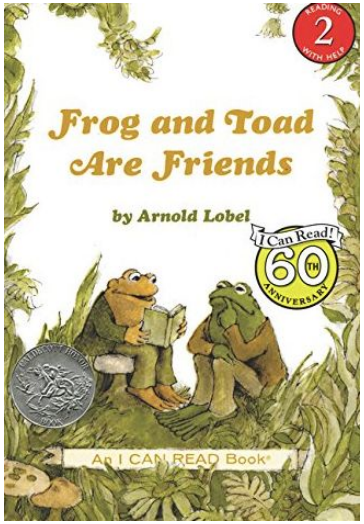
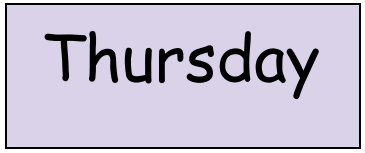
2nd Grade Lesson Plans for Distant Learning

Parents: Please use this suggested schedule and lesson plan document to complete with your child. Start with the Main Activities first. If you can, go back and complete the Extra Choice activities after all Main Activities have been completed for that day. All resources are linked in this document and can be accessed by clicking the blue hyperlink. Please note that this is a suggested sequence of learning activities. We understand that you need to do what works best for your family. If you need help accessing resources, materials, or online activities, please reach out to your child's teacher with questions, comments, or concerns (our emails are at the bottom of the page). A new weekly schedule will be uploaded to the 2nd Grade Homework page every Friday evening.

Monday March 30	Tuesday March 31	Wednesday April 1	Thursday April 2	Friday April 3
Reading Main Activity Students choose a fiction book to read. Have them read a few pages to get to know the main character. Have our child use what they've learned about the character to make a prediction about what they might do next. Have your child draw their character and answer the questions below. Then they will finish the book to check if their predictions were right or if they were surprised.	Reading Main Activity Remind students that In the Frog and Toad Series Books, we learned a lot about Frog and Toad by studying how they speak to each other and by looking closely at their relationship. We know that Toad respects Frog because he usually listens to what Frog says and takes his advice; like when Frog was suggesting that Toad do his chores now rather than putting them off until	Reading Main Activity Say to your child, "Today you will find words in your book to SHOW how things are happening in a story." Your child will Read the story at the bottom of the page and find words or phrases that describe how something is happening or show action. They can write these words on a sheet of paper. For example, "The sun is shining so brightly that you are dripping	Reading Main Activity Your child will choose a new fiction book to read and complete the sequencing sheet Or write down the characters, setting and major events in order on a separate sheet of paper. Extra Choice Your child can choose two books to read on Reading A-Z and complete the quizzes or read a book they took home from school for fluency practice.	Reading Main Activity Your child will use the fiction book they have been reading all week and answer or discuss the retelling check questions with you or someone in your family. Extra Choice Your child can choose two books to read on Reading A-Z and complete the quizzes or read a book they took home from school for fluency practice.

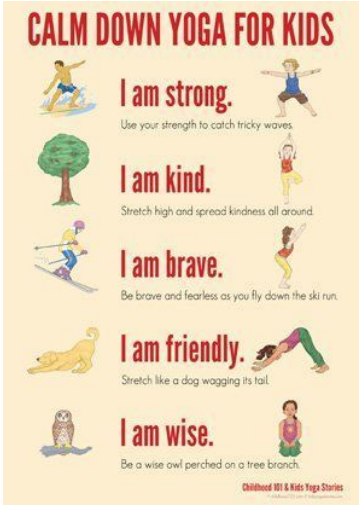
1. Describe the character using 3 words. Try not to use nice, happy, sad, or mad. Use your second-grade words! For example, in the books Frog and Toad, Toad is lazy and silly. 2. What do you think they will do next and why? <u>Extra Choice</u> Your child can choose two books to read on Reading A-Z and complete the quizzes or read a book they took home from school for fluency practice.	tomorrow. Even though Toad didn't want to do the chores and was feeling lazy, he listened to his best friend because he respects him and knows that Frog just wants the best for him.  Have your child reread the same fiction book they read yesterday and pay close attention to how the main character gets along with other characters in the story. Have your child try to answer these questions as they read.	with sweat. These highlighted phrases really describe exactly what is happening in the story. <u>Extra Choice</u> Your child can choose two books to read on Reading A-Z and complete the quizzes or read a book they took home from school for fluency practice.		

