Grade 2
Supplemental Learning Packets

March 30, 2020

Dear 4J Families and Caregivers,

This packet contains paper-based home learning enrichment activities for your student. Thank you for accessing opportunities to keep kids engaged, learning, and thinking as we negotiate these changing and challenging conditions. This packet is part of Phase One for remote learning activities in 4J.

Phase Two begins April 6 when teachers will provide grade-level education activities that can be done at home. Teachers and schools will do their best to connect with each student in their classroom communities and check to see that community resources, technology, and learning activities are available for all.

In the meantime, we'd like to share some optional resources to support Reading/English Language Arts and Math.

Inside this packet, you will find:

- A reading/English language arts activity choice board
    - Students can choose one activity per day. You can always do your favorites again!
- Some articles for students to read
- A math choice board
    - Students can choose 2-3 activities per day.
    - Directions for the games and activities are found at the end of the packet
    - **Materials needed**: scissors, pencil, crayons/colored writing tools, small objects (like beans, rocks, or socks)
    - **Tools provided** (some require cutting or slight assembly): 100s chart, number cards, shapes and names, recording space, images for some activities

If you choose to use these resources, please do so in a way that works for you and your family.

With great care for you and your loved ones,

The 4J Instruction Department

Supplemental learning online links are recommended over paper packets at:
https://www.4j.lane.edu/communications/coronavirus/learning/#distance
The link above has a Spanish option as well as English.

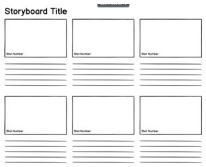
Second Grade Literacy Choice Board

- ❏ ***Read for 20-minutes daily.*** Students can read to themselves, to someone, or to a pet or stuffed animal. Try not to set a timer but instead have them read to a natural stopping point. It is less about the time and more about fostering enjoyment.
- ❏ Choose **<u>one</u>** fun literacy activity from below to complete each day!

Sight Words: always, around, before, better, carry, every, fast, first, friend, found, know, laugh, much, myself, own never, right, they're, together, which

Story Retell

After reading a story, draw the main character and the steps the character took to solve a problem. Share your work with someone at home.



Rainbow Writing

Trace over or write your name, letters, and sight words (above) using different colored crayons/ markers. Write the letter/word in one color, and then choose another color to write the word again over top of the first word. Repeat this several times with different words. Choose the words you want to write.

Character Creation

Choose your favorite character from a story you have read. Use objects from around your house to create a 2 or 3 D model of the character. You may use food containers, scrap paper, toilet paper rolls, tissues, etc.

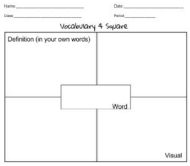
Letter Writing

Write a letter to the main character of a book you are reading. Give the character advice on how to solve the problem in the story. In your letter, share if you have ever had a similar problem. How did you solve your problem?

Word of the Day

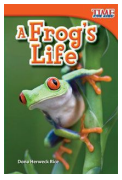
Think of a word of the day. Fold a piece of paper into 4 sections.
1. Write the word.
2. Define the word.
3. Illustrate the word.
4. Use the word in a sentence.

Display the paper and tally how many times family members use the word in conversation!



Nonfiction Study

Read a non-fiction book. Think about what you learned from the text. Create a poster or flyer using important information from the text.



Word Scramble

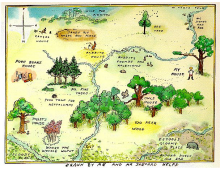
Use the cards included or cut 50 small squares of paper and write a letter of the alphabet on each square. Make extra copies of each vowel (a,e,i,o,u) and common consonants (l,m,n,s,t,r) Pick seven letters and use the letters to make as many words as possible.

Family Interview

Interview a family member in person or on the phone. Ask questions to learn more about them. Write a paragraph about what you learned.

Setting Map

Read a fiction story. Create a map to show where the story takes place. Be sure to label the map. You may wish to make a key to show where different events in the story occur.



