

# Monday – April 13

Hello Second Graders! We hope continuous learning is working out well for you! Let's have a great third week! We miss you!

If you need any help at all while working through any of the information, please contact your child's teacher. We will both be available from 8:30 a.m. to 3:30 p.m. (Monday through Friday) to answer any questions you have. You can contact us outside of those hours as well, just know that we will get back to you when we can (probably between 8:30 and 3:30 the following day).

You will not need to send in any physical papers/work for continuous learning. This goes for all subject areas. When we need to see what the student has done, we would ask that you please take a picture of their finished work (or work in progress if you are needing assistance), and send it to their teacher electronically.

Suggested times to spend on each subject daily. Reading - 25-30 minutes. Math - 25-30 minutes. Writing - 5-10 minutes.

Any of the optional tasks will require extra time (feel free to have your child do more - if they are willing). The times listed above are how we suggest dividing the 60-70 minutes of work per day.

## Reading

Sight words for this week: everyone, everything, himself, maybe, nothing, outside, some, someone, sometimes, without

Required - Go to the HMH website (the reading link for today):

Watch the Get Curious video, Creature Comforts

Go through the vocabulary cards (ecosystem, species, habitat)

The focus for today is:

Ideas and Support

- When authors write to persuade, they want readers to do or believe something.
- o Opinion – what the author thinks or feels
- o Reasons – support their opinion
- o Examples – give more details about the reasons

Read The Best Habitat for Me on pages 12 and 13.

Here are the questions to think about/talk about while reading: You do not need to turn any type of written or recorded response in with this. These questions are meant to guide you through the story.

- After reading page 12:
- After you read the title aloud, tell your child that the text is an opinion essay. Ask them to share what they know about opinion essays. (They tell how an author thinks or feels about a topic and give reasons for the opinion.)
- What does the author want you to think?  
*Answer: The forest is the best habitat in the world for a red panda.*

- What reasons support the author's opinion?  
*Answer: A forest provides shelter. A forest provides food.*
- What details tell more about each reason?  
*Trees in a forest provide a place for the red panda to sleep. Trees also help keep the red panda safe because the panda's fur blends in with the trees. Many different kinds of bamboo grow in a forest. The red panda eats bamboo. The forest also has fruit, roots, and acorns the red panda eats.*
- After reading page 13:
- Which caption on this page is an opinion? Tell how you know.  
*Answer: "Bamboo leaves are yummy" is an opinion because it is what the red panda thinks.*
- How do the photos and captions support the reasons the author gives on the previous page?  
*Answer: They tell more about how a forest provides shelter and food for the red panda.*
- Why do you think the author has the red panda try to persuade you that a forest is the best place for a red panda to live?  
*A red panda would know a lot about what a forest habitat is like and why it is a good place for a red panda to live.*
- Why does the author point out that some animals find food and shelter in other habitats?  
*The author wants readers to know that the forest is not the best habitat for every kind of animal. It is the best habitat for the red panda.*

#### Optional

- Read independently for 15-20 minutes
- Your student can use iRead – it is one of the options on the first page once you login to HMH.
- Your student can practice the Spelling List for this week. There will not be a test. This is completely optional.

cannot  
pancake  
maybe  
baseball  
playground  
someone  
myself  
classroom  
sunshine  
outside  
upon  
nothing

#### Challenge

nobody  
everywhere

# Math-Lesson 12.5- p. 717-720

- Complete all the problems
- Use the end of the pencil or the pencil eraser instead of cubes on p. 717.
- Throughout this whole topic you will probably not have all these objects. You may choose a similar sized object in your house and cross out the picture and label the object you ended up measuring instead.
- **Make sure they estimate the length first!!**
- There is a paper ruler if you do not have access to any measuring tools.
- Make sure they line the ruler up at either the end of the ruler or where the zero would be on the ruler. Some kids this age forget to start at the edge of the ruler and want to start at 1.

## Writing

Find a dice and roll look at the Roll a Beach story paper. Roll the dice the first time to figure out what the character in your story will be. The second roll will be the setting of your story or where the story takes place. The third roll will be the problem in your story. You can print this paper and circle the rolls you get so you will remember tomorrow what needs to be in your story or write down the information on a piece of paper, either way just find a way to remember these three things for tomorrow.

## Tuesday – April 14

### Reading

**Required** - Go to the HMH website (the reading link for today):

Go through the vocabulary cards (pieced, role, generations, harsh, adjusting, preserving)

The focus for today is:

### Figurative Language

- It makes writing colorful and interesting, but the words and sentences don't mean exactly what they say!
  - Simile – A simile compares two different things using the word *like* or *as*.

§ Example – She’s as busy as a bee.

- Hyperbole – A hyperbole is a statement that is so crazy it can’t be true.

§ Example – Her smile was a mile wide.

- Idiom – An idiom is a phrase that means something different from its everyday meaning.

§ Example – It was raining cats and dogs!