	1. How does the main character get along with others? 2. Is the main character close with other characters? How do you know? 3. Does the main character like the other characters in the story? How do you know? Extra Choice Your child can choose two books to read on Reading A-Z and complete the quizzes or read a book they took home from school for fluency practice.			
Phonics Main Activity: Tell students that sometimes ir and ur also make the errrr sound like in the words bird and nurse. Even though they don't have er, they still make the	Phonics Main Activity: Introduce the snap words Thursday, first, girl, and their using the snap word cards below. Go over how to spell them and ask your child what they	Phonics Main Activity: Have your child read the Neighbor's Blooper Story and find words that don't look like they are spelled correctly. Students need to think about	Phonics Main Activity: Review the 4 snap words you introduced Tuesday with your child. Your child will say each word and spell it 3 times in a voice of their choice.	Phonics Main Activity: Review the R-controlled vowels that can make the errr sound in a word (ir, ur, er) with your child. Have them complete the sort at the bottom

same sound like in tiger. Students will use the books they took home from school to find words that have the "er" sound but are spelled with ir or ur. Then, they'll make a list of these words on a separate sheet of paper. Remind students to be careful! Don't just look for the letters. Remind them to stretch out the word to make sure you can hear the errrr sound. Examples: nurse, bird, purse, first <u>Extra Choice:</u> Have your child sort the words into two columns. Words with ur and words with ir.	notice about the letters, the spelling, and the sounds in the word. Then have them complete the fill in the blank sentences using the snap words at the bottom of this document. If you can't print the document, copy the sentences on another sheet of paper and fill in the blanks.  <u>Extra Choice:</u> Students can write another sentence in their journal using all 4 of the new snap words and draw a picture to	what they've learned about words with er, ur, ir. Remember, all three of these R-controlled vowels can make the errrr sound like in tiger. Students will fix the misspelled words by crossing it out and writing the word correctly overtop OR by writing the misspelled words correctly on a separate sheet of paper. Check your child's work with the answer key or have them use a dictionary to check if their spelling is correct! <u>Extra Choice:</u> Students can write their own story with as many ir, ur, er words as they can think of and draw a picture to go with their story. They can choose to read their story to a family member as well. Have students share their story on Class Dojo.	(Examples: whisper voice, cowboy voice, ghost voice). Then complete the Mix It, Fix it, Write it, Order It activity at the bottom of the document. <u>Extra Choice:</u> Students can go on a book scavenger hunt! To look for the 4 snap words this week in their books. Then they can count how many times they found each word and answer, "Which word is the winner?"	of the document. Then check your child's work using the Sort Answer Key. <u>Extra Choice:</u> Students can draw and label 3 things in their house that have er, 3 things that have ur, and 3 things that have ir in their names. Have students post a photo on Class Dojo or send a picture to your child's teacher.

	go with their sentence. Have students share their story on Class Dojo.			
Math Main Activity: Fractions Anchor Chart Kids should make their own anchor chart to hang up at home! Extra Choice: Students can get on Reflex-complete one lesson (until the green light comes on at the top right) OR practice addition and subtraction flash cards from home learning packet.	**Math** Main Activity: Students should watch the Brainpop jr- called "Basic Parts of a Whole." Kids should complete one fraction page in their home-learning packet. Extra Choice: Dreambox- Students can complete one lesson.	**Math** Main Activity: Kids should watch the Brainpop Jr. called "More Fractions" Kids should complete one fraction page in their home-learning packet. Extra Choice: Students can get on Reflex-complete one lesson (until the green light comes on at the top right) OR practice addition and subtraction flash cards from home learning packet.	**Math** Main Activity: Let's talk math! Talk with your child about: -How do we use fractions at home? -What do you see that's divided into equal parts? Extra Choice: Dreambox- Students can complete one lesson. OR Check out this fraction matching math game!	**Math** Main Activity: Students need to look at the picture of the candy on the Dojo Class Story. Then have your student take the Fractions Exit Ticket on Class Dojo under "Activities" or "To Do" list on the app. Extra Choice: Reflex-complete one lesson (until the green light comes on at the top right) OR practice addition and subtraction flash cards from home learning packet.
Writing Main Activity: Students choose a helper in the community	**Writing** Main Activity: Students should edit their thank you note by	**Writing** Main Activity: Kids should write a thank you letter, card,	**Writing** Main Activity: Students will edit their letter, note, or card	**Writing** Main Activity: Students should draw a picture to go with their

who has been working extra hard lately to help people who are getting sick with the Coronavirus. Students will write them a thank you note, a letter, or make them a card with a thankful message for all of the hard work they have been doing to help people who need it. <u>Possible People to Thank</u>: Doctors, Nurses, Hospital Workers, Janitors, Fire Fighters, Police Officers, EMT's, Volunteers <u>Extra Choice:</u> Students can Watch: the brainpop on how to write a paragraph: https://jr.brainpop.com/readingandwriting/writing/writingaparagraph/ Do the Brainpop quiz.	reading it over to check for mistakes. Remember to use MINTS. Then, Kids should read their thank you note to a friend or family member.	or note to a **<u>different</u>** helper who has been working with sick people or people in need during this time and thank them for their hard work and for being so caring. <u>Extra Choice:</u> Kids can Play: Turtle Diary Capitalization Game	message. Use MINTS. Then, students can share their thank you note, card, or letter to a friend or family member.	letters or notes or add an illustration to their thank you cards. Remind your child to label the pictures or write a caption. *If you're able to take a photo of the card, letter, or note you made please email a picture of it to your teacher or upload the picture on your Class Dojo Page so your teacher can share it with a helper in the community. Reading their thank you messages will surely make them feel appreciated and proud of the dangerous work they have been doing for the people who need their help during this time. <u>Extra Choice:</u> Students can Watch: the brainpop on using commas: https://jr.brainpop.com/readingandwriting/sentence/commaswithadjectivesandlists/