Handwriting

Choose 10 sight words to write in your best handwriting. Write each word 3 times each.

Ideas graciously borrowed and adapted from Prince George's County Public Schools

Ideas That Pop

Inventing is not just for adults. Kids from across the country recently showed off their great ideas. They took part in a contest to create a new use for Bubble Wrap. Bubble Wrap is a packing material that has air-filled plastic bubbles. It is used to protect objects that are breakable.

Andy Boler, age 10, from Texas, used Bubble Wrap to make a cover for plants. It protects plants from the cold. "I like building things that could help people," he says.

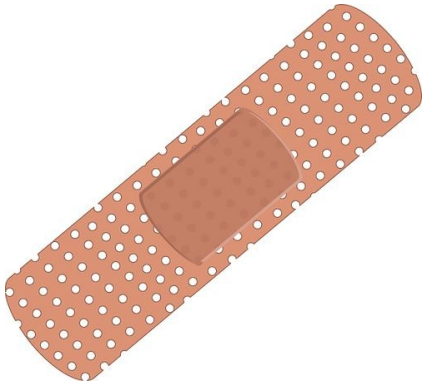
Other inventions in the contest included a kite-making kit and a wrist cushion. Some of the kids' inventions may be turned into real products.

"We have very few rules," says a contest spokesperson. "One of the main goals is to get young students thinking."

Courtesy of Weber Shandwick

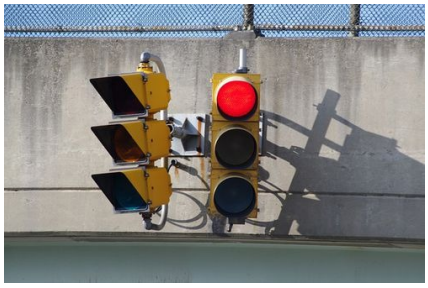
Here is Andy Boler with his Bubble Wrap invention.

Great Ideas!



bandaid

chocolate chip cookies



traffic light

Amazing Inventions

Learn about some bright ideas.

What would life be like without **inventions**? It's hard to imagine. An invention is a new thing or idea. It can change the way people live. Some inventions solve problems and make life easier. Other inventions make life more fun (or tastier!). Read about some great inventions.

An Idea That Stuck

The next time you stick on a Band-Aid, you can thank Earle Dickson. He invented the ready-made bandage in 1920. He wanted to help his wife who

often cut her fingers while cooking.

At the time, people had to cut pieces of gauze and tape to make bandages. They were hard to use. Dickson's simple idea was a big success. Today, ready-made bandages come in many shapes, sizes, and colors.

A Tasty Invention

Did you know that chocolate chip cookies were a mistake? Ruth Graves Wakefield created them in the 1930s. She was mixing a batch of chocolate cookies and was out of baking chocolate. She decided to chop up a bar of semisweet chocolate instead. When the cookies were done, the pieces of chocolate had not melted! They had kept their chip form in each cookie.

Safety First

Before the 1920s, people often got into traffic accidents. One day, Garrett Morgan saw a bad accident between a car and a horse-drawn carriage. He decided to solve the problem by inventing a traffic signal. It was a pole with signs saying when to stop and go. Today's red, yellow, and green traffic lights are based on Morgan's idea.

What Does an Engineer Do?

by Linda Ruggieri

Do you like to figure out how things work? Are you excited about solving problems? If so, you might think about becoming an engineer.

Engineers work to find solutions to problems. They also design new products that help people.

Some engineers work to make cars safer. Other engineers figure out how to build strong bridges. Some engineers develop new medicines or find better ways to keep foods fresh and safe.

Engineers start by identifying a problem to solve or a new product to design. They search for ways to fix the problem or make the product. They look at different ideas and choose the best one.

Often, engineers make a model and test it. They look for ways to improve what they have made.

