

# 2nd Grade Student Learning Plan

## Week of April 13 - 17

[Click here to access ClassLink](#)

[\\*Click here for a video link for accessing Class Link\\*](#)

### Reading and Writing:

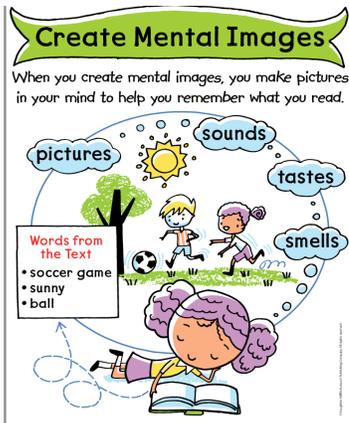
#### Reading Comprehension: Focus on Poetry - Module 9

Read the poems located in your MyBook from Ed: Your Friend in Learning.

- **At Home in the Wild**
- **Picture a Pond**

[Click here for a video on how to access these texts in your MyBook from Ed: Your Friend in Learning](#)

Poems can be a story with characters and settings, but authors of poems use certain elements to make their writing unique. After reading each collection of poems, complete the following activities about **Creating Mental Images** and **Elements of Poetry**.



#### Create Mental Images:

Close your eyes. Imagine walking in a habitat from the poems. Think about the words you could use to describe what you see, hear, and feel?

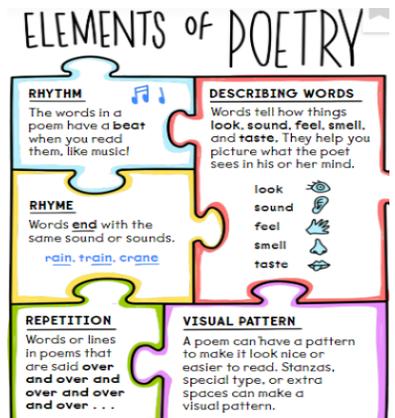
1. Reread the poems and complete the [graphic organizer](#). Include the describing words from the text, and others you came up with.
2. Your mental images can change as you continue reading a text. How does your visualization change from reading Pond in Summer to Pond in Winter? Draw a picture of what you visualize as you read each poem and write a paragraph describing what you see and how it's the same and/or different. .
3. Complete this sentence stem: "Creating mental images helps me as a reader because \_\_\_\_\_."

#### Elements of Poetry:

Poets use special elements with a specific purpose in mind each time. Review the [Elements of Poetry Chart](#) and then complete the following activities.

1. Reread the poems from At Home in the Wild, then identify elements from the poems and the purpose of including that element. For instance, what did the poem help you visualize? Did the poem create a certain feeling? Did it sound a certain way? After analyzing the poem, [complete the graphic organizer](#).
2. Use what you know about Elements of Poetry to [Answer these questions](#).

Click here for [questions over At Home in the Wild](#).



#### **Writing Focus: Poetry**

**Think** about a topic you are really interested in.

**Write** a poem about the topic you chose.

**Try** to include examples of the different elements of poetry.

1. Reread some of the poems from this week and this [model text about weather](#) to get ideas.
2. [Brainstorm and organize](#) your thoughts and consider how to include [descriptive words](#).
3. Write your poem...or challenge yourself to write more than one.
4. Make [revisions](#) and [edits](#).
5. Share your poem(s) with a family member and your teacher.

## Building Foundational Literacy Skills:

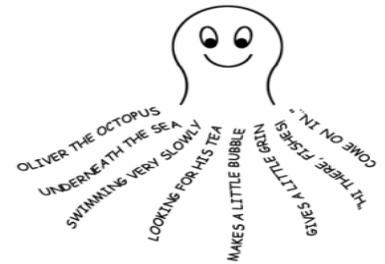
- **Read for 20 minutes:** Share your favorite part that you read with your family or teacher.
- **Word Work:** A **prefix** is a word part that can be added to the beginning of a base word. The prefix *pre-* means “before.” For example, in the word *preview*, I know that *pre-* means “before” and *view* means “to see.” So, if the girl will preview the book, it means she will look at the book before she reads it. Now it’s your turn! Add the prefix: *pre-* to the root words in the box to the right and explain their new meaning.
- **Computer Program Options:**
  - iRead computer program (found in Ed: Your Friend in Learning): This program works at your individual level and provides precise phonological and phonics practice for you.
  - Imagine Learning - Access Imagine Language & Literacy, an adaptive learning program, from your ClassLink account. [Click here to get started if this program is new.](#)

### Examples

- 1 sort  
pre + sort = **presort**
- 2 made  
pre + made = **premade**
- 3 plan  
pre + plan = **preplan**
- 4 test  
pre + test = **pretest**

## Extension Opportunities:

- **Shape Poetry:** Write a poem in which every line describes an animal. Try to use all 5 of your senses in your poem. Get creative and write it in the shape of your animal. Or write different types of poems using the [Poetry Machine](#)
- **Handwriting:** Second graders learn to write cursive. [Click here for some model pages](#) to begin practicing writing cursive letters.
- **Handwriting Without Tears** is our district curriculum and they are offering free online support. [Click here for their website for more information.](#)



## Math:

### This week we will be working on:

- Subtraction: One-digit numbers from two-digit numbers (bridging tens); Two-digit numbers from three-digit numbers (bridging hundreds)
- Subtraction: Count-on and count-back strategies

## Origo Opportunities:

[Click here to take a virtual trip with our district through the Origo at Home option and hear some tips for navigating the site...or simply follow the steps below and explore:](#)

[Click to access Origo at Home Week 2](#)



Click United States at the bottom of the screen.



