

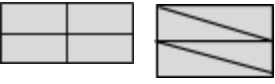
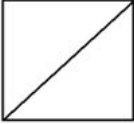




	MATH	READING	WORD WORK	SCIENCE & SOCIAL STUDIES
<p>May 28 (Day 41)</p>	 <p>Picture it Routine (NC.2.G.3): Is the circle divided into halves, thirds or fourths? Are the parts equal? How do you know? Explain in your math journal.</p> <p>Sharing Pie: Two people want to share a pie on pg. 5. Divide a pie into 2 equal shares (parts) by drawing a line across the pie to make halves. Explain how you split the pie equally so two people can share it in your math journal. Now, four people want to share a pie on pg. 5. Divide another pie into 4 equal shares by drawing lines across the pie to make fourths. Are the shares equal? Explain in your math journal. Divide the last pie on pg. 5 into 3 equal shares by drawing lines across the pie to make thirds. Are the shares equal? How can you prove it? Use the words thirds and equal shares in your explanation. (NC.2.G.3)</p> <p>Complete the Day 41 Exit Ticket on pg. 7. (NC.2.G.3)</p>	<p>Optional: Watch the instructional video for Day 41 (https://bit.ly/2ndModules).</p> <p>With a family member, caregiver, or friend, discuss the titles of the articles: "South Africa's 'Pavement Bookworm' Wants Everyone to Read" and "Bookmobiles Help Kids Around the World to Love Books". Preview the photographs in "Bookmobiles Help Kids Around the World to Love Books" and read the quote on the note-catcher. See pg. 13.</p> <ul style="list-style-type: none"> Write responses to the prompts on the note-catcher. See pg. 16. (RI.2.7 and RI.2.4) 	<p>Optional: Watch the instructional video for Day 41 (https://bit.ly/2ndgradeskills).</p> <p>Color It: Write each word from your Cycle 25 word list. Use a colored pencil or marker to underline the 'cal' or 'cle' ending in each word (tropical, icicle). Read your words out loud. See pg. 21. (RF.2.4.e)</p>	<p>Social Studies Topic: Essential or Non-Essential? Since we left our school buildings, our community has had to make a lot of decisions about the delivery of goods and services because of the COVID-19 crisis. As people have been asked to shelter at home, businesses have been designated as either essential or non-essential. Activity: Make a list of 3 businesses/services that have been deemed essential and 3 that have been closed as non-essential. Next question: If it were up to you, what services or businesses would you keep open to keep people safe and healthy? Be sure to include your reasons why. (2.E.1.1) Optional Enrichment Resource: CompanyThankYou-Final [1:00] https://bit.ly/2yC300j</p>
<p>May 29 (Day 42)</p>	 <p>Picture it Routine (NC.2.G.3): Is the rectangle divided into halves, thirds or fourths? Are the parts equal? How do you know? Explain. (NC.2.G.3)</p> <p>Making Brownies: 3 people want to share a brownie. Divide two rectangles on pg. 5 into thirds in different ways so each person gets a fair share. Will everyone get an equal share? Explain in your math journal. Now, 4 people want to share a brownie. Divide four rectangles on pg. 5 into fourths in different ways. Can you make the fourths inside of a rectangle different shapes? Are the fourths equal? How do you know? Explain in your math journal. Use the words equal shares and fourths in your explanation. (NC.2.G.3)</p> <p>Complete the Day 42 Exit Ticket on pg. 7. (NC.2.G.3)</p>	<p>Optional: Watch the instructional video for Day 42 (https://bit.ly/2ndModules).</p> <p>With a family member, caregiver, or friend, read: "Most Syrian Refugee Children Don't Go to School" See pg. 14.</p> <ul style="list-style-type: none"> Complete the note-catcher identifying the learning challenges the students faced, how they overcame them, what was most interesting, and what you learned from the text. Write any unfamiliar vocabulary and the meaning in your own words. See pg. 16. (RI.2.3 & RI. 2.4) 	<p>Optional: Watch the instructional video for Day42 (https://bit.ly/2ndgradeskills).</p> <p>Decodable Text: Read the decodable text "Recycle." Focus on reading smoothly, with expression, and at just the right speed. Using a highlighter, search for high frequency words (material, purpose, community, person, everyday, again). See pg. 21. (RF.2.5.b)</p>	<p>Social Studies Topic: Consumer Changes COVID-19 has changed so many of our daily habits and routines. We are going to school remotely. Many adults are working from home. We are unable to get together with our friends. It is not possible to go out to eat. Special trips and activities have had to be cancelled or postponed. Activity: Think about some of the things your family is doing differently since people in North Carolina were ordered to stay at home. Have you made different choices as consumers (for instance, using services you hadn't before or not purchasing goods that you usually did before this time)? Write about how these changes your family has made might be affecting businesses in your community. Share and discuss your work with an adult. (2.E.1.1) Optional Enrichment Resource: A Message for Children During the COVID-19 Outbreak [1:00] https://bit.ly/2Sik6Rt</p>
<p>June 1 (Day 43)</p>	 <p>Picture it Routine (NC.2.G.3): Are these two rectangles divided into equal-sized fourths?</p> <p>(Hint- You can fold or cut paper to prove your thinking.) Explain in your math journal. (NC.2.G.3)</p> <p>Design a Flag: Design four different flags using the rectangles on pg. 6. The flags must show different ways to partition (divide) rectangles of the same size into fourths. Color and label the fourths in each flag. Explain how you know the shares are equal. Complete the Day 43 Exit Ticket on pg. 7. (NC.2.G.3)</p>	<p>Optional: Watch the instructional video for Day 43 (https://bit.ly/2ndModules).</p> <p>With a family member, caregiver, or friend, read the article "South Africa's 'Pavement Bookworm' Wants Everyone to Read." See pg. 13</p> <ul style="list-style-type: none"> Write the gist and central message or lesson in the note-catcher. See pg. 17. (RI.2.3 & RI.2.6) 	<p>Optional: Watch the instructional video for Day 43 (https://bit.ly/2ndgradeskills).</p> <p>Writing: Create at least 5 silly sentences using the Cycle 25 Word List. The sillier the better! When you're done, read the sentences out loud to a friend, family member, or stuffed animal. See pg. 21. (RF.2.4.e)</p>	<p>Social Studies Topic: Goods & Services in High Demand Many goods are in high-demand right now. Other services have been helping people in new or expanded ways. Some businesses have made changes in what they do or how they do it to still do business while people are staying at home Activity: Think of a way to help a local business survive during this unusual time by modifying what they already make/sell or developing new services to provide. Create a comic strip that identifies the business, what they've done in the past, and how they can change in this current situation to meet the wants and needs of consumers. (2.E.1.1) Optional Enrichment Resource: Ford To Produce Medical Supplies [1:10] https://bit.ly/3fpbEQU</p>

