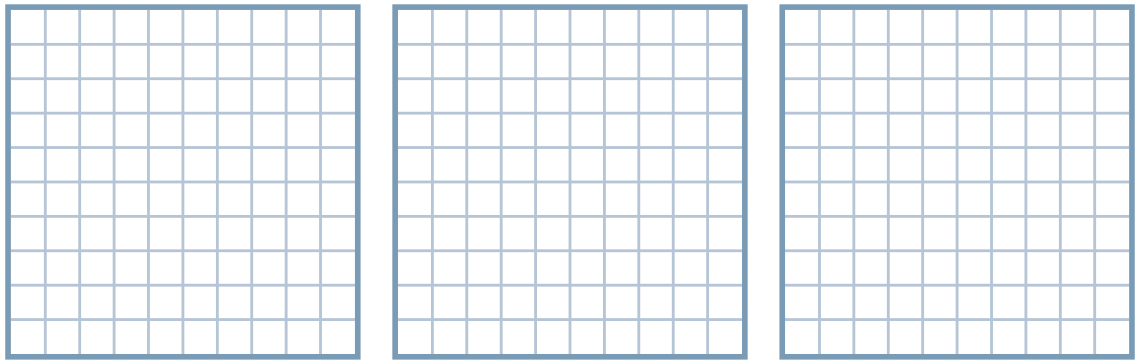
Students have been identifying and working with different types of 2-D and 3-D shapes. Students identify shapes at home, draw them, and record their names.

MWI **Geometry and Shapes in the World**

NAME _____ DATE _____

Different Shapes: Halves and Fourths

1. Find three different ways to divide these squares into fourths.



1 2 3

2. In Square 1, color one half red.

   What fraction of the square is **not** colored? _____

3. In Square 2, color one half green and one fourth blue.

   What fraction of the square is **not** colored? _____

4. In Square 3, color the whole square yellow.

   How many fourths are colored? _____

NOTE

Students divide shapes into equal parts.
MWI **One Fourth; More Than One Fourth**

NAME _____ DATE _____

Pizza Fractions

1 Use a fraction word to label each part of the pizza.

Color one part red.

Color one part blue.

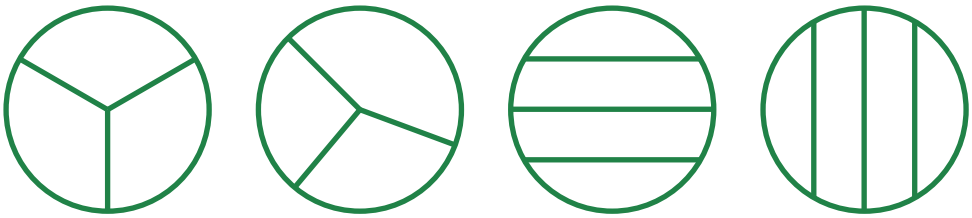
Color one part green.

a. What fraction of the pizza is red? _____

b. What fraction of the pizza is blue? _____

c. What fraction of the pizza is green? _____

2 Circle the pizza that is cut into thirds.



Explain why you think this pizza is cut into thirds.

_____

_____

_____

_____

NOTE

Students use what they know about fractions to answer questions.

MWI **One Third**

NAME DATE

About the Mathematics in This Unit

Dear Family,

We are beginning a new unit in mathematics called *How Many Stickers? How Many Cents?*. In this second number unit, students focus on place value of 2- and 3-digit numbers. They are introduced to *Sticker Station*, a store that sells single stickers, strips of 10 stickers, and sheets of 100 stickers. They use this context, as well as money (pennies, dimes, dollar bill) and cubes organized in towers of 10, to think about how numbers are composed. Students also solve a variety of addition and subtraction story problems and play games that involve adding multiples of 5 and 10 up to 100 or $1.00. They read and write numbers to 500 and practice adding and subtracting 10 to 3-digit numbers.

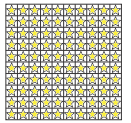
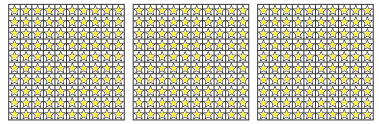
Throughout this unit, students will be working toward these goals:

Benchmarks	Examples
Solve a put together/take apart story problem with both addends unknown, and find all the possible combinations.	Sally had 34 cents in dimes and pennies. How many of each could she have? 3 dimes and 4 pennies 2 dimes and 14 pennies 1 dime and 24 pennies 34 pennies
Solve a put together/take apart story problem with one addend unknown.	If you have 41 stickers in a sticker book, how many more do you need to have 50 stickers? 60 stickers?
Solve two-step story problems about money.	I have 3 quarters and a nickel. How much money do I have? How much more do I need to have $1?

FAMILY LETTER

NAME DATE

About the Mathematics in This Unit

Benchmarks	Examples
Understand that 100 can be seen as 1 hundred, 10 tens, and 100 ones.	 100 single stickers 10 strips of 10 1 sheet of 100
Understand that multiples of 100 (e.g., 200, 300, 400, etc.) are made up of a number (2, 3, 4, etc.) of hundreds.	300 = 3 groups of 100  "100, 200, 300"
Solve story problems with an unknown change.	Kira had 15 balloons. Her dad gave her some more. Then she had 20. How many did her dad give her? Sally had 15 balloons. She gave some to her mom. Then she had 10. How many did she give to her mom?
Solve story problems with an unknown start.	Kira had some balloons. Her dad gave her 5 more. Then she had 35. How many did Kira start with? Sally had some balloons. She gave 10 to her mom. Then she had 24. How many did Sally have at the beginning?

In our math class, students continue to engage in math problems and activities and share how they solve a given problem. Most importantly, children accurately solve math problems in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you. In the coming weeks, you will receive suggestions for activities to do at home that further support the mathematics in this unit.

NAME DATE

Related Activities to Try at Home

Dear Family,

The activities suggested below are related to the mathematics we are currently working on in school. Doing them together can enrich your child's mathematical learning.

Addition and Subtraction Facts Your child has been practicing sets of addition and subtraction facts by playing games such as *Close to 20*, where the object is to select 3 cards that total as close to 20 as possible. They have also been reviewing facts using their sets of Fact Cards and sorting the cards into "Facts I Know" and "Facts I Am Still Working On." Occasionally your child may bring home 4–6 chosen facts they are still working on to practice and review.

Making One Dollar In class, we are learning about coin values and equivalencies of one dollar. Examine coins and ask your child to tell you about each coin. Discuss how much one dollar is worth in pennies, nickels, dimes, and quarters. Talk about equivalencies:

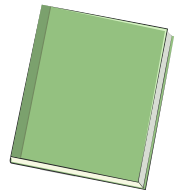
> "Here are 4 quarters. How much is this worth? Can you find another way to make $1.00?" "I have 7 dimes. How much more do I need to have $1.00?"

Skip Counting In school, we are practicing skip counting by 5s and 10s. Look for opportunities to practice skip counting by 2s, 5s, and 10s. Count together and see how high you can go. You can help your child see everyday examples of this skill by counting items such as shoes, fingers, or feet. Pose questions about situations that involve equal groups. For example: "I just took the bus with 15 other people. Can you tell me how many shoes were on the bus?" "When we are with the whole family, how many fingers are there?"

NAME DATE

Related Activities to Try at Home

Math and Literature Here are some children's books that contain ideas related to our work in this mathematics unit. Look for them in your local public library and read them together.



Hulme, Joy N. *Sea Sums.*
Jenkins, Emily. *Lemonade in Winter: A Book About Two Kids Counting Money.*
Neuschwander, Cindy. *Sir Cumference and All the King's Tens: A Math Adventure.*
Richards, Kitty. *It's About Time, Max! Math Matters Series.*
Wiesner, David. *Tuesday.*
Williams, Rozanne Lanczak. *The Coin Counting Book.*

Thank you for your continued interest and support.

NOMBRE FECHA

Las matemáticas en esta unidad

Estimada familia:

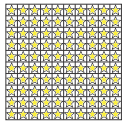
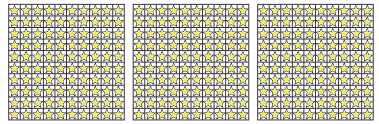
Nuestra clase va a comenzar una nueva unidad de matemáticas llamada *¿Cuántas pegatinas? ¿Cuántos centavos?* En esta segunda unidad sobre números, los estudiantes se enfocarán en el valor de posición de números de 2 y 3 dígitos. Comenzarán a trabajar con el *Quiosco de pegatinas*, una tienda que vende pegatinas sueltas, tiras de 10 pegatinas y hojas de 100 pegatinas. Usarán este contexto, así como dinero (monedas de 1¢, 10¢ y billetes de 1 dólar) y cubos organizados en torres de 10, para pensar cómo están compuestos los números. Los estudiantes también resolverán una variedad de problemas-cuento de suma y resta y realizarán juegos que contienen sumas de múltiplos de 5 y 10 hasta 100 o $1.00. Escribirán y leerán números hasta 500 y practicarán cómo sumar y restar 10 a números de 3 dígitos.

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia	Ejemplos
Resolver un problema-cuento de unión/separación con ambos sumandos desconocidos y hallar todas las combinaciones posibles.	Sally tenía 34 centavos en monedas de 10¢ y 1¢. ¿Cuántas podría tener de cada una? 3 monedas de 10¢ y 4 monedas de 1¢ 2 monedas de 10¢ y 14 monedas de 1¢ 1 moneda de 10¢ y 24 monedas de 1¢ 34 monedas de 1¢
Resolver un problema-cuento de unión/separación con un sumando desconocido.	Si tienes 41 pegatinas en un álbum de pegatinas, ¿cuántas más necesitas para tener 50 pegatinas? ¿Y 60?
Resolver problemas-cuento de dos pasos sobre dinero.	Tengo 3 monedas de 25¢ y una de 5¢. ¿Cuánto dinero tengo? ¿Cuánto más necesito para tener $1?

