

## 2nd Grade E-Learning Activities - Round 3

# Oakdale Elementary

## 2nd Grade

Attached is the 3<sup>rd</sup> 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 3

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

Date	Reading/Writing	Math	Social Studies
<p><b>April 22nd</b></p>	<p><b>Learning Targets</b> (What students need to know and be able to do) : I can identify Similes and Metaphors</p> <p><b>Vocabulary Students Need To Know</b></p> <p><b>Simile</b> -a figure of speech that directly compares two different things using "like or "as"</p> <p>Ex. <u>Shine bright like a diamond</u> or <u>Cold as ice</u></p> <p><u>Swim like a fish</u> or <u>Strong as an Ox</u></p> <p><b>Metaphor</b> - is a figure of speech that is used to make a comparison between two things that aren't alike but do have something in common. A metaphor's comparison is more indirect, usually made by stating something is something else</p> <p>Ex. Her tears were a river flowing down her cheeks.</p> <p>A river and tears aren't very alike. One is a body of water in nature, while the other can be produced by our eyes. They do have one thing in common, though: both are a type of water that flows.</p> <p>The metaphor is a creative way of saying that the person is crying a lot. There are so many tears that they remind the writer of a river.</p> <p>Introduce the vocabulary above and go over the examples. Have your child give an example.</p> <p>Have your child read the poem <b>Similes</b> and see how many similes they can identify. Have students underline or highlight each one they find.</p> <p><b>***Encourage your child to read daily for 20 minutes***</b></p> <p><b>**Documentation of daily reading is not required**</b></p> <p><b>Comprehension Questions You Can Ask After Reading</b></p> <p>Tell me what the story is about.</p>	<p>You will be working on telling time in this packet! Telling time to the nearest hour and <math>\frac{1}{2}</math> hour should be review from 1st grade. Students need to be able to tell time to the nearest 5 minute interval and use a.m. and p.m. correctly.</p> <p>Students will use the large, red Investigations math workbook, and extra (optional) activities are provided to use as needed.</p> <p><b>Workbook Pages:</b> Time to the hour Unit 1 p.12, Unit 2 p.35</p> <p><b>OPTIONAL/EXTRA</b></p> <p><b>Telling Time Video:</b> <a href="http://studyjams.scholastic.com/studyjams/jams/math/measurement/tell-time.htm">http://studyjams.scholastic.com/studyjams/jams/math/measurement/tell-time.htm</a></p> <p><b>BrainPop Jr. Videos:</b> Parts of a Clock <a href="https://jr.brainpop.com/math/time/partsofaclock/">https://jr.brainpop.com/math/time/partsofaclock/</a> Time to the Hour <a href="https://jr.brainpop.com/math/time/timetothour/">https://jr.brainpop.com/math/time/timetothour/</a></p> <p><b>IXL:</b> Q.1, 7, 8</p> <p><b>Math Playground Game:</b> <a href="https://www.mathplayground.com/puzzle_pics_clocks.html">https://www.mathplayground.com/puzzle_pics_clocks.html</a></p>	<p>Pearson- My World (Social Studies green workbook)</p> <p><b>Working in Our Communities</b></p> <p>Read: How do people get what they want and Need? (p. 222)</p> <p>Read: Farmers Market (pp. 223-225)</p> <p>Optional Extra Enrichment: <a href="https://www.youtube.com/watch?v=cxR3V3Ivb0">https://www.youtube.com/watch?v=cxR3V3Ivb0</a></p>