<p>June 2 (Day 44)</p>	<p>Design a Playground:</p> <p>Your principal has given playground space to Second Grade, Third Grade, Fourth Grade and Fifth Grade to share equally. The area of the playground is 36 square units. The principal wants students to design the playground so each grade level gets one-fourth of the play space. However, each grade level's playground area must be a different shape. The directions for your project are on pg. 8. Use the graph paper on pg. 9. Have fun creating a playground! (NC.2.G.3)</p> <p>Complete the Day 44 Exit Ticket on pg. 7. (NC.2.G.3)</p>	<p>Optional: Watch the instructional video for Day 44 (https://bit.ly/2ndModules).</p> <p>With a family member, caregiver, or friend, read the article "Bookmobiles Help Kids Around the World to Love Books." See pg. 13.</p> <ul style="list-style-type: none"> Write the gist using the guiding questions and choose the central message or lesson in the note-catcher. See pg. 17. (RI.2.1 & RI. 2.6) 	<p>Optional: Watch the instructional video for Day 44 (https://bit.ly/2ndgradeskills).</p> <p>Homophones: Homophones are words that sound the same but are spelled differently! An example: nose and knows. Make a list of as many homophones as you can. Then, turn them into sentences! (RF.2.4.e)</p>	<p>Science Topic: Describe Sound</p> <p>Sit by a window in your home. Close your eyes and listen to the sounds you hear. After 2 minutes open your eyes and make a list of the sounds you heard. Think about whether the sounds were human-made or nature-made, for example, a car motor or leaves falling. Make a chart of the sounds you heard. (2.P.1.1)</p>
<p>June 3 (Day 45)</p>	<p>Jude and Isla each have a sandwich. Their bread is the same size. However, each girl cuts her sandwich differently. The squares below represent how they cut their sandwiches. How many equal parts are in each sandwich? What is the name of one part of their sandwich? How are the shares alike? How are the shares different? Answer the questions in your math journal. (NC.2.G.3)</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Jude</p> </div> <div style="text-align: center;">  <p>Isla</p> </div> </div> <p>A student has a rectangle. Another student has a triangle. Both students divide their shapes into halves. The student with the rectangular halves thinks the student with the triangular halves has larger shares. Draw a picture in your math journal to show why the student thinks the size of the halves in the triangle are larger than the size of the halves in the rectangle. Use pictures, numbers and words to explain your reasoning. (NC.2.G.3)</p> <p>Complete the Day 45 Exit Ticket on pg. 7. (NC.2.G.3)</p>	<p>Optional: Watch the instructional video for Day 45 (https://bit.ly/2ndModules).</p> <p>With a family member, caregiver, or friend, re-read the article "Bookmobiles Help Kids Around the World to Love Books." See pg. 13.</p> <ul style="list-style-type: none"> As you read each section of the article, write key details that support the central message on your note-catcher. See pg. 18. (RI.2.2 and RI.2.6) 	<p>Optional: Watch the instructional video for Day 45 (https://bit.ly/2ndgradeskills).</p> <p>Spelling Buddy: Have a sibling, parent, or friend call out ten words to you from the Cycle 25 list. Spell each word carefully on a blank sheet of paper. See pg. 21. (RF.2.4.e)</p>	<p>Science Topic: Vibrations and Sound</p> <p>Look at the image. Gabby, Wade and Tara are discussing the size of the rubber bands and what sound they will make. Do you agree with Gabby, Wade, Tara or do you think it is something different? Write 2 sentences to explain your thinking. If you have access to a rubber band, experiment with what sound the band makes when you stretch it. (2.P.1.1)</p> <p>Gabby: I think the thin rubber bands make the lowest sound. Wade: I think the thick rubber bands make the lowest sound. Tara: I think the thickness does not matter</p> 

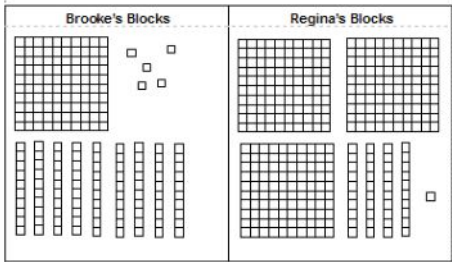
SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.

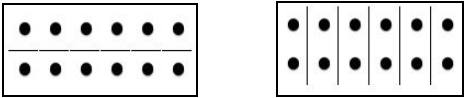
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| <ul style="list-style-type: none"> <input type="checkbox"/> Draw your own man in the moon while you sing "Aiken Drum" <input type="checkbox"/> Write a list of all the places you hear music in one day. Did anything surprise you? <input type="checkbox"/> Using any type of line or shape to create a picture with only the three primary colors (red, blue, yellow) | <ul style="list-style-type: none"> <input type="checkbox"/> Yikes! Something is in the back of your house. Draw a picture of it. <input type="checkbox"/> Put on your favorite song or turn on the radio. Dance however you like during the entire song. | <ul style="list-style-type: none"> <input type="checkbox"/> For 60 seconds, clear your mind and only focus on your breathing. IF your mind starts to wander, bring your attention back to your breathing. <input type="checkbox"/> Read and learn (research) about an animal or plant in a book or ONE Access. Create a puppet show that teaches five or more things about your animal/plant. |
| <ul style="list-style-type: none"> <input type="checkbox"/> Read two books about the same topic or subject, like football or cats. Write three ways that the information or stories are the same and different. | | |

I certify that my child, _____, did complete all of the required activities in days 41-45 of this learning plan.