NOMBRE FECHA

Las matemáticas en esta unidad

Puntos de referencia	Ejemplos
Entender que 100 puede ser visto como 1 centena, 10 decenas o 100 unidades.	 100 pegatinas sueltas 10 tiras de 10 1 hoja de 100
Entender que los múltiplos de 100 (p. ej., 200, 300, 400, etc.) se componen de una cantidad (2, 3, 4, etc.) de centenas.	300 = 3 grupos de 100  "100, 200, 300"
Resolver problemas-cuento con un cambio desconocido.	Kira tenía 15 globos. Su papá le dio algunos más. Ahora tiene 20. ¿Cuántos globos le dio su papá? Sally tenía 15 globos. Le dio algunos a su mamá. Ahora tiene 10. ¿Cuántos globos le dio a su mamá?
Resolver problemas-cuento con la cantidad inicial desconocida.	Kira tenía algunos globos. Su papá le dio 5 más. Ahora tiene 35 globos. ¿Cuántos globos tenía Kira al principio? Sally tenía algunos globos. Le dio 10 a su mamá. Ahora tiene 24. ¿Cuántos globos tenía Sally al principio?

En nuestra clase de matemáticas, los estudiantes hacen problemas y actividades de matemáticas, además de comentar cómo resuelven un problema dado. Es importante que los estudiantes resuelvan problemas de matemáticas correctamente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique la manera en que está pensando. En las próximas semanas, recibirá más información sobre esta unidad así como actividades sugeridas para hacer en casa.

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos que estamos estudiando en clase. Puede usar las actividades para enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Operaciones de suma y resta Su hijo(a) ha estado practicando con grupos de operaciones de suma y resta mediante juegos, tales como *Cerca de 20*, cuyo objetivo es seleccionar 3 tarjetas que den un total lo más cercano posible a 20. Además, han repasado operaciones usando las tarjetas de operaciones y clasificándolas entre "Operaciones que sé" y "Operaciones que estoy aprendiendo". En ocasiones, su hijo(a) llevará a la casa 4 a 6 operaciones que todavía está aprendiendo para practicar y repasar.

Formar un dólar En clase, estamos aprendiendo sobre los valores de las monedas y las equivalencias de un dólar. Examine algunas monedas y pida a su hijo(a) que hable de cada una. Comenten a cuántas monedas de 1¢, 5¢, 10¢ y 25¢ equivale un dólar. Hablen sobre equivalencias.

> "Aquí tenemos 4 monedas de 25¢. ¿Cuánto dinero hay? ¿Puedes hallar otra manera de formar $1.00?" "Tengo 7 monedas de 10¢. ¿Cuánto más necesito para tener $1.00?"

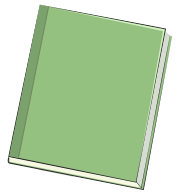
Contar salteado En clase, estamos practicando cómo contar salteado de 5 en 5 y de 10 en 10. Busque oportunidades para practicar cómo contar salteado de 2 en 2, de 5 en 5 y de 10 en 10. Cuenten juntos y vean hasta dónde pueden llegar. Puede ayudar a su hijo(a) a buscar ejemplos de cómo usar esta destreza en la vida diaria para contar objetos tales como zapatos, dedos o pies. Haga preguntas sobre situaciones que planteen grupos iguales. Por ejemplo: "Acabo de tomar el autobús con otras 15 personas. ¿Puedes decirme cuántos zapatos había en el autobús?"; "Cuando se reúne toda nuestra familia, ¿cuántos dedos hay?".

CARTA A LA FAMILIA

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Matemáticas y literatura Aquí le sugerimos algunos libros infantiles relacionados con ideas sobre lo que trabajamos en esta unidad de matemáticas. Puede hallar la mayoría en su biblioteca local y leerlos juntos.



Barchers, Suzanne. *Nuestra reunión familiar*.
Greathouse, Lisa. *Juguetería*.
Murphy, Stuart J. *¡Tiburones, a nadar!*
Murphy, Stuart J. *Un ascensor maravilloso*.
Way, Steve y Gerry Bailey. *Dinero suelto*.
Williams, Brenda. *Una princesa real: Un cuento matemágico*.
Zamorsky, Lisa. *El dinero cuenta*.

Gracias por su interés y apoyo continuos.

NAME _____ DATE _____

How Many Stickers? 2

1

How many stickers? _____

2

How many stickers? _____

3 Stickers come in strips of 10 or singles. How many ways can you find to make 45 stickers?

NOTE

Students use place value (tens and ones) to identify and represent numbers.
MWI **Sticker Station: Tens and Ones**

NAME _____ DATE _____

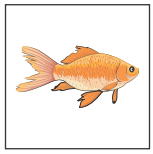
How Many Stickers? 2

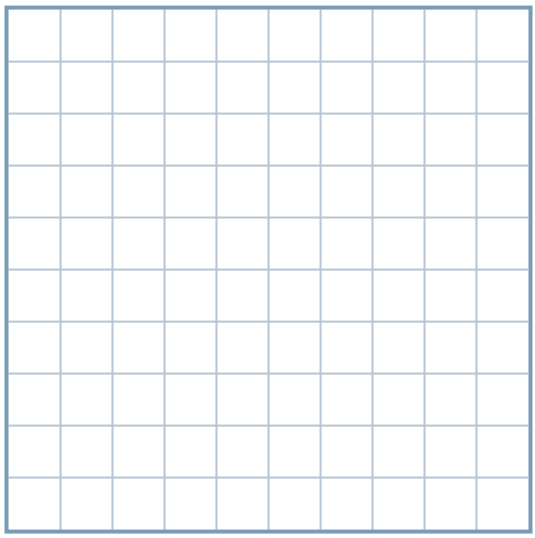
4 Stickers come in strips of 10 or singles.
Show one way to make 78 stickers.

NAME _____ DATE _____

How Many More?

1 Jake has 53 fish stickers. Color in the grid and write an equation to show how many fish stickers Jake has.





Equation:

_____

2 How many more fish stickers does Jake need to have 90 fish stickers?

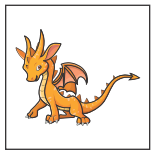
NOTE

Students solve problems that involve finding a missing part.
MWI **Story Problems with One Addend Unknown**

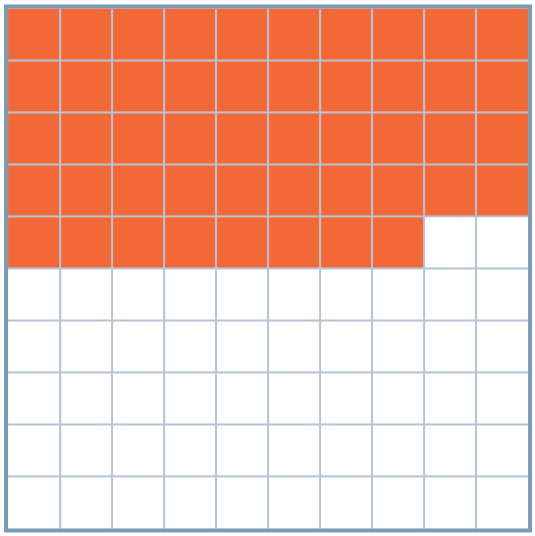
NAME _____ DATE _____

How Many More?

3 Sally is collecting dragon stickers. How many dragon stickers does Sally have?



_____



Equation:

_____

4 How many more stickers does she need to have 80 dragon stickers?

NAME _____ DATE _____

Missing Numbers

1 Solve these problems. Fill in the totals on the 100 chart.

1 + 7 = _____ 2 + 3 = _____

9 − 2 = _____ 10 + 2 = _____

14 + 1= _____ 5 − 2= _____

7 + 2= _____ 13 + 1= _____

2 Fill in all of the other numbers on the 100 chart.

1	2		4		6				10
		13			16	17	18	19	20
21		23	24	25	26	27	28		30
		33		35	36	37		39	
41	42		44	45	46		48	49	50
	52	53		55		57	58	59	
61	62	63		65		67	68		70
71		73	74		76		78	79	80
81	82		84	85	86	87	88	89	90
	92	93	94		96	97	98		100

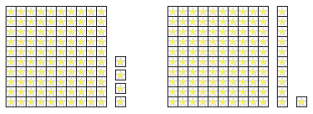
NAME DATE

About the Mathematics in This Unit

Dear Family,

We are beginning a new unit in mathematics called *How Many Tens? How Many Hundreds?*. In this third number unit of Grade 2, students continue to work on solving addition and subtraction problems, understanding place value and the composition of 3-digit numbers, and adding and subtracting 2-digit numbers. They also continue to practice addition and subtraction facts to 20 with the goal of becoming fluent with these facts by the end of Grade 2.

Throughout this unit, students will be working toward these goals:

Benchmarks	Examples
Solve a 2-step story problem that involves finding the difference between a 2-digit number and 100.	Franco has 35¢. Sally has 37¢. How much money do they need to buy a comic book that costs $1.00?
Understand that 3-digit numbers represent amounts of hundreds, tens, and ones.	234  *"There are two sheets of 100, 3 strips of 10, and 4 singles. There are two hundreds, 3 tens, and 4 ones. 234 = 200 + 30 + 4."*
Read, write, count, and compare numbers to 1,000.	 104 < 111

NAME DATE

About the Mathematics in This Unit

Benchmarks	Examples
Add/subtract 10 or 100 to/from numbers within 1,000.	Start number: 189 10 less: 179 · 10 more: 199 · 100 less: 89 · 100 more: 289
Add fluently within 100.	Chen had 57 stamps in his collection. His brother gave him 34 more. How many stamps does Chen have in his collection now? 57 + 34 = _____ 50 + 30 = 80 7 + 4 = 11 80 + 11 = 91
Solve comparison story problems with a bigger unknown.	Sally and Franco have some marbles. Sally has 22 marbles. Franco has 43 more marbles than Sally. How many marbles does Franco have?
Count by 5s, 10s, and 100s within 1,000.	405, 410, 415, 420, 425, 430 · 123, 133, 143, 153, 163, 173

In our math class, students continue to engage in math problems and activities and share how they solve a given problem. Most importantly, students accurately solve math problems in ways that make sense to them. At home, encourage your child to explain his or her math thinking to you. In the coming weeks, you will receive suggestions for activities to do at home that further support the mathematics in this unit.