## 2nd Grade E-Learning Activities - Round 3

	<p>Who is this story about? Tell me about him or her.</p> <p>When and where does the story take place?</p>		
<p><b>April 23rd</b></p>	<p>Review vocabulary and ask your child what they remember about each.</p> <p>Reread the poem <b>Similes</b> and complete the attached handout. Students will try to create their own similes. They may use the poem for reference</p> <p><b>Optional Similes Video:</b>  <a href="https://www.youtube.com/watch?v=uoSBVNUO2LU">https://www.youtube.com/watch?v=uoSBVNUO2LU</a></p> <p><a href="https://jr.brainpop.com/readingandwriting/sentence/similes/">https://jr.brainpop.com/readingandwriting/sentence/similes/</a></p> <ul style="list-style-type: none"> <li>• Username: greendragons2020</li> <li>• Password: greendragons2020</li> </ul> <p><b>**Encourage your child to read daily for 20 minutes**</b></p> <p><b>**Documentation of daily reading is not required**</b></p> <p><b>Comprehension Questions You May Ask After Reading</b></p> <p>Does the main character have a problem? What is it?</p> <p>How is the problem solved? (What is the solution?)</p>	<p><b>Workbook Pages:</b> Time to the Half Hour Unit 3 p.15, Unit 5 p.23</p> <p><b>OPTIONAL/EXTRA</b></p> <p><b>BrainPop Jr. Video:</b> Time to the Quarter and Half Hour  <a href="https://jr.brainpop.com/math/time/timetothequarterandhalfhour/">https://jr.brainpop.com/math/time/timetothequarterandhalfhour/</a></p> <p>IXL: Q.1, 4, 7, 8</p> <p>Attached a.m. or p.m.? activity (full page)</p>	<p>Pearson- My World (Social Studies green workbook)</p> <p><b>Lesson 1 Meeting Our Needs and Wants</b></p> <p>Read and complete pages 226-229</p> <p>Optional Extra Enrichment:  <a href="https://www.youtube.com/watch?v=9IggTG600Dg">https://www.youtube.com/watch?v=9IggTG600Dg</a></p>
<p><b>April 24th</b></p>	<p>Review vocabulary and ask your child what they remember about each.</p> <p>Reread the poem <b>Similes</b> and review the similes your child created. Have your child write a poem using 2 to 3 similes.</p> <p><b>Optional Challenge:</b> Encourage your child to use some of the other poetry writing techniques learned in earlier weeks!</p> <p><b>**Encourage your child to read daily for 20 minutes**</b></p> <p><b>**Documentation of daily reading is not required**</b></p>	<p><b>Workbook Pages:</b> Time to the Half Hour Unit 4 p.19 Time to the Quarter Hour Unit 7 p.26</p> <p><b>OPTIONAL/EXTRA</b></p> <p>IXL: Q.1, 4, 7, 8</p> <p>Attached Scavenger Hunt Set 1</p>	<p>Pearson- My World (Social Studies green workbook)</p> <p><b>Lesson 1 Meeting Our Needs and Wants</b> (continued)</p> <p>Read and complete pages 230-233</p> <p>Optional Extra Enrichment:  <a href="https://www.youtube.com/watch?v=yNlfcXQlmu0">https://www.youtube.com/watch?v=yNlfcXQlmu0</a></p>

## 2nd Grade E-Learning Activities - Round 3

	<p><b>Comprehension Questions You May Ask After Reading</b></p> <p>Explain the main idea of the story by retelling it in your own words.</p> <p>Has anything in your life happened that is similar to the things that happened in the story?</p>		
<p><b>April 27th</b></p>	<p>Review vocabulary and ask your child what they remember about Similes and Metaphors.</p> <p>Read the poem <b>The Metaphor Family</b> and have your child identify the metaphors in the poem. How many can they find? Have them highlight or underline each one.</p> <p><b>Optional Metaphors Videos:</b></p> <p><a href="https://www.youtube.com/watch?v=uoSBVNUO2LU">https://www.youtube.com/watch?v=uoSBVNUO2LU</a></p> <p><a href="https://www.youtube.com/watch?v=kVNal4_izVU">https://www.youtube.com/watch?v=kVNal4_izVU</a></p> <p><b>**Encourage your child to read daily for 20 minutes**</b></p> <p><b>**Documentation of daily reading is not required**</b></p> <p><b>Comprehension Questions You May Ask After Reading</b></p> <p>What is your opinion of the story? Did you enjoy reading it? Explain.</p> <p>What changes would you make to the story and why?</p>	<p><b>Workbook Pages:</b> Time to 5 min. Intervals Unit 6 p.35A, Unit 8 p. 45A</p> <p><b><u>OPTIONAL/EXTRA</u></b></p> <p><b>BrainPop Jr. Video:</b> Time to the Minute (the first 2m45s are telling time to 5 min. Intervals - students do <u>not</u> need to be able to tell time to the minute) <a href="https://jr.brainpop.com/math/time/timetotheminute/">https://jr.brainpop.com/math/time/timetotheminute/</a></p> <p>IXL: Q.1, 2, 3, 4, 5, 7, 8</p> <p>Attached Time Bingo game</p>	<p>Pearson- My World (Social Studies green workbook)</p> <p><b>Lesson 2 Producers and Consumers</b></p> <p>Read and complete pages 234-236</p> <p>Optional Extra Enrichment:</p> <p><a href="https://www.youtube.com/watch?v=6B2wUpJPTu0">https://www.youtube.com/watch?v=6B2wUpJPTu0</a></p>
<p><b>April 28th</b></p>	<p>Review vocabulary and ask your child what they remember about each.</p> <p>Reread the poem <b>The Metaphor Family</b> and complete the attached handout. Students will try to create their own metaphors. They may use the poem for reference</p> <p><b>**Encourage your child to read daily for 20 minutes**</b></p> <p><b>**Documentation of daily reading is not required**</b></p>	<p><b>Workbook Pages:</b> Unit 3 p.64, Unit 6 p.3</p> <p><b><u>OPTIONAL/EXTRA</u></b></p> <p><b>Math Playground Video:</b> <a href="https://www.mathplayground.com/video_telling_time.html">https://www.mathplayground.com/video_telling_time.html</a></p> <p>IXL: Q.1, 2, 3, 4, 5, 6, 7, 8, 11</p> <p>Attached Scavenger Hunt Set 2</p>	<p>Pearson- My World (Social Studies green workbook)</p> <p><b>Lesson 2 Producers and Consumers (continued)</b></p> <p>Read and complete pages 237-239</p> <p>Optional Extra Enrichment:</p> <p><a href="https://www.youtube.com/watch?v=b8uJQP08yq0">https://www.youtube.com/watch?v=b8uJQP08yq0</a></p>