Parent/Guardian Signature _____

Date _____

	MATH	READING	WORD WORK	SCIENCE & SOCIAL STUDIES												
<p>June 4 (Day 46)</p>	<p>Number Riddle Routine:</p> <p>Start at 32. Add 40. Subtract 25. Add 15. What number am I? Use the 200 Chart on pg. 6 to help you find the answer. Create your own number riddle in your math journal.</p> <p>If Brooke and Regina combine their blocks, how much do they have together?</p>  <p>Their friend Mary added her blocks to the pile. Now, there are 700 blocks. How many blocks did Mary add to the pile? (NC.2.NBT.7)</p> <p>Complete the Day 46 Exit Ticket on pg. 7. (NC.2.NBT.7)</p>	<p>Optional: Watch the instructional video for Day 46 (https://bit.ly/2ndModules).</p> <p>With a family member, caregiver, or friend, reread the research reading article you chose in Lesson 2.</p> <ul style="list-style-type: none"> Write a short constructed response to the questions on the note-catcher. Be sure to write in complete sentences and be sure to answer all parts of the question. See pg. 18. (W.2.6. and RI.2.10) 	<p>Optional: Watch the instructional video for Day 46 (https://bit.ly/2ndgradeskills).</p> <p>Color It: Write each word from your Cycle 26 word list. Use a colored pencil or marker to underline the 'ous' or 'us' ending in each word (numeros<u>ous</u>, muc<u>us</u>). Read your words out loud. See pg. 21. (RF.2.4.e)</p>	<p>Social Studies Topic: Your Spending Choices</p> <p>As the curve of this virus is flattened, North Carolina will begin easing it's restrictions and people will be able to go out into the community as consumers again.</p> <p>Activity: Imagine that you were given a gift of \$100! What would you want to do with that money once you can leave home? Consider all you have previously learned about spending, saving, and giving. Think about the businesses, services, and charitable organizations that mean the most to you in Charlotte. Write a paragraph explaining what you would do with that gift and your reasoning for what you choose. Share your writing with an adult. (2.E.1.1)</p> <p>Optional Enrichment Resource: Bunny Money Read Aloud with AHEV Library [5:56] https://bit.ly/2yy8n17</p>												
<p>June 5 (Day 47)</p>	<p>Number Riddle Routine:</p> <p>Start at 175. Subtract 50. Add 19. Subtract 100. What number am I? Use the 200 Chart on pg. 6 to help you find the answer.</p> <p>You have been saving money to buy some summer fun supplies. You want to buy a pack of sidewalk chalk, a water slide and a tent. How much will those items cost? (NC.2.NBT.6) You have \$500. How much money will you have left after you buy the supplies? (NC.2.NBT.7)</p> <p>Use your change to buy another item on the list. How much money do you have left now? Keep buying supplies until you have spent most of your money. Record your spending in your math journal. (NC.2.NBT.7)</p> <table border="1" data-bbox="220 1269 688 1438"> <tr> <td>Inflatable Pool</td> <td>\$168</td> <td>Ball Set</td> <td>\$39</td> </tr> <tr> <td>Sidewalk Chalk</td> <td>\$11</td> <td>Water Slide</td> <td>\$89</td> </tr> <tr> <td>Bike</td> <td>\$147</td> <td>Tent</td> <td>\$96</td> </tr> </table> <p>Complete Day 47 Exit Ticket on pg. 7. (NC.2.NBT.6, NC.2.NBT. 7)</p>	Inflatable Pool	\$168	Ball Set	\$39	Sidewalk Chalk	\$11	Water Slide	\$89	Bike	\$147	Tent	\$96	<p>Optional: Watch the instructional video for Day 47 (https://bit.ly/2ndModules).</p> <p>With a family member, caregiver, or friend, refer to the constructed response you completed in Lesson 6. Re-read any of the texts you have read so far in this on this topic.</p> <ul style="list-style-type: none"> Write a reflection about what you have learned so far about from the texts about why books are important and how people overcome learning challenges. Be sure to include specific evidence from the texts. See pg. 19. (W.2.2) 	<p>Optional: Watch the instructional video for Day 47 (https://bit.ly/2ndgradeskills).</p> <p>Decodable Text: Read the decodable text "Animals, Big and Small." Focus on reading smoothly, with expression, and at just the right speed. Using a highlighter, search for high frequency words (animal, between, favorite, heard, let's, that's). See pg. 21. (RF.2.5.b)</p>	<p>Social Studies Topic: Challenges of Meeting Wants & Needs</p> <p>While many of the changes and challenges brought about by COVID-19 have been difficult, many have discovered that their communities have been brought closer together as they have begun to carry out acts of kindness they hadn't done before the outbreak. Many of the needs that this time has created will linger for some time. These will include needs in the areas of healthcare, economics, education, housing, food access, and equity.</p> <p>Activity: Select one of the areas of need listed above, or choose a need that you are aware of in Charlotte currently. Write a paragraph about your ideas for how people can work together to overcome the challenges of meeting these needs so that our community can see better days. (2.E.1.1)</p> <p>Optional Enrichment Resource: OneRepublic - Better Days (Official Music Video) [3:18] https://bit.ly/35C33WB</p>
Inflatable Pool	\$168	Ball Set	\$39													
Sidewalk Chalk	\$11	Water Slide	\$89													
Bike	\$147	Tent	\$96													

<p>June 8 (Day 48)</p>	<p>Number Routine: Last year, there were 347 houses for sale in Mecklenburg County and 289 houses for sale in Union County. How many houses were for sale? Of those houses, only 162 were actually sold. How many houses were not sold? Solve this problem two different ways. (NC.2.NBT. 7)</p>  <p>Exploring Arrays: An array is made of equal groups of objects organized into rows and columns. An array looks like a rectangle. A carton of eggs is an array because it has 2 equal rows of 6 eggs. ($6 + 6 = 12$. So, 2 groups of 6 or $2 \times 6 = 12$.) It also has 6 equal columns of 2 eggs. ($2 + 2 + 2 + 2 + 2 + 2 = 12$. So, 6 groups of 2 or $6 \times 2 = 12$.) Find at least three objects in your home that form an array. Make a list. Use the Arrays in My Home Graph Paper on pg. 11 to show the number of rows and columns in each object. Trace each array with a different color crayon. Write matching addition and multiplication equations inside of each rectangular array. (NC.2.OA.4) Play the Array Three-In-a-Row Game on pg. 12 with a family member. Complete the Day 48 Exit Ticket on pg. 7. (NC.2.OA.4)</p>	<p>Optional: Watch the instructional video for Day 48 (https://bit.ly/2ndModules).</p> <p>With a family member, caregiver, or friend, read "Library Bus Brings Books to People New to Greece." See pg. 17.</p> <ul style="list-style-type: none"> Write the gist of this text using the prompts on your note-catcher. Write the lesson or message the author wants you to take away from this text. See pg. 19. (RI.2.3 & RI. 2.6) 	<p>Optional: Watch the instructional video for Day 48 (https://bit.ly/2ndgradeskills).</p> <p>Writing: Create at least 5 silly sentences using the Cycle 26 Word List. The sillier the better! When you're done, read the sentences out loud to a friend, family member, or stuffed animal. See pg. 21. (RF.2.4.e)</p>	<p>Science Topic: Making Sounds</p> <p>Think of the story <i>The 3 Little Pigs</i>. The wolf wants to blow down the little pigs houses. How can you create a sound effect for the wind using your voice? Write a sentence about how the sound effect was made.</p> <p>Extension: Write your own story or read a book to an adult. Using your voice or items in your house create sound effects as you tell the story. (2.P.1.2)</p>
<p>June 9 (Day 49)</p>	<p>Number Routine: You have been learning in school and remotely at home for 180 days! Show 5 different ways to represent 180.</p> <p>Getting Ready for Third Grade: Create a chart of things that come in equal groups of 2's, 4's, 6's and 8's. Use your chart and what you know about equal groups to solve the problems below in your math journal.</p> <ol style="list-style-type: none"> There are 34 ears at a picnic table. How many people are there? How many fingers are at the table? There are 7 people and 2 dogs on the beach. How many legs are there? How many eyes? There are 11 people on the soccer field. How many eyes are on the field? How many toes? <p>Complete the Day 49 Exit Ticket on pg. 7.</p>	<p>Optional: Watch the instructional video for Day 49 (https://bit.ly/2ndModules).</p> <p>With a family member, caregiver, or friend, re-read "Library Bus Brings Books to People New to Greece." See pg. 15.</p> <ul style="list-style-type: none"> Write four details from the text and describe how those details communicate the lesson/message on your note-catcher. See pg. 20. (RI.2.6) 	<p>Optional: Watch the instructional video for Day 49 (https://bit.ly/2ndgradeskills).</p> <p>Homophones: Homophones are words that sound the same but are spelled differently! An example: knead and need. Make a list of as many homophones as you can. Then, turn them into sentences! (RF.2.4.e)</p>	<p>Science Topic: Volume and Pitch</p> <p>Make an instrument using items you can find in your house. The instrument must be able to produce a sound that has different volumes (loud and soft) and pitches (high and low). Have an adult also create an instrument so that you can play a song together. Material suggestions: spoons, pans, boxes, cardboard tubes or plastic bottles. (2.P.1.1)</p>

SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.