NAME DATE

Related Activities to Try at Home

Dear Family,

The activities suggested below are related to the mathematics we are currently working on in school. Doing these activities together can enrich your child's mathematical learning.

Making One Dollar In class, we are learning about coin values and equivalencies of one dollar. Examine coins, and ask your child to tell you about each coin. Discuss how much one dollar is worth in pennies, nickels, dimes, and quarters. Talk about equivalencies: "Here are 4 quarters. How much is this worth? Can you find another way to make $1.00?" "I have 7 dimes. How much more do I need to have $1.00?"

15 Minutes More In this unit, we are continuing to work on telling time to the quarter hour (e.g., 12:45, 3:15). At home, your child can continue to work on telling time to the hour, half hour, and quarter hour. See whether your child can figure out what the time will be 1 hour, half an hour, or 15 minutes from now. "It is 6:15. What time will it be in 15 minutes? Can you make a picture of what the clock will look like then?"

Solving Addition and Subtraction Problems Look for 2-digit addition and subtraction situations at home, such as the following:

- There are 36 beans in this jar and 42 beans in this jar. If we pour all of the beans from both jars into a bowl, how many beans will there be altogether?
- If you have 95 cents and you spend 30 cents, how much will you have left?

Have a pencil and paper handy, and encourage your child to explain how he or she is solving the problems.

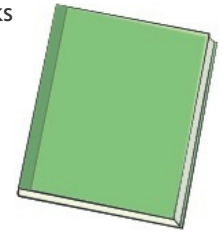
FAMILY LETTER

NAME DATE

Related Activities to Try at Home

Addition Combinations Bingo Make a Bingo board with the numbers 1–20 in a 4-by-5 grid. Turn over the top two cards from a deck of cards (ace to 10). Players cover the sum if it is on their board (e.g., cover 12 if 7 and 5 are turned over). Continue turning over cards and covering the sums until one player fills a complete row. That player says, "Bingo!"

Math and Literature Here are some children's books that contain ideas related to our work in this mathematics unit. You can find many of them in your local public library and read them together.



Jenkins, Emily. *Lemonade in Winter: A Book About Two Kids Counting Money.*
Leedy, Loreen. *Follow the Money.*
LoPresti, Angeline Sparagna. *A Place for Zero.*
Murphy, Stuart J. *The Penny Pot.*
Neuschwander, Cindy. *Sir Cumference and All the King's Tens.*
Richards, Kitty. *It's About Time, Max!*
Ross, Tony. *Centipede's One Hundred Shoes.*
Sayre, April Pulley. *One Is a Snail, Ten Is a Crab: A Counting by Feet Book.*
Sweeney, Joan. *Me Counting Time: From Seconds to Centuries.*
Wiesner, David. *Tuesday.*
Worth, Bonnie. *One Cent, Two Cents, Old Cent, New Cent: All About Money.*
Ziefert, Harriet. *You Can't Buy a Dinosaur with a Dime.*

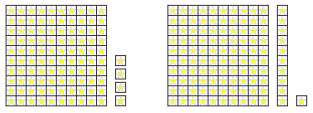
NOMBRE FECHA

Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una nueva unidad de matemáticas llamada *¿Cuántas decenas? ¿Cuántas centenas?* En esta tercera unidad numérica de segundo grado, los estudiantes continúan trabajando en la resolución de problemas de suma y resta, en la comprensión del valor de posición, en la composición de números de 3 dígitos y en la suma y resta de números de 2 dígitos. Además, siguen practicando operaciones de suma y resta hasta 20 con el objetivo de adquirir fluidez con estas operaciones hacia el final del segundo grado.

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia	Ejemplos
Resolver un problema-cuento de 2 pasos que incluya hallar la diferencia entre un número de 2 dígitos y 100.	Franco tiene 35¢. Sally tiene 37¢. ¿Cuánto dinero más necesitan para comprar una revista de historietas que cuesta $1.00?
Entender que los números de 3 dígitos representan cantidades de centenas, decenas y unidades.	234  *"Hay dos hojas de 100, 3 tiras de 10 y 4 sueltas.* *Hay dos centenas, 3 decenas y 4 unidades.* *234 = 200 + 30 + 4".*
Leer, escribir y comparar números hasta 100.	 104 < 111

CARTA A LA FAMILIA

NOMBRE FECHA

Las matemáticas en esta unidad

Puntos de referencia	Ejemplos
Sumar/restar 10 o 100 a/de números hasta 1,000.	Número inicial: 189 10 menos: 179 · 10 más: 199 · 100 menos: 89 · 100 más: 289
Adquirir fluidez con números hasta 100.	Chen tenía 57 estampillas en su colección. Su hermano le dio 34 más. ¿Cuántas estampillas tiene Chen ahora en su colección? 57 + 34 = _____ 50+30=80 7+4=11 80+11=91
Resolver problemas-cuento de comparación con una cantidad desconocida más grande.	Sally y Franco tienen algunas canicas. Sally tiene 22 canicas. Franco tiene 43 canicas más que Sally. ¿Cuántas canicas tiene Franco?
Contar de 5 en 5, de 10 en 10 y de 100 en 100 hasta 1,000.	405, 410, 415, 420, 425, 430 123, 133, 143, 153, 163, 173

En nuestra clase, los estudiantes continúan haciendo problemas y actividades de matemáticas, además de comentar cómo resuelven un problema dado. Es importante que los niños resuelvan problemas de matemáticas correctamente de la manera que prefieran. En su casa, pida a su hijo(a) que le explique la manera en que está pensando. Pronto recibirá actividades sugeridas para hacer en casa para dar mayor apoyo a los conceptos matemáticos de esta unidad.

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos que estamos estudiando en clase. Realizar estas actividades juntos puede enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Formar un dólar En la clase, estamos aprendiendo sobre valores de monedas y las equivalencias de un dólar. Examine monedas y pida a su hijo(a) que le hable de cada una. Comenten cuánto vale un dólar en monedas de 1¢, 5¢, 10¢ y 25¢. Hable sobre equivalencias: "Aquí tenemos 4 monedas de 25¢. ¿Cuánto vale? ¿Puedes hallar otra manera de formar $1.00?". "Tengo 7 monedas de 10¢. ¿Cuántas más necesito para tener $1.00?".

15 minutos más En esta unidad, vamos a seguir trabajando con el cuarto de hora (p. ej., 12:45, 3:15). En casa, su hijo(a) puede seguir practicando cómo decir la hora a la hora en punto, a la media hora y al cuarto de hora. Observe si su hijo(a) puede calcular qué hora será en 1 hora, en media hora o en 15 minutos desde la hora actual. "Son las 6:15. ¿Qué hora será en 15 minutos? ¿Puedes hacer un dibujo de cómo se verá el reloj entonces?".

Resolver problemas de suma y resta Busque situaciones para sumar o restar números de 2 dígitos en su casa, tales como:

- Hay 36 frijoles en este frasco y 42 en este otro. Si vertemos los frijoles de ambos frascos en un tazón, ¿cuántos frijoles habrá en total?
- Si tienes 95 centavos y gastas 30, ¿cuántos te quedarán?

Tenga a mano lápiz y papel y anime a su hijo(a) a que le explique cómo está resolviendo los problemas.

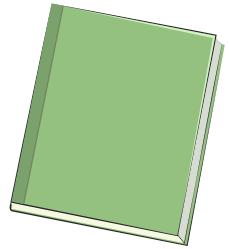
CARTA A LA FAMILIA

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Bingo con combinaciones de suma Haga un tablero para Bingo con los números del 1 al 20 en una cuadrícula de 4 por 5. Voltee las dos primeras tarjetas de la baraja (del as al 10). Los jugadores deben tapar la suma si está en el tablero (p. ej., tapen 12 si sacan 7 y 5). Continúen volteando tarjetas y tapando sumas hasta que un jugador complete una fila. El jugador debe decir: "¡Bingo!".

Matemáticas y literatura Aquí le sugerimos algunos libros infantiles que contienen ideas relacionadas con los conceptos matemáticos de esta unidad. Busque estos libros en su biblioteca local y léanlos juntos.



deRubertis, Barbara. *Una colección para Kate*.
deRubertis, Barbara. *Cuenta con Pablo*.
Driscoll, Laura. *El chico del despegue*.
Murphy, Stuart J. *¿Cuánto falta para el partido?*
Murphy, Stuart J. *¡Tiburones, a nadar!*
Richards, Kitty. *¡Ya era hora, Max!*
Skinner, Daphne. *Tod el apretado*.

NAME _____ DATE _____

Did They Get To 100?

Sally and Jake were playing *Get To 100*. Add the numbers for each game to see whether they really did get to 100.

Game 1:

$20 + 15 + 10 + 10 + 20 + 5 + 10$

Did they get to 100? _____

If not, how much more do they need to get to 100? _____

Game 2:

$15 + 10 + 15 + 15 + 10 + 5 + 10 + 15 + 5$

Did they get to 100? _____

If not, how much more do they need to get to 100? _____

NOTE

Students show how they would solve a problem with several addends to prove that they equal at least 100.

MWI **Number Strings**

NAME _____ DATE _____

Did They Get To 100?

Game 3:

10 + 15 + 20 + 10 + 20 + 5 + 10 + 5 + 5

Did they get to 100? _____

If not, how much more do they need to get to 100? _____

Game 4:

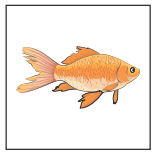
15 + 10 + 15 + 15 + 10 + 5 + 10 + 5

Did they get to 100? _____

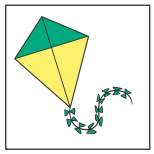
If not, how much more do they need to get to 100? _____

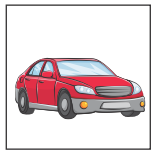
Sticker Problems at Home

3 Jake collects animal stickers. At Sticker Station he bought 2 strips of ten bird stickers and 3 single bird stickers. He also bought 1 strip of ten fish stickers and 4 single fish stickers. How many stickers did Jake buy?



4 Kira went to Sticker Station. She bought 3 strips of ten kite stickers and 1 single kite sticker. She also bought 1 strip of ten car stickers and 7 single car stickers. How many stickers did Kira buy?