Sandra Cruz-Pol is an engineer. She also teaches engineering students at a college. Sandra designs products that let people know when storms and floods are coming. She says it feels good to find ways to improve people's lives.

Building a Better Bicycle

by Linda Ruggieri

Bicycles have a long, interesting history. The first bicycle was developed more than two hundred years ago. Early bicycles, however, did not look like today's bikes.

One of the first bicycles was called the hobby horse. It was made of wood! People rode by pushing their feet along on the ground.

Later, a bicycle that had pedals and metal tires was invented. It was not comfortable. It was called the boneshaker. Inventors kept working to make bicycles more comfortable

Next, the high wheeler was developed. It had a very big wheel in the front. This bicycle was not easy to ride, because the rider sat high up on the bike. The rider could be badly hurt in a fall.

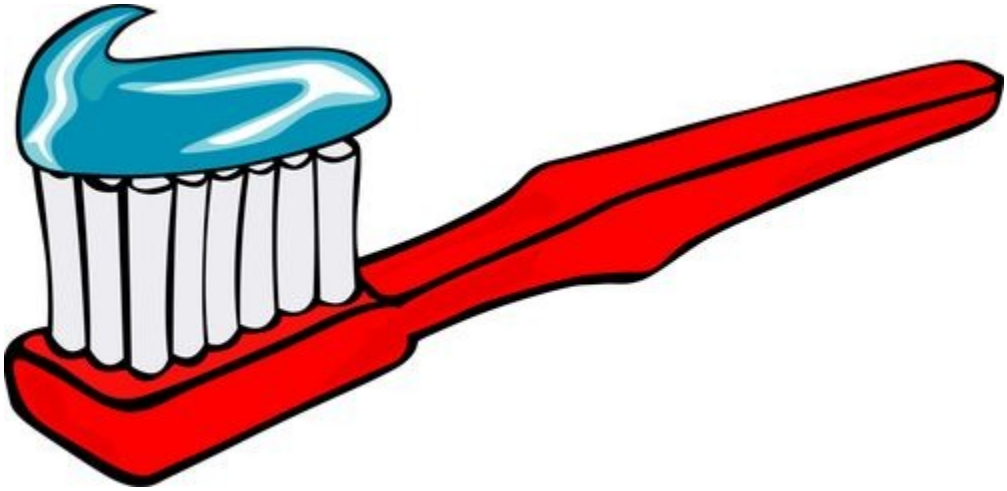
Then bicycles began to have two wheels that were the same size. Those bikes looked more like bicycles today.

More than one hundred years ago, bicycles began to have rubber tires filled with air. That was a solution to the problem of a bumpy ride. The new tires made riding smoother.

Today, children's bicycles and racing bikes are popular. People ride bikes to get exercise. Bicycling is safer, too. Now people wear helmets, and bikes have reflectors on them.

A Brush with History

by Linda Ruggieri



You know it is important to brush your teeth with a toothbrush to keep them healthy. But how did people clean their choppers before toothbrushes were invented?

The first tooth cleaners were thin twigs called chew sticks. The sticks were fuzzy at one end. A person rubbed the chew stick against his or her teeth to keep them clean.

About two hundred years ago, William Addis invented something closer to today's toothbrush. He collected thick animal hairs called bristles. He attached the hairs to a handle made from animal bone. Addis found that lots of customers wanted his invention.

People still wanted to improve the tooth cleaner, however. Animal hairs did not feel great against human teeth! Finally, man-made bristles were created. They were made out of nylon. Then plastic was used for handles. Now toothbrushes could be made quickly and cheaply. Millions were sold.

About fifty years ago, the electric toothbrush was invented. It does a great job of cleaning teeth. Today, we have toothbrushes with soft or hard bristles. There are sizes for adults, children, and babies.

Tooth cleaners have come a long way since chew sticks. Who knows what kind of tooth cleaner will be invented in the future?

