

2nd Grade E-Learning Activities - Round 4

Oakdale Elementary

2nd Grade

Attached is the 4th and **final** round of E-Learning activities that your child will need to complete in order to ensure that they are counted as present during the school district's E-Learning days! The packet will need to be completed and returned to the teacher as soon as possible for your child to receive credit. You may email a picture of completed work to your child's teacher upon completion.

The second grade teachers will be available to support you and your child with this packet during their office hours on E-Learning days. The teachers will be available via Class Dojo and email, so please reach out to your child's teacher as needed. Listed below are the office hours and email addresses for the second grade team.

Office Hours are: Monday – Friday 9am-11:00am

Contact us at:

Mrs. Smith – Sflippen-smith@rhmail.org

Mrs. Jenkins – Ajenkins@rhmail.org

Mrs. Steinmetz – Csteinmetz@rhmail.org

Mrs. Mancine – Mmancine@rhmail.org

If you have any questions or concerns please don't hesitate to contact us!

Sincerely,

The Second Grade Team

2nd Grade E-Learning Activities - Round 4

Additional Resources for each subject can be found at <https://scremotelearning.com/>

Date	Reading/Writing	Math	Social Studies/Science
May 6	<p>Learning Target: Students should be able to recognize differences between the points of view and perspectives of the narrator and characters in the story. Determine who is telling the story at different points in a text - the narrator or characters</p> <p>Vocabulary Students Need To Know</p> <p>Narrator - the person or character that is telling the story</p> <p>Point of view - is what the character or narrator telling the story can see of experiences (his or her perspective).</p> <p>Introduce vocabulary and review Point of View anchor chart (attached below).</p> <p>Have students read My Missing Bear reading passage. Students will then answer the questions about the passage.</p> <p>**Students will need crayons for this activity, they will use the crayons to underline evidence from the passage to support their answers. Have them use the colors listed on the question sheet.**</p> <p>***Encourage your child to read daily for 20 minutes***</p> <p>**Documentation of daily reading is not required**</p>	<p>You will mostly be working on adding and subtracting 3 digit numbers with regrouping in this packet. A page with addition and subtraction strategies is attached, as well as answer keys.</p> <p>Students will use the large, red Investigations math workbook, and extra (optional) activities are provided to use as needed.</p> <p>3 Digit Addition with no Regrouping</p> <p>Workbook Pages: Unit 8 p. 65-66 **When it asks for "sticker notation", please have your child draw a Base 10 model**</p> <p>Now Solve This: Mrs. Jenkins was trying to solve an addition problem. She said $322 + 165 = 487$. Is she correct? Prove it by choosing a strategy to show your work.</p> <p>OPTIONAL/EXTRA</p> <p>IXL: I.3, 4</p> <p>Addition and Subtraction Games: https://www.mathplayground.com/index_addition_subtraction.html</p>	<p>Pearson- My World (Social Studies green workbook)</p> <p>Lesson 4: Spending and Saving (continued)</p> <p>Read and complete pages 250-253</p> <p>Optional Extra Enrichment: https://www.youtube.com/watch?v=a5UMk5HOP_A</p>
May 7	<p>Review vocabulary listed above and review Point of View anchor chart (attached below).</p> <p>Have students read A Doggy Day reading passage. Students will then answer the questions about the passage.</p> <p>**Students will need crayons for this activity, they will use the crayons to underline evidence from the passage to support their answers. Have them use the colors listed on the question sheet.**</p> <p>**Encourage your child to read daily for 20 minutes**</p>	<p>3 Digit Addition with Regrouping</p> <p>Workbook Pages: Unit 9 p. 21A & 21B **When it asks for "sticker notation", please have your child draw a Base 10 model**</p> <p>Now Solve This: Mrs. Smith was trying to solve an addition problem. She said $45 + 139 = 1714$. Is she correct? Prove it by choosing a strategy to show your work.</p> <p>OPTIONAL/EXTRA</p> <p>IXL: I.3, 4</p>	<p>Pearson- My World (Social Studies green workbook)</p> <p>Lesson 5: Many Different Jobs</p> <p>Read and complete pages 254-256</p> <p>Optional Extra Enrichment: https://www.youtube.com/watch?v=MkfXKQFCuxE</p>

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	<p>**Documentation of daily reading is not required**</p>	<p>Addition Video: https://www.youtube.com/watch?v=AjrrNPfS2k8</p> <p>Attached 3 Digit Addition Split activity</p>	
May 8	<p>Review vocabulary listed above and review Point of View anchor chart (attached below).</p> <p>Have students read the Letters from Summer Camp reading passage. Students will then answer the questions about the passage.</p> <p>**Students will need crayons for this activity, they will use the crayons to underline evidence from the passage to support their answers. Have them use the colors listed on the question sheet.**</p> <p>**Encourage your child to read daily for 20 minutes**</p> <p>**Documentation of daily reading is not required**</p>	<p><u>3 Digit Addition with Regrouping</u></p> <p>Workbook Pages: Unit 8 p. 69 **When it asks for "sticker notation", please have your child draw a Base 10 model**</p> <p>Now Solve This: Mrs. Steinmetz was trying to solve an addition problem. She said $217 + 344 = 551$. Is she correct? Prove it by choosing a strategy to show your work.</p> <p><u>OPTIONAL/EXTRA</u></p> <p>IXL: I.3, 4</p> <p>Addition and Subtraction Video: https://www.mathplayground.com/video_add_subtract_3_digit_numbers.html</p>	<p>Pearson- My World (Social Studies green workbook)</p> <p>Lesson 5: Many Different Jobs (continued)</p> <p>Read and complete pages 257-259</p> <p>Optional Extra Enrichment: https://www.youtube.com/watch?v=4FdwZK6pL1M</p>
May 11	<p>Learning Target: I can demonstrate an understanding of word relationships and meanings.</p> <p>Explanation: Shades of meaning (nuances) determine minor differences between a set of words with similar meanings.</p> <p>For example, angry and outraged can be used to describe a similar situation. Although their meanings are the same there is a difference in their intensity.</p> <p>Angry is used when the situation is relatively mild. This is a weaker description of the word.</p> <p>Outraged is an advanced level of anger. This would be a stronger description of the word.</p> <p>For example: I am really angry at my friend for not coming to my birthday party.</p> <p>I am outraged at my friend for not coming to my birthday party.</p>	<p><u>3 Digit Addition with Regrouping</u></p> <p>Workbook Pages: Unit 8 p. 70 **When it asks for "sticker notation", please have your child draw a Base 10 model**</p> <p>Now Solve This: Mrs. Mancine was trying to solve an addition problem. She said $109 + 246 = 355$. Is she correct? Prove it by choosing a strategy to show your work.</p> <p><u>OPTIONAL/EXTRA</u></p> <p>IXL: I.3, 4</p> <p>Addition Brain Pop Jr.: https://jr.brainpop.com/math/additionandsubtraction/addingwithregrouping/</p>	<p>Pearson- My World (Social Studies green workbook)</p> <p>Review and Assessment - Chapter 7</p> <p>Use anything you have completed in this Chapter to help you complete pages 260-261</p>

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	<p>The word Outrage changes the intensity of the sentence above.</p> <p>Have students use the attached vocabulary cards to sort the words from weakest meaning to strongest meaning.</p> <p>The cards are already in order from weakest meaning to strongest meaning, so they will need to be cut out and mixed up</p> <p>Discuss the meaning of unknown words with your students.</p> <p>Ask your students to give you examples of how to use the words in sentences.</p> <p>**Encourage your child to read daily for 20 minutes**</p> <p>**Documentation of daily reading is not required**</p>		
May 12	<p>Review explanations of Nuance of words or shades of meaning with your child.</p> <p>Explanation: Shades of meaning (nuances) determine minor differences between a set of words with similar meanings.</p> <p>Have your child complete the Shades of Meaning Handout.</p> <p>Writing</p> <p>This week your child will begin to write a daily journal entry. Each day your child will respond to a given writing prompt. Please encourage your child to do their best writing, add lots of details and do their best to respond according to the task. Students may choose to write using a journal or digital content (powerpoint, microsoft word etc.)</p> <p>Writing Prompt</p> <p>If my pet could talk..</p> <p>Write a journal entry from your pets point of view. What would your pet say about E-Learning and you staying at home? Remember your pet is the narrator telling the story. Try to include nuances of words to express your thoughts.</p> <p>**Encourage your child to read daily for 20 minutes**</p>	<p><u>Word Problem Practice</u></p> <p>1)Mrs. Smith went to the store and saw 84 rolls of toilet paper on sale. Then, they put 42 more rolls on the shelves. A crowd of people came and bought toilet paper, and now there are only 29 rolls left. How many rolls of toilet paper did the crowd buy?</p> <p>2)Mrs. Jenkins was trying to figure out how much time she was spending on Zoom each day. She spends 75 minutes with her class and 45 minutes in meetings. Then she realized she was also on Zoom for 60 minutes for Ellie's classes. How many minutes was Mrs. Jenkins on Zoom?</p> <p>3)Mrs. Steinmetz figured out we will have done 48 days of E-Learning by the end of the school year. 17 of those days will have been in April, and 19 days will have been done in May. How many E-Learning days did we have in March?</p> <p><u>OPTIONAL/EXTRA</u></p> <p>IXL: L.10, 11</p>	<p>Pearson- My World (Social Studies green workbook)</p> <p>Review and Assessment - Chapter 7 (continued)</p> <p>Use anything you have completed in this Chapter to help you complete pages 262-263</p> <p>https://www.youtube.com/watch?v=b8uJQP08yq0</p>