NAME _____ DATE _____

Problems for *Close to 100*

Suppose that you are dealt these hands in the game *Close to 100*.
Make two 2-digit numbers that you could use to get a sum as close to 100 as possible.

1

5	8	1	3	6	9

_____ + _____ = _____

2

6	1	5	3	2	4

_____ + _____ = _____

NOTE

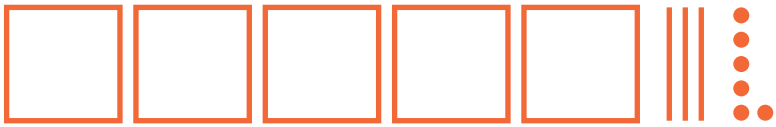
Students practice finding pairs of 2-digit numbers that add as close to 100 as they can. Ask your child to explain how he or she chose which cards to use.
MWI **Ways to Make 100**

NAME _____ DATE _____

3-Digit Numbers

1 Find the total number of stickers. Write an equation that shows the number of hundreds, tens, and ones.

Sticker notation:



Total number of stickers: _____

Equation: _____

2 Use sticker notation to show 725. Write an equation that shows the number of hundreds, tens, and ones.

Sticker notation:

Equation: _____

NOTE

Students show numbers using sticker notation, equations, and numerals.
MWI **Representing Place Value: Hundreds, Tens, and Ones**

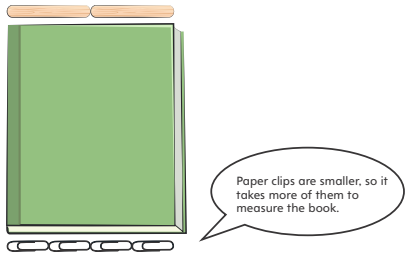
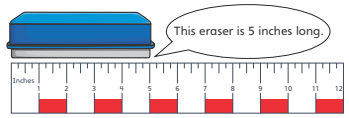
NAME DATE

About the Mathematics in This Unit

Dear Family,

We are starting a new unit in mathematics called *How Far Can You Jump?* Students will be measuring lengths and distances and solving measurement story problems. We will work with a variety of measurement units, including nonstandard ones like shoe-lengths, craft sticks, paper clips, and cubes, as well as standard ones, like inches, feet, yards, centimeters, and meters.

Throughout this unit, students will be working toward these goals:

Benchmarks/Goals	Examples
Recognize that, when measuring the same length, larger units yield smaller counts (and vice versa).	
Estimate and measure lengths in inches, feet, centimeters, and meters.	

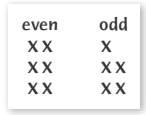
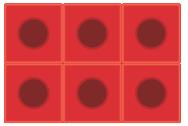
NAME DATE

About the Mathematics in This Unit

Dear Family,

Our class is beginning a new mathematics unit called *Partners, Teams, and Other Groups*. In this unit, students investigate odd and even numbers and work with equal groups. This unit lays the foundation for future work with multiplication.

Throughout this unit, we will be working toward the following goals:

Benchmarks	Examples
1. Define even and odd numbers in terms of numbers that can/cannot be organized into groups of two or two equal groups.	
2. Write an equation to express an even number as a sum of two equal addends.	3+3=6
3. Solve problems that involve equal groups.	Kira has 4 pairs of socks. How many socks does she have?
4. Write an addition equation to express the total number of objects in a rectangular array.	 2+2+2=6 3+3=6

Your child will bring home more information and activities about this unit in the next few days.

NAME DATE

Related Activities to Try at Home

Dear Family,

The activities below are related to the mathematics in *Partners, Teams, and Other Groups*. You can do these activities together to enrich your child's mathematical learning.

Odd and Even Numbers Ask your child to determine whether or not there are an odd or even number of specific items around your home. For example, are there an odd or even number of stairs, number of pieces of silverware, number of toy cars or stuffed animals?

Drawing Buildings Using your home or a familiar building, your child can count the number of rooms on 1 floor. Draw this floor and label what the different rooms are. Then ask questions such as, "If there are 2 floors in this building that have the same number of rooms, how many rooms would there be?" "How many rooms would there be on 3 floors?"

Making Buildings Use building blocks to make a building. Make the first floor of your building with each block representing one room. Discuss how many rooms there are and what the different rooms could be. Make a second floor that is exactly the same size and shape as the first. Use additional blocks to make the building higher, with each floor having the same number of rooms. As you add each floor, count the total number of rooms. Write down the total number of rooms for 1 floor, 2 floors, 3 floors, and so on. Ask, "What do you notice about how the total number of rooms changes?"

FAMILY LETTER

NAME DATE

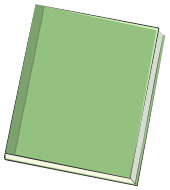
Related Activities to Try at Home

Animal Legs Choose an animal that your child likes (e.g., cats), and make a table about the number of cats and their legs (or paws, eyes, and so on). Start with 1 cat, and fill in how many legs 1 cat has. Then add another cat, and fill in the total number of legs that 2 cats have. Continue the table, and discuss the pattern that emerges. See whether your child can determine what comes next.

Cats	Legs
1	4
2	8
3	12
4	?

Math and Literature Here are some suggestions of children's books that contain ideas about odd and even numbers and equal groups.

Fisher, Doris. *My Even Day.*
Fisher, Doris. *One Odd Day.*
Jenkins, Steve. *Biggest, Strongest, Fastest.*
Murphy, Stuart J. *Beep Beep, Vroom Vroom!*
Murphy, Stuart J. *Leaping Lizards.*
Schwartz, David M. *If You Hopped Like a Frog.*



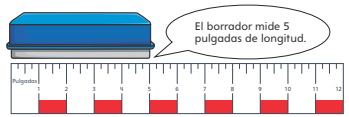
NOMBRE FECHA (PÁGINA 1 DE 2)

Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una nueva unidad de matemáticas llamada *¿Qué distancia puedes saltar?*. Los estudiantes medirán longitudes y distancias, y resolverán problemas-cuento con mediciones. Vamos a trabajar con una variedad de unidades de medición, incluyendo tanto unidades no estándar, tales como la longitud de zapatos, palillos de manualidades, clips y cubos, así como unidades estándar, tales como pulgadas, pies, yardas, centímetros y metros.

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia / Objetivos	Ejemplos
Reconocer que, al medir la misma longitud, se necesita menor cantidad de las unidades más grandes (y viceversa).	
Estimar y medir longitudes en pulgadas, pies, centímetros y metros.	

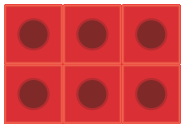
NOMBRE FECHA

Las matemáticas en esta unidad

Estimada familia:

Nuestra clase va a comenzar una nueva unidad de matemáticas llamada *Parejas, equipos y otros grupos*. En esta unidad, los estudiantes investigan números pares e impares y trabajan con grupos iguales. Esta unidad constituye la base para el trabajo futuro con la multiplicación.

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia	Ejemplos
1. Definir números pares e impares en términos de cantidades que pueden organizarse en grupos de dos o en dos grupos iguales.	
2. Escribir una ecuación para expresar un número par como una suma de dos sumandos iguales.	3+3=6
3. Resolver problemas que incluyen grupos iguales.	Kira tiene 4 pares de calcetines. ¿Cuántos calcetines tiene?
4. Escribir una ecuación de suma para expresar la cantidad total de objetos en una matriz rectangular.	 2+2+2=6 3+3=6

En los próximos días, su hijo(a) llevará al hogar más información y actividades sobre esta unidad.

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos de la unidad *Parejas, equipos y otros grupos*. Realizar estas actividades juntos puede enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Números impares y pares Pida a su hijo(a) que determine si hay una cantidad par o impar de algunas cosas que haya en la casa. Por ejemplo, ¿hay una cantidad impar o par de escalones, de piezas de vajilla, de carros de juguete o de animales de peluche?

Dibujar edificios Usando su casa o el edificio donde vive con su familia, su hijo(a) puede contar la cantidad de cuartos que hay en 1 piso. Dibuje el piso y rotule cuáles son los diferentes cuartos. Luego, haga preguntas tales como "Si hay 2 pisos en este edificio con la misma cantidad de cuartos, ¿cuántos cuartos habrá?", "¿Cuántos cuartos habrá en 3 pisos?".

Construir edificios Usen bloques para construir para hacer un edificio. Hagan el primer piso de su edificio usando un bloque para cada cuarto. Comenten cuántos cuartos hay y cuál podría ser cada uno. Hagan el segundo piso con el mismo tamaño y la misma forma que el primero. Usen más bloques para hacer el edificio más alto, haciendo cada piso con la misma cantidad de cuartos. A medida que añaden cada piso, cuenten la cantidad total de cuartos. Anoten la cantidad total de cuartos para 1 piso, 2 pisos, 3 pisos, y así sucesivamente. Pregunte: "¿Qué observas sobre cómo cambia la cantidad total de cuartos?".

CARTA A LA FAMILIA

NOMBRE FECHA

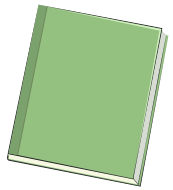
Actividades relacionadas para hacer en casa

Patas de animales Escojan un animal que le guste a su hijo(a) (p. ej., los gatos) y hagan una tabla sobre la cantidad de gatos y de sus patas (o garras, ojos, entre otras). Empiecen con 1 gato y completen cuántas patas tiene. Luego, añadan otro gato y completen con la cantidad total de patas que tienen 2 gatos. Continúen la tabla y comenten el patrón que observan. Vea si su hijo(a) puede determinar qué vendrá a continuación.

Gatos	Patas
1	4
2	8
3	12
4	?

Matemáticas y literatura Aquí le sugerimos algunos libros infantiles que contienen ideas sobre números impares y pares y grupos iguales.

Fisher, Doris. *Mi día non.*
Fisher, Doris. *Mi día par.*
Kassirer, Sue. *¿Qué sigue, Nina?*
Murphy, Stuart J. *¿Dónde están los mitones?*
Murphy, Stuart J. *Lagartijas saltarinas.*



NAME _____ DATE _____

Length and Width

Choose four rectangular objects at home. Use body benchmarks to estimate the length and the width of each object. Then use a ruler to measure the length and width in inches.