### Read the story Nature’s Patchwork Quilt

Here are the questions to think about/talk about while reading: You **do not** need to turn any type of *written or recorded response in with this. These questions are meant to guide you through the story.*

- After reading page 4
  - What is a patchwork quilt?
- After reading page 15
  - Why do plants and animals change over time?
- After reading page 27
  - What are some examples of the work environmentalists do?
- After reading the story:
  - Guide your child to discuss the author’s use of **figurative language**. Explain that **literal language** means exactly what it says. *The sky was full of stars.* With figurative language, the words don’t mean exactly what they say. *Stars danced in the sky.* Explain that authors use figurative language to make their writing colorful and interesting. Tell children they can make pictures in their minds to help them understand figurative language, while keeping in mind what is happening in the text. Read aloud the sentence on page 4. *Is this sentence an example of literal or figurative language? How do you know?*
  - Next, explain that a simile compares two different things using the word **like** or **as**: *Jake is as quiet as a mouse. My sister swims like a fish.* Tell your child that similes help them see in their minds what they are reading. Read aloud pages 5-7. Ask: *What simile does the author use on page 5? What is the simile on page 7? What do both similes compare things in nature to? Why do you think the author made these comparisons?*

- Read independently for 15-20 minutes
- Say a fact that they know about an animal that is pictured on pages 6-11.
- Draw a picture of an animal that lives in a specific habitat.
- Your student can use iRead – it is one of the options on the first page once you login to HMH.
- Your student can practice the Spelling List for this week. There will not be a test. This is completely optional.

cannot

pancake

maybe

baseball

playground

someone

myself

classroom

sunshine

outside

upon

nothing

Challenge

nobody

everywhere

## Math-Lesson 12.6- p. 723-726

- Complete all the problems

- Find 3 objects that are 3 centimeters long and 3 objects that are a meter on p. 723
- For problem #13, draw a 5 cm. long line.
- Throughout this whole topic you will probably not have all these objects. You may choose a similar sized object in your house and cross out the picture and label the object you ended up measuring instead.
- **Make sure they estimate the length first!!**
- There is a paper ruler if you do not have access to any measuring tools.
- To make a meter you will need 3 rulers taped together and 3 more inches. (39 in.)
- Make sure they line the ruler up at either the end of the ruler or where the zero would be on the ruler. Some kids this age forget to start at the edge of the ruler and want to start at 1.

## Writing

Today they will start writing the rough draft of their story. It needs to have the three elements that they rolled yesterday. They will use today and tomorrow to write their whole story. Please make sure the story has a beginning, a middle, and an end.

## Wednesday - April 15

**Required** - Go to the HMH website (the reading link for today):

Go through the vocabulary cards (wobbly, trills, crouches, coast, prances, flock, route, mingles).

The focus for today is:

Ask and Answer Questions:

- Before, during, and after reading
- Ask: Who? What? Where? When? Why?
  - Use the text and pictures for evidence or details to help you answer the questions.

Read the story The Long, Long, Journey (pgs. 14-28)

Here are the questions to think about/talk about while reading: You **do not** need to turn any type of written or recorded response in with this. These questions are meant to guide you through the story.

After reading pg. 16

- Think aloud (you will read this part aloud to your child). *As I read the first three words on this page, I notice that they are bigger than the other words. So I ask myself: Why do they look different? What do they mean? How do they go with the rest of this text? As I continue reading, I learn that a baby godwit is hatching. The text says that she “breaks free of her egg.” Crackle! Crackle! Crunch! must be the sounds you would hear as the chick cracks open the eggshell and breaks free. Now these words make a lot more sense to me.*

After reading pg. 17

- What do the other godwit chicks do while the last chick hatches?
  - *Answer: They hunt insects in the grass with their father.*
- The text says that the little female was “the last to hatch.” What does that tell you about the ages of the other chicks?
  - *Answer: They are not much older than the little female. They probably hatched a little while before she did.*
- What can you infer about how fast a godwit chick grows?
  - *Answer: I can infer that the chicks grow very fast. The little female’s brother and sisters are already hunting for insects, even though they are not much older.*

After reading pg. 19

- Who are the “other hunters” that come searching for food?
  - *Answer: They are other animals that like to eat godwits.*
- What clues help you know?
  - *The text describes an Arctic fox that sneaks up and slips close to the little female. In the picture, the fox is watching the godwit, but the godwit does not see it.*
- What do you think will happen to the little female? Use the picture and what you know to make a prediction.

After reading pg. 20

- Were you able to confirm the prediction you made on page 19, or do you need to adjust it? Use details to explain.

- What questions do you have about what happened on this page?
  - *Possible response: How can tiny birds fight off a big fox?*
- What evidence from the text and illustration helps you answer your question?
  - *Possible response: The text says the father squawks a warning to call for help. Then the birds flap their wings and swoop at the fox. The illustration shows how the little female blends in with the grass to protect herself.*

After reading pg. 21

- Did you have any questions as you began to read this page?
- Were they answered after reading the page? Explain with text evidence.