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	Documentation of daily reading is not required		
May 13	<p>Review explanations of Nuance of words or shades of meaning with your child.</p> <p>Explanation: Shades of meaning (nuances) determine minor differences between a set of words with similar meanings.</p> <p>Have your child complete the Winning Word Meanings Handout.</p> <p>Writing Prompt</p> <p>If I were an Adult...</p> <p>Write a journal entry from the point of view of an adult. What would you do and say if you had to stay home from school and work because of a pandemic? Remember the adult you choose is the narrator telling the story. Try to include nuances of words to express your thoughts.</p> <p>**Encourage your child to read daily for 20 minutes**</p> <p>**Documentation of daily reading is not required**</p>	<p><u>3 Digit Subtraction with no Regrouping</u></p> <p>Workbook Pages: Unit 8 p. 75-76 **When it asks for "sticker notation", please have your child draw a Base 10 model**</p> <p>Now Solve This: Mr. McQuiston was trying to solve a subtraction problem. He said $326 - 201 = 127$. Is he correct? Prove it by choosing a strategy to show your work.</p> <p><u>OPTIONAL/EXTRA</u></p> <p>IXL: J.3, 4</p> <p>Subtraction Brain Pop Jr.: https://jr.brainpop.com/math/additionandsubtraction/subtractingwithoutregrouping/</p>	<p>Science Chapter 4 Lesson 3 pg. 154-157</p> <p>I will know how animals use body parts to meet their needs. Ask your child what body parts they use to get food for themselves? Ans....Hands,mouth, and teeth.</p> <p>Read and answer the questions on page 154.</p> <p>Quick lab pg. 155 optional ***Attachment Butterfly and Grain Beetle Life Cycle cards.</p> <p>Pg. 156-157 Look at the pictures on this page. Read the information provided and answer the questions that follow.</p> <p>Compare and contrast: How is it helpful that a woodpecker's beak is so different from the pelican's beak? Write the answer in the blank space.</p> <p>Answers:A Pelican needs a big beak to catch fish.</p> <p>....A woodpecker pecks out food inside trees, but a pelican scoops its food out of the water.</p> <p>Pg. 157 Write how an earthworm uses its body parts to move. Ans.... An earthworm uses its strong muscles to move through the soil.</p> <p>Tell how a robin uses its body parts to catch earthworms. Ans.....A robin uses its beak to catch earthworms and its legs to run or walk.</p> <p>Ask your child to Compare How is a woodpecker's beak the same as that of a robin?Both beaks are used to dig out food.</p>

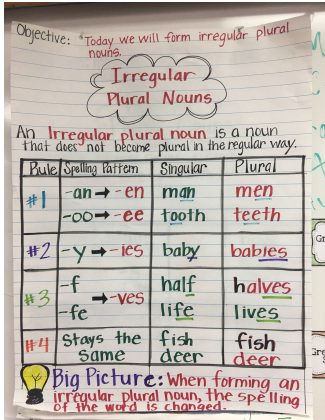
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			<p>Pick a bird to draw (or use playdough if available to create) the bird's beak. Write how the shape of its beak helps it get the food it needs. Eg. draw a Pelican and label its big beak scoops like a net to get fish..... Hummingbirds label their beaks long and thin to get nectar from flowers etc... (playdough....child creates the head of the bird they are studying taking care to create a replica of its beak. Take a picture of the final product.</p> <p>Bill Nye ---Birds https://www.dailymotion.com/video/x54d9jq</p>
May 14	<p>Review explanations of Nuance of words or shades of meaning with your child.</p> <p>Explanation: Shades of meaning (nuances) determine minor differences between a set of words with similar meanings.</p> <p>Have your child complete the Caveman Shades of Meaning Handout.</p> <p>Writing Prompt</p> <p>Grocery Store Gossip</p> <p>Write a journal entry from the point of view of an item that is in high demand because of Covid-19. (Ex. toilet paper). Write about what the item is saying to other products in the grocery store. Is it in high demand or low demand and how does it feel about that? Remember the item you choose is the narrator telling the story. Try to include nuances of words to express your thoughts.</p> <p>**Encourage your child to read daily for 20 minutes**</p> <p>**Documentation of daily reading is not required**</p>	<p><u>3 Digit Subtraction with Regrouping</u></p> <p>Workbook Pages: Unit 9 p. 43A **When it asks for "sticker notation", please have your child draw a Base 10 model**</p> <p>Now Solve This: Ms. Khaalid was trying to solve a subtraction problem. She said $365 - 138 = 227$. Is she correct? Prove it by choosing a strategy to show your work.</p> <p><u>OPTIONAL/EXTRA</u></p> <p>IXL: J.3, 4</p> <p>Subtraction Video: https://www.youtube.com/watch?v=Cy_DASyZ21c</p>	<p>Science Chapter 4 lesson 3 Pg. 158-159</p> <p>Page 158-159 Study the chart on these pages and read the information provided.</p> <p>Underline three ways animals protect themselves. Answer: underline...Some animals have camouflage, Some animals have hard body parts, Other animals use poison to stay safe.</p> <p>Write how the porcupine fish protects itself? Answer: The fish uses its pines to defend itself.</p> <p>Ask: How does camouflage help an animal stay safe from other animals? Ans....camouflage helps an animal blend in with its environment. This makes it difficult for other animals to find it.</p> <p>Ask: What animals have hard shells that help them to stay safe? Ans....turtles, crabs, lobsters, shrimp etc..</p> <p>Ask: How does being brightly colored help some poisonous animals? Ans.... the bright colors warn their enemies that eating them can be deadly.</p> <p>Page 159 Write labels for each column of the chart. Ans... Column 1=Camouflage Column 2= Hard body parts Column 3 Poison</p>

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			<p>On the bottom of the page Tell one thing about an arctic fox. Tell one thing about a horned lizard. Ans.... Arctic fox changes colors with the seasons. The Lizard has spikes and horns for protection.</p> <p>Why would it be helpful for an arctic fox's fur to turn white in winter?</p> <p>***Attachment Complete the Vocabulary worksheet attached. Chapter 4 lesson 3 check.</p> <p>Camouflage Video: https://youtu.be/YOIRci0CKzg</p>
May 15	<p>Review explanations of Nuance of words or shades of meaning with your child.</p> <p>Explanation: Shades of meaning (nuances) determine minor differences between a set of words with similar meanings.</p> <p>Have your child complete the Funny Bunny Shades of Meaning Handout.</p> <p>Writing Prompt</p> <p>Covid-19 Quarantine</p> <p>From your point of view write about the BEST/WORST ways the quarantine has affected your family. What are some things that got cancelled? What are some things you and your family have done now that you have more time? Remember you are the narrator telling the story. Try to include nuances of words to express your thoughts.</p> <p>**Encourage your child to read daily for 20 minutes**</p> <p>**Documentation of daily reading is not required**</p>	<p><u>3 Digit Subtraction with Regrouping</u></p> <p>Workbook Pages: Unit 8 p. 78 **When it asks for "sticker notation", please have your child draw a Base 10 model**</p> <p>Now Solve This: Mrs. Brice was trying to solve a subtraction problem. She said $524 - 359 = 235$. Is she correct? Prove it by choosing a strategy to show your work.</p> <p><u>OPTIONAL/EXTRA</u></p> <p>IXL: J.3, 4</p> <p>Subtraction Brain Pop Jr.: https://jr.brainpop.com/math/additionandsubtraction/subtractingwithregrouping/</p>	<p>Science Chapter 4 lesson 4 What are the life cycles of some animals? I will know about the life cycle of some insects. Pg. 160-163</p> <p>Pg. 161 You will need attached Butterfly and Grain Beetle Life Cycle cards.</p> <p>How are the life cycles alike and different? Ans... Both have 4 stages, but they look different.</p> <p>Pg 162-163 Look at the picture of the butterfly Describe some of its characteristics. Eg. colorfully wings, long tongue, six legs, antenna.</p> <p>Read information and answer the questions on pg 163. Ans... Write what happens next and last in the butterfly life cycle. Next it drinks nectar. Last it flies away.</p> <p>Draw your own picture of a butterfly. Label its parts. Antenna, six legs, head, wings.</p>
May 18	<p>Learning Target: I can form and use irregular plural nouns.</p> <p>Explanation: When we have more than one person, place, or thing described by a word we refer to this as a plural noun.</p>	<p><u>3 Digit Subtraction with Regrouping</u></p> <p>Workbook Pages: Unit 8 p. 79 **When it asks for "sticker notation", please have your child draw a Base 10 model**</p>	<p>Science Chapter 4 lesson 4 page 164-165</p> <p>Study the diagram, read the information on the life cycle of a butterfly, and answer the questions that follow.</p>