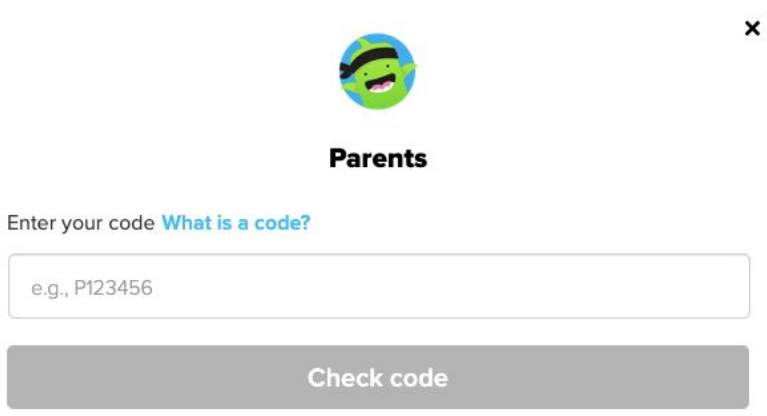
				Do the Brainpop quiz.
Content/IB Inquiry Main Activity: Students will watch the brainpop on the Pueblo People. Students can then take the easy or hard quiz after watching the video. Extra Choice: Students can work on the Weekly Extra Choice			**Content/IB Inquiry** Main Activity: Students should work on the Native American reading sheet for the Pueblo from their home-learning packet. Extra Choice 1: Students can work on the Weekly Extra Choice OR Extra Choice 2: Students can go back to the brainpop video on the **Pueblo People** and complete the Draw About It activity. Then students can take a photo and post on Class Dojo.	**Content/IB Inquiry** Main Activity: Have your child try some calm down yoga! Have them say the words as they do the poses. Have them think about how their body feels when they are doing each pose? When might be a good time to do these?  Extra Choice: Students can work on the Weekly Extra Choice

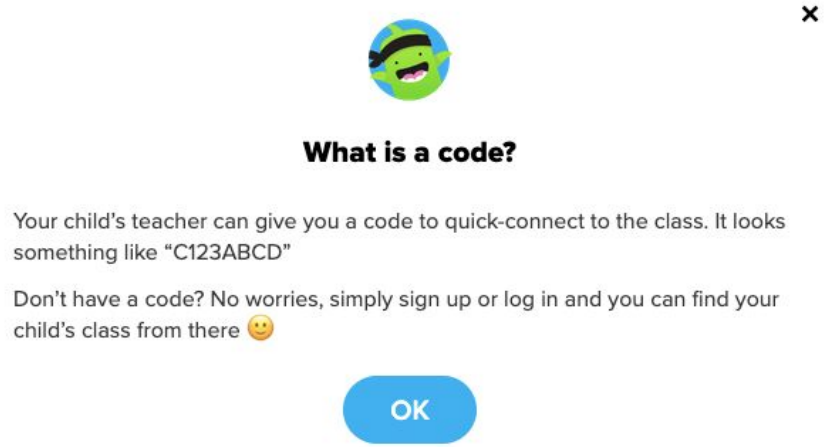
Content/IB Inquiry Weekly Extra Choice	**Focus: Creativity / Thinker / Research** **Task:** Students can make their own obstacle course in the living room. Challenge a family member to complete it! **Questions to think about:** How fast can you safely go? Can you do the obstacle course backwards? What is your favorite part of the obstacle course?

Online Websites/Apps/Resources Login Information:

1. Class Dojo: **All 2nd Grade teachers will be using Class Dojo to communicate with parents, post assignments for students to complete, and to connect with students on a regular basis.**
   Students will also be able to post videos, photos, or drawings of things they have been learning at home to share with their teacher.