## 2nd Grade E-Learning Activities - Round 3

	<p><b>Comprehension Questions You May Ask After Reading</b></p> <p>Give an example of someone you know who is like one of the characters in the story.</p> <p>If you could have a conversation with one of the characters in the story, which character would you choose and what would you talk about?</p>		
<p><b>April 29th</b></p>	<p>Review vocabulary and ask your child what they remember about each.</p> <p>Reread the poem <b>The Metaphor Family</b> and review the metaphors your child created. Have your child write a poem using 2 to 3 metaphors.</p> <p><b>Optional Challenge:</b> Encourage your child to use some of the other poetry writing techniques learned in earlier weeks</p> <p><b>**Encourage your child to read daily for 20 minutes**</b></p> <p><b>**Documentation of daily reading is not required**</b></p> <p><b>Comprehension Questions You May Ask After Reading</b></p> <p>Explain what part of the story was the most exciting to read and why.</p> <p>Explain what part of the story was the funniest or the saddest and why.</p>	<p><b>Workbook Pages:</b> Unit 8 p.44, Unit 9 p.31</p> <p><b>OPTIONAL/EXTRA</b></p> <p><b>IXL:</b> Q.1, 2, 3, 4, 5, 6, 7, 8, 11</p> <p><b>Attached Maze Challenge activity</b></p>	<p>Pearson- My World (Social Studies green workbook)</p> <p><b>Lesson 3 Exchanging Goods and Services</b></p> <p>Read and complete pages 240-242</p> <p>Optional Extra Enrichment:</p> <p><a href="https://www.youtube.com/watch?v=wHY5cdExNa8">https://www.youtube.com/watch?v=wHY5cdExNa8</a></p>
<p><b>April 30th</b></p>	<p><b>Learning Target</b> (What students need to know and be able to do) : I can form and use collective nouns.</p> <p><b>Collective Nouns</b> - words used to define a <b>group</b> of people, animals, or objects.</p> <p>Ex. <b>School</b> of fish, <b>Bunch</b> of grapes, <b>Class</b> of students</p> <p><b>Optional Collective Noun Video:</b></p> <p><a href="https://www.youtube.com/watch?v=FkPdh_3QO1s">https://www.youtube.com/watch?v=FkPdh_3QO1s</a></p>	<p><b>Workbook Pages:</b> Unit 8 p.12, Unit 9 p. 10</p> <p><b>OPTIONAL/EXTRA</b></p> <p><b>IXL:</b> Q.1, 2, 3, 4, 5, 6, 7, 8, 11</p> <p><b>Attached am or pm? activity</b> (½ sheet)</p>	<p>Pearson- My World (Social Studies green workbook)</p> <p><b>Lesson 3 Exchanging Goods and Services</b> (continued)</p> <p>Read and complete pages 243-245</p> <p>Optional Extra Enrichment:</p> <p><a href="https://www.youtube.com/watch?v=l_mxzp0-XoQ&amp;t=166s">https://www.youtube.com/watch?v=l_mxzp0-XoQ&amp;t=166s</a></p> <p><a href="https://www.youtube.com/watch?v=7nl7j0_S8dY">https://www.youtube.com/watch?v=7nl7j0_S8dY</a></p>

