**Second Grade Week at a Glance**

Week 6: May 4- May 8

During Week 6, your child will practice a variety of skills, including vocabulary, r-controlled vowels, abbreviations, irregular verbs, lesson or central message, root words, and demonstrate comprehension through multiple readings. Feel free to complete these lessons and activities on your own individual schedules. Remember the packet is a grade and must be turned in.

**ELA: Unit 4 Week 4**

**Essential Question:** How can we understand Nature?

**Learning Goal:** The student will be able to: Find the central message (theme) in a story, read r-controlled vowels (eer, ere, and ear), use irregular past-tense verbs correctly, abbreviate words, and use root words to figure out the meaning of a word.

**Spelling Words:** deer, cheers, steers, here, jeer, near, ear, dear, clear, spear, store, north, again, house, inside

**High Frequency Words:** inside, behind, happened, house, young, again, neither, eyes, gone, stood

**Vocabulary Words:**

**Ashamed-** feeling sorry for doing something wrong

**Boast-** to brag

**Dash-** to run in a hurry

**Holler-** to shout

**Plenty-** Enough of

**Similarities -** likenesses, ways things are alike

**Victory-** a win

**Wisdom**- good judgment in knowing what is right

**Math**

**Essential Question:** How do tally charts, picture graphs, and bar graphs help you solve problems?

**Learning Goal:** Level 3: The student will be able to:

* Draw a picture graph with a single unit scale to represent data with up to four categories.
* Draw a bar graph with a single unit scale to represent data with up to four categories.
* Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
* Create a line plot, with lengths of several objects where the horizontal scale is marked off in whole number units.

**Standard:** MACC.2.MD.4.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph

**Vocabulary:**

•bar graph: a graph that uses bars to show data

•data: information collected about people or things

•picture graph: a graph that uses pictures to show data

•survey: a method of gathering information

**Social Studies/Science**

**Social Studies:** Florida Studies Weekly #26 “Government”

**Learning Goal:** Students will:

Learn why people form governments.

Learn various ways to become an American

**Essential Question:** What is a government?

**Standards:** SS.2.A.1.1: Examine primary and secondary sources. SS.2.C.1.1: Explain why people form governments. SS.2.C.1.2: Explain the consequences of an absence of rules and laws. SS.2.C.2.1: Identify what it means to be a United States citizen either by birth or by naturalization. SS.2.C.2.4: Identify ways citizens can make a positive contribution in their community. SS.2.C.3.1: Identify the constitution as the document, which establishes the structure, function, powers and limits of American government.

**Science:** Readworks- “Dinosaur Discovery”

# Learning Goal: Students will be able to describe different types of fossils and what dinosaurs eat.

 **Essential Question:** What are fossils?

Standard: SC.2.E.6.2: Describe how small pieces of rock and dead plan and animal parts can be the basis of soil and explain the process by which soil is formed.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MONDAY 5/4/2020** | **TUESDAY 5/5/2020** | **WEDNESDAY 5/6/2020** | **THURSDAY 5/7/2020** | **FRIDAY 5/8/2020** |
| **Reading** | * Read for 20 minutes
* Vocabulary Page 181
* Spelling: r-controlled vowels Page 92
 | * Read for 20 minutes
* Abbreviations
* Grammar: Irregular Verbs Pages 91-92
 | * Read for 20 minutes
* Comprehension “Coyote Brings Fire” Pages 183-185
* iReady Reading for 15 minutes (If you have internet access)
 | * Read for 20 minutes
* Genre/Literary Element Page 188
* Root Words Page 189
* iReady Reading for 15 minutes (If you have internet access)
 | * Read for 20 minutes
* Read “Maisy’s Piggy Bank” and answer questions
 |
| **Math** | * Packet: Student Practice Workbook pg. P227-228
* Problem of the Day: Number of the day: 253 draw a quick picture of 253. Write a number that is greater than 253. Write a number that is less than 253
* iReady Math 10 minutes (if you have internet access)
 | * Packet: Student Workbook Mid-Chapter Checkpoint pg. 480
* Problem of the Day: Basic Facts: Subtract. 12-3=

9-2=7-1=10-2=8-5=13-4=11-2=* HMH Mega Math (if you have internet access)
 | * Packet: Student Lesson 10.4 Workbook pg. 482-483
* Problem of the Day: Number of the day: 431 What is the value of the ones digit? What is the value of the tens digit? What is the value of the hundreds digit? How do you write 431 in another way?
* Math on the Spot video. Chapter 10 lesson 10.4 (if you have internet access)
 | * Packet: Student Practice Workbook pg. P229-

230* Problem of the Day: Basic Number of the day: 27 What is the value of the ones digit? What is the value of the tens digit? What is another way to write the number?
* iReady Math 10 minutes (if you have internet access)
 | * Packet: Student Lesson 10.3 Workbook pg. 478-479
* Problem of the Day: Basic Facts: Add 3+7= 8+6= 5+4= 2+5=

4+9= 7+6= 3+8=* Math on the Spot video. Chapter 10 lesson 10.5 (if you have internet access)
 |
| **Science/ Social Studies** | **Social Studies** * Read: Government
* Complete Fun and Games Activity Page
 | **Science*** Readworks: Read and Answer questions to “Dinosaur Discovery”
 | **Social Studies*** Reread: Government
* Complete Weekly Assessment #26
 | **Science*** Read “ The Life Cycle of a Dinosaur”
* Answer questions and color pictures.
 | **Social Studies** * Watch BrainPopJr. Video “Local and State Governments” (if you have internet access)
 |

Calendar