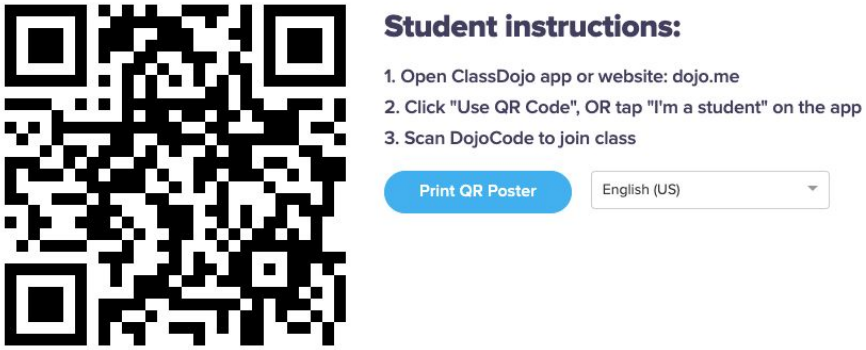
   Your child's teacher will send you an invitation to their class via e-mail or phone number.
   To login as a parent, go to https://www.classdojo.com/ , click on Parent and enter the code in the invitation.



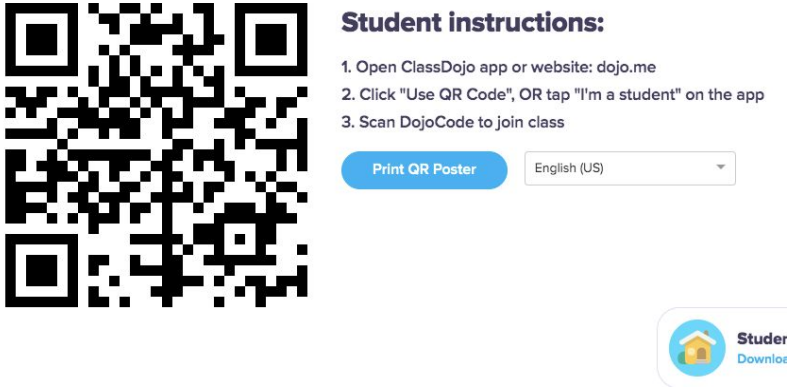


For student login, click on "Use QR Code" OR tap "I'm a Student" on the app, and scan DojoCode to join the class. Look for your teacher's QR code below.