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	<p>Most plurals in the English language are formed by simply adding -s or -es as a suffix to the singular word.</p> <p>Words that follow a standard or well established pattern are referred to as regular.</p> <p>Words that deviate from these established norms are referred to as irregular.</p> <p>See anchor chart for spelling rules:</p>  <p>Irregular plural Nouns: Plural nouns that do not follow regular spelling patterns.</p> <p>Go over the spelling rules and a few examples with your child. Have your child complete the Match The Irregular Plural Nouns Handout.</p> <p>**Encourage your child to read daily for 20 minutes**</p> <p>**Documentation of daily reading is not required**</p>	<p>Now Solve This: Mrs. Symons was trying to solve a subtraction problem. She said $731 - 262 = 469$. Is she correct? Prove it by choosing a strategy to show your work.</p> <p><u>OPTIONAL/EXTRA</u></p> <p>IXL: J.3, 4</p> <p>Attached 3 Digit Subtraction Split</p>	<p>Ask: What is the first stage in a butterfly's life cycle? The second stage? Ans.... the egg is the first stage Larva or caterpillar is the second stage. How does a caterpillar change when it becomes a pupa? Ans... It forms a chrysalis with a hard covering. What are some ways a pup is different from an adult butterfly? Ans... a pupa has a different shape, size, and color that an adult butterfly.</p> <p>Students should draw an X on the stage after the larva stage. Ans... the X should be marked on the picture of the pupa.</p> <p>Finally ask: What does an adult butterfly do to start a new life cycle? Ans.... It lays eggs.</p> <p>Have your child draw out the life cycle of a butterfly. They may use their book to help. Label all of the different stages.</p> <p>Bill Nye Life Cycles https://www.youtube.com/watch?v=pLEQ6AsMjWw</p>
May 19	<p>Review explanations and vocabulary with your child. Ask them to give you a few examples. Go over spelling rules for irregular plurals.</p> <p>Have your child complete the Follow The Irregular Plural Noun Path handout.</p>	<p><u>Telling Time Practice</u></p> <p>Create a schedule for your day! Your schedule needs to include:</p> <p>1) Five or more activities (for example: breakfast, lunch, school work, etc.)</p>	<p>Science Chapter 4 Lesson 4 page 166-167</p> <p>Study the diagram. Read the information and answer the questions.</p> <p>Ask: What happens in the third stage of the life cycle of a beetle?</p>

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	<p>**Encourage your child to read daily for 20 minutes**</p> <p>**Documentation of daily reading is not required**</p>	<p>2)The time you start those activities - including a.m. or p.m.</p> <p>3)Draw a clock to match each time</p> <p><u>OPTIONAL/EXTRA</u></p> <p>IXL: Q.2, 3, 4, 5, 7</p> <p>You can continue creating schedules for yourself, other family members, or create a schedule for what you wish your school day would be like next year!</p>	<p>Ans.... the mealworm becomes a pupa with a hard shell.</p> <p>How are a beetle larva and a butterfly larva alike and different?</p> <p>Ans....both hatch from eggs. One kind of beetle larva is called a mealworm and has six tiny legs at the front of its body. A butterfly larva is called a caterpillar and has many tiny legs along the length of its body.</p>
May 20	<p>Today will be the final E-Learning Day for the Rock Hill School District.</p> <p>Have your child take a few minutes to reflect or think about all they have done this year in 2nd grade.</p> <p>Then have your child write a letter to the students who will be coming into the 2nd grade next year.</p> <p>Encourage your child to use lots of detail, highlighting all of the things they learned, things that were challenging for them, best and worst moments. Have them include advice, tips and tricks to be a successful 2nd grader. They can use the following salutation:</p> <p>Dear New 2nd grader,</p> <p>Please send these letters to your child's teacher so that they may be held for the next 2nd grade group to be read on the first day of school.</p> <p>**Encourage your child to read daily for 20 minutes**</p> <p>**Documentation of daily reading is not required**</p>	<p><u>3 Digit Addition and Subtraction with Regrouping</u></p> <p>Have your child complete the attached Addition and Subtraction Quiz independently!</p> <p><u>OPTIONAL/EXTRA</u></p> <p>IXL: I.3, 4 and J.3, 4</p> <p>Any extra time can be used to review completed work, complete optional activities that were listed previously, or complete any unfinished e-learning work!</p>	<p>Science</p> <p>Chapter 4 lesson 4 page 168-169</p> <p>Test page 180-181</p> <p>Study the photos on these pages and read the information provided.</p> <p>Sequence: Tell what happens to a young mouse before it leaves the nest.</p> <p>Ans.... The mouse grows hair and its eyes and ears open.</p> <p>Write how they look like their parents.</p> <p>Ans... Their legs and tail are the same.</p> <p>A newborn mouse is different from its parents because it does not have...</p> <p>Ans.... hair</p> <p>Look at the pictures of the newborns. How might being very close to one another help the mice in the litter?</p> <p>Ans... Being close to each other helps them stay warm.</p> <p>Chapter 4 Practice Test page 180-181</p> <p>Allow time for your child to complete the practice test.</p> <p>Go out in your backyard today and observe and log any animals that you might find.</p>

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Point of View

Name: _____

Date: _____

My Missing Bear

I know, I know. It is a little ridiculous that I still sleep with a stuffed bear at eight-years-old. It's pretty embarrassing and of course I don't want anyone to find out. I have had the same stuffed bear since I was a baby. I need it to sleep. I was in a panic because it wasn't in its usual place on my bed.

"Mom, have you seen my teddy bear?" I questioned.

"That old raggedy thing?" Mom replied, "I threw it away! It has holes, the stuffing is falling out, and it stinks. I didn't think you needed it anymore since you are in third grade.

My heart began to race. Mom threw away my stuffed bear? The stuffed bear I've slept with every night since I was a baby? Tears began to well up in my eyes.

"Mom, I've had that bear since I was a baby. I have so many memories with it. I can't believe you threw it away!" I exclaimed.

"I'm sorry Holden. I didn't know it meant so much to you. I will go dig it out of the trash," mom said.

"Gross! Forget it!" I exclaimed. It was embarrassing enough that I still slept with a stuffed bear. It would be way worse sleeping with a stuffed bear that had been in the trash.

The next day when I came home from school I spotted my old bear sitting on my bed. I cautiously picked him up with two fingers. He had been in the trash after all. I noticed his fur was bright white and his holes had been patched up. My mom had washed and sewn up my stuffed bear for me.



Point of View

Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, infer the answer. You should still look for text evidence to help you infer.

1. Who is the narrator of this story?



- a. Mom
- b. John
- c. a bear
- d. an eight year old kid

2. How does the narrator feel about his stuffed bear? Use text evidence to support your thinking.



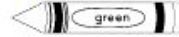
3. How does Mom feel about the stuffed bear? Use text evidence to support your thinking.



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Point of View

4. What might the narrator's voice sound like when he says the following?



"Mom, have you seen my teddy bear?"

- a. The narrator would sound angry.
- b. The narrator would sound worried.
- c. The narrator would sound annoyed.
- d. The narrator would sound miserable.

5. How would you feel if you were in the narrator's position? Is your point of view similar to or different from the narrator's or Mom's?

6. With which statement would the narrator most likely agree? (Choose all that apply.)

- a. It is embarrassing to have stuffed animals.
- b. Stuffed animals are for babies and little kids.
- c. You should get rid of toys you don't play with.
- d. Some toys are important because they hold memories.