First Object

Name of the object: _____

Estimated Length: _____ Measured Length: _____

Estimated Width: _____ Measured Width: _____

Explain how you used body benchmarks to estimate.

_____

_____

Second Object

Name of the object: _____

Estimated Length: _____ Measured Length: _____

Estimated Width: _____ Measured Width: _____

Explain how you used body benchmarks to estimate.

_____

_____

NOTE

Students use body benchmarks to estimate and then a ruler to measure the length and width of four different objects.

MWI **Measurement Tools: Rulers**

NAME _____ DATE _____

Length and Width

Third Object

Name of the object: _____

Estimated Length: _____ Measured Length: _____

Estimated Width: _____ Measured Width: _____

Explain how you used body benchmarks to estimate.

_____

_____

Fourth Object

Name of the object: _____

Estimated Length: _____ Measured Length: _____

Estimated Width: _____ Measured Width: _____

Explain how you used body benchmarks to estimate.

_____

_____

NAME _____ DATE _____

Metric Scavenger Hunt at Home

Use your paper meter strip or a meterstick.
Find things around your house that are 1 meter long and 1 centimeter long.

1. Things I found that are about 1 meter long:

2. Things I found that are about 1 centimeter long:

***Don't forget to bring your homework and your paper meter strip back to school!

NOTE

Students measure objects that are 1 meter long and 1 centimeter long. They should bring this page and their paper meter strip back to school.
MWI **Metric System**

NAME _____ DATE _____

Problems about Partners and Teams

Solve each problem. Show your work.

1. 13 children are taking an art class. If they pair off, will everyone have a partner?

2. There are 14 children on the playground. Can they make two equal teams to play kickball?

NOTE

Students are thinking about numbers that can and cannot make groups of two, or two equal teams, as they investigate even and odd numbers.

MWI **Even and Odd Numbers**

NAME _____ DATE _____

Pairs of Socks

Solve each problem. Write an equation that shows the equal groups.

1. Jake has 3 pairs of socks.
How many socks does he have? _____

2. Kira has 5 pairs of socks.
How many socks does she have? _____

NOTE

Students solve problems involving equal groups and write an equation that shows equal groups.
MWI **Equal Groups**

NAME DATE

About the Mathematics in This Unit

Dear Family,

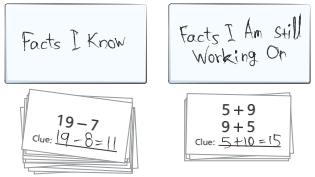
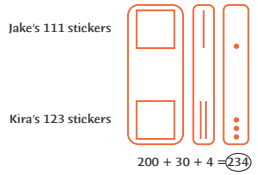
We are beginning our final unit in mathematics, called *Enough for the Class? Enough for the Grade?* In this unit, the fourth of four second grade units focused on addition and subtraction, students solve comparison story problems, develop fluency with subtraction within 100, and use representations to model and solve addition and subtraction problems about 3-digit numbers. They also achieve fluency with telling time to the nearest five minutes and should be fluent with the addition and subtraction facts they have been working on throughout the year.

Throughout this unit, students will be working toward these goals:

BENCHMARKS	EXAMPLES
Solve comparison story problems with a smaller unknown.	Kira has 35 stickers. Jake has 10 fewer stickers than Kira. How many stickers does Jake have? Kira has 35 stickers. She has 10 more stickers than Jake. How many stickers does Jake have?
Subtract fluently within 100.	Sally had 94 pennies. She gave 37 to Franco. How many pennies does Sally have now? 94 − 30 = 64 64 − 4 = 60 60 − 3 = 57 pennies

NAME DATE

About the Mathematics in This Unit

BENCHMARKS	EXAMPLES
Tell time to the nearest 5 minutes.	What time is it? 
Demonstrate fluency with the addition and subtraction facts.	
Represent and solve addition and subtraction problems with 3-digit numbers.	

Students continue to engage in math problems and activities and share how they solve problems. At home, you can encourage your child to explain his or her math thinking to you as you engage in activities that further support the mathematics in this unit.

NAME DATE

Related Activities to Try at Home

Dear Family,

The activities suggested below are related to the mathematics we are currently working on in school. Doing them at home can enrich your child's mathematical learning.

Spend $1.00 We have been playing *Spend $1.00* at school. Children take turns rolling dice and then subtracting that amount (in cents) from one dollar. You can play this at home, or just pose problems about subtracting an amount from one dollar. Use coins to help your child think about how much money he or she would have left.

Solving Addition and Subtraction Problems Look for 2-digit and 3-digit addition and subtraction situations at home, such as the following:

- There are 36 blueberries in one container and 28 strawberries in another container. How many berries do we have?
- If you have 250 pennies in your piggy bank and you give 120 to your friend, how many pennies do you have left?

Have a pencil and paper available, and ask your child to explain how he or she is solving the problems. Encourage your child to make up problems for you to solve.

NAME DATE

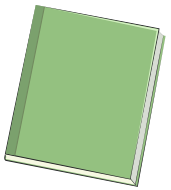
Related Activities to Try at Home

Cover Up Students are working on a new set of subtraction facts. Play *Cover Up* with your child to practice these facts.

11 − 5	13 − 7	15 − 8
11 − 6	14 − 4	16 − 6
12 − 3	14 − 5	16 − 7
13 − 3	15 − 5	17 − 7
13 − 4	15 − 6	17 − 8
13 − 6	15 − 7	18 − 8

Begin with some pennies (between 11 and 18). First ask your child to figure out how many pennies there are. When your child is not looking, cover up some of the pennies. Then, ask your child how many pennies he or she thinks are under the paper. For example, start with 11 pennies and cover up 5. Encourage your child to think about how many pennies are showing, and what combination would make 11. Encourage them to think about and use facts they know to help them (e.g., "How could knowing that 5 + 5 = 10 help?").

Math and Literature Here are some children's books that contain ideas related to our work in this unit that you and your child can read together. You can find many of them in your local public library.



Burns, Marilyn. *The $1.00 Word Riddle Book.*
Hulme, Joy N. *Sea Sums.*
Nolan, Helen. *How Much, How Many, How Far, How Heavy, How Long, How Tall Is 1000?*
Robinson, Elizabeth K. *Making Cents.*

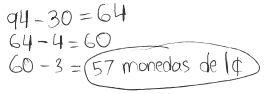
NOMBRE FECHA

Las matemáticas en esta unidad

Estimada familia:

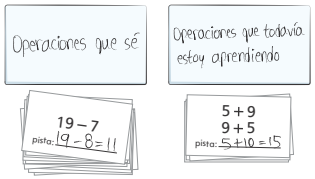
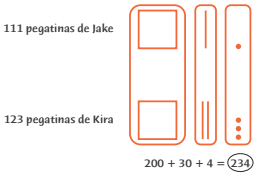
Nuestra clase va a comenzar la última unidad de matemáticas, llamada *¿Hay suficientes para nuestra clase? ¿Hay suficientes para todo el grado?*. En esta unidad, la cuarta de las cuatro unidades de segundo grado centradas en la suma y la resta, los estudiantes resuelven problemas-cuento de comparación, adquieren fluidez en restas hasta 100 y usan representaciones para resolver problemas de sumas y restas con números de 3 dígitos. También adquieren fluidez en decir la hora hasta los cinco minutos más cercanos y con operaciones de suma y resta en las que han estado trabajando durante el año.

A lo largo de esta unidad, los estudiantes trabajarán para cumplir los siguientes objetivos:

Puntos de referencia	Ejemplos
Resolver problemas-cuento de comparación con una cantidad desconocida más pequeña.	Kira tiene 35 pegatinas. Jake tiene 10 pegatinas menos que Kira. ¿Cuántas pegatinas tiene Jake? Kira tiene 35 pegatinas. Tiene 10 pegatinas más que Jake. ¿Cuántas pegatinas tiene Jake?
Restar con fluidez hasta 100.	Sally tenía 94 monedas de 1¢. Le dio 37 a Franco. ¿Cuántas monedas tiene Sally ahora? 

NOMBRE FECHA

Las matemáticas en esta unidad

Puntos de referencia	Ejemplos
Decir la hora a los 5 minutos más cercanos.	¿Qué hora es? 
Demostrar fluidez en las operaciones de suma y resta.	
Representar y resolver problemas de suma y resta con números de 3 dígitos.	

En nuestra clase, los estudiantes continúan haciendo problemas y actividades de matemáticas, además de comentar cómo resuelven los problemas. En casa, anime a su hijo(a) a explicarle su razonamiento matemático a medida que hace actividades para dar mayor apoyo a los conceptos matemáticos de esta unidad.

NOMBRE FECHA

Actividades relacionadas para hacer en casa

Estimada familia:

Las actividades sugeridas a continuación se relacionan con los conceptos matemáticos de la unidad que estamos estudiando en clase. Realizar estas actividades juntos puede enriquecer la experiencia de aprendizaje matemático de su hijo(a).

Gastar $1.00 Hemos estado jugando a *Gastar $1.00* en la escuela. Los estudiantes se turnan para lanzar los dados y restar esa cantidad (en centavos) de un dólar. Pueden jugar este juego en casa o simplemente proponer problemas para restar una cantidad de un dólar. Use monedas para ayudar a su hijo(a) a pensar en cuánto dinero le quedará.

Resolver problemas de suma y resta Busquen situaciones para sumar y restar números de 2 y 3 dígitos en casa, tales como:

- Hay 36 arándanos azules en un recipiente y 28 fresas en otro. ¿Cuántas frutas hay en total?
- Si tienes 250 monedas de 1¢ en tu alcancía y le das 120 a un amigo, ¿cuántas monedas de 1¢ te quedan?

Tenga a mano lápiz y papel, y pida a su hijo(a) que le explique cómo está resolviendo los problemas. Anime a su hijo(a) a crear problemas para que usted los resuelva.

CARTA A LA FAMILIA

NOMBRE FECHA

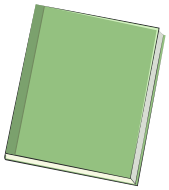
Actividades relacionadas para hacer en casa

Escondidos Los estudiantes están trabajando en un nuevo grupo de operaciones de resta. Jueguen juntos a *Escondidos* para practicarlas.