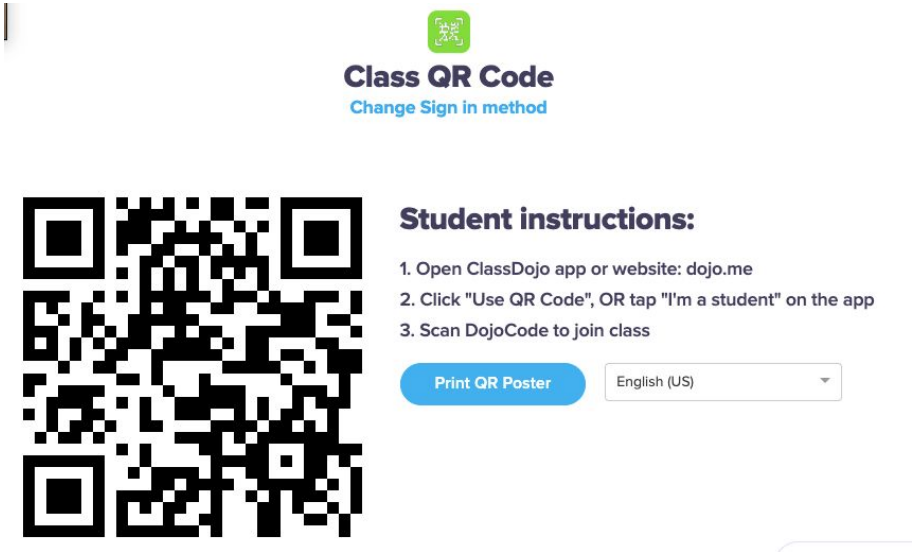
Ms. Goncz's Class



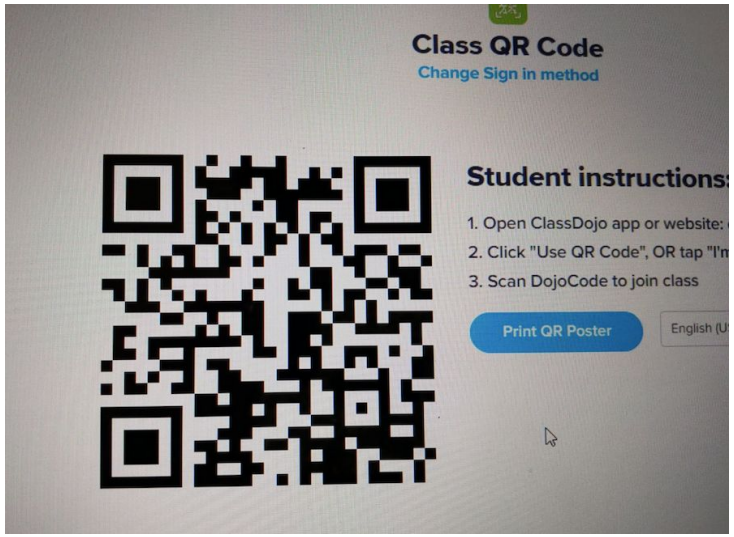
Ms. Henson's Class



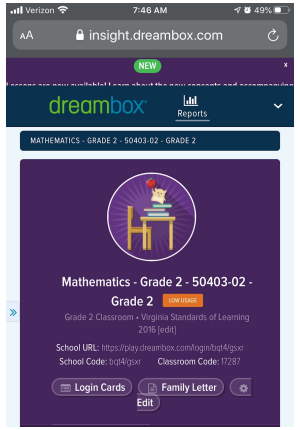
Mr. Re's Class



Ms. Eskenas' Class



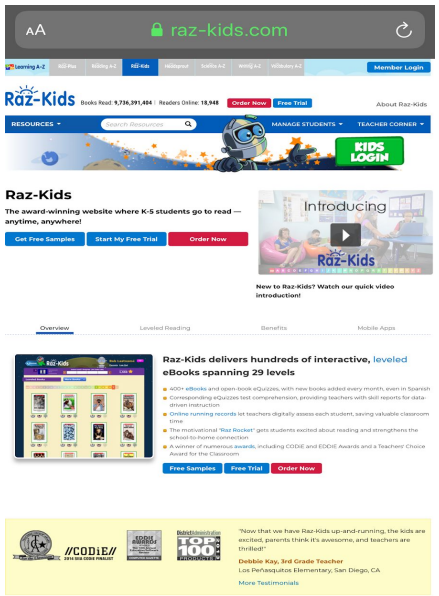
2. Dreambox- Additional app or website that can be used for students to practice math concepts. School URL: https://play.dreambox.com/login/bqt4/gsxr Student Username: lunch number (student ID) Password: birthday (MM/DD/YY)
    a. Ms. Goncz's Class Code: 17287
    b. Mr. Re's Class Code: 21900
    c. Ms. Henson's Class Code: 12561
    d. Ms. Eskenas' Class Code: 95879 *(username: lunch number, password: math)

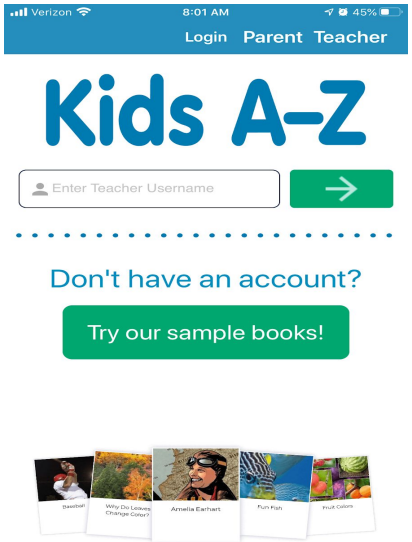


3. Reflex- An app or website that can be used for students to practice their addition and subtraction facts. First type in your teacher's username. (See below) Click on your class and find your child's name. Both the student username and password is your child's lunch number (student ID).
    a. Ms. Goncz's Username: brandi.goncz
    b. Mr. Re's Username: mrre
    c. Ms. Henson's Username: mshenson
    d. Ms. Eskenas' Username: eskenas

4. Reading A-Z- An app or website that can be used for students to read books on their level and practice answer questions by taking the reading comprehension quizzes. Click on the green KIDS LOGIN button. Type in your teacher's username. Find your name and type in your password. Student Password: Lunch Number (Student ID)
    a. Ms. Goncz's Username: bgoncz0 (zero not an o)
    b. Mr. Re's Username: jre03 (zero not an o)
    c. Ms. Henson's Username: khensonl
    d. Ms. Eskenas' Username: jeskenas

*Please complete assignments under the "My Assignments" tab first before going to the Reading Room.