When Television Became Colorful

by Linda Ruggieri

Today, nearly all television programs are broadcast in color. If you turn on a baseball game, you can see that the grass on the field is green, or that the pitcher has a blue cap on. But when your grandparents were children, most people watching TV at home could not have seen any of those colors. Television programs were broadcast in black and white only.

Television sets that could broadcast in color have been around for a long time. An engineer named John Logie Baird invented a color TV set in the

1930s. But the picture on Baird's TV flickered, and was not clear. Companies would not sell a TV that was not good quality.

For many years, people worked to improve how color televisions worked. Over time, companies found ways to make the picture clearer. The improvements also meant that a user could turn a dial to add just the right amount of color to the picture.

By the late 1960s, many people were buying color televisions. Soon, most TV shows were being broadcast in color, and most people in the U.S. had color TV sets.

Today, it's unusual to find any television show that is still broadcast in black and white. Now the world of television is full of color!

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Alphabet Tiles Name Sort

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

uppercase letter tile cards

Alphabet Tiles Name Sort

P.009.AM1b

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z				

lowercase letter tile cards

Goal: Complete 2-3 spaces a day and have fun!

_____'s Math Choice Board

(student name)

Using Data	**Twenty One Game**	Close to 20 **or** Close to 100	**Counting Activity**
Go on a 3-D Shape Hunt! 	Find patterns on a 200 chart	**Mind Reader Game**	Pick a problem set 1 or 2
Create an equation	Double Compare Game	**Let's move!**	Draw with Shapes Activity
The answer is ____. What is the question?	**Which one doesn't belong? Activity**	6 coins	**Counting Collections Activity**

Problem Sets

Problem Set 1

When Pencil Puppy does 2-digit addition, she adds the tens first. Next, she adds the ones. Then she adds the two numbers to get the answer. Try her strategy.

ex

	Tens	Ones
	3	7
+	2	7

30 + 20 = 50
7 + 7 = 14
50 + 14 = 64

a

	Tens	Ones
	4	8
+	3	4

40 + 30 = _____
8 + 4 = _____
70 + 12 = _____

b

	Tens	Ones
	5	8
+	2	8

50 + 20 = _____
8 + 8 = _____
70 + 16 = _____

c

	Tens	Ones
	2	5
+	6	9

20 + 60 = _____
5 + 9 = _____
_____ + _____ = _____

d

	Tens	Ones
	3	4
+	5	9

30 + 50 = _____
4 + 9 = _____
_____ + _____ = _____

e

	Tens	Ones
	4	5
+	4	6

40 + 40 = _____
5 + 6 = _____
_____ + _____ = _____

Bonus: Try Pencil Puppy's strategy with 3-digit numbers. Does it work? Why?

Problem Set 2

Jen had some flowers. Her friend gave her 9 more flowers. Now she has 14 flowers. How many flowers did Jen have to start with? Show your work.

There were 15 cookies on the plate. The dog ate some of them. Now there are only 7 cookies on the plate. How many did the dog eat? Show your work.

Using Data

2nd Grade Favorite Pets	
Pets	**Number of Kids**
Fish	17
Birds	8
Cats	45
Dogs	62

All of the second graders at Oregon Valley Elementary took a survey. Use the table to answer questions.

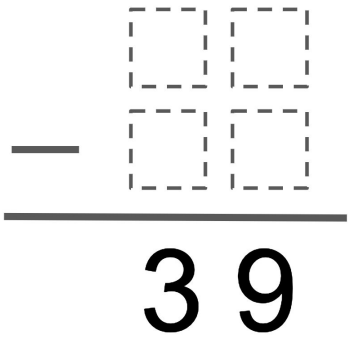
What is the survey about?

How many students responded to the survey? How do you know?

Compare and solve using word problems: Using the table write 5 math questions you can ask about the data then show your work. *Examples:* How many students liked ____ and ____? How many more students voted for _____ than _____? Which category has the least votes?