11 − 5	13 − 7	15 − 8
11 − 6	14 − 4	16 − 6
12 − 3	14 − 5	16 − 7
13 − 3	15 − 5	17 − 7
13 − 4	15 − 6	17 − 8
13 − 6	15 − 7	18 − 8

Empiecen con algunas monedas de 1¢ (entre 11 y 18). Primero pida a su hijo(a) que calcule cuántas monedas hay. Cuando su hijo(a) no esté mirando, esconda algunas monedas. Luego, pregunte cuántas monedas cree que hay debajo de la hoja de papel. Por ejemplo, empiece con 11 monedas y esconda 5. Anime a su hijo(a) a pensar en cuántas monedas están a la vista y qué combinación formaría 11. Anímelo(a) a pensar en operaciones que sepa y a usarlas como ayuda (p. ej., "¿Cómo te podría ayudar saber que 5 + 5 = 10?").

Matemáticas y literatura Aquí le sugerimos algunos libros infantiles que contienen ideas relacionadas con nuestro trabajo en esta unidad que pueden leer juntos. Puede hallarlos en su biblioteca local.



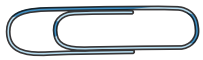
May, Eleanor. *¡Alberto suma!*
Murphy, Stuart J. *¿Cuánto falta para el partido?*
Murphy, Stuart J. *El ascensor maravilloso.*
Rock, Brian. *El detective deductivo.*
Singleton, Linda Joy. *Elena Efectivo.*
Skinner, Daphne. *Alberto lleva la cuenta.*
Slade, Suzanne. *¿Cuál es la diferencia?*

NAME DATE

Paper Clips

Write an equation. Solve the problem.
Show your work.

Sally and Kira have some paper clips. Sally has 36 paper clips. Kira has 20 fewer than Sally. How many paper clips does Kira have?



NOTE

Students solve a comparison problem.
MWI **Story Problems About Comparing: Smaller Unknown**

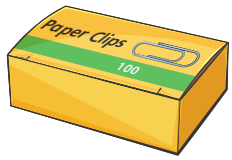
NAME _____ DATE _____

Pennies and Paper Clips

Write an equation. Solve the problem.
Show your work.

1 Franco had 100 pennies. He used 67 of them to buy a baseball card.
How many pennies does he have left?

2 There were 100 paper clips in the box.
Kira pinched 52 of them.
How many paper clips are left in the box?



NOTE

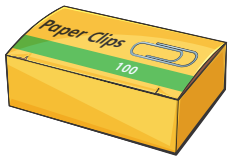
Students practice subtracting amounts from 100.
MWI **Ways to Make 100; Story Problems About Comparing: Smaller Unknown**

Pennies and Paper Clips

Write an equation. Solve the problem.
Show your work.

3 Sally had 100 pennies.
She gave 26 of them to her brother.
How many pennies does Sally have now?

4 There were 100 paper clips in the box.
Jake pinched 19 of them.
How many paper clips are left in the box?



NAME _____ DATE _____

Stickers to Share

Write an equation. Solve the problem.
Show your work.

1 Jake had 82 butterfly stickers. He gave 46 of them to Sally. How many butterfly stickers does he have left?

2 Sally had 71 baseball stickers. She gave 33 of them to Kira. How many baseball stickers does she have left?

NOTE

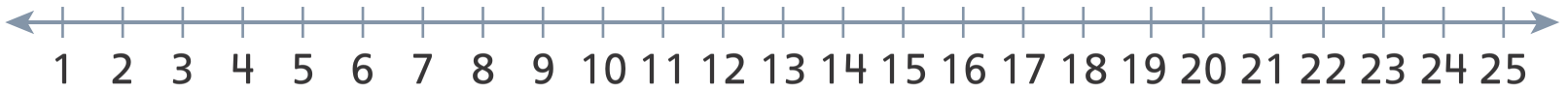
Students solve subtraction story problems.
MWI **Strategies for Subtracting 2-Digit Numbers**

Close to 20 Recording Sheet

Game		Total	Score
Round 1:	_____ + _____ + _____ =	_____	_____
Round 2:	_____ + _____ + _____ =	_____	_____
Round 3:	_____ + _____ + _____ =	_____	_____
Round 4:	_____ + _____ + _____ =	_____	_____
Round 5:	_____ + _____ + _____ =	_____	_____
TOTAL SCORE	_____		_____

NAME

DATE



NOTE

Students play the game *Close to 20*.
MWI **Adding Within 20**

HOMEWORK

Close to 20 Recording Sheet

Game					Total	Score
Round 1:	_____	+ _____	+ _____	=	_____	_____
Round 2:	_____	+ _____	+ _____	=	_____	_____
Round 3:	_____	+ _____	+ _____	=	_____	_____
Round 4:	_____	+ _____	+ _____	=	_____	_____
Round 5:	_____	+ _____	+ _____	=	_____	_____
TOTAL SCORE	_____					_____

NAME

DATE

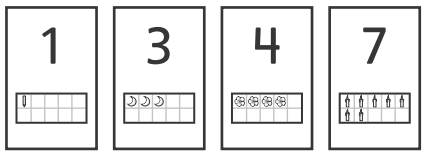
HOMEWORK

NAME _____ DATE _____

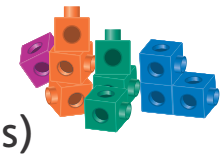
Close to 20 Directions

You need

- deck of Primary Number Cards (without Wild Cards)



- *Close to 20* Recording Sheet (1 per player)
- connecting cubes (or pennies)



Play with a partner.

1. Deal 5 cards to each player.
2. Take turns. On each turn:
   - Choose 3 cards that make a total as close to 20 as possible.
   - Record the total of the 3 cards, and your score. Your score is the difference between your total and 20.
   - Take that many cubes.
   - Put those cards aside and take 3 new cards.
3. After each player has taken 5 turns, total your score.
4. Count your cubes. You should have the same number of cubes as your total score.
5. The player with the lowest total score is the winner.

More Ways to Play

- Play with the Wild Cards. A Wild Card can be any number.

NAME _____ DATE _____

Guess My Rule at Home

Play several games with a family member or a friend.

1. Collect 20 small objects, for example, a pencil, a paper clip, a stone, a button, or a penny.
2. Choose a rule that fits some of the objects.
3. Put two objects that fit your rule in the circle. Put two objects that do **not** fit your rule outside the circle.
4. Your partner does not guess your rule yet. Your partner puts another object where he or she thinks it belongs.
5. Tell your partner whether he or she is correct. Put any misplaced objects where they belong.
6. Repeat Steps 4 and 5 until almost all the objects are placed in the circle or outside the circle.
7. Then your partner guesses your rule.
8. Now your partner chooses a rule and you play again.

What rules did you use when you played?

1. _____
2. _____
3. _____
4. _____

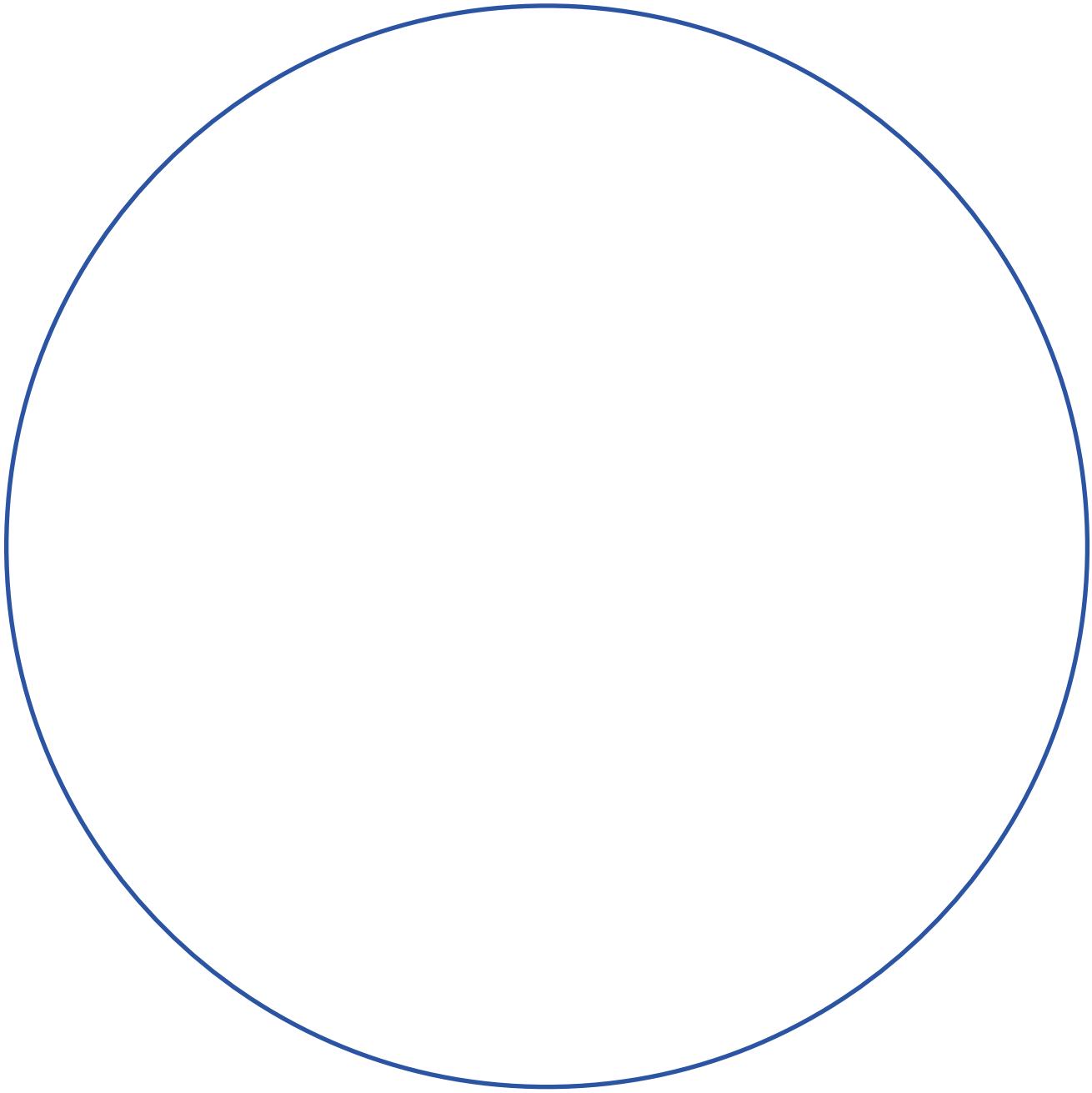
NOTE

Students have been playing the game "Guess My Rule" with their class. For homework, students play "Guess My Rule" with a family member or a friend. You can play with one rule using the circle or with two rules using the Venn diagram.