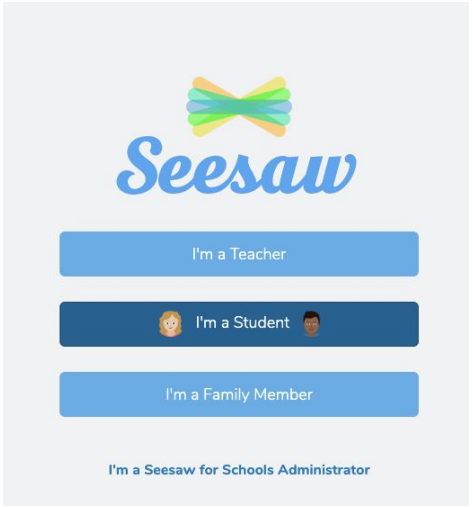


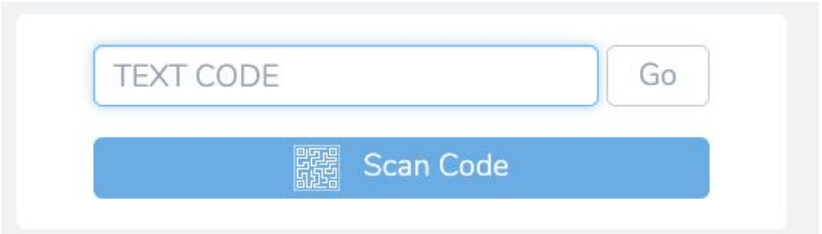


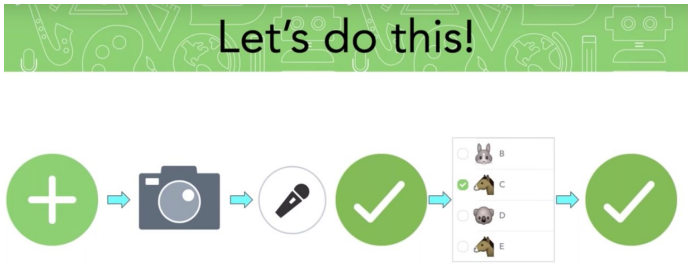
5. SeeSaw- An app or website that can be used for students to complete **additional** assignments or post photos/videos of something fun they have done at home. **Please use this website as an **extra** resource for extra practice.

To sign in, click on the I am a Student button and enter the text code. Your teacher will need to send you your child's individual text code. NOTE: The text code will expire after 1 hour. If it expires, you will need to get a different text code. Stay logged in to avoid needing a different code each time. OR You can also scan in using the website linked to a QR code. Your child's teacher will need to give you this link. See the picture below for directions on how to post photos/videos to student portfolios.
**Note: At this time, only Ms. Goncz and Ms. Henson's classes are using SeeSaw.

Student ID: s and your lunch number with no spaces Example: s1021044
Text Code: a series of letters in ALL CAPS

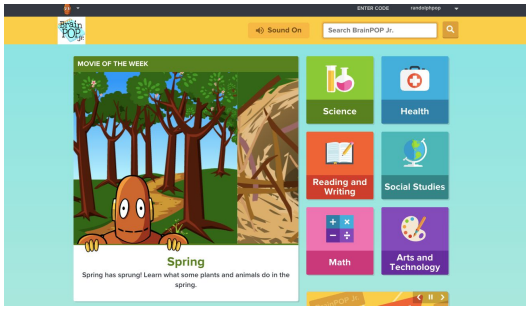






6. Brainpop Jr.- A website that has educational videos of concepts explained in kid-friendly language.

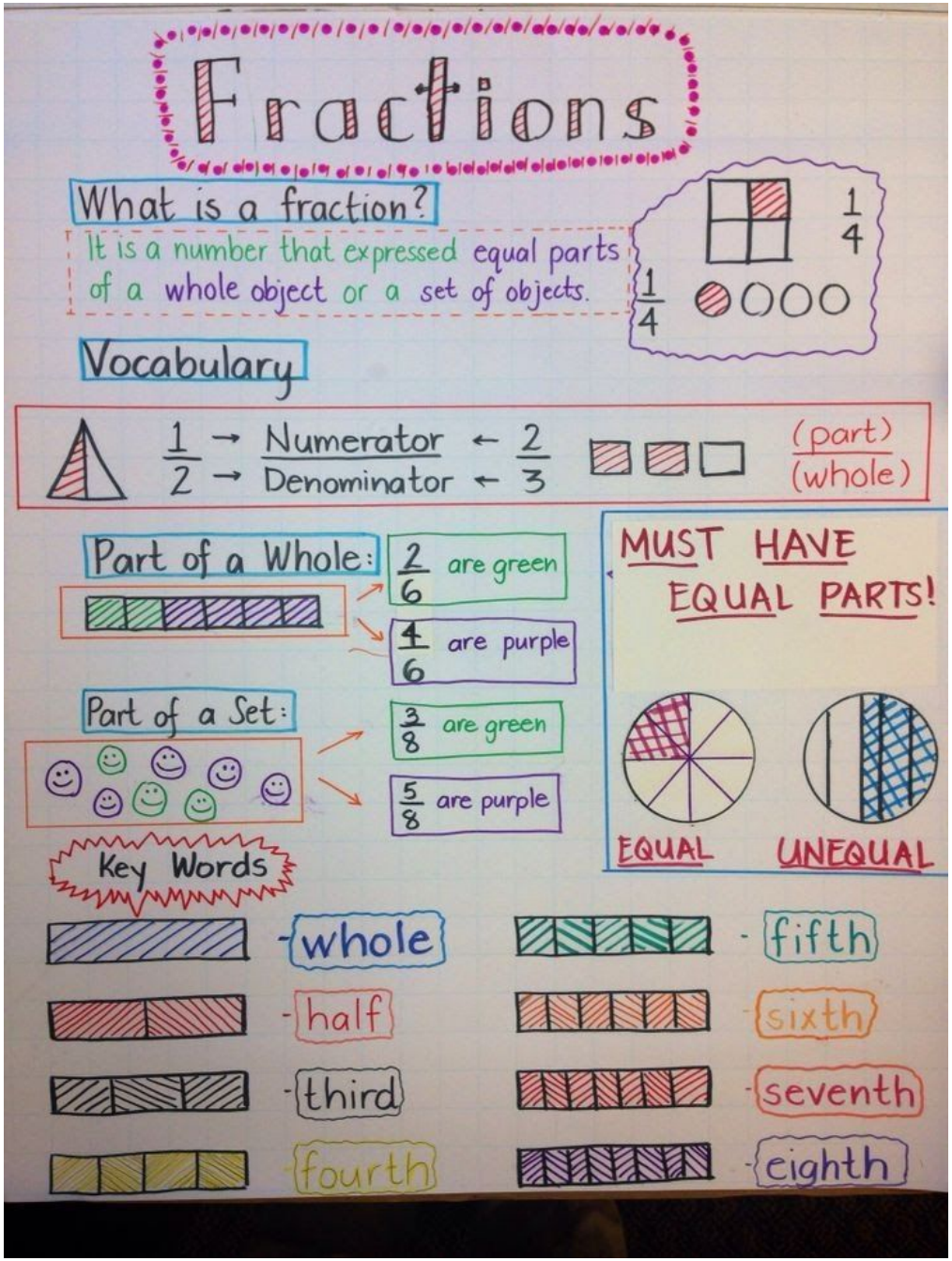
Username: randolphpop
Password: brainpop