After reading pg. 22

- How does the author help you know that the little female has grown older?
  - *Answer: The author now calls the female “young” instead of “little.”*
- What does the young female learn?
  - *Answer: How to fly?*
- What does this tell you about her?
  - *Answer: She is growing up; she has gotten a lot stronger and bigger; she is going to be able to travel long distances.*
- What question can you ask about this event?
  - *Possible response: How far can she fly? What will she learn next?*

After reading pg. 25

- How do the godwits know where to go?
  - *Answer: They work together to figure it out.*
- How do they stay together during their long journey?
  - *Answer: They communicate with each other by squawking. If they can hear each other, they won’t get separated.*

After reading pg. 26



- Why is the falcon dangerous?
- Cite evidence that tells how the young female is able to escape.

After reading pg. 27

- How does the young female feel as she arrives in New Zealand?
  - *She is tired from her long trip.*
- What clues in the text tell you this?
  - *Her wings stroke slower; she lands on wobbly legs; she falls asleep as soon as she gets there.*
- What questions do you have now that the godwit's journey is over?
  - *Possible responses: How will she find food? Will she stay with the other godwits?*
- What do you notice about the mudflats in the illustration?
  - *Answer: People are standing on the mudflats. They are holding signs that welcome the godwits.*
- What does this help you understand about the godwits' journey to New Zealand?
  - *Answer: The godwits must make this journey every year. People look forward to seeing them arrive. They welcome the godwits with signs.*

### Optional

- Your student can use iRead – it is one of the options on the first page once you login to HMH.
- Read independently for 15-20 minutes.
- Your student can practice the Spelling List for this week. There will not be a test. This is completely optional.

cannot

pancake

maybe

baseball

playground

someone

myself

classroom

sunshine

outside

upon

nothing

Challenge

nobody

everywhere

## Math-Lesson 12.7- p. 729-732

- Complete all the problems
- Throughout this whole topic you will probably not have all these objects. You may choose a similar sized object in your house and cross out the picture and label the object you ended up measuring instead.
- There is a paper ruler if you do not have access to any measuring tools.
- To make a meter you will need 3 rulers taped together and 3 more inches. (39 in.)
- Make sure they line the ruler up at either the end of the ruler or where the zero would be on the ruler. Some kids this age forget to start at the edge of the ruler and want to start at 1.

## Writing

Today the goal is to finish writing the rough draft of their Roll a Beach story. Remember the story needs a beginning, a middle, and an end.

# Thursday - April 16

**Required** - Go to the HMH website (the reading link for today):

Go through the vocabulary cards again (wobbly, trills, crouches, coast, prances, flock, route, mingles). Have your child give examples or use them in sentences.

The focus for today is:

Text Organization

- Chronological Order – Telling the events in the order they happened.
  - Using clue words like first, next, then, and last.

Read the story The Long, Long, Journey (pgs. 14-28)

Here are the questions to think about/talk about while reading: You **do not** need to turn any type of written or recorded response in with this. These questions are meant to guide you through the story.

After reading pgs. 18-22

- What does the little female learn to do on pages 18-22
  - *Answer: She learns to search for food, protect herself from a fox, fly.*
- In what order does the author describe these events?
  - *Answer: They are described in the order they happen.*
- Why do you think the author organized the events this way?
  - *Possible response: Reading the events in the order they happened helps me understand how the events are connected. I see what the little female learns and how she changes as she grows.*

After reading pgs. 24-27

- In your own words, tell what happens during the godwits' long journey.
  - *First, the adult godwits leave the mudflats. About a month later, the young birds follow them. They stay together in their flock as they fly. At one point, a falcon attacks, but the young female escapes. The godwits fly for nearly eight days. Finally, they arrive in New Zealand.*

- How has the author organized the text?
  - *Answer: In the order the events happened; in chronological order.*
- How does this support the author's purpose for writing?
  - *Answer: The author is describing what happens during the godwits' journey. Telling the events in chronological order makes the journey easy to follow.*

### Optional

- Your student can use iRead – it is one of the options on the first page once you login to HMH.
- Do the turn and talk questions on page 29.
- Your student can take the quiz over The Long, Long Journey on the HMH site.
- Read independently for 15-20 minutes.
- Your student can practice the Spelling List for this week. There will not be a test. This is completely optional.

cannot

pancake

maybe

baseball

playground

someone

myself

classroom

sunshine

outside

upon

nothing

Challenge

nobody

everywhere

## Math-Lesson 12.8- p. 735-738

- Complete all the problems, except #13 unless you have access to string or yarn.
- If you do #13, they need to use yarn to trace the path of the line and then measure the yarn to figure out how long the line is.
- We usually have the students label both parts of each path on their paper and then add the 2 lengths together. Some students measure one part of the path and then by the time they get to the next part they have forgotten the first number or remember it wrong. For example, 3 in. + 2 in.= 5 in. for path C.
- **Make sure they estimate first!!**
- There is a paper ruler if you do not have access to any measuring tools.
- Make sure they line the ruler up at either the end of the ruler or where the zero would be on the ruler. Some kids this age forget to start at the edge of the ruler and want to start at 1.

## Writing

If you have a colored pencil or a pen use it to have your child read their letter and circle any words that they think are not spelled correctly or are unsure about. Once they have circled all the words they think could be misspelled, help your child correctly spell the words.

## Friday - April 17

FREE DAY!!!!!!!!!!

We are still following the school calendar and April 17 is a NO SCHOOL day! Enjoy your extended weekend!