## 2nd Grade E-Learning Activities - Round 3

	<p><b>*You may also refer to the attached anchor chart for more examples*</b></p> <p>Review the term with your child, explain the meaning and have your child try to give you a few examples.</p> <p>Have your child complete the <b>Collective Noun</b> handout.</p> <p><b>**Encourage your child to read daily for 20 minutes**</b></p> <p><b>**Documentation of daily reading is not required**</b></p> <p><b>Comprehension Questions You May Ask After Reading</b></p> <p>What events in the story could not happen in real life?</p> <p>Create a new ending for the story.</p>		
<p><b>May 1st</b></p>	<p>Review the term <b>collective noun</b> with your child, explain the meaning and have your child try to give you a few examples.</p> <p>Have your child complete the <b>Collective Noun Matching</b> handout.</p> <p><b>Optional Challenge:</b> See if your child can complete the collective noun crossword handout.</p> <p><b>**Encourage your child to read daily for 20 minutes**</b></p> <p><b>**Documentation of daily reading is not required**</b></p> <p><b>Comprehension Questions You May Ask After Reading</b></p> <p>What is your opinion of this story and why?</p> <p>Would you recommend this book to a friend? Why or why not.</p>	<p><b>Complete attached Time Quiz today</b></p> <p><u><b>OPTIONAL/EXTRA</b></u></p> <p>IXL: Q.1, 2, 3, 4, 5, 6, 7, 8, 11</p> <p><b>Attached Time Bingo game</b></p>	<p>Pearson- My World (Social Studies green workbook)</p> <p><b>Lesson 4 Spending and Saving</b></p> <p>Read and complete pages 246-249</p> <p><a href="https://www.youtube.com/watch?v=gNwOmJPq9X4">https://www.youtube.com/watch?v=gNwOmJPq9X4</a></p>

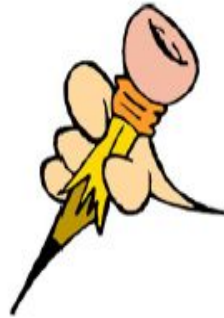
## 2nd Grade E-Learning Activities - Round 3

Name: \_\_\_\_\_

A **simile** (pronounced: SIM-uh-lee) is a figure of speech that compares two things that are not normally alike. Many similes use the words *like* or *as*. How many similes are in this poem?

### Similes

by Jill Pluta



Black as words on printed pages.  
Sad like tigers locked in cages.  
Long as thread unrolled from spools.  
Straight like legs on wooden stools.  
Quiet as a school at night.  
Happy like a bird in flight.  
Tight as fuzzy skin on peaches.  
White like dunes of sand on beaches.  
Cold as scoops of frozen peas.  
Fun like writing similes.

Name: \_\_\_\_\_

### Similes



Complete these similes. Use your creativity. Try to write four or more words on each line.

happy as \_\_\_\_\_

dark as \_\_\_\_\_

smart as \_\_\_\_\_

Write a simile about a friend.

My friend \_\_\_\_\_ is as \_\_\_\_\_

as \_\_\_\_\_.

Write a simile about your teacher.

My teacher, \_\_\_\_\_, is as \_\_\_\_\_

as \_\_\_\_\_.

Write a simile about an animal.

\_\_\_\_\_ is as \_\_\_\_\_

as \_\_\_\_\_.

Write a simile about your favorite food.

\_\_\_\_\_ is as \_\_\_\_\_

as \_\_\_\_\_.

## 2nd Grade E-Learning Activities - Round 3

Name: \_\_\_\_\_

A **metaphor** (pronounced: MET-uh-for) is a figure of speech that describes one thing as something else. How many metaphors are in this poem?

### The Metaphor Family

by Lill Pluta

My brother is a dragon.  
My mom's a teddy bear.  
I am a shaggy sheepdog  
with a ton of tangled hair.

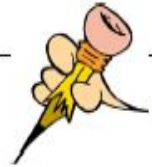
My father is a monkey.  
He likes to make us laugh,  
especially my sister,  
who is a tall giraffe.

We are a busy family  
with many things to do.  
Our home is always happy,  
but sometimes it's a zoo.



Name: \_\_\_\_\_

## Metaphors



Mom said my bedroom is a pig pen. What does she mean?

\_\_\_\_\_

My friend Joey is a clown. What does this mean?

\_\_\_\_\_

Everyone calls me a little angel. What do they probably mean?

\_\_\_\_\_

Write a metaphor about someone who is very smart.

\_\_\_\_\_

Write a metaphor about someone who is a fast runner.

\_\_\_\_\_

Write a metaphor about someone who is not well-behaved.

\_\_\_\_\_

Write a metaphor about a tree.

\_\_\_\_\_

Write a nice metaphor about one of your friends.

\_\_\_\_\_



## 2nd Grade E-Learning Activities - Round 3

Name: \_\_\_\_\_

### Collective Nouns



Nouns name people, places, or things. A **collective noun** is a special noun that names a group of people or things.

examples of collective nouns:  
flock, group, team, class, crew

The subject of each sentence is a **collective noun**. Underline the collective nouns.

1. Our scout troop went camping.
2. The crowd waited for the parade to begin.
3. My sister's softball team is practicing for the next game.
4. Mrs. Ling's class brought canned goods for the food drive.
5. That group made a poster about recycling.
6. The choir sang Happy Birthday to the music teacher.
7. Duncan's family owns the bakery on Seventh Street.
8. This new company sells candy made from vegetables.
9. An army of ants marched through the garden.
10. The litter of kittens curled up on the soft pillow.