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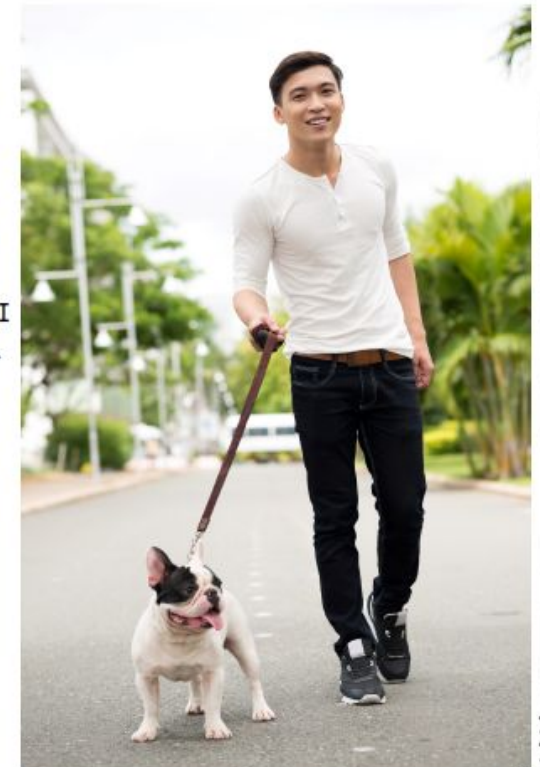
Point of View

Name: _____ Date: _____

A Doggy Day

Master is waking up late again this morning. I put my nose on his pillow and nudge him to wake him up because I have to go to the bathroom. Finally, Master gets up. I have to wait for him to get ready, so I sit by the door in anticipation with my head in between my paws. When he opens the door, I bolt down the stairs towards the door to be let outside. As I do my business on the grass, my master scoops my food. I race in the house and scarf down my food. This is my routine every day.

After I finish my food, I whine at the door begging my master to take me for a walk. Master grabs my leash and we head outside. I feel free! I can smell the fresh air as I proudly trot down the sidewalk. Suddenly, my nose goes wild as I catch the scent of another dog. I pull my owner and drag him towards the aroma as it gets more robust. Suddenly, I spot the other dog! We both greet each other with wagging tails. This is my favorite part of every day! Now it is time to head home to sleep.



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Point of View

Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, infer the answer. You should still look for text evidence to help you infer.

1. Who is the narrator of this story?



- a. a dog
- b. a man
- c. a child
- d. Master

2. What is the narrator's point of view about his or her situation? Use text evidence to support your thinking.



3. What would Master's point of view of the situation be?



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Point of View

4. What might the narrator's voice sound like when he or she thinks the following?

Suddenly, my nose goes wild. I catch the scent of another dog.

- a. The narrator would sound upset.
- b. The narrator would sound excited.
- c. The narrator would sound nervous.
- d. The narrator would sound irritated.

5. How would you feel if you were in the narrator's position? Write an example of something you might say or think.

6. With which statement would the narrator most likely agree?

- a. Dogs are hard to care for.
- b. Dogs are man's best friend.
- c. Dogs always want something.
- d. Dogs love to go on walks and see other dogs.

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2nd Grade E-Learning Activities - Round 4



Point of View

Name: _____

Date: _____

Letters from Summer Camp

LETTER 1

Dear Mom and Dad,

It is my second day of camp and I miss you a lot. I know you said camp would be fun, but so far I am lonely. Everyone is nice here, but I haven't made any friends yet. We went on a long hike today. I am tired and bored. Can you please come to get me early? I miss you both and want to spend the remainder of my summer with you.

Love,
Jordan

LETTER 2

Dear Mom and Dad,

I can't believe an entire week of summer camp has already flown by! I'm sorry I didn't write sooner, but I am having so much fun I haven't had time. I met some great friends named Violet and Emma. We go swimming in the lake, canoeing, and play tons of fun games like tag. I can't wait for tomorrow because we have a camp talent show! I hope you are both enjoying your summer. I'll see you in a few weeks!

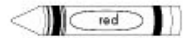
Love,
Beth



Point of View

Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, infer the answer. You should still look for text evidence to help you infer.

1. Who is the narrator of letter 1?

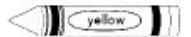


- a. Beth
- b. Violet
- c. Jordan
- d. Mom and Dad

2. How does the narrator of letter 1 feel about summer camp? Use text evidence to support your thinking.

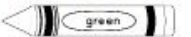


3. Who is the narrator of letter 2?



- a. Beth
- b. Violet
- c. Jordan
- d. Mom and Dad

4. How does the narrator of letter 2 feel about summer camp? Use text evidence to support your thinking.



2nd Grade E-Learning Activities - Round 4

Point of View

5. How would you feel if you were at summer camp? Is your point of view similar to or different from the narrators of letter 1 or 2?

6. What would narrator 1 most likely say?

- a. "I can't wait for summer camp next year."
- b. "Summer camp is awesome! Can I stay longer?"
- c. "Summer camp is boring. I'd rather be at home."
- d. "Summer camp is terrible. It is the worst place I have ever been."

7. What would narrator 2 most likely say?

- a. "I'm never going to summer camp."
- b. "Summer camp is awesome! Can I stay longer?"
- c. "Summer camp is boring. I'd rather be at home."
- d. "Summer camp is terrible. It is the worst place I have ever been."

2nd Grade E-Learning Activities - Round 4

Point Of View Handout Answer Sheets

Point of View
Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, infer the answer. You should still look for text evidence to help you infer.

1. Who is the narrator of this story? 

a. Mom
b. John
c. a bear
d. an eight-year-old kid


2. How does the narrator feel about his stuffed bear? Use text evidence to support your thinking. 

The narrator feels attached to his stuffed bear since he has had it since he was a baby. He begins to panic when he finds out his stuffed bear is missing.

3. How does Mom feel about the stuffed bear? Use text evidence to support your thinking. 


Mom thinks the stuffed bear is just an old, raggedy toy. I know this because she says, "That old raggedy thing?" Mom replied, "I threw it away! It has holes, the stuffing is falling out, and it stinks. I didn't think you needed it anymore since you are in third grade."

Point of View
Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, infer the answer. You should still look for text evidence to help you infer.


4. What might the narrator's voice sound like when he says the following? 

"Mom, have you seen my teddy bear?"

a. The narrator would sound angry.
b. The narrator would sound worried.
c. The narrator would sound annoyed.
d. The narrator would sound miserable.


5. How would you feel if you were in the narrator's position? Is your point of view similar to or different from the narrator's or Mom's? 

ANSWERS WILL VARY.


6. With which statement would the narrator most likely agree? (Choose all that apply.) 

a. It is embarrassing to have stuffed animals.
b. Stuffed animals are for babies and little kids.
c. You should get rid of toys you don't play with.
d. Some toys are important because they hold memories.


Point of View
Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, infer the answer. You should still look for text evidence to help you infer.

1. Who is the narrator of this story? 

a. a dog
b. a man
c. a child
d. Master

2. What is the narrator's point of view about his or her situation? Use text evidence to support your thinking. 

The narrator depends on his owner to let him outside and to take him on a walk. The narrator also looks forward to a walk as the best part of his day.


3. What would Master's point of view of the situation be? 

Master probably sees taking care of his dog as part of his daily routine. He doesn't realize how much his dog depends on him. He also doesn't realize how much his dog looks forward to the little things such as walks.


Point of View
Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, infer the answer. You should still look for text evidence to help you infer.

4. What might the narrator's voice sound like when he or she thinks the following?
Suddenly, my nose goes wild. I catch the scent of another dog.

a. The narrator would sound upset.
b. The narrator would sound excited.
c. The narrator would sound nervous.
d. The narrator would sound irritated.


5. How would you feel if you were in the narrator's position? Write an example of something you might say or think. 

ANSWERS WILL VARY.


6. With which statement would the narrator most likely agree? 

a. Dogs are hard to care for.
b. Dogs are man's best friend.
c. Dogs always want something.
d. Dogs love to go on walks and see other dogs.


Point of View
Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, infer the answer. You should still look for text evidence to help you infer.

1. Who is the narrator of letter 1? 


a. Beth
b. Violet
c. Jordan
d. Mom and Dad

2. How does the narrator of letter 1 feel about summer camp? Use text evidence to support your thinking. 

The narrator of letter 1 feels lonely and missing his parents. He is bored at summer camp and wants to go home.


3. Who is the narrator of letter 2? 

a. Beth
b. Violet
c. Jordan
d. Mom and Dad


4. How does the narrator of letter 2 feel about summer camp? Use text evidence to support your thinking. 

Beth loves summer camp. She is having so much fun she barely has time to write her parents. She is enjoying all of the camp activities.


Point of View
Answer the following questions. Underline the text evidence in the color shown. If there is no crayon next to the question, infer the answer. You should still look for text evidence to help you infer.

5. How would you feel if you were at summer camp? Is your point of view similar to or different from the narrators of letter 1 or 2? 

ANSWERS WILL VARY.

6. What would narrator 1 most likely say? 

a. "I can't wait for summer camp next year."
b. "Summer camp is awesome! Can I stay longer?"
c. "Summer camp is boring. I'd rather be at home."
d. "Summer camp is terrible. It is the worst place I have ever been."

7. What would narrator 2 most likely say? 

a. "I'm never going to summer camp."
b. "Summer camp is awesome! Can I stay longer?"
c. "Summer camp is boring. I'd rather be at home."
d. "Summer camp is terrible. It is the worst place I have ever been."