Reading Story

You're at a water park. The sun is **shining so brightly** that you are **dripping with sweat**. You and your friend are sitting on top of the biggest waterslide in the whole park. All of a sudden, the two of you swoosh down the curvy tunnels until you make an enormous splash into the pool! "Ahhhh!" you both scream. Then, you hear your stomach grumbling. "It's time for a snack." you say as you pull your friend's arm and head to the ice cream stand. The two of you sit down to share a triple chocolate ice cream sundae with whipped cream and a cherry on top. Before you know it, there's chocolate ice cream all over your face! Yum!

Fractions Anchor Chart



Fill in the Blank Sentences

Directions: Fill in the blank with a snap word from the word bank. You can use each word more than once.

Word Bank
Thursday
their
girl
first

Today is _ _ _ _ _ _ _ _ _ April 2, 2020.

There are more boys than _ _ _ _ s in our class.

Last year you were in _ _ _ _ _ _ grade!

What will you do on your _ _ _ _ _ _ day of spring break?

The teachers are busy planning for _ _ _ _ _ _ students.

How many _ _ _ _ s are in your family?

Next _ _ _ _ _ _ _ _ _ you will be on spring break.

Who enjoys learning at home with _ _ _ _ _ _ parents?

Neighbor's Blooper Story

FIG. 3-4 Neighbor's story with bloopers

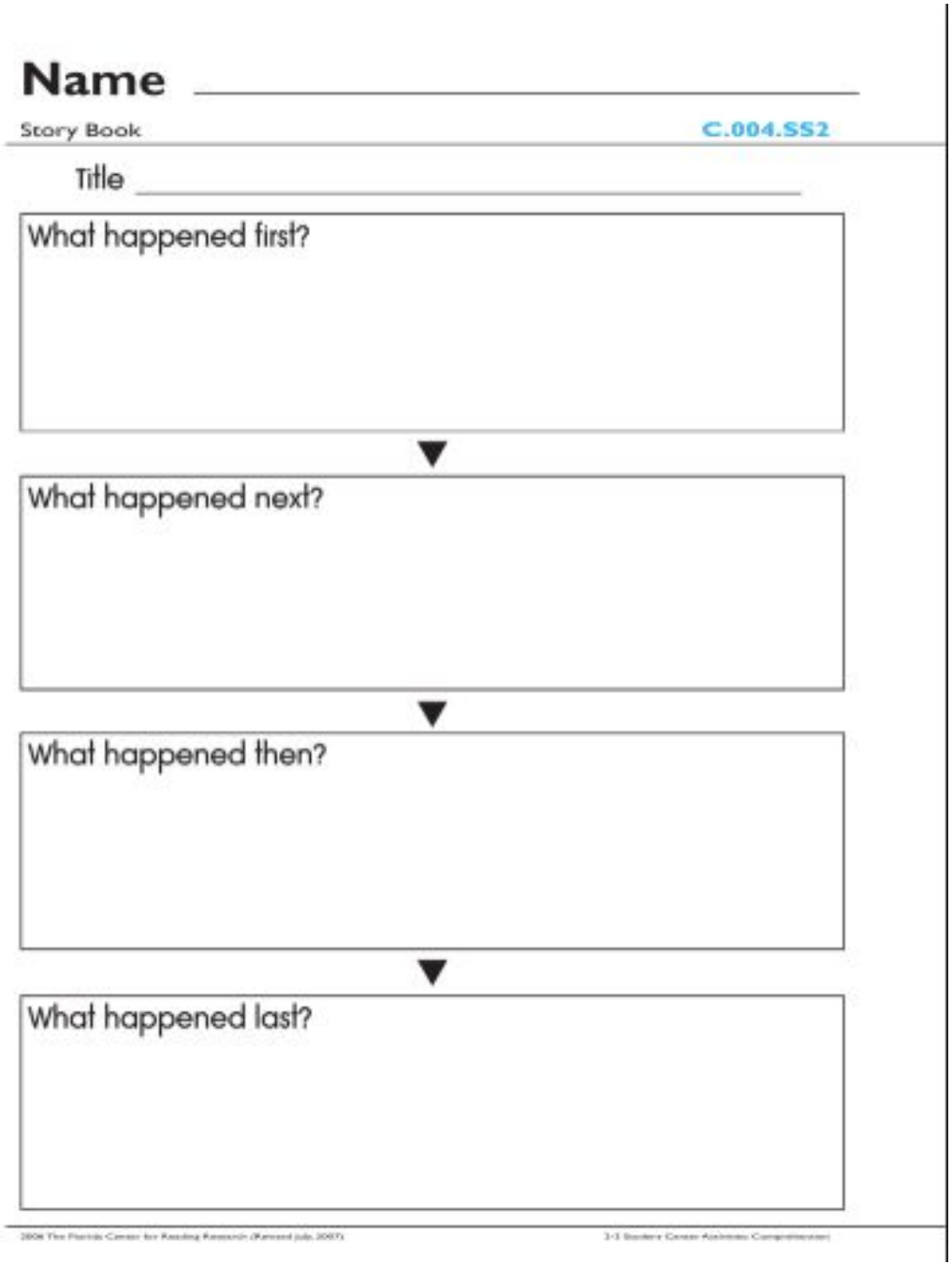
One wintur day my hamstur looked sick. I put hir in my shert and went to the school nerse. I said, "My pet is hert. Look at the fer coming out!" He was serprised. He said, "I want to help your pet feel bettur, but I ~~am~~ help people. You need to take hir to a vet!"

Units of Study in Phonics (© 2018 by Lucy Calkins and Colleagues; Heinemann: Portsmouth, NH). May be photocopied for classroom use.

Neighbor's Blooper Story Answer Key

1. Winter
2. hamster
3. her
4. shirt
5. nurse
6. hurt
7. fur
8. Surprised
9. better
10. her

Sequencing Sheet



Name _____

Story Book C.004.SS2

Title _____

What happened first?

▼

What happened next?

▼

What happened then?

▼

What happened last?

Name_____ Date_____