Name: \_\_\_\_\_

### Collective Nouns



A **COLLECTIVE NOUN** names a group of people, animals or things. Sometimes a prepositional phrase follows a collective noun.

example: A pack of wolves.

Pack is the collective noun. The prepositional phrase, of wolves, tells you what makes up the pack.

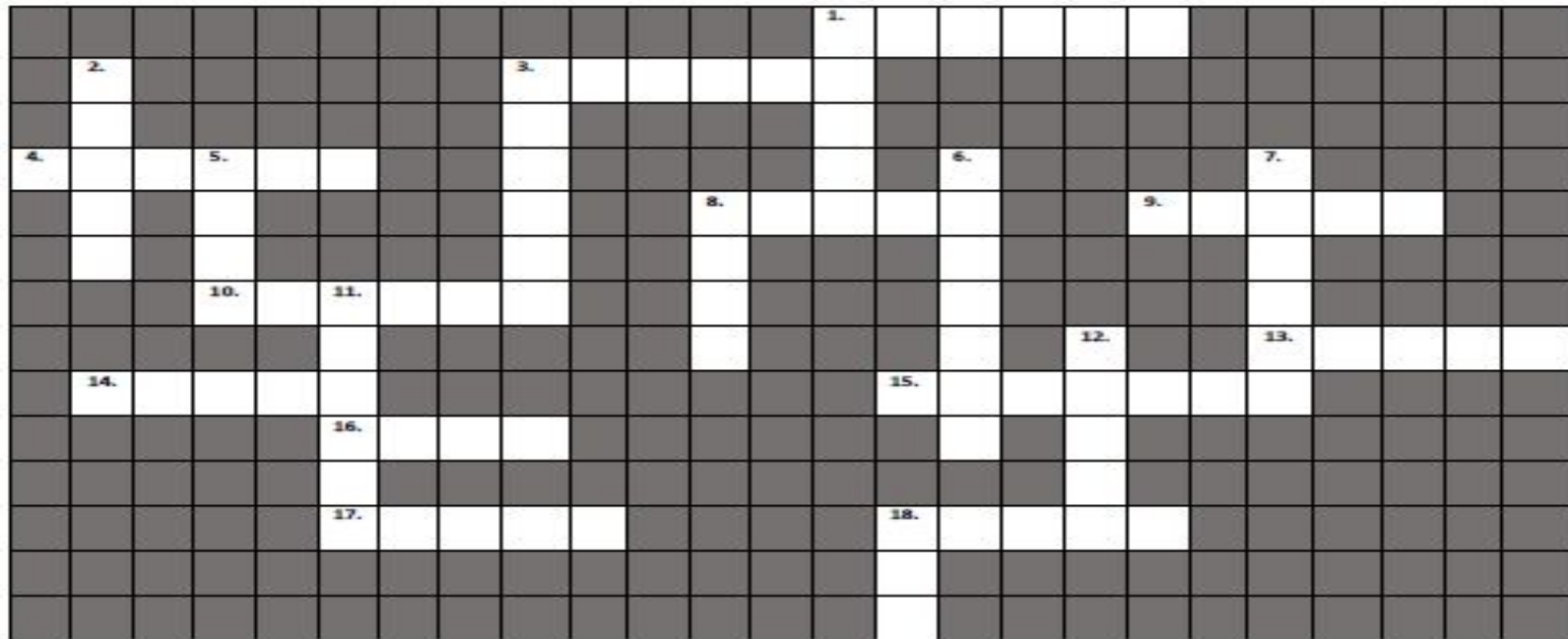
Write the letter of the prepositional phrase that best matches each collective noun.

- |           |         |               |
|-----------|---------|---------------|
| 1. _____  | flock   | a. of puppies |
| 2. _____  | school  | b. of geese   |
| 3. _____  | deck    | c. of ants    |
| 4. _____  | bouquet | d. of cattle  |
| 5. _____  | string  | e. of beads   |
| 6. _____  | litter  | f. of ships   |
| 7. _____  | herd    | g. of fish    |
| 8. _____  | bunch   | h. of cards   |
| 9. _____  | fleet   | i. of flowers |
| 10. _____ | army    | j. of bananas |

## 2nd Grade E-Learning Activities - Round 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Collective Noun Crossword



#### Across:

1. Group of penguins
3. Group of chickens
4. Group of geese
8. Group of experts
9. Group of birds
10. Group of stars
13. Group of butterflies
14. Group of ships
15. Group of flowers
16. Group of horses
17. Group of mountains
18. Group of lions

#### Down:

1. Group of islands
2. Group of students
3. Group of trucks
5. Group of thieves
6. Group of soldiers
7. Group of trees
8. Group of wolves
11. Group of kittens
12. Group of players
18. Group of dolphins




## 2nd Grade E-Learning Activities - Round 3

Use the pictures below to help guide your child with learning the essentials of telling time. You may review the pictures each day.