2nd Grade E-Learning Activities - Round 4

Shades of Meaning Card Set

Below are word cards. Cut out each of the cards for each set.
Ask the student to order them from weakest to strongest.

big	huge	gigantic
good	great	perfect
pleased	happy	thrilled
whispered	said	screamed
jog	run	gallop
warm	hot	burning

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Shades of Meaning: Weak to Strong Card Set

Below are word cards. Cut out each of the cards for each set.
Ask the student to order them from weakest to strongest.

amusing	funny	hilarious
gloomy	sad	depressed
pleasant	grand	spectacular
think	believe	know
hop	jump	leap
hard	difficult	impossible

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2nd Grade E-Learning Activities - Round 4


"Shades" of Meaning


Name: _____ Date: _____


Directions: The following words are out of order. Write the list of words from mildest to strongest on the lines below each list.


1.  gigantic big massive

2.  frightened terrified scared

3.  soaked damp wet drenched

4.  beautiful pretty gorgeous lovely


5.  scour clean rinse scrub


6.  yummy delicious good tasty


Winning Word Meanings


Name: _____ Date: _____


Directions: Mark the sentence that has the same meaning as the first sentence.

1.  Barry was the **winner** of the flying race.
☐ Barry was the **loser** of the flying race.
☐ Barry was the **champion** of the flying race.

2.  Gram was **delighted** when he won the eating contest.
☐ Gram was **frustrated** when he won the eating contest.
☐ Gram was **joyful** when he won the eating contest.

3.  Leon **took** the trophy because he was mad he did not win the game.
☐ Leon **stole** the trophy because he was mad he did not win the game.
☐ Leon **held** the trophy because he was mad he did not win the game.

4.  Timmy was **amazed** that he won the race.
☐ Timmy was **withdrawn** that he won the race.
☐ Timmy was **surprised** that he won the race.


5.  Peggy **lifted** the trophy over her head in victory.
☐ Peggy **raised** the trophy over her head in victory.
☐ Peggy **dropped** the trophy over her head in victory.


2nd Grade E-Learning Activities - Round 4


Caveman Shades of Meaning


Name: _____ Date: _____


Directions: Circle the strongest word in each group to complete the sentences.

1.  Allen was _____ when he was given his new club.
(grinning, beaming, smiling)

2.  Danny was proud that he _____ a rare rock.
(erected, located, found)

3.  Carl _____ away from the large scary mammoth.
(dashed, ran, bolted)


4.  The Rock's son Ricky _____ until they gave him a new bone.
(moaned, wailed, cried)


5.  Theo is a _____ man that lives in the cave next door.
(gigantic, big, huge)


Funny Bunny Same Meaning


Name: _____ Date: _____


Directions: Color the carrot by the sentence that has the same meaning as the first sentence.

1.  Nolan thought that it was odd that his mother was not at home when he got out of school.


 Nolan thought that it was normal that his mother was not at home when he got out of school.


 Nolan thought that it was weird that his mother was not at home when he got out of school.


2.  Justin found his rabbit Puffy below the front porch.

 Justin found his rabbit Puffy underneath the front porch.

 Justin found his rabbit Puffy on the front porch.

3.  Zippy is a very witty bunny.

 Zippy is a very comical bunny.

 Zippy is a very cruel bunny.

2nd Grade E-Learning Activities - Round 4

MATCH the
irregular plural nouns!

Singular

Plural



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cactus

man

mouse

babies

sheep

foot

baby

wife

fish

men

fish

mice

wives

sheep

feet

cacti

**Follow the irregular plural
noun path!**



bunny	bunnies	bunnyes	rat	man
sheps	sheep	sheeps	star	book
ball	wife	sheep	cloud	toy
hat	wives	wifess	dog	pencil
cup	farm	baby	babies	man
men	wall	babys	jam	childs
child	feet	foot	ponies	pony
children	leaf	feets	moon	tap
egg	leaves	cat	nut	pot
	tooth	teeth	spy	spies



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2nd Grade E-Learning Activities - Round 4

Nuances (shades of meaning) and Irregular Plural Nouns Answer Keys

Shades of Meaning Card Set Before use read cards. Cut out each of the cards for each set. Ask the student to order from least to strongest.

ANSWERS		
big	huge	gigantic
good	great	perfect
pleased	happy	thrilled
whispered	said	screamed
jog	run	gallop
warm	hot	burning

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Shades of Meaning: Weak to Strong Card Set Before use read cards. Cut out each of the cards for each set. Ask the student to order from least to strongest.

ANSWERS		
amusing	funny	hilarious
gloomy	sad	depressed
pleasant	grand	spectacular
think	believe	know
hop	jump	leap
hard	difficult	impossible

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"Shades" of Meaning Answer Key

Directions: The following words are out of order. Write the list of words from mildest to strongest on the lines below each list.

- gigantic big massive
big massive gigantic
- frightened terrified scared
scared frightened terrified
- soaked damp wet drenched
damp wet soaked drenched
- beautiful pretty gorgeous lovely
pretty lovely beautiful gorgeous
- clear clean rinse scrub
rinse clear scrub soak
- yummy delicious good tasty
good tasty yummy delicious

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Winning Word Meanings Answer Key

Directions: Mark the sentence that has the same meaning as the first sentence.

- Barry was the winner of the flying race.
☐ Barry was the loser of the flying race.
☒ Barry was the champion of the flying race.
- Grom was delighted when he won the eating contest.
☐ Grom was frustrated when he won the eating contest.
☒ Grom was joyful when he won the eating contest.
- Leon took the trophy because he was mad he did not win the game.
☒ Leon stole the trophy because he was mad he did not win the game.
☐ Leon held the trophy because he was mad he did not win the game.
- Timmy was amazed that he won the race.
☐ Timmy was withdrawn that he won the race.
☒ Timmy was surprised that he won the race.
- Peggy lifted the trophy over her head in victory.
☒ Peggy raised the trophy over her head in victory.
☐ Peggy dropped the trophy over her head in victory.

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Cowman Shades of Meaning Answer Key

Directions: Circle the strongest word in each group to complete the sentences.

- Allen was _____ when he was given his new club.
(grinning, beaming, smiling)
- Danny was proud that he _____ a rare rock.
(washed, treasured, found)
- Carl _____ away from the large scary mammoth.
(dashed, ran, bolted)
- The Rock's son Ricky _____ until they gave him a new bone.
(moaned, wailed, cried)
- There is a _____ man that lives in the cave next door.
(gigantic, big, huge)

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Punny Bunny Same Meaning Answer Key

Directions: Color the correct by the sentence that has the same meaning as the first sentence.

- Nelson thought that it was odd that his mother was not at home when he got out of school.
 Nelson thought that it was normal that his mother was not at home when he got out of school.
 Nelson thought that it was weird that his mother was not at home when he got out of school.
- Justin found his rabbit Puffy below the front porch.
 Justin found his rabbit Puffy underneath the front porch.
 Justin found his rabbit Puffy on the front porch.
- Zippy is a very witty bunny.
 Zippy is a very comical bunny.
 Zippy is a very cruel bunny.

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Follow the irregular plural noun path!

bunny	bunnies	bunnys	rat	man
sheps	sheep	sheeps	star	book
ball	wife	sheep	cloud	toy
boat	wives	wifess	dog	pencil
farm	babys	babies	man	men
bat	child	childs	child	doll
feet	foot	ponies	pony	children
leaf	feets	moon	tap	egg
leaves	cat	nuf	pot	
tooth	teeth	spy	spies	

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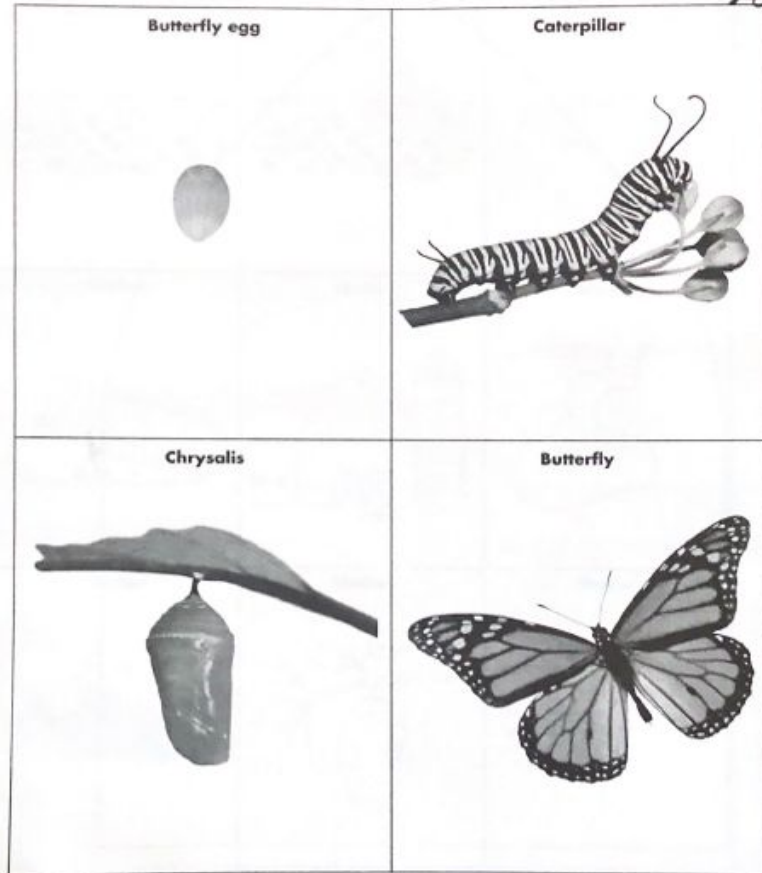
MATCH the irregular plural nouns!