MWI **Venn Diagrams**

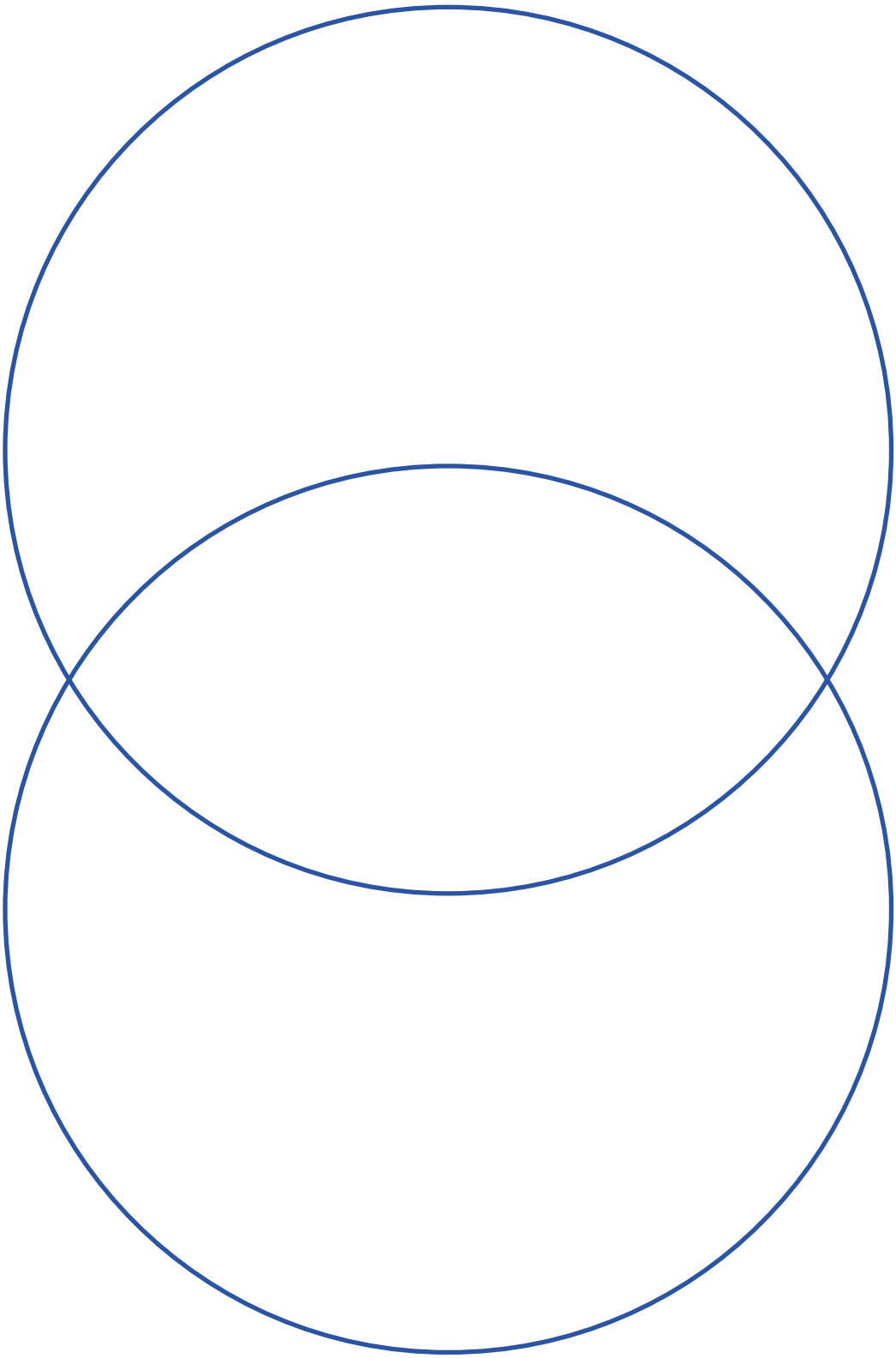
NAME DATE

Circle for *Guess My Rule*



NAME _____ DATE _____

Venn Diagram for *Guess My Rule*



NAME _____ DATE _____

How Many Teeth?

Survey 2 or 3 of your brothers, sisters, cousins, or friends who are in elementary school to find out how many teeth they have lost. We will use this information during math time.

Name	Grade	Number of Teeth Lost

NOTE

Students have been collecting data in class about the total number of teeth students have lost. For homework, students will continue with this type of data collection by asking 2 to 3 other children who are in elementary school how many teeth they have lost.

MWI **Making Categories**

NAME _____ DATE _____

Measuring with Inch-Bricks at Home

Use your inch-bricks to measure things at home.
If you want, cut out the measuring tool below.
Then glue the inch-bricks onto the measuring tool.

1. Find something that is 6 inch-bricks long.
   What is it? _____

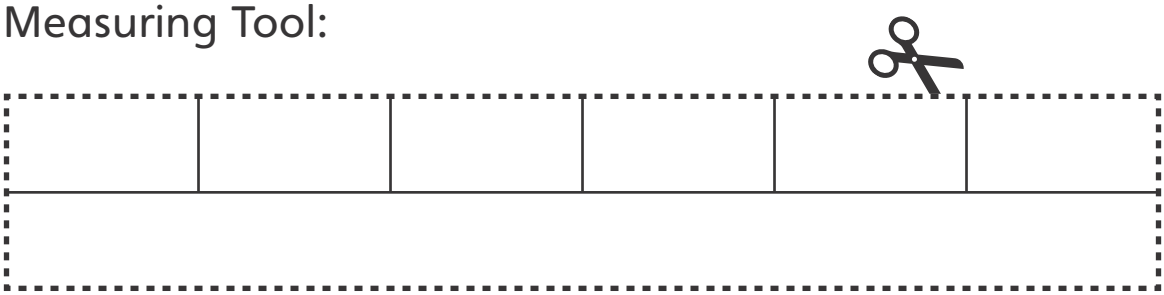
2. Find something that is 3 inch-bricks long.
   What is it? _____

3. How long is your toothpaste tube?
   _____ inch-bricks

4. How long is a bar of soap?
   _____ inch-bricks

5. How long is a spoon?
   _____ inch-bricks

Measuring Tool:



NOTE

Students use inch-bricks to measure objects at home.
MWI **Using a Common Unit; Different Ways to Measure Length**

NAME _____ DATE _____

Cover Up at Home

Play *Cover Up* with someone at home.

1. Choose a number between 11 and 19, and count out that many counters (pennies, paper clips).

2. Player 1 hides *some* of the counters under a piece of paper, while Player 2 hides his/her eyes.

3. Player 2 opens his/her eyes. They use the information about how many counters are showing to figure out how many are hidden. They explain how they know.

4. Player 2 hides *some* of the counters and Player 1 figures out how many are hidden.

5. Keep taking turns. Use an equation to record each round.

I played *Cover Up* with _____.
We played with _____ counters.
Round 1:
Round 2:
Round 3:
Round 4:
Round 5:
Round 6:

NOTE

This game provides practice with addition and subtraction facts.

2nd Grade Computer Science & Integrated Technology "Unplugged" Lessons!

Students can choose to do 1 or 2 items each week from the choice board below.

Computer Science & Integrated Technology	Innovative Designer	Digital Citizen	Creative Communicator	Computational Thinker
WEEK 1 April 20 – April 24	Fold a piece of paper different ways to see how to make it fall faster	Draw a picture of how to be a good digital citizen	Have a parent share about a favorite video game from their childhood	Draw and name as many computer parts as you can
WEEK 2 April 27 – May 1	Make something from empty paper towel or toilet paper rolls	Draw a picture of something you like to do when you are taking a break from using your technology	Describe to a family member how to make a sandwich and let them follow your directions exactly	Tell what the spacebar and the backspace keys are used for on a keyboard
WEEK 3 May 4 – May 8	Draw a picture of your favorite space in your house	Ask a family member to help you create a list of rules to help your family have time without computers and phones	Play a card game that has numbers and letters	Have someone read you a story and review what came first, next and last in the story
WEEK 4 May 11 – May 15	Ask a family member to help you fix a broken toy (instead of throwing it away)	Tell a family member three things you must keep to yourself when you use the Internet	Draw 10 circles and turn each into something (pizza, wheel, etc.)	Play a board game
WEEK 5 May 18 – May 22	Draw a picture using only triangles and rectangles	Tell a family member why you should use a password to log in to a computer	Draw a picture of something in your house that is a computer	Count by 1s, 2s, or 5s to 100
WEEK 6 May 25 – May 29	Watch an episode of "How Its Made" from the Science Channel	Create a "Digital Citizen SuperHero" and tell why they are a super digital citizen!	Have a family member help you find the oldest item in your house	Tell about your favorite computer game

We all miss you and look forward to seeing you again!

Our contact information:

Bordewich Elementary: Mr. Crittenden - jcrittenden@carson.k12.nv.us
Empire Elementary: Mr. Koop - jakoop@carson.k12.nv.us
Fremont Elementary: Mr. Ellis - kellis@carson.k12.nv.us
Fritsch Elementary: Mrs. Waltz - iwaltz@carson.k12.nv.us
Mark Twain Elementary: Ms. Bobula - tbobula@carson.k12.nv.us
Seeliger Elementary: Mr. Dineen - ddineen@carson.k12.nv.us

Elementary PE Activity Calendar

Students: As we continue remote learning during this uncertain time, your PE teachers would like you to understand that one of our biggest goals in teaching is to get you to love movement and learning through movement. As we conclude this school year, please use this calendar below as a starting point, at least one time during the day, if not more, to be physically active. As you do these activities, please take this time to learn what you enjoy doing. This is a perfect time in your life to develop a love of physical activity. We want you to love it. So, please try different activities. Please create your own activity. Being physically active while being asked to stay at home is an important part of your overall health, both physically and mentally. We miss you, we think about you and we can't wait to see you again. Should you have any questions, please email your PE teacher listed below; we would be glad to help you in any way.
Parents, we encourage you to continue to email pictures of your children doing these activities as we truly miss their smiles.