### Telling Time

A clock has numbers and hands.




The numbers stand for hours and minutes. The short hand stands for the hour. The long hand stands for the minute.

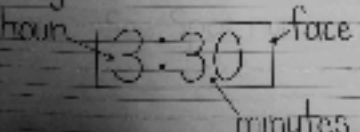
### Measuring Time

We measure time using clocks.

#### Analog Clock

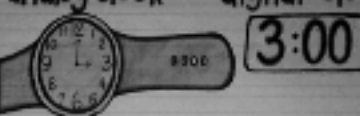


#### Digital Clock



## ALL TIME

analog clock      digital clock




- The short hand is the hour hand
- The long hand is the minute hand
- There are 60 minutes in 1 hour
- 30 minutes = a half hour
- On a digital clock, ~~clock~~ :00
- Half past the hour is :30
- The hour hand is between two numbers when it is the half hour

## TELLING TIME

### Step One: Hour Hand


Stretch out the short hour hand; see where on the clock it lands. The last number it went by tells you the hour of time.



THE TIME IS 6:30

### Step Two: Minute Hand

Look at the long minute hand. Count by five's to find the number of minutes.



April 22nd	Unit 1 p.12	3:00	1:00
		8:00	4:00
		2:00	6:00
		5:00	9:00
Unit 2 p.35	7:00	8:00	
	11:00	1:00	
	3:00	12:00	
	6:00	10:00	
April 23rd	Unit 3 p.15	3:30	12:30
		10:30	5:30
		11:30	2:30
	Unit 5 p.23	6:30	7:30
		7:00	9:30
		8:30	11:00
		10:00	1:30
		12:00	4:30

### Math Workbook Page Answer Keys

April 24th	Unit 4 p.19	12:30	9:30
		7:30	6:00
	Unit 7 p.26	5:15	4:00
		3:00	10:30
April 27th	Unit 6 p.35A	2:10	2:20
		2:30	2:35
		2:10	
	Unit 8 p.45A	3:15	
		6:40	
		9:55	

April 28th	Unit 3 p.64	2:30	3:30
		5:30	6:30
		11:00	12:00
		10:30	11:30
Unit 6 p.3	8:00	10:00	
	5:30	7:30	
	8:30	10:30	
		12:00	
April 29th	Unit 8 p.44	12:00	10:00
		6:30	2:00
		2:30	4:30
	Unit 9 p.31	5:00	9:30
		11:00	1:00
		10:30	12:30
		11:30	

April 30th	Unit 8 p.12	9:15	10:15
		7:15	8:15
		6:45	7:45
		2:45	3:45
		2:15	3:15
Unit 9 p.10	3:15	4:15	
	12:15	1:15	
	12:45	1:45	
	7:15	8:15	
	11:45	12:45	
May 1st	Time Quiz	1) a 3) d 5) a	2) d 4) b 6) b

## 2nd Grade E-Learning Activities - Round 3

Set 1

### SCAVENGER HUNT!

NUMBEROCK

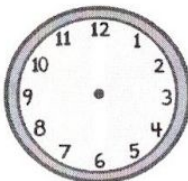
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Find the card in your classroom with each number on it, and record the time on this sheet.

1)



2)



3)



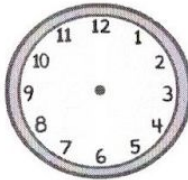
4)



5)



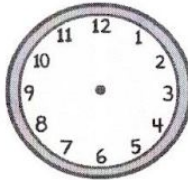
6)



7)

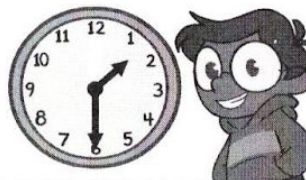


8)



1)

HALF PAST ONE



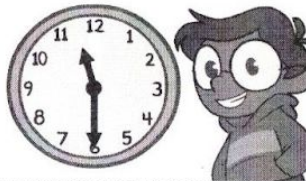
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HALF PAST THREE



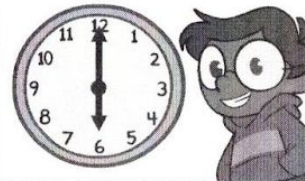
3)

HALF PAST ELEVEN



4)

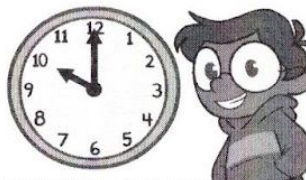
SIX O'CLOCK



SET 1

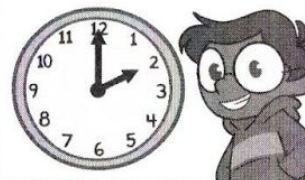
5)

TEN O'CLOCK



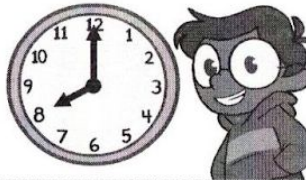
6)

TWO O'CLOCK



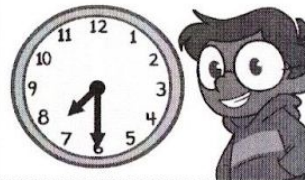
7)

EIGHT O'CLOCK



8)

HALF PAST SEVEN



SCAVENGER HUNT CARDS NUMBEROCK  
Cut along the dotted lines, and place the cards around your classroom.