Singular	Plural
man	men
cactus	cacti
mouse	mice
baby	babies
sheep	sheep
foot	feet
wife	wives
fish	fish

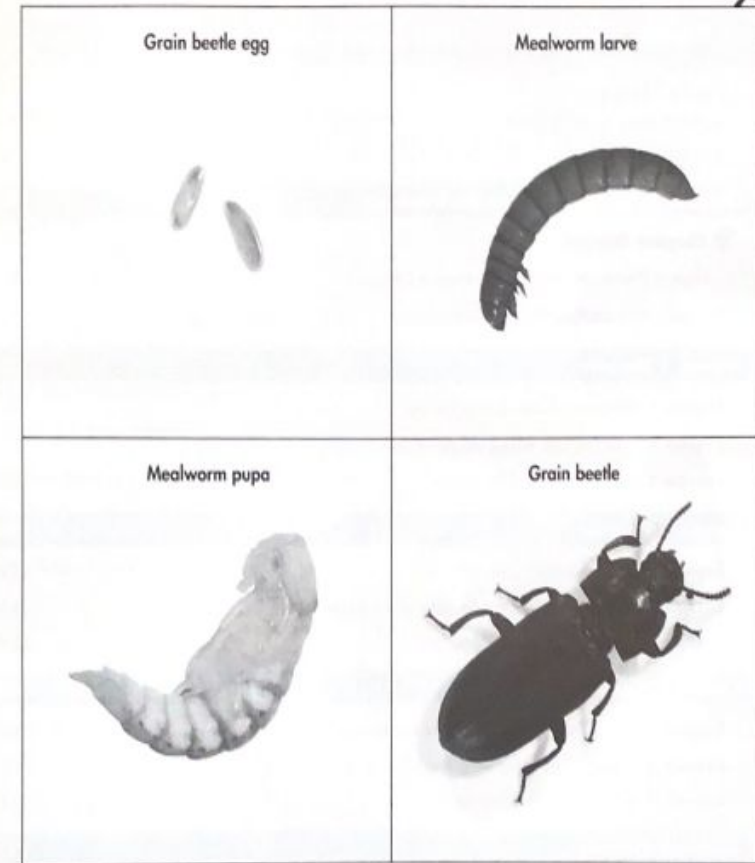
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2nd Grade E-Learning Activities - Round 4

Butterfly Life Cycle



Grain Beetle Life Cycle



2nd Grade E-Learning Activities - Round 4

Name _____ Date _____

Vocabulary

Write a sentence using the word in the box below.

camouflage

1. _____

Explain

Answer the questions on the lines below.

2. How does a bird's beak help it get what it needs? Give an example.

3. Name three ways animals may protect themselves from other animals.

Apply Concepts

4. A tiger's stripes blend in with the tall grasses where it lives. Why are stripes an important part of a tiger?

Name _____ Date _____

Vocabulary

Write the term that completes each sentence.

pupa

larva

life cycle

litter

1. An animal's _____ shows how it grows and changes.
2. A young insect is called a _____.
3. A _____ is all the babies born to a mammal at the same time.
4. After a chrysalis grows around a caterpillar, the caterpillar becomes a _____.

Explain

5. Which stage of a butterfly's life cycle is this?
What comes before and after it?



Apply

6. Draw the life cycle of a butterfly. Label each part.

2nd Grade E-Learning Activities - Round 4

Chapter Review

Lesson 1

2.L.5A.1, 2.L.5A.2

1. **Compare and Contrast** Write one way that a bird and a fish are different.

Possible answer: A bird has feathers and wings, and a fish has scales and fins.

2. **Classify** A dog, a mouse, and a bear belong to what animal group?

Circle the letter.

- A amphibian C reptile
B mammal D insect

Lesson 2

2.L.5A.2

3. **Identify** Which of these basic needs is a place for animals to live?

Circle the letter.

- A water C air
B food D shelter

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Chapter Review

Lesson 3

2.L.5A.2

4. **Vocabulary** Complete the sentence.

A color or shape that makes an animal hard to see is called camouflage.

Lesson 4

2.L.5A.2

5. **Vocabulary** Complete the sentence.

The way a living thing grows and changes is called its life cycle.

6. **Analyze** Write how a larva is different from a butterfly.



Possible answer: A larva crawls and a butterfly flies.

7. **Sequence** In a beetle's life cycle, what does a mealworm change into?

Circle the word.

larva pupa beetle

179

South Carolina Test Practice

Chapter Review

Read each question and circle the best answer.

1. Jeff studies the life cycle of a butterfly. He uses paper clips to measure the size of the butterfly at each stage.



Which sentence tells how the butterfly grows?

- A The pupa is almost as long as two caterpillars.
B The butterfly is biggest when it is a pupa.
C The butterfly can spread its wings inside its chrysalis.
D The butterfly gets smaller during its life cycle.

2. An alpaca is an animal that has fur. An alpaca feeds milk to its young. How would you classify an alpaca?

- F as a reptile
G as a bird
H as an amphibian
I as a mammal

180

3. Look at the picture of the seahorses.



How might their snouts help them survive in their environment?

- A. They help them swim.
B. They help them hide from other animals.
C They help them grab and suck in food.
D. They help keep them warm.

Cumulative Review

4. How are magnets used in everyday life?

- F. Magnets are used in computers.
G. Magnets are used to sort metal from other materials.
H. Magnets are used to move trains.
I All of the above

If You Have Trouble With...

Question	1	2	3	4
See chapter (Lesson)	4 (6)	4 (1)	4 (2)	3 (2)
SC Performance Indicators	2.L.5A.2	2.L.5A.1	2.L.5A.2	2.F.3B.1

Name _____ Date _____

Vocabulary

Write a sentence using the word in the box below.

camouflage

1. Sentences will vary.

Explain

Answer the questions on the lines below.

2. How does a bird's beak help it get what it needs? Give an example.
Possible answer: A pelican has a large beak to help it scoop up the fish it needs to eat.

3. Name three ways animals may protect themselves from other animals.

Camouflage, hard body parts, and poison

Apply Concepts

4. A tiger's stripes blend in with the tall grasses where it lives. Why are stripes an important part of a tiger?

A tiger's stripes help it hide from other animals. Tigers hunt other animals for food, so its stripes help the tiger get the food it needs.

2nd Grade E-Learning Activities - Round 4

Question #1
Which model shows $574 - 241$?

A

B

C

D

Question #2
A number line can be used to show an addition problem.

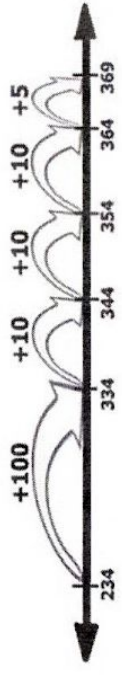


What number is being added to 427 on the number line?

- A 220
B 215
C 205
D 203

Question #3

Evan correctly uses a number line to solve his math problem.

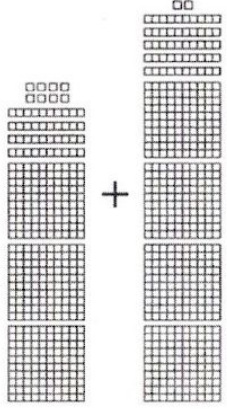


What number is he adding to 234?

- A 100
B 135
C 334
D 364

Question #4

Olivia was asked to solve the problem $348 + 452$. She used base ten blocks to model her addition problem.

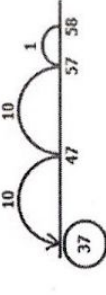


What is the answer to Olivia's addition problem?

- A 700
B 790
C 791
D 800

Question #5

Oliver correctly uses the number line to solve his problem and circled his answer.



Which problem does Oliver solve?

- A $58 - 47$
B $58 - 21$
C $58 - 37$
D $58 - 57$

Question #6

Luke started with these base-ten blocks. He subtracted 112.



How many does Luke have left?

- A 349
B 225
C 212
D 125

2nd Grade E-Learning Activities - Round 4

3-Digit Addition Split

Materials: Addition Split Board (3-digit + 3-digit)

1. Choose a line of four problems from the Addition Split board (vertically, horizontally, or diagonally).
2. Solve each problem by decomposing the addends into hundreds, tens and ones before adding. Show your work.