INSTRUCTIONS: Choose at least one activity from each day. Check box when completed.
Below are the standards we are focusing on during this time. Please stay active and be safe.
Standards: 1.2.4 & 1.5.4 "Demonstrate safe practices while participating in physical activities."
Standards: 3.2.2 & 3.5.2 "Demonstrate healthy activity patterns by participating in physical activity."

Contact(s):
Fritsch Elementary: bhenry-herman@carson.k12.nv.us
Bordewich Elementary: lhurzel@carson.k12.nv.us
Mark Twain Elementary: ckaten@carson.k12.nv.us
Student Support Services: vmidboe@carson.k12.nv.us
Empire Elementary: mgardner@carson.k12.nv.us
Fremont Elementary: drand@carson.k12.nv.us
Seeliger Elementary: thornemann@carson.k12.nv.us

	Monday	Tuesday	Wednesday	Thursday	Friday
April 20-24	❑ Watch your favorite TV show, during commercials run in place. ❑ Crab walk to another room. ❑ Have a dance party to at least one song. ❑ Physical activity of your choice.	❑ How long can you balance on one leg? Try both sides. ❑ Go for a fifteen-minute walk. ❑ Jump rope thirty times, with or without a rope. ❑ Physical activity of your choice	❑ Create your own game. ❑ Thirty jumping jacks. ❑ Hold a plank as long as you can. ❑ Physical activity of your choice	❑ Read a book while doing a wall-sit. ❑ Take a walk. ❑ Perform daily stretches. ❑ Physical activity of your choice	❑ Walk straight lines, walk curved lines, and then walk backward. ❑ How many push-ups can you do? ❑ Complete a chore around the house. ❑ Physical activity of your choice
April 27 - May 1	❑ Do ten burpees. ❑ Play a vigorous game of hide and seek. ❑ Draw different formations of lines with chalk on your sidewalk/drive-way and balance on them. ❑ Physical activity of your choice	❑ Toss with a partner or self-toss an object (underhand). ❑ Do planks during commercials while watching your favorite show. ❑ Go outside for a walk and find five things that start with the first letter of your first name. ❑ Physical activity of your choice	❑ Jump side to side over an object or line. ❑ Crawl like a seal: lay on your stomach and use your arms to pull your body along. ❑ Bear crawl for 1-3 minutes. ❑ Physical activity of your choice	❑ 30 squats. ❑ Practice juggling with empty plastic bags; toss, toss, catch, catch. ❑ 20 front kicks, 3 times throughout the day. ❑ Physical activity of your choice	❑ Go for a walk and find three things that make you smile. ❑ Lunge to a destination and bear crawl back. ❑ Do as many wall push-ups as you can. Do three times throughout the day. ❑ Physical activity of your choice

	Monday	Tuesday	Wednesday	Thursday	Friday
May 4-8	❑ Play a game with your family. ❑ Play a song and make up a dance. ❑ Balance a book on your head and walk around the house. ❑ Physical activity of your choice	❑ 64 basketball jump shots with or without a ball. ❑ Make a ball out of a sock and play toss and catch. ❑ Skip around your house. ❑ Physical activity of your choice	❑ Have a sit-up or curl-up challenge with a partner. ❑ Roll a ball at an empty can and see how many times you can knock it over in a minute. ❑ Spell your first and last name while doing jumping jacks. ❑ Physical activity of your choice	❑ Have a plank challenge with a partner. ❑ Practice your bottle flip, outside preferred. ❑ Stand in front of a mirror and flex every muscle you can think of. ❑ Physical activity of your choice	❑ Stretch all your body parts. ❑ While laying on your back see how long you can keep your legs in the air. Legs straight and off the ground. ❑ Do three sets of twenty bicycle crunches in one day. ❑ Physical activity of your choice
May 11-15	❑ Dribble a ball for fifteen minutes. ❑ Juggle and/or kick a ball around with your feet. ❑ Go for a ten-minute walk. ❑ Physical activity of your choice	❑ Pretend hula hoop to a song. ❑ High knees or marches to a song. ❑ Hold a squat and/or wall-sit for as long as you can. Perform three times throughout the day. ❑ Physical activity of your choice	❑ How long can you hold your arms out in front of you? Perform three times. ❑ Balance on your various body parts. ❑ Rock-paper-scissors with a partner. The loser does 5 jumping jacks. Winner gets a drink. Play multiple rounds. ❑ Physical activity of your choice	❑ Jump over an object twenty times. ❑ Pretend there is a puddle in front of you. Practice jumping in it, over it, around it, etc. ❑ Throw sock balls into a laundry basket, repeat multiple times. ❑ Physical activity of your choice	❑ Make up a dance to a song. ❑ Make bubbles and chase them around the yard. ❑ Go on a ten-minute walk. ❑ Physical activity of your choice
May 18-22	❑ Have a scavenger hunt in your house. ❑ Go on a walk with your family. ❑ Volley a balloon. How many times can you keep it up? ❑ Physical activity of your choice	❑ Frog hop or leapfrog around your house. ❑ Flutter like a butterfly around your house. ❑ Crab walk around your house. ❑ Physical activity of your choice	❑ Set up your own obstacle course. ❑ Make a jump rope and jump. Try different supplies to make one. ❑ Get on some wheels (with your helmet) and cruise around safely. ❑ Physical activity of your choice	❑ Waddle like a penguin and swim like a fish. ❑ Jump from room to room. ❑ Show me your ninja moves. ❑ Physical activity of your choice	❑ Pop like popcorn and melt like a popsicle. ❑ Jungle yoga: stand like a lion, hang like a monkey, and sit like a panda. ❑ Pretend to be a PE teacher and make up a routine for someone. ❑ Physical activity of your choice

	Monday	Tuesday	Wednesday	Thursday	Friday
May 25-29	HOLIDAY Enjoy the break!	❑ Go for a walk. Time yourself how fast you can walk around your house. ❑ Bounce pass a ball with a partner. Dribble and toss the ball back and forth. ❑ Volley a ball or balloon with someone. ❑ Physical activity of your choice	❑ Google: "Minute to Win It" games and play one with your family. ❑ Go for a hike. ❑ Go for a walk and find 5 yellow things. ❑ Physical activity of your choice.	❑ Toss and catch a penny or other coin. ❑ Take a mindful minute. (i.e. breathing, relaxation, etc) ❑ Drink six cups of water today. ❑ Physical activity of your choice.	❑ Eat healthy today. ❑ Do bicep curls with a can or other items. ❑ How far can you roll a ball? Roll a ball 5 times as far as you can. ❑ Physical activity of your choice.
6/1 - 6/3	Physical activity that makes your heart beat fast.	Physical activity that makes you sweat.	Physical activity that makes you happy.		

2nd Grade Music Lessons!

Students can choose to do 1 or 2 items each week from the choice board below.

M	U	S	I	C
WEEK 1 April 6 – April 10	Listen to a favorite song. Describe it in as much detail as you can. Can you write about its speed? Its volume? The instruments in it? What is it about?	Draw squiggly lines and try making your voice follow the path you created.	Try to find a fast song. Now, find a slow song. Maybe find a song that's medium speed. Try dancing to show the unique Tempo of each song.	Sing your favorite music class songs to a family member or your stuffed animals.
WEEK 2 April 27 – May 1	Close your eyes and listen to music from a cartoon or movie. Can you tell what is happening with the music used?	Blow a bubble and follow it with your voice. Draw an interesting line and then trace it with your voice.	What are all of the ways you can move your body to music? Can you wiggle like a worm or bounce like a rabbit?	Sing a song in a loud voice. Sing a song in a soft voice. Sing a song in a medium voice. Which is your favorite?
WEEK 3 May 4 – May 8	Take a listening walk (inside or outside) and list all of the sound you hear around you.	Have someone read you a story. Add sound effects using your voice and household items.	Move to the steady beat of a song. Is there a bigger, slower beat you can move to? Or a faster, smaller beat?	Make up your own song and sing it to your family.
WEEK 4 May 11 – May 18	Listen to a song, and draw a picture while you listen. Show your picture to someone. Can they guess what the song was about?	Find something in your house you can use as a drum and play rhythms you make up.	Put on some music and march, skip, or hop to the beat. Change your movement when the music changes.	Sing and Dance to your favorite song for your family or pets!
WEEK 5 May 18 – May 22	Ask a family member to play an instrument or sing to you.	Use found sounds (Pencils, Keys, Spoons) to tap the Beat with your favorite song	Teach somebody your favorite dance moves!	Play an instrument you have or you make for your family or a stuffed animal.
WEEK 6 May 25 – May 29	Can you find things in your house that move Slow, Medium, or Fast? Write or draw pictures of those things.	Clap rhythms you make up to your favorite song.	Practice singing a song. Move your hand to show where it goes higher, lower, or stays the same.	Put on a concert for your family, either singing or playing and instrument.

We all miss you and look forward to seeing you and making music again! If you need to contact your music teacher, below are our email addresses and links to additional music resources you can use if you want even more music fun!

Bordewich- Mr. Catron- acatron@carson.k12.nv.us **Empire**- Ms. Robinson- crobinson@carson.k12.nv.us

Fremont- Mrs. Van Orman- sreynolds@carson.k12.nv.us **Seeliger**- Mr. Van Orman- dvanorman@carson.k12.nv.us

Fritsch- Ms. Witkowski- nwitkowski@carson.k12.nv.us or you can reach her on Class Dojo

Mark Twain- Mrs. Bourne- cbourne@carson.k12.nv.us or visit her school webpage https://bit.ly/2Vfofga or her YouTube Channel "Bourne to Teach Music"