Bonus:

Subtraction with Regrouping 2: Using the digits 1 to 9 at most one time each, fill in the boxes to make the difference equal to 39.



Games

Close to 20: Each player is dealt 5 cards. Each player uses 3 cards in their hand to make a total as close to 20 as possible. For example, 8 + 7 + 3 = 18. Each player records their equation and determines their score. The score is the difference between their total and 20. For example, 20 - 18 = 2. It is also ok to go over 20 where 8 + 10 + 3 = 21 so 21- 20 = 1. Put the cards used in a discard pile. Keep the two remaining cards and draw three more for a total of 5 cards. Play four more rounds of the game. The player with the lowest score at the end of the game (5 rounds) wins.

Close to 100: In this version of the game, players are dealt six cards, which they lay out in a row in front of them. Players select four cards to make 2 two-digit numbers that when added are as close to 100 as possible. For example, with cards 4, 3, 7, 9, 1, 4, a player might select 19 + 73 = 92 and get a score of 100-92 = 8.

Materials needed: two players, deck of cards with 10s and face cards removed, sheet to record number sentences that are close to 20, pencil, and counters (optional)

Double Compare Game: Remove wild or face cards from the deck. Deal the deck of cards so that each play has half the deck. Piles are face down and players turn over two cards each then adds them to get a sum. The player with the greatest sum says “My sum ____ is greater than your sum of ____” Play continues until all cards are taken by one player. Bonus: Play for the lowest value card and use “less than.”

Materials needed: two players and deck of playing cards (or cut those ones attached)

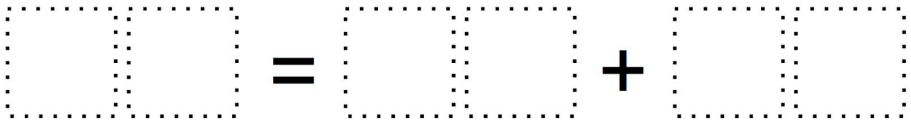
Mind Reader Game: The two players (or “mind readers”) each draw a card and, without looking at it, hold it up to their foreheads so that everyone else can see it, but themselves. The third player (or “leader”) announces the sum of the two cards. Each “mind reader” must figure out which card is on his or her own forehead and say it aloud. When both “mind readers” have figured out their cards, a new leader is chosen and the game continues.

Materials needed: three players, a deck of cards, and counters (optional)

Twenty One Game: The object of this game is to be the first one to say "21". The first person must start at "1." Each person may say one, two, or three numbers per turn, and the numbers must be in counting order. Each person must start with the number after the last one that the other person said. For example, the first person can say "1," or "1, 2," or "1, 2, 3." If the first person says "1, 2," then the second person could say "3" or "3, 4," or "3, 4, 5." Whoever says "21" wins the game. Play this game many times and try to discover a winning strategy.

Activities

Create an Equation: Use only the digits 1 to 7, at most one time each, fill in the boxes to create a true equation.



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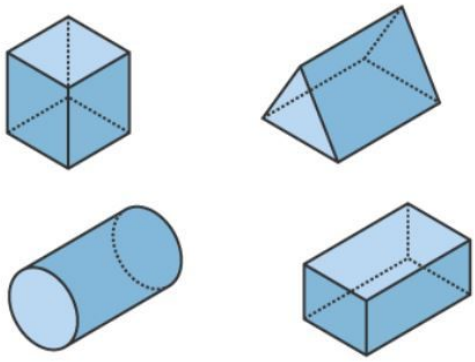
6 Coins: I have 6 coins worth 51¢. What coins do you think I have? Is there more than one answer?

Counting Activity: How many do you see? What did you count? How did you count them?

Bonus: Make your own set, then ask the questions again to count!

Which one doesn't belong? Pick one item. Explain why you think it doesn't belong with the others. Can you pick another item and give a different reason?