Example 1: $146 + 235$

$$\begin{array}{r} 100 + 40 + 6 \\ + 200 + 30 + 5 \\ \hline 300 + 70 + 11 = 381 \end{array}$$

Example 2: $186 + 235$

$$\begin{array}{r} 100 + 80 + 6 \\ + 200 + 30 + 5 \\ \hline 300 + 110 + 11 = 421 \end{array}$$

3. Repeat with another line of four problems.

$112 + 171$	$132 + 283$	$151 + 212$	$134 + 254$
$243 + 233$	$252 + 134$	$244 + 132$	$255 + 133$
$331 + 517$	$332 + 516$	$333 + 516$	$334 + 515$
$431 + 316$	$432 + 317$	$433 + 315$	$435 + 314$

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Board 2

3-Digit Addition Split

$122 + 179$	$136 + 267$	$155 + 245$	$164 + 229$
$245 + 328$	$257 + 234$	$264 + 128$	$218 + 274$
$339 + 447$	$352 + 338$	$489 + 311$	$337 + 457$
$474 + 327$	$363 + 428$	$442 + 429$	$417 + 335$

Board

3-Digit Addition Split

$142 + 179$	$136 + 287$	$155 + 265$	$164 + 259$
$245 + 298$	$257 + 364$	$264 + 278$	$258 + 374$
$339 + 487$	$352 + 378$	$399 + 311$	$337 + 489$
$474 + 347$	$463 + 368$	$482 + 349$	$496 + 335$

2nd Grade E-Learning Activities - Round 4

3-Digit Subtraction Split

Materials: Subtraction Split Board (3-digit - 3-digit)

1. Choose a line of four problems from the Subtraction Split board (vertically, horizontally, or diagonally).
2. Solve each problem by decomposing the addends into hundreds, tens and ones before subtracting. Show your work. Sometimes you will need to split the larger number so that each part is larger than each part of the smaller number.

Example 1: $764 - 436$

$$\begin{array}{r} 700 + 60 + 4 \\ - 400 + 30 + 6 \\ \hline 300 + 20 + 8 = 328 \end{array}$$

becomes $\begin{array}{r} 700 + 60 + 14 \\ - 400 + 30 + 6 \\ \hline 300 + 20 + 8 = 328 \end{array}$

Example 2: $734 - 447$

$$\begin{array}{r} 700 + 30 + 4 \\ - 400 + 40 + 7 \\ \hline 200 + 80 + 7 = 287 \end{array}$$

becomes $\begin{array}{r} 600 + 120 \\ - 400 + 40 + 7 \\ \hline 200 + 80 + 7 = 287 \end{array}$

4. Repeat with another line of four problems.

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Board 2

3-Digit Subtraction Split

563 - 236	694 - 256	783 - 344	962 - 233
573 - 256	684 - 256	766 - 347	961 - 233
481 - 222	895 - 557	464 - 337	292 - 134
558 - 339	957 - 729	645 - 226	686 - 239

3-Digit Subtraction Split

268 - 136	478 - 255	297 - 145	466 - 245
549 - 236	688 - 256	787 - 344	956 - 233
446 - 222	898 - 556	487 - 334	258 - 134
549 - 338	967 - 756	649 - 232	656 - 232

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Board 1

3-Digit Subtraction Split

523 - 136	644 - 256	723 - 344	922 - 233
547 - 258	664 - 286	756 - 357	961 - 243
431 - 252	875 - 586	562 - 375	252 - 164
748 - 369	937 - 758	645 - 256	656 - 289

2nd Grade E-Learning Activities - Round 4

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Session SA.1

Problem 1

* Students can use their Base 10 model to help them add, or their expanded form equation.

Kira has 135 stickers.

Sticker notation:

Equation: $100 + 30 + 5 = 135$

James has 123 stickers.

Sticker notation:

Equation: $100 + 20 + 3 = 123$

Equation: $100 + 30 + 5 = 135$

Equation: $100 + 20 + 3 = 123$

If Kira and James combine their sets, how many stickers will they have?

$\begin{array}{r} 135 \\ + 123 \\ \hline 258 \end{array}$

Problem 2

Sally has 250 stickers.

Sticker notation:

Equation: $200 + 50 = 250$

Franco has 248 stickers.

Sticker notation:

Equation: $200 + 40 + 8 = 248$

Equation: $200 + 50 = 250$

Equation: $200 + 40 + 8 = 248$

If Sally and Franco combine their sets, how many stickers will they have?

$\begin{array}{r} 250 \\ + 248 \\ \hline 498 \end{array}$

Problem 3

Sally has 307 stickers.

Sticker notation:

Equation: $300 + 7 = 307$

Kira has 211 stickers.

Sticker notation:

Equation: $200 + 10 + 1 = 211$

Equation: $300 + 7 = 307$

Equation: $200 + 10 + 1 = 211$

If Sally and Kira combine their sets, how many stickers will they have?

$\begin{array}{r} 307 \\ + 211 \\ \hline 518 \end{array}$

Problem 4

James has 500 stickers.

Sticker notation:

Equation: $500 + 0 = 500$

Franco has 391 stickers.

Sticker notation:

Equation: $300 + 90 + 1 = 391$

Equation: $500 + 0 = 500$

Equation: $300 + 90 + 1 = 391$

If James and Franco combine their sets, how many stickers will they have?

$\begin{array}{r} 500 \\ + 391 \\ \hline 891 \end{array}$

Combining Sets of Stickers (page 1 of 2)

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Unit 8

Session SA.1

Combining Sets of Stickers (page 2 of 2)

Combining Sets of Stickers (page 1 of 2)

NOTE: Students combine two numbers to determine the total number of stickers.

For each problem, use sticker notation, and write an equation that represents each set of stickers.

Problem 1

Kira has 218 stickers.

Sticker notation:

Equation: $200 + 10 + 8 = 218$

James has 360 stickers.

Sticker notation:

Equation: $300 + 60 = 360$

Equation: $200 + 10 + 8 = 218$

Equation: $300 + 60 = 360$

If Kira and James combine their sets, how many stickers will they have in all?

$\begin{array}{r} 200 + 10 + 8 \\ + 300 + 60 + 0 \\ \hline 500 + 70 + 8 = 578 \end{array}$

$\begin{array}{r} 218 \\ + 360 \\ \hline 578 \end{array}$

Combining Sets of Stickers (page 2 of 2)

For each problem, use sticker notation, and write an equation that represents each set of stickers.

Problem 2

Sally has 307 stickers.

Sticker notation:

Equation: $300 + 0 + 7 = 307$

Franco has 406 stickers.

Sticker notation:

Equation: $400 + 0 + 6 = 406$

Equation: $300 + 0 + 7 = 307$

Equation: $400 + 0 + 6 = 406$

If Sally and Franco combine their sets, how many stickers will they have in all?

$\begin{array}{r} 300 + 0 + 7 \\ + 400 + 0 + 6 \\ \hline 700 + 0 + 13 = 713 \end{array}$

$\begin{array}{r} 300 + 0 + 7 \\ + 400 + 0 + 6 \\ \hline 700 + 0 + 13 = 713 \end{array}$

Subtracting Groups of Stickers (page 1 of 2)

Write an equation and use stickers to represent each problem.

Problem 1

Sally had a collection of 176 star stickers. She decided to give 115 of these stickers to Franco for his collection. How many star stickers did Sally have left?

Equation: $176 - 115 = 61$ stickers

Sticker notation:

Problem 2

Jake collects car stickers. He has 264 car stickers in his collection. He decides to give 120 of them to James. How many car stickers does Jake have left in his collection?

Equation: $264 - 120 = 144$ stickers

Sticker notation:

Session 2.1

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21B Unit 9

Session 2.1

Session SA.3

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Problem 3

Sally has 409 stickers.

Sticker notation:

Equation: $400 + 0 + 9$

If Sally and Kira combine their sets, how many stickers will they have?

640

Kira has 231 stickers.

Sticker notation:

Equation: $200 + 30 + 1$

Sticker notation:

Equation: $400 + 0 + 9 + 200 + 30 + 1$

Problem 4

James has 570 stickers.

Sticker notation:

Equation: $500 + 70 + 0$

If James and Franco combine their sets, how many stickers will they have?

911

Franco has 341 stickers.

Sticker notation:

Equation: $300 + 40 + 1$

Sticker notation:

Equation: $500 + 70 + 0 + 300 + 40 + 1$

More Sticker Problems (page 2 of 2)

Session 5A.2

Problem 1

Josh has 147 stickers.

Sticker notation:

Equation: $100 + 40 + 7$

If Josh and Jake combine their sets, how many stickers will they have?

262

Jake has 115 stickers.