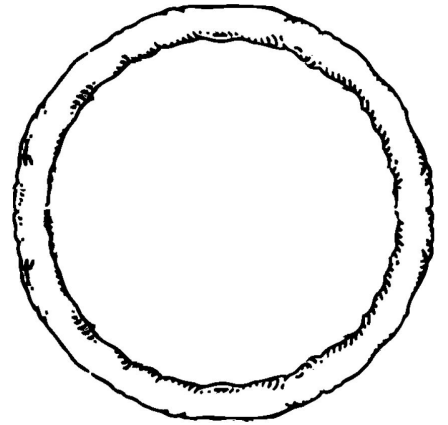
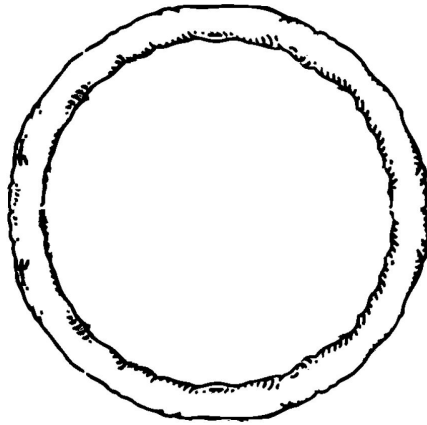
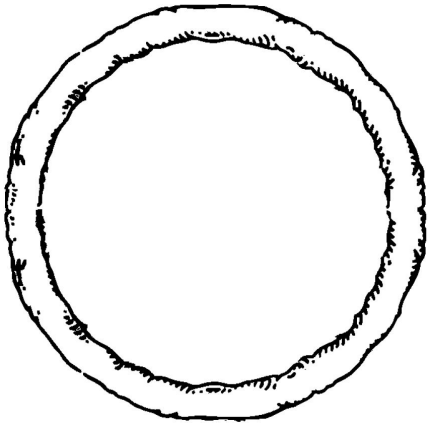
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| <ul style="list-style-type: none"> <input type="checkbox"/> Keep the beat with your family member's favorite song. <input type="checkbox"/> Read a book and add sound effects to it (every time you talk about a certain character, stomp your feet). | <ul style="list-style-type: none"> <input type="checkbox"/> Draw a picture of your favorite item. Now, draw it again from a different perspective. <input type="checkbox"/> A regular game of tag, but if someone touches your arm/leg you can no longer use that body part. If both legs are tagged start a new round. | <ul style="list-style-type: none"> <input type="checkbox"/> Tidy up while walking like a crab. Carry items on your belly across the room to put them away. <input type="checkbox"/> Read a fiction (story) and nonfiction (true) book about pollinators. Write to explain which book taught you the most about pollinators and why? Draw two things you learned about pollinators. | <ul style="list-style-type: none"> <input type="checkbox"/> Learn about how to do something from the World Book Encyclopedia or a book. Write the steps to doing what you learned and teach someone how to do it. <input type="checkbox"/> Draw a picture of a family member working. |
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I certify that my child, _____, did complete all of the required activities in days 46-49 of this learning plan.

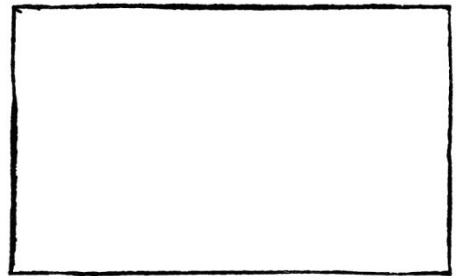
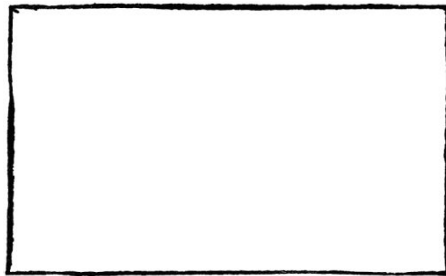
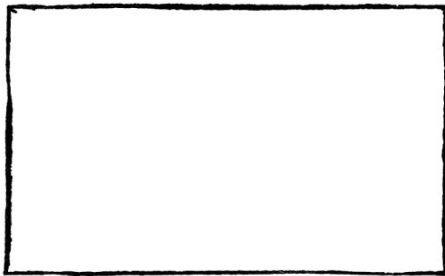
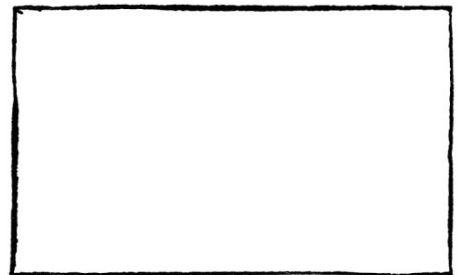
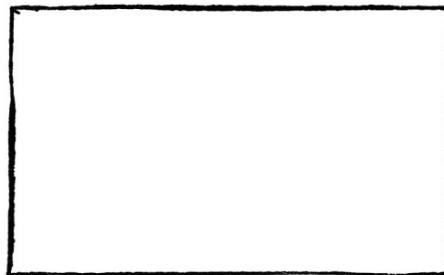
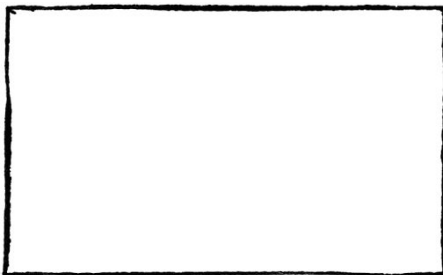
Parent/Guardian Signature _____

Date _____

Day 41- Pies



Day 42- Brownies



Day 43- Flags

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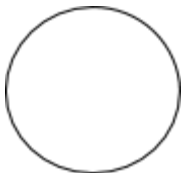

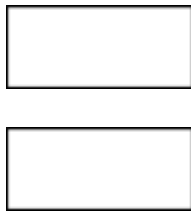
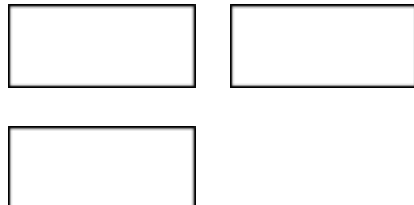
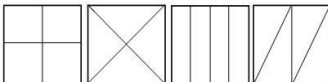