Bonus: Make your own set, then ask the questions again to count!

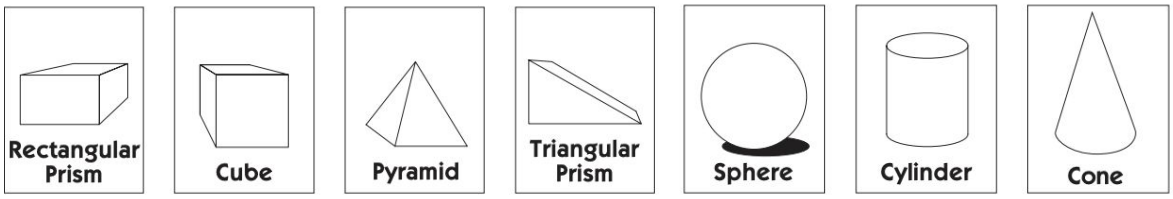
Find Patterns in a 200 chart: Complete the chart and then count by 1s, 2s, 5s, 10s or notice patterns in the numbers going up, down, or diagonal. Talk about what you notice. Use different colors to show your ideas!

1	2	3	4	5	6	7	8		
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25		27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42		44	45	46	47	48	49	50
51	52		54	55	56	57	58	59	60
61			64	65	66		68	69	70
71	72	73	74	75			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			
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
	142	143	144	145	146	147	148	149	150
151	152	153				157	158	159	160
161	162	163	164	165	166	167	168		170
171	172	173	174	175	176				180
181	182	183	184	185	186	187	188		190
191	192	193	194	195	196	197	198	199	200

Talk about it:

What do you notice? Do you think that pattern will continue? How do you know? Are there any other patterns you can find?

Go on a 3-D shape hunt! Look around your home and outside for as many objects that have these shapes. Bonus: Draw some of the objects you found!



Here is what I know about these shapes:

I looked around and found these… (use drawings or words)

The answer is ___. What is the question? Choose a number 0-100. Then say “If the answer is __(your choice)__, then the question could be…” Then say “Here is how I know!” and act out situations, model with objects, write equations, or draw pictures to show how you can prove your question matches the answer.

Examples:
If the answer is 228, then the question could be “How much is 1 hundred, 11 tens and 18 ones?”
If the answer is 10, then the question could be “How much is one jump on the numberline between 23 and 33?”
If the answer is 54, the question could be “What is 6 less than 60?”

Draw with Shapes: Make a picture that is worth 94¢. You can use as many as you like of these shapes. Label your picture. Prove that it is worth 94¢.

Square: **10¢**

Circle: **25¢**

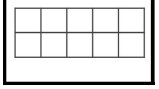
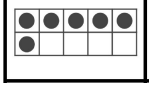
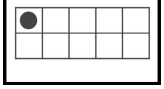
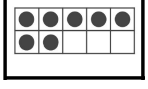
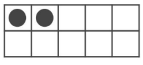
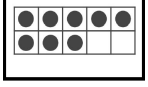
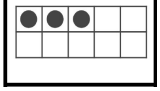
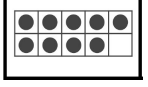
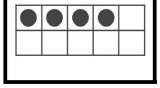
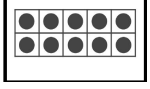
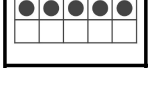
Triangle: **1¢**

_____’s Shape Design

I made a _____.

LET'S MOVE!

Set up your movement board by drawing pictures or writing the name of a move into each box. *Examples:* frog jump, stretch, jumping jack, sit up, and more! Draw 3 (or more) cards and complete a series of moves! Then add up your total moves. Was it more or less than 20? How do you know?

0  Draw again!	6 
1 	7 
2 	8 
3 	9 
4 	10 
5 	Wild Card You pick the number!

Counting Collections Activity

What are Counting Collections?