SCAVENGER HUNT CARDS NUMBEROCK  
Cut along the dotted lines, and place the cards around your classroom.

## 2nd Grade E-Learning Activities - Round 3

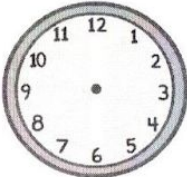
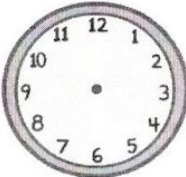
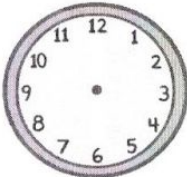
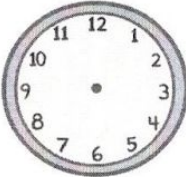
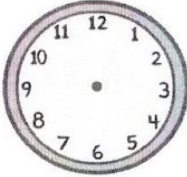

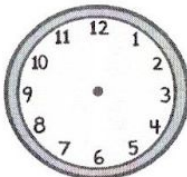
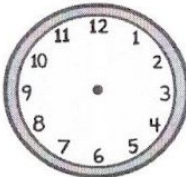
Set 2

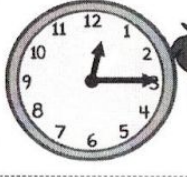
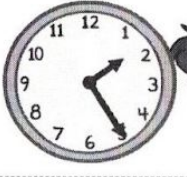
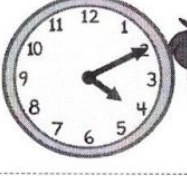
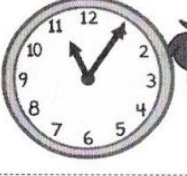
### SCAVENGER HUNT!

NUMBEROCK

Name: \_\_\_\_\_ Date: \_\_\_\_\_

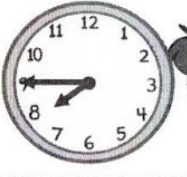
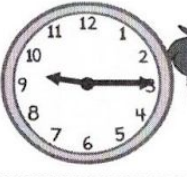

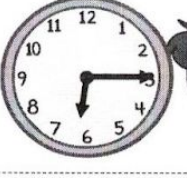
Find the card in your classroom with each number on it, and record the time on this sheet.

1) <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> : <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> 	2) <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> : <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> 
3) <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> : <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> 	4) <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> : <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> 
5) <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> : <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> 	6) <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> : <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> 
7) <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> : <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> 	8) <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> : <input style="width: 50px; height: 20px; border: 1px solid black;" type="text"/> 

1) <b>QUARTER PAST TWELVE</b> 	2) <b>ONE TWENTY-FIVE</b> 
3) <b>FOUR TEN</b> 	4) <b>ELEVEN O'FIVE</b> 

SCAVENGER HUNT CARDS NUMBEROCK  
Cut along the dotted lines, and place the cards around your classroom.

— SET 2 —

5) <b>QUARTER OF EIGHT</b> 	6) <b>QUARTER PAST NINE</b> 
7) <b>HALF PAST TEN</b> 	8) <b>QUARTER PAST SIX</b> 

SCAVENGER HUNT CARDS NUMBEROCK  
Cut along the dotted lines, and place the cards around your classroom.

# 2nd Grade E-Learning Activities - Round 3

a.m. or p.m. ?

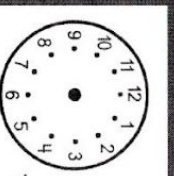
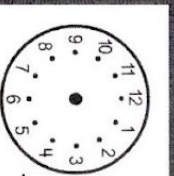
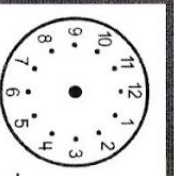
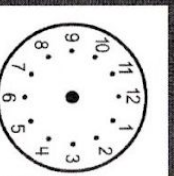
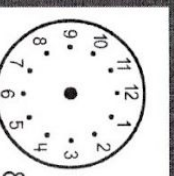
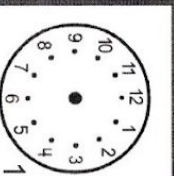
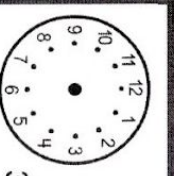
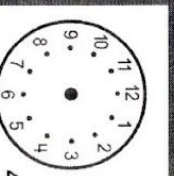
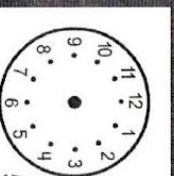
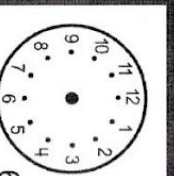
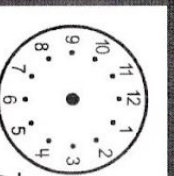
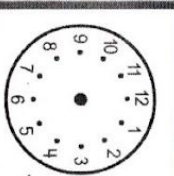
low resolution