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200 Chart (Day 46 and Day 47)

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31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

Daily Exit Tickets

Day 41	Day 42	Day 43	Day 44	Day 45
<p>Equal Shares (Parts) Partition the circle into halves.</p>  <p>Partition the rectangle into fourths.</p>  <p>How can you prove the shares are equal? Use the words equal and shares in your explanation. (NC.2.G.3)</p>	<p>Equal Shares in Different Ways Partition (divide) the rectangles below into thirds in different ways.</p>  <p>Explain how you know the rectangles are partitioned into thirds in your math journal or below. (NC.2.G.3)</p>	<p>Equal Shares in Different Ways The art teacher asked his students to partition a rectangle into four equal parts or fourths. In each rectangle below, show a different way the students made fourths.</p>  <p>Explain how you know the rectangles are partitioned into fourths in your math journal or below. (NC.2.G.3)</p>	<p>Partition in Equal Parts Examine the playground you just created. Explain how you know that each grade level's play space is one-fourth of the entire playground. (NC.2.G.3)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Prove Your Thinking The sandwiches below are partitioned into equal parts.</p>  <p>How many parts are in each sandwich? _____</p> <p>What is the name of each part? _____</p> <p>How are the parts alike? How are the parts different? Explain below or in your math journal. (NC.2.G.3)</p> <hr/> <hr/> <hr/>
Day 46	Day 47	Day 48	Day 49	
<p>Addition & Subtraction Show how to solve the below equations using two different strategies.</p> <p style="text-align: center;">$354 + 139 =$</p> <p style="text-align: center;">$762 - 149 =$</p> <p>Explain which strategy is more efficient and why. (NC.2.NBT.7)</p>	<p>Problem Solving A second grade class is collecting cans of food for a Canned Food Drive. On Monday, 38 cans were brought in. On Tuesday, 54 cans were collected. On Wednesday, they collected 72 cans. How many cans did the second grade class collect? (NC.2.NBT.6)</p> <p>If their goal is to collect 200 cans, then how many more cans do they need to collect? (NC.2.NBT.7)</p>	<p>Addition & Multiplication Draw an array made of 25 circles below.</p> <p>What do you notice about the array? Write three things you notice in your math journal or on paper. (NC.2.OA.4)</p> <p>Optional (Bonus): Your second grade teacher bought 4 boxes of paint with 5 jars of paint in each box. A third grade teacher bought 3 boxes of paint with 6 jars in each box. Who bought more paint? How much more? Draw and label a picture to show your thinking!</p>	<p>Write and Reflect Write a letter to your teacher explaining what you learned in math this year. For each topic or skill you learned, draw a picture and provide an example. Also, share what you are excited to learn next year!</p>	<p>We will miss you! Keep practicing your math strategies and have a wonderful summer!</p> 

The Playground Project

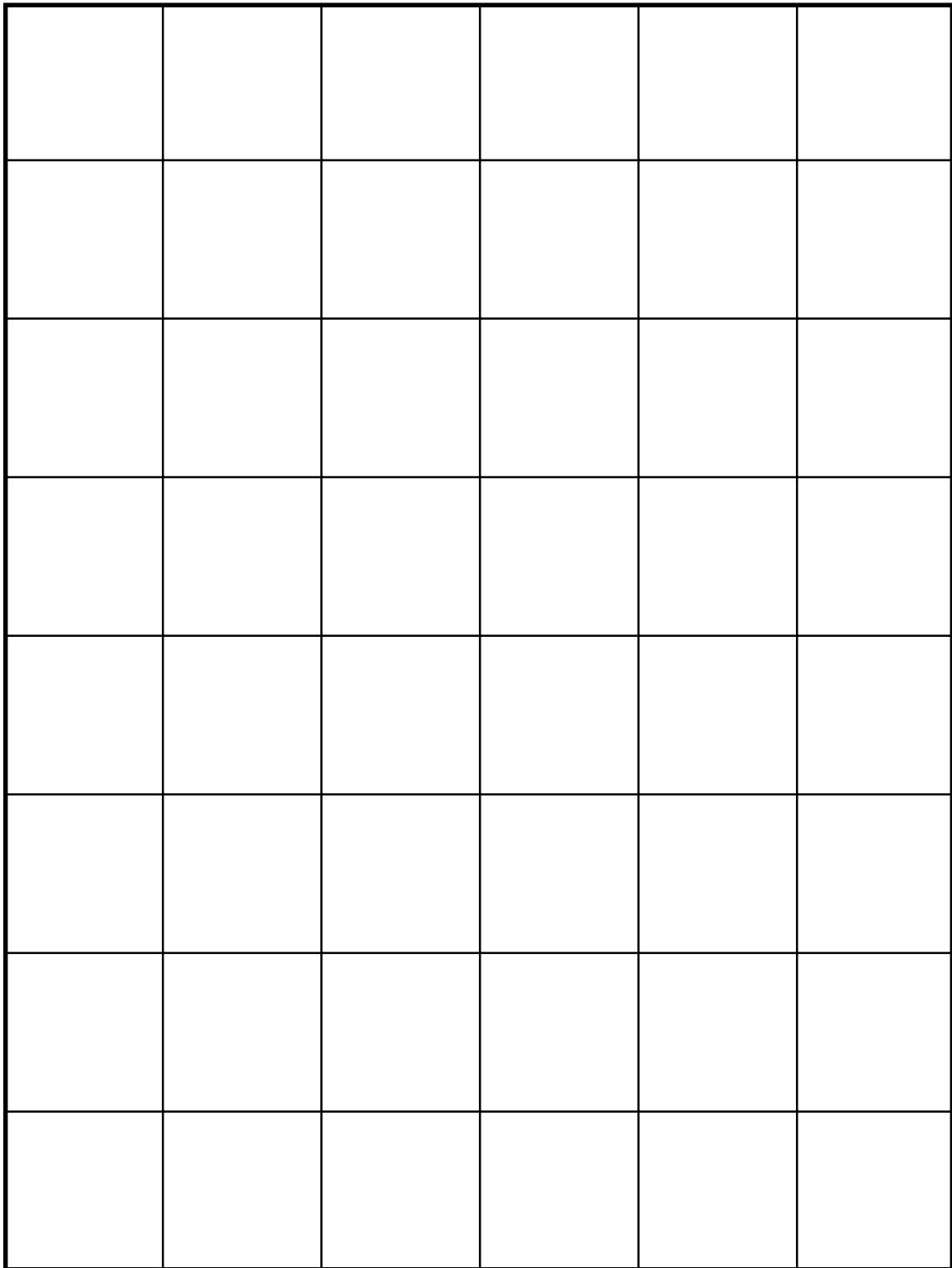


Your principal has given playground space to Second Grade, Third Grade, Fourth Grade and Fifth Grade to share equally. The area of the playground is 36 square units. The principal wants students to design the playground so that each grade level gets one-fourth of the play space. However, each grade level's playground area must be a different shape!