Counting collections are simply a group of objects that kids can count! This can range from a twenty (kindergarten) to hundreds. Kids take the lead on what and how they group to count them!

What can kids count?

Anything really… collect sticks on walk, laundry or socks, beans or pennies, sets in packages with a few extras, toys, books, crayons, paperclips, rocks or leaves, fence boards, and more!

What can I do to support my child?

- Provide the objects (and possibly some containers such as cups, bowls or bags for sort groups).
- Listen to your child
- Count with your child
- Know there are many ways to count the same objects. There is not one right way and sometimes trying and re-trying leads to discoveries… we're not counting for speed but to discover and to ask questions!

Recording thinking…

After your child is finished counting their collection, they will record their thinking on the record sheet attached (or a blank paper). Exploring ways to capture their ideas with pictures, numbers and words help them further bring all their math thinking to life.

Asking questions of our collections

Kids may wish to explore their collections by asking questions about their counting or groupings, such as…

- How many more gray rocks do I have than brown rocks?
- If I count by 5s, how many will be leftover to count by 1s?
- If I found 3 more, how many would I have now?
- What equations could I write about my groups?

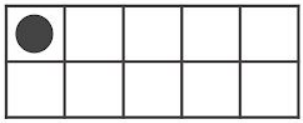
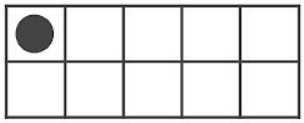
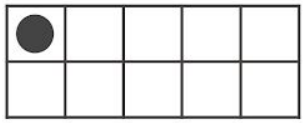
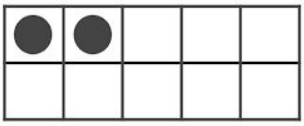
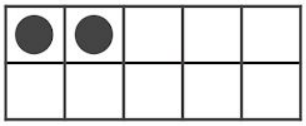
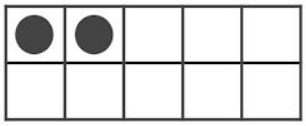
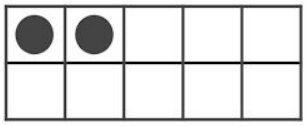
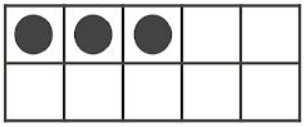
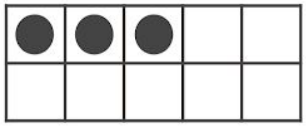
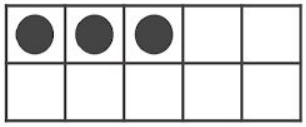
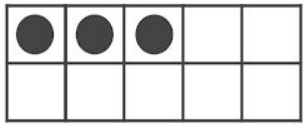
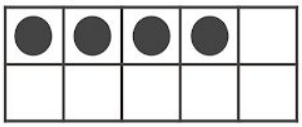
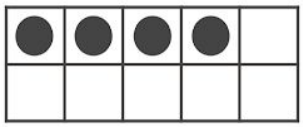
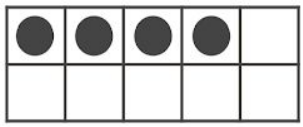
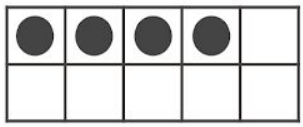
----Counting Collections----