Materials: laminated a.m. or p.m. ? cards, dry erase markers

1. Work with a partner. Order the activities from the first thing you might do in the morning to the last thing you might do at night.
2. Match a time to each activity. Draw the hands on the clock to show the time.
3. Write a.m. or p.m. next to each time. Remember that a.m. refers to the hours between midnight and noon and p.m. refers to the hours between noon and midnight.

I wake up.	I pack my bag for school.	I eat breakfast.
I walk to school.	I read a bedtime story.	I get dressed.
I go to sleep.	I do my homework.	I get home from school.
I eat dinner.	My class does math before lunch.	I go to after school art class.

 <p>7:00 ____.</p>	 <p>7:05 ____.</p>	 <p>7:20 ____.</p>
 <p>7:45 ____.</p>	 <p>8:00 ____.</p>	 <p>11:10 ____.</p>
 <p>3:30 ____.</p>	 <p>4:40 ____.</p>	 <p>5:10 ____.</p>
 <p>6:15 ____.</p>	 <p>7:20 ____.</p>	 <p>7:30 ____.</p>





















## 2nd Grade E-Learning Activities - Round 3



### Telling Time Maze Challenge:

Directions: Solve the problem at start and color the correct time. Follow the path with the correct times and continue through the maze until you reach the finish.

Start:

	3:30		
	5:15		
	6:30		
	12:00		
	3:45		
	12:45		
Finish	9:45		

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# am or pm?

Name \_\_\_\_\_

Determine if the activity takes place in the AM or PM and circle your answer.

1. brushing your teeth after breakfast	am or pm
2. riding your bike home from school	am or pm
3. reading a bedtime story	am or pm
4. waiting for the bus to go to school	am or pm
5. watching Friday night football	am or pm
6. watching the sunset	am or pm
7. picking your lunch choice at school	am or pm
8. taking the dogs for an afternoon walk	am or pm
9. turning in your homework	am or pm
10. fixing your hair for school	am or pm



## 2nd Grade E-Learning Activities - Round 3

### Time Bingo

2.MD.7

You will need bingo board, bingo chips, bingo cards

1. Using the list of times provided, you and your partner should select 9 different times and draw/write them on your bingo boards.
2. Choose a card from the pile and share it with your partner. If that time is on your board, cover it up using a chip.
3. Take turns choosing cards from the pile and sharing the times with all players.
4. The game is over when one partner gets 3 times in a row.



12:00	1:30	11:00
10:30	2:00	2:30
3:00	12:30	4:00
11:30	9:00	5:30
5:00	6:30	7:00
7:30	8:00	8:30

1:15	4:30	6:45
10:15	2:00	2:30
3:00	12:30	4:45
11:30	9:15	5:30
5:45	6:30	7:15
7:15	2:45	8:45

12:05	1:25	11:55
10:20	2:35	2:10
3:25	12:20	4:55
11:15	9:45	5:35
5:05	6:25	7:20
9:10	8:15	11:20

## 2nd Grade E-Learning Activities - Round 3

## Time Quiz

Complete this quiz independently, and let an adult check it.

- 1) The school day ends at the time shown on the clock.



- a) 2:20 p.m.
- b) 4:10 a.m.
- c) 2:20 a.m.
- d) 4:10 p.m.

At what time does the school day end?

- 3) The clock shows the time when Kevin went to bed.



What time did Kevin go to bed?

- a) 11:40 p.m.
- b) 8:55 a.m.
- c) 7:11 a.m.
- d) 7:55 p.m.

- 5) Zach's mother asks him to be home at 4:15 p.m. Which clock shows the time that Zach should be home?



- 2) Ben's soccer game starts at 3:50 p.m. Which clock shows what time his game starts?



- 4) The clock shows the time Donald goes jogging in the morning.



What time does Donald go jogging?

- a) 6:25 p.m.
- b) 6:25 a.m.
- c) 5:30 p.m.
- d) 5:30 a.m.

- 6) Maria wakes up in the morning at the time shown on the clock.



What time does Maria wake up?

- a) 7:30 p.m.
- b) 7:30 a.m.
- c) 17:30 p.m.
- d) 17:30 a.m.