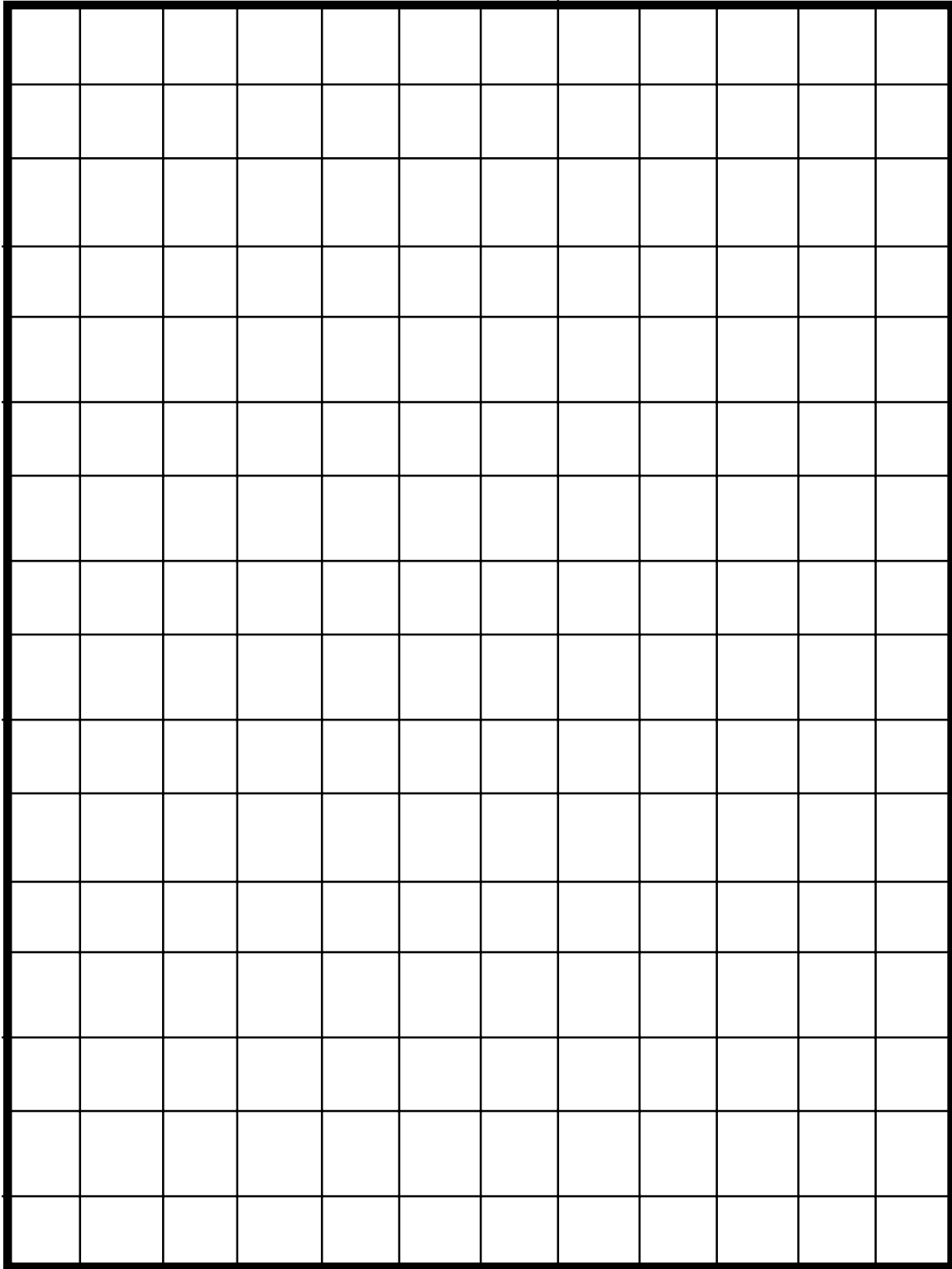
Directions:

1. Cut out 36 squares on pg. 9.
2. Divide the squares into four equal groups.
3. Color the squares in the first group red. The red squares will make the Second Grade playground area.
4. Color the squares in the second group yellow. The yellow squares will make the Third Grade playground area.
5. Color the squares in the third group green. The green squares will make the Fourth Grade playground area.
6. Color the squares in the fourth group blue. The blue squares will make the Fifth Grade playground area.
7. Combine or arrange your colored squares together to make one big playground. Each grade level's playground area must be a different shape. **All** of the areas must touch each other.
8. Draw a picture of your big playground inside of your math journal or on paper. Color and label the grade level play areas.
9. CHALLENGE- Redesign the playground by rearranging the colored squares so that all of the play areas come together to form a BIG square. Be sure to keep the same-color tiles together within the big square. Draw a picture of the new square playground in your math journal or on paper. Color and label the grade level play areas.
10. Complete Day 44 Exit Ticket on pg. 7 in your packet.

One-Inch Graph Paper



Half-Inch Graph Paper



Array Three-In-A-Row

• • •	•••• •••• ••••	••• ••• •••	••••• ••••• ••••• •••••	•••• •••• •••• ••••
•• ••	•••• ••••	••• •••	••••• •••••	•••• •••• •••• •••• ••••
••••• ••••• ••••• ••••• •••••	• • • • •	••• ••• ••• •••	••••• ••••• •••••	•••••••• ••••••••

HOW TO PLAY: Each player needs a different color marker or crayon. Create a set of number cards (like playing cards) on pieces of paper or on index cards. Write the following numbers on different cards- 3, 12, 15, 9, 20, 16, 14, 4, 8, 6, 10, 25 and 5. Place the number cards face down. Each player should take turns drawing a number card and saying the repeated addition equation or multiplication equation that has the same value as the number. Then, cross out the matching array on the game board. The first player to cross out three arrays in a row wins!

Literacy Handouts Days 41-49

“South Africa's 'Pavement Bookworm' Wants Everyone To Read” By Meera Dolasia, DOGOnews, 7.17.14

Most homeless resort to panhandling to make ends meet. However, an enterprising young South African man has come up with an interesting alternative - he spends his days spreading the joy of reading and selling books written by his favorite authors. Meet Philani Dladla aka *'Pavement Bookworm'*.

While details of how the 24-year-old was rendered homeless and how long he has been selling books on the streets of Johannesburg are a little sketchy, the young man garnered the world's attention recently, thanks to an interview conducted by South African director and cinematographer, Tebogo Malope.

In the two-part mini-documentary entitled *'Pavement Bookworm'* the infectiously cheerful Dladla talks about his passion for books and how reading helped steer him away from a life of drugs. The well-spoken youngster also talks about his favorite authors and clearly articulates what makes him a fan of each one of them.