Sticker notation:

Equation: $100 + 10 + 5$

Sticker notation:

Equation: $100 + 40 + 7 + 100 + 10 + 5$

Problem 2

Sally has 258 stickers.

Sticker notation:

Equation: $200 + 50 + 8$

If Sally and Franco combine their sets, how many stickers will they have?

391

Franco has 133 stickers.

Sticker notation:

Equation: $100 + 30 + 3$

Sticker notation:

Equation: $200 + 50 + 8 + 100 + 30 + 3$

More Sticker Problems (page 1 of 2)

Session 5A.2

Unit 8

Subtracting Groups of Stickers

For each problem, use sticker notation that represents each set of stickers.

Problem 1

Jake collects baseball stickers. He has 835 stickers in his collection. He decides to give 525 of them to James. How many stickers does Jake have left in his collection?

Equation:

$835 - 525 = 310$ stickers

Sticker notation:

Problem 2

Sally had a collection of 352 dog stickers. She decided to give 125 of these stickers to Franco for his collection. How many dog stickers did Sally have left?

Equation:

$352 - 125 = 227$ stickers

Sticker notation:

NOTE: Students subtract to determine how many stickers are left.

More Sticker Problems (page 1 of 2)

Write an equation and use stickers to represent each problem.

Problem 1

Sally bought a sticker book to keep her stickers in. She has 770 stickers to put in the book. She put 248 stickers in her book. How many does she have left to do?

Equation: $770 - 248 = 522$ stickers

Sticker notation:

Problem 2

Franco and Kira decided to combine their sticker collections. When they counted, they had 8 sheets of 100, 6 strips of 10, and 4 singles. How many stickers did they have in all?

Equation: $800 + 60 + 4 = 864$ stickers

Sticker notation:

Of these stickers, Kira decided to give 255 to her sister. How many stickers do Franco and Kira have left? (You can use the sticker notation above to show your work.)

Equation: $864 - 255 = 609$ stickers

More Sticker Problems (page 2 of 2)

Problem 3

Write a sticker problem to go with the following equation:

$736 - 361 = 375$

Answers will vary.

Solve the problem. Show your work with sticker notation and equations.

Problem 4

Sally has this many stickers in her collection:

Sally gave 156 stickers to Kira for helping her babysit her little brother. How many stickers does Sally have left?

Equation: $523 - 156 = 367$ stickers

Solve the problem. Show your work.

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Session 5A.4

Session 5A.4

Unit 8

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Subtracting Groups of Stickers (page 2 of 2)

Write an equation and use stickers to represent each problem.

Problem 3

Kira wanted to start a collection of cat stickers. Sally had 388 cat stickers in her sticker book. She gave 150 of them to Kira for her new collection. How many cat stickers does Sally have now?

Equation: $388 - 150 = 238$ stickers

Sticker notation:

H	T	O
□□□	111**	...
☒	***	...
200	30	8

Problem 4

Franco decided to count all of the stickers in his collection and then put them in sticker books. Franco counted 680 stickers. On Saturday, he put 350 stickers into sticker books. How many stickers does Franco have left to put into sticker books?

Equation: $680 - 350 = 330$ stickers

Sticker notation:

H	T	O
□□□	111**	...
☒☒☒	***	...
300	30	0

Math Answer Keys

May 6th

Now Solve This:
Yes, she is correct.

May 7th

Now Solve This:
No, she is not correct.
 $45 + 139 = 184$

May 8th

Now Solve This:
No, she is not correct.
 $217 + 344 = 561$

May 11th

Now Solve This:
Yes, she is correct.

May 12th

Word Problems:

- 29 rolls of toilet paper
- 180 minutes
- 12 days

May 13th

Now Solve This:
No, he is not correct.
 $326 - 201 = 125$

May 14th

Now Solve This:
Yes, she is correct.

May 15th

Now Solve This:
No, she is not correct.
 $524 - 359 = 165$

May 18th

Now Solve This:
Yes, she is correct.

2nd Grade E-Learning Activities - Round 4

(Base 10)

$145 + 266 = \underline{\quad}$

H	T	O
□	
□□	
□	11	

$400 + 10 + 1$

(411) *Bundle group of 10 and 100

(Expanded (split))

$145 \rightarrow 100 + 40 + 5$
 $+ 266 \rightarrow 200 + 60 + 6$
 $\hline 300 + 100 + 11$
 $\hline 400 + 11$
(411)

(Number Line)

$145 + 266 = \underline{\quad}$

(Place Value)

145
 $+ 266$
 $\hline 11$
 100
 $+ 300$
 $\hline 411$

1) Add the ones
 2) Add the tens
 3) Add the hundreds

(Base 10)

$371 - 183 = \underline{\quad}$

H	T	O
□	
□	11xxx
	11***	****

$100 + 80 + 8$

(188)

*Trade 100 for 10 tens and a ten for 10 ones

(Expanded (split))

$371 \rightarrow 300 + 70 + 11$
 $- 183 \rightarrow 100 + 80 + 3$
 $\hline 100 + 80 + 8$
(188)

(Number Line)

$371 - 183 = \underline{\quad}$

★ If you need help understanding a strategy, please reach out to your teacher!

PreK - 2nd Grade Related Arts Choice Board

Directions for Related Arts for May: Complete 1-2 activities a day. Do 3 of 4 boxes for each Related Arts area. You do not have to complete the entire board. Please sign each completed box and send a picture of the board in Dojo or email to related arts teachers when boxes are completed.

Please send videos and/or pics of activities completed through Dojo or email as well. We would love to “see” the students!

PE - jhagood@rhmail.org

Music - dpwade@rhmail.org

STEAM - jcwhite@rhmail.org

Guidance - gpearson@rhmail.org

Media - smcfate@rhmail.org

Art - brice@rhmail.org

ART Get outside! Find things around your house or yard that have a cool shadow and trace the shadow. Then add details inside of that shadow drawing to make it come to life!	MUSIC Design, draw, and name a brand new instrument! Make it at home if you can! Take a picture and send to Mrs. Wade!	PE Watch and perform along with the Youtube video, “5 minute move, Kids workout.” We have already done the 1st one, so try #2-#5 on different days.	STEAM On Youtube.com, listen to the story <i>Iggy Peck, Architect</i> by Andrea Beaty. Then build a house using basic shapes (square, rectangle, circle, triangle).	MEDIA Go to http://tiny.cc/bcawnz and watch the author read <i>Llama Llama Mad at Mama</i> . Then, make a Mother’s Day card for your mother, grandmother, godmother, or another special lady!
GUIDANCE Draw a picture of your future self in your future career.	ART Open a book to a random page and illustrate what you see in your own style.	MUSIC Create a song using body percussion (i.e. pat, snap, stomp, etc.). Share the song with someone at home or send a video to Mrs. Wade!	PE Go for a 15 minute walk, jog, or bike ride. Then write down how you felt during the exercise and how you feel afterwards.	STEAM Measure and record the distance in twirls it takes to get from your bed to the refrigerator. Be careful and twirl slowly!
MEDIA Read a <u>non-fiction</u> book and share 2-5 things you learned with a grown-up. (See http://tiny.cc/ho6vnz for ebook resources if needed.)	GUIDANCE Name all the emotions/feelings you can think of.	FREE SPACE Go wash your hands for 20 seconds!	ART Create your own mini picture book. Write a short story and illustrate it!	MUSIC Sing the song “You-Nique” from music class. Sing with the video found on YouTube. Use a strong voice, tall mouth, and straight body while you sing. Write down or draw what makes YOU unique and send a pic to Mrs. Wade!
PE Create a new game! The game can be whatever you want it to be as long as it is safe and gets you moving. Examples are a new tag game, sports related game, or exercise game. Please share your creations with me.	STEAM Go to http://tiny.cc/916onz and watch the Shape House video. Then, go outside to look for and list the shapes of your house or any building in your neighborhood.	MEDIA Read for at least 20 minutes with a grown-up. (Does not have to be all at one time.)	GUIDANCE Write a list or tell someone of things that help you when you feel angry.	ART Draw a picture of yourself or a friend as your favorite character! (Ex: Spiderman, Elsa, etc.)
MUSIC Listen to Carnival of the Animals- Aquarium on YouTube. Watch the video that shows fish swimming while the music plays. Draw a picture of an aquarium while you listen to the music and send to Mrs. Wade!	PE Practice the following ball skills, if you don’t have a ball, crumple up paper into a ball: -Throwing and tossing -Self toss and catch -Kicking (Toe Down) -Striking (Toss and Hit) -Basketball Shooting	STEAM In celebration of Spring, make your own butterfly from a toilet paper tube for the body, toothpicks for the antennae and paper for the wings. Color your antennae and wings in a pretty design and glue onto your tube.	MEDIA Watch one of the videos on www.storylineonline.net/ . Retell the story to a grown-up. Make sure to include the title, beginning, middle and end.	GUIDANCE Write as many words as you can find from the word FRIENDSHIP.