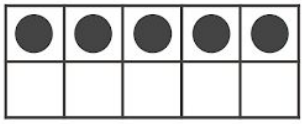
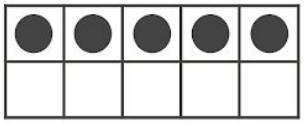
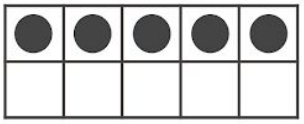
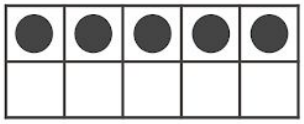
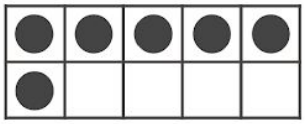
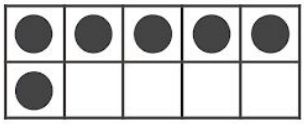
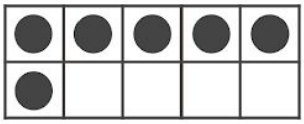
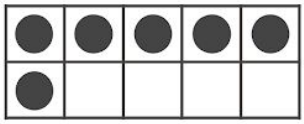
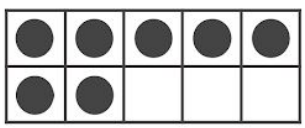
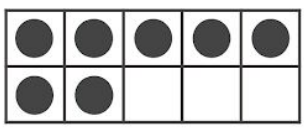
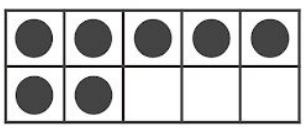
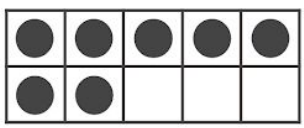
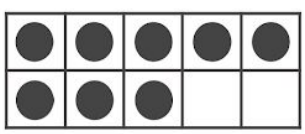
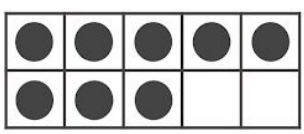
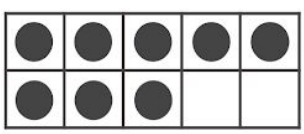
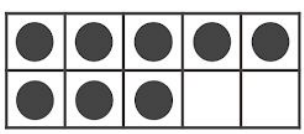
Name _____

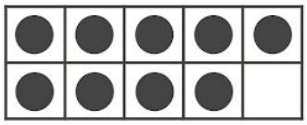
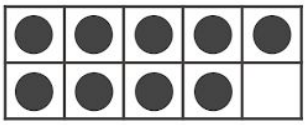
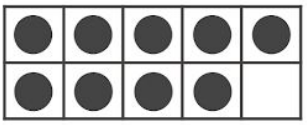
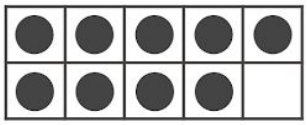
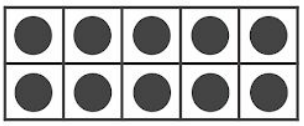
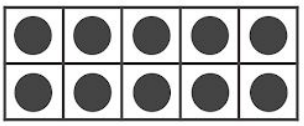
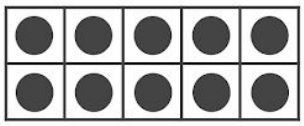
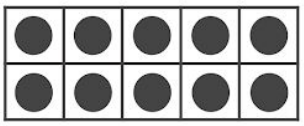
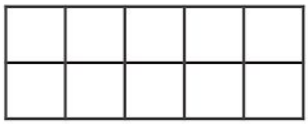
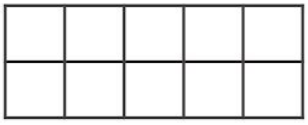
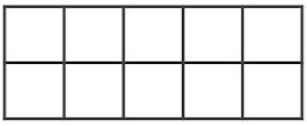
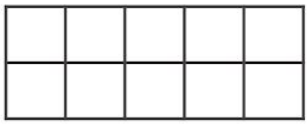
I counted _____.

This is how I counted my collection:

I counted _____ items in my collection.

1 	1 	1 	1 
2 	2 	2 	2 
3 	3 	3 	3 
4 	4 	4 	4 

5 	5 	5 	5 
6 	6 	6 	6 
7 	7 	7 	7 
8 	8 	8 	8 

9 	9 	9 	9 
10 	10 	10 	10 
0 	0 	0 	0 
Wild Card	Wild Card	Wild Card	Wild Card