Mix it, Fix it, Write it, Order It

Directions: These snap words are spelled wrong! Fix the snap words by writing the correct spelling with a pencil, a crayon, and in rainbow letters. Then, once they are all fixed, put all the words in ABC order.

All Mixed Up	Fix it with a Pencil	Fix it with a Crayon	Fix it with rainbow letters	Put the words in ABC order
ferst				1.
theair				2.
gerl				3.
Thersday				4.

Retelling Check Questions

1. What is the title of the story? Who is the author of the story?	2. Who are the characters in the story?
3. Where and when does the story take place?	4. What happens at the beginning of the story?
5. How does the story end?	6. Did you like the story? Why or why not?

Name three events in the story.	Retell the story in 20 words or less.
What is the theme of the story?	What is the plot of the story?
What is another way that the story could have ended?	Name another story like this one. How are they the same?
Name a book you have read that is different from this one? How are they different?	Which character would you like to have as a friend? Why would you like to be friend?

ER, IR, UR Sort

Directions: Write the word for each picture. Cut out the pictures and headings. Glue the pictures under the correct heading in a journal or on a separate sheet of paper. If you don't have access to a printer, say the name of each picture. Divide your paper into 3 columns, ER, IR, UR. Write these headings at the top of your paper and write each word under the correct heading. **Note:** A few pictures could be sorted under more than one heading.

/ir/	/ur/	/er/
b**ir**d	n**ur**se	tig**er**

Sort Answer Key

IR

1. Circle
2. Girls
3. Shirt

ER

1. Burger
2. Spider
3. Flower
4. Baker

UR

1. Burger
2. Surf
3. Purse

Contact Information

Questions?		
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Jason Re	jason.re@apsva.us	Classroom teacher
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Rae Gunawardena	rachel.gunawardena@apsva.us	EL Teacher
Cathy Wague (for technology issues/concerns)	cathy.wague@apsva.us	ITC at Randolph