Not surprisingly, after Malope uploaded the *'Pavement Bookworm'* video on YouTube, the Dladla has become a celebrity. In addition to being interviewed by other journalists, he has also received several job offers and even a visit from Steven Boykey Sidley, the author of *Entanglement*, who hand-delivered his latest book to the voracious reader.

The best part is that this newly found fame has resulted in a business boom. Locals now go out of their way to seek Dladla for impromptu book discussions and, to buy his recommendations. What's heartwarming is that despite being barely able to make ends meet, Dladla does not accept money from children that are interested in getting a book from him. In order to keep up with the increased demand, Malope is collecting book donations on behalf of the cheerful young man whose mission in life is to spread his passion for reading!

“Bookmobiles Help Kids Around the World to Love Books” By Al Jazeera, adapted by Newsela staff on 4.27.18

A bookmobile is a traveling library. A new kind is bringing books to kids around the world. They are buses in Lagos and shipping containers in the Netherlands. Donkeys are even carrying books in Columbia. These libraries go from place to place. They go to distant **areas** that are hard to get to.

Bringing Books To Kids: iRead Mobile Library, Nigeria

Funmi Ilori is an education **expert** in Nigeria. She wants to bring books to children across her country in Africa. Ilori **created** the iRead Mobile Library. It is Nigeria's first bookmobile. She began by visiting houses with two baskets full of books. Now, iRead has four buses. Libraries are one of the most important places, she said. Each child who visits iRead can choose a book. Children also get a library bag and a notebook. In it, they can write down their ideas.

The Donkey Library: Biblioburro, Colombia

Luis Soriano began Biblioburro. It is a donkey-powered bookmobile. It travels around northern Colombia, a country in South America. Biblioburro takes its name from two Spanish words. The first is biblioteca, which means library. The second is burro, which means donkey. Soriano is a teacher. Many of his students were not doing well in school, and their families did not have many books. "So one day, I decided to visit them with books," he said. At first, he carried the books in his arms, but it was too far. That's when he decided to go by donkey. Each donkey can carry up to 150 books in saddlebags.



Education And Escapism: Mobile Library, Syria

Last summer, Syrian children saw a brightly colored van. It was full of books. Syria is a country in the Middle East. War broke out there seven years ago. One in three schools is closed, said Save the Children. It is a **charity** that helps children. Last October 1.75 million children were out of school. Malek Refai is with Mobile Library. The bookmobiles help kids get an education, he said. It gives them a future.



The Reading Container: BiebBus, The Netherlands

The BiebBus looks like a long, narrow container. It opens up to show a "treasure room," where the books are kept. There is also a reading area and computers. It is in the Netherlands, a country in Europe. There is a reason for the strange **design**. The streets in the area are very narrow. A regular bookmobile wouldn't fit, said Pien Jongenelen. He works for The Library for Zaanstreek, which runs the BiebBus. "Children learn how to read at school and at the library," he said. They learn that reading is not only important. It can also be a lot of fun.



“Most Syrian Refugee Children Don't Go to School” By Associated Press, Adapted by Newsela staff on 7.26.16

SAADNAYEL, Lebanon – Saddam al-Khleif is 11 years old. He and his family used to live in Syria. War broke out about five years ago. Saddam and his family escaped. Now, they live in Lebanon. Both Lebanon and Syria are in the Middle East. Saddam and his family are refugees. They had to leave their country because it was not safe. War in Syria began in 2011. Since then, many Syrians have moved to Lebanon. Lebanon is now home to more than a million Syrian refugees. Life is not easy for these refugees. They cannot always move freely. They often do not have enough money.

Watching TV, And Playing Outside His Tent

Another big problem is that many refugee children do not go to school. Saddam is one of them. He spends most of his days either watching TV or playing outside his tent. Al-Khleif's two older brothers do not go to school either. Instead, they work to help their family. Their father, Hussein, has health problems. He is not able to work. There are many children like Saddam and his brothers. Tens of thousands of refugee children in Lebanon do not go to school. A group called Human Rights Watch (HRW) has been investigating the problem. HRW released a report on Tuesday. It says there are nearly 500,000 school-age Syrian children in Lebanon. More than half of them do not go to school. Lebanon allows Syrian children to go to schools for free. There is not always enough space in schools, though. Some Syrian children get turned away. Others do not go to school because they have to work to help their families.

More Must Be Done

Bassam Khawaja works at HRW. He said more needs to be done for Syrian children. He does not think they should miss out on school because of the war in their country. Lebanon is trying to fix the problem. Some schools now stay open later. This makes space for more students. The Education Ministry hopes to get 200,000 more Syrian refugees started at school.

“Library Bus Brings Books to People New to Greece” By the Guardian, adapted by Newsela staff on 8.15.17

Laura Samira Naude and Esther ten Zijthoff are volunteers. They help at a refugee camp. The camp is in the country of Greece. Refugees are people who leave their home country. They leave to escape war and other problems. Many end up in refugee camps in other countries. They stay there until they can find a safe place to live. Naude and Zijthoff realized something. The people they met needed more than food and shelter. They wanted to study and learn. This way, they could make better lives for themselves. The two women decided to help. They hoped to provide a quiet place for the refugees at the camp. In this new space, people could use their time well. They could plan for the future.

A Library Inside A Bus!

Naude and Zijthoff took action: They opened a library on wheels. Friends around the world helped them. Together, they raised money to build shelves inside a small old bus. They installed computers in it, too. Next, the women asked for book donations. They wanted to have books in many languages. Slowly, the library shelves filled up. The library opened in November. Today, it has about 1,300 books. Some books are being stored because they don't fit into the bus. The women welcome about 115 readers each week. So far, 904 books have been checked out. The library has lost some of its books, too. Sometimes people want to keep the books for a long time. This is mostly true for the language-learning books. "We let people keep them," says Zijthoff. She and Naude want readers to have enough time to learn.



Waiting For The Word To Spread

Sometimes the bus isn't allowed to drive into the refugee camp. When that happens, the women park the bus outside the camp and wait for the word to spread. Those who come to the library love it. Children say it feels like home. A professor from the country of Syria used the books in the library to write his work in English. Others have used the library as a space to hold English language classes. Some refugees have even given the library their own books. Zijthoff and Naude have high hopes for their library on wheels. They think these could help people in many parts of Greece. Other countries with refugee camps could have them, too. Zijthoff hopes the idea will spread.



Name _____ Date _____

2nd Grade - Building Background Knowledge for Grade 3, Module 1, Unit 1, Lesson 1

Lesson 1: Notice and Wonder Note-catcher

Directions: Look closely at the pictures in the texts "Bookmobiles Help Kids Around the World to Love Books" and read the quote below. Fill out the note-catcher with what you notice and wonder. What do you infer you will be learning about?

What do you notice in the pictures?	What do you wonder about the pictures?
These libraries go from place to place. They go to distant areas that are hard to get to.	
<i>Source: Dolasia, Meera "South Africa's 'Pavement Bookworm' Wants Everyone To Read" DOGOnews</i>	
After reading this quote, what do you notice and wonder?	
What do you think you will be learning about in this module?	