Select Grade 2 at the bottom of the screen.



Click the green, Week 2 button.



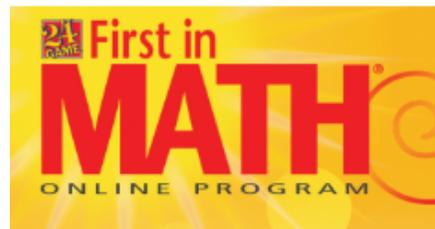
Students will build fluency with subtraction and subtraction strategies by engaging in thinking and computational games through First In Math and/or a few of the other selected resources below.

### Fluency Practice First in Math:

→ Don't forget: You must access First in Math *through* [Clever](#) or [ClassLink](#) first!

### First In Math Games:

- Very Important Facts (Subtraction)
- Yaky Yak (Addition and Subtraction)
- Practice Gym (Subtraction)
- Just the Facts (Subtraction)
- Grand Slam (Addition and Subtraction)



- Click the video link to see how to access this week's games: [FIM Week 4 Directions](#).

### Fluency Sprints:

- ❖ [Sprint A](#)
- ❖ [Sprint B](#)

\*You get 60 seconds to complete as many as possible. Use the same sprint several times during the week to see your growth.

### Games and Fluency Opportunities:

- ❖ [Open Middle - Subtraction](#)
  - Can you solve the challenge using only the digits 1-9? Put your subtraction skills on display by finding both the largest and the smallest difference. Tune in next week for the answer!
- ❖ [Subtraction Balance](#)
  - To balance the first subtraction equation you would have to be pretty skilled. But to balance both of them? That would require skill AND hard work! Do you have what it takes? Good luck, and remember: you can only use the digits 0 - 9 one time each.
- ❖ [Subtraction Four in a Row](#)
  - It's back! Print or remake the cards, then challenge a family member with your subtraction skills! Who will be the first to get Four in a Row?
- ❖ [Race Around \(Subtracting by 10\)](#)
  - Try to be the first to the finish line. But watch out! The second race is even harder than the first one. You will need to work pretty hard at subtracting by 10...or you may have to go back. If you are unable to print, flatten your laptop and play on the screen.
- ❖ [Close to Zero](#)
  - What a great game to put your subtraction and logical thinking skills to the test! Create a difference as close to zero as you can. If you are closer than your opponent, you win the point. Make cards by writing the digits 0 - 9 on index cards (4 of each).
- ❖ [Target Zero Subtraction Game](#)
  - How quickly can you get from 100 all the way back to zero? Choose an opponent, roll the dice, and find out! Use [these Google Dice](#) if you don't have any at home.

### Additional Video Support:

- ★ [Using Discourse to Promote Understanding](#)
  - Click here to get a few ideas of what kinds of questions to ask your little mathematician.

## Science:

**Standard:** TEKS 2.9C: Compare the way living organisms depend on each other and in their environments, such as through food chains.

**The questions you should be able to answer by the end of the week:** In what ways do plants and animals depend on each other?

### [Parent Background Information](#)

Please access STEMscopes via your class link account.

#### **Activities:**

1. Content Connection Video--Interdependence
2. Concept Review Game
3. Claim Evidence Reasoning ([English](#)) ([Spanish](#))
4. Science Rock



#### **Extension Opportunities:**

1. Science Art ([English](#)) ([Spanish](#))
2. Video: <https://www.youtube.com/watch?v=YuO4WB4SwCg>
3. Look around outside --- create your own food chains.

## Social Studies:

#### **Standards:**

- b. 7. C Explain how people depend on the physical environment and natural resources to meet basic needs*  
*B. 18. B obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts*

#### **Questions to be answered:**

*How do we depend on each other for the exchange of goods and services?*  
*How does scarcity affect the choices people make?*



#### **Week 24--Families and Trade:**

Students will learn how trade helps families around the world meet their basic needs. They will discuss how scarcity affects the choices families make.

#### **Activities:**

- [Natural Resources Intro](#)
- [Scarcity and Trade-offs](#)
- [How Do Families Trade](#)
- [Words and Definitions](#)

## Specials:

- [Click here for Art Learning Plans](#)
- [Click here for Music Learning Plans](#)

## GT Challenges:

- [This Week's Challenges](#)

## Extra Opportunities:

- <https://www.cmhouston.org/page/virtual-learning> The Children's Museum of Houston
- Try this [link](#) for additional books to read!

*Learning independently will naturally come with its challenges — for teachers, students, and parents. While we understand that remote learning differs greatly from traditional classroom instruction, it is critically important that we continue to engage and communicate with our students in instruction and learning. As we grow through this process, please do not hesitate to contact your child's teacher with celebrations or concerns.*