Day 42: Reading Research Note-catcher

Directions: "Research reading" is reading informational texts about the topic to help you build background knowledge and vocabulary. For your research reading, read "Most Syrian Refugee Children Don't Go to School". Answer the questions below.

Article Title:	
What is the challenge the children face?	What is the solution to the challenge?
Unknown words:	Definition of unknown words:
What did you learn from this text? What did you find most interesting?	

Name _____ Date _____

2nd Grade - Building Background Knowledge for Grade 3, Module 1, Unit 1, Lesson 3

Lesson 3: Reading for Gist and Determining the Central Lesson

Directions: Read the text "South Africa's 'Pavement Bookworm' Wants Everyone To Read" After you read it, determine what the text is mostly about, or the "gist," by answering the questions below. Then write what you think the message or lesson of the text is in the last box.

Text: "South Africa's 'Pavement Bookworm' Wants Everyone To Read"	
Who are the people in the article?	
Where do they live?	
What are the challenges or problems they face?	
What are the solutions to the problems?	

Day 44: Reading for Gist and Determining the Central Lesson

Directions: Read the article "Bookmobiles Help Kids Around the World to Love Books." After you read it, determine what the text is mostly about, or the "gist," by answering the questions below. Then select the statement that you think best summarizes the central lesson or message in the text.

Text: "Bookmobiles Help Kids Around the World to Love Books"	
Who are the people in the article? Where do they live?	
What are the challenges or problems they face?	
What are the solutions to the problems?	
Message/Lesson: What is one idea the author wants you to take away from this text? Underline the answer you think best answers the question.	
A. Mobile libraries can help bring books to children in many areas of the world.	
B. Many people open mobile libraries because they are teachers with failing students.	
C. Some children cannot go to libraries because they do not know how to read.	
D. Many kids cannot go to libraries because they cannot carry heavy books.	

Day 45: Close Read Note-catcher

Directions: Previously, you read the article "Bookmobiles Help Kids Around the World to Love Books" for the gist. Today you will do a close read to identify details from part of the text that help to communicate this message.

Lesson/Message from Text: Mobile libraries can help bring books to children all over the world.

Details from Text	How does it help communicate the lesson/message?
1.	
2.	
3.	
4.	

Day 46: Research Reading Review Form

Directions: Go back to the article you chose to read for your research reading in lesson 2. Reread your article and answer the following questions. Be sure to use complete sentences.

1. What are some things you like about your research reading text? Why?

2. What is at least one thing you find challenging about your text? Why?

Day 47: Research Reading Reflection & Discussion

Directions: Think about your research reading from Lesson 6 as well as what you have learned on the topic of Overcoming Learning Challenges. Complete your note-catcher to answer the questions and include text evidence to support your answer.

Why are books important? <ul style="list-style-type: none">•••	Evidence from the text to support my answer: <ul style="list-style-type: none">•••
How do people overcome learning challenges? <ul style="list-style-type: none">•••	Evidence from the text to support my answer: <ul style="list-style-type: none">•••

Day 48: Reading for Gist and Determining the Central Lesson

Directions: Read the article "Library Bus Brings Books to People New to Greece." After you read it, determine what the text is mostly about, or the "gist," by answering the questions below. Then write the message or lesson the author wants you to take away from this text.

Text: "Library Bus Brings Books to People New to Greece"	
Who are the people in the article? Where do they live?	
What are the challenges or problems they face?	
What are the solutions to the problems?	
Message/Lesson: What is one idea the author wants you to take away from this text?	

Day 49: Close Read Note-catcher

Directions: Previously, you read the article "Library Bus Brings Books to People New to Greece" for the gist. Today you will do a close read to identify details from part of the text that help to communicate this message.

Lesson/Message from Text: Naude and Zijthoff took action: They opened a library on wheels.	
Details from Text	How does it help communicate the lesson/message?
1.	
2.	
3.	
4.	

Word Work Days 41-49

Word List	Sight Words	Cycle 25 Decodable Text : "Recycle!"
comical critical musical practical logical tropical bicycle circle obstacle uncle miracle icicle	material purpose community person	<p>What does it mean? Many materials that we use every day, like plastic and metal, can be used again. When these materials are recycled, they are used again instead of being thrown away. Materials can be recycled for the same purpose. For example, imagine that you grew 4 inches over the summer. Now, your bicycle is too small for you. You can recycle the bicycle by giving it to your little sister instead of throwing it away. It would be used for the same purpose.</p> <p>Materials can also be recycled for a different purpose. Instead of throwing out food scraps, you can use them for plant food. This process recycles your food scraps for a different purpose: to grow plants in your home garden or your local community garden.</p> <p>Why should you do it? A typical person throws away 1.5 tons of solid waste per year! And did you know that Americans throw away enough plastic bottles each year to circle the world 4 times!? That's a lot of trash.</p> <p>When you recycle, you reduce the trash. Also, making these materials uses up a lot of water and puts chemicals in the air. So, recycling helps to save water and keep the air clean, too.</p> <p>What can you do? First, you should know what can be recycled: paper, plastic, glass, metal, textiles, batteries, food, and electrical equipment. Then, separate these materials from your trash.</p> <p>The last step is to find out where these things can be recycled. Maybe your community has a local recycling program and will pick up some of these items. Or you might need to find a place to take them. We can all work together to recycle!</p>

Word List	Sight Words	Cycle 26 Decodable Text : "Animals, Big and Small"
courageous famous humorous joyous numerous nervous ridiculous asparagus citrus campus focus fungus mucus sinus status	animal between favorite let's that's	<p>There are numerous animals living on the earth. So numerous, it would be ridiculous to try to count them all!</p> <p>Some of the animals are very small. Some are enormous. And some are sort of in between. Let's learn about some of the smallest and largest of each.</p> <p>A blue whale is the biggest animal on earth. It's monstrous! It can be as heavy as 180 tons. That's bigger than a bus! And a blue whale's heart can be as heavy as a car!</p> <p>One of the smallest animals is the gold frog. Are you curious how small it is? A gold frog is not even a centimeter long! That's about the size of a fingernail!</p> <p>The next enormous animal can be found in African, and at the circus. Did you guess it? Right, the fabulous African elephant. Elephants can stand as tall as thirteen feet. That's taller than a basketball hoop.</p> <p>Have you ever heard of a slender blind snake? These reptiles are very skinny and only about 11 centimeters long, and have very tiny eyes. They look and act more like a worm than a snake. They are not poisonous or dangerous.</p> <p>Have you ever heard of a tremendous bird called an ostrich? The ostrich is the biggest bird on earth. This bird is also famous for being very fast. An ostrich's wings help it to run even faster, but they do not help it fly.</p> <p>You learned about some of the biggest animals and some of the smallest. The earth is also full of many other animals in between! Like the fabulous octopus! Or the whiskey walrus. What is your favorite animal?</p>