At Home Learning Resources

Grade 2 - Week 4

Grade 2 ELA - Week 4

Students can always continue any of the below activities from Weeks 1-3. Those include reading, talking about reading, writing, playing letter or word games, and learning high frequency words. Students can also go online and practice reading or completing lessons using iReady or Lexia via Clever or Raz Kids or Scholastic Learn or Get Epic!

After these reminders, possible Week 4 activities follow.
If this article is too tricky for your child right now, please feel free to use the Kindergarten or Grade 1 articles. If this is too easy for your child, please feel free to use the Grade 3 articles.

Reading, Listening, and Reading Online

Students in Grade 2 should be reading for 15 minutes or more each day. They can read, be read to by family, watch a read aloud on tv or YouTube, listen to an audio book, or use any of the great resources online.

Talking about Books

Talk about your books with your family. You can retell what you read. Use these stems to help you...
"This reminds me of..."
"I wonder..."
"My favorite part was..."
"The lesson was..."
"One thing I learned is..."
"The character was..."

Writing Activities

- Write a story. Don't forget to add details. Show some of your feelings. Add some dialogue. What did your characters say?
- Make a Nonfiction Book. You can write many chapters about your favorite topics. Be sure to use text features like pictures, labels, captions, and diagrams.
- Write a poem or song about your family or things in your house.
- Write a fairy tale. Can you make up your own? Or mix a favorite one up. Instead of The Three Little Pigs, try your own three story.

Word Work

- Practice writing sentences with fancy words. Ex: "Clean your room, Dad **exclaimed**." Instead of "Said."
- Read poems with your family. Practice saying them outloud. Name the rhyming words. Come up with more rhyming words on your own.
- Make a list of all the compound words you know or things you see in the house. Ex: backpack, basketball
- Practice your high frequency word lists for your grade. Students should know these by the end of the year. List A for Kindergarten, Lists B, C, D for Grade 1, and Lists E, F, G, H for grade 2. If lists are too easy or too hard, go up a list or down a list.

This article is from *Time for Kids.* You can find it online as well. If you read it online, you can have the text read aloud or hear it read in Spanish. https://www.timeforkids.com/g2/fast-forward-2/

Read the text and complete the activity that follows. Enjoy!

China has been using maglev trains to whisk people from the city of Shanghai to its airport.

FAST FORWARD

A train shoots from a tunnel and zips over a bridge. It passes in a blur over the farmland below. Blink, and you could miss it.

Japan is testing its new maglev bullet train. It's the fastest train in the world. It reaches speeds of 375 miles per hour. That's more than twice the top speed of the Acela Express, the fastest train in the United States.

Maglev is short for "magnetic levitation." This train does not just run on wheels. It also floats. Powerful magnets in the train and rails lift the train four inches into the air. They also propel it. And since the train doesn't touch the rails, there's no friction. That means super speeds.

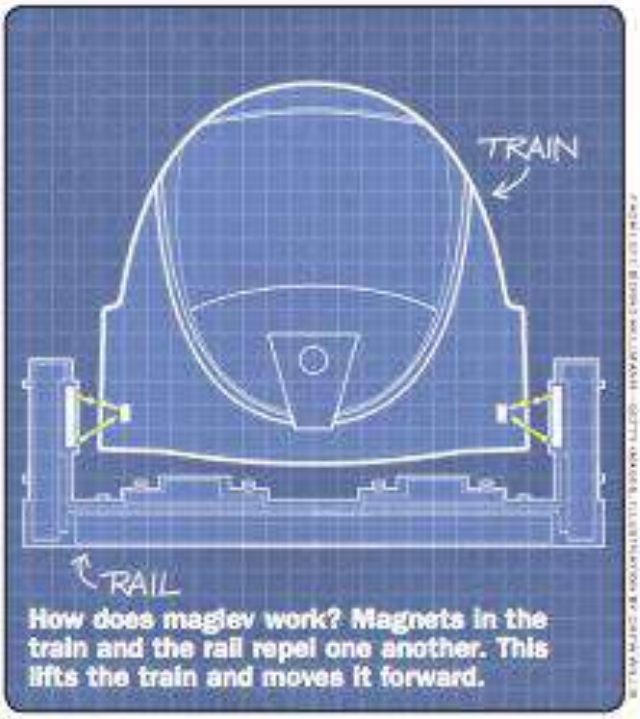
Japan hopes to have the maglev in use by 2027. Traveling won't be the same. The country's capital, Tokyo, is 218 miles from the city of Nagoya. The trip takes nearly five hours by car. The maglev will make it in 40 minutes.

Japan is not the first country to build a magnetic train. China has used one for years. But that one is slower. It goes between Shanghai and its airport at a top speed of 268 miles per hour.

Next Stop

Will magnetic trains make it to the U.S.? There's a plan to build a maglev line between Baltimore, Maryland, and Washington, D.C. The project would cost billions of dollars. Some

European engineers are working on maglev technology. This train is making a test run in Germany.



How does maglev work? Magnets in the train and the rail repel one another. This lifts the train and moves it forward.

say the money should be used to build highways instead.

But supporters of maglev point to its benefits. It's quiet. It needs little maintenance. And it will not derail.

The future of train travel is fast approaching. Are you on board?

—By Brian S. McGrath

China is testing out a new high-speed maglev train. Here, a guest takes a photo inside.

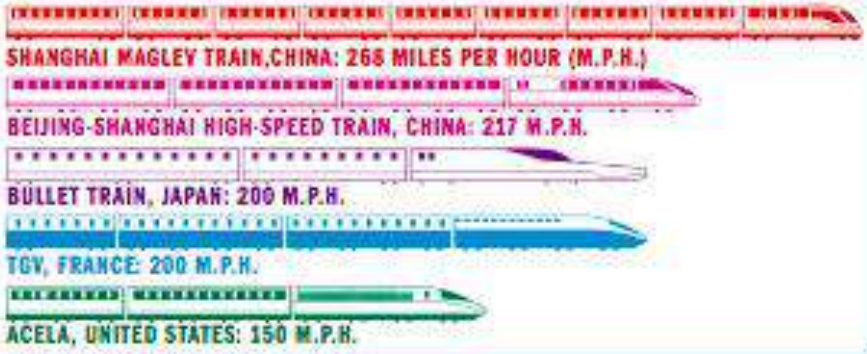
A-Z Power Words

friction *noun*: the force that causes resistance against movement between two things in contact

propel *verb*: to push or drive something forward

SPEED RACE

Life has sped up. People want to travel more quickly. High-speed trains make that possible. The most famous passenger-carrying maglev train is in China. Most high-speed trains rely on wheels. Check out these speeds.



FROM S-L-O-W TO FAST!

This time line shows how trains have changed over time.

1829 Robert Stephenson built the Rocket. It was a steam engine. It was built for a contest to show off the best engine. It reached 30 miles per hour. Many steam engines since have been modeled on the Rocket.

1934 The Burlington Zephyr was an early diesel-powered passenger train that was in service in America. It's on display at Chicago's Museum of Science and Industry.

1981 The TGV is a high-speed train in France. It runs on electric power. It connects the country's capital, Paris, with other cities there. The TGV set a world record in 2007 for fastest wheeled train. In a test run, it went 357 miles per hour.

2006 In Asia, trains travel on the world's highest railway. The Qinghai–Tibet railway reaches a maximum height of 16,640 feet. It's hard to breathe at that height. Passengers are supplied with oxygen.

Name _____ Date _____

TIME for KIDS
ANALYZE INFORMATION
CCSS: RI.2.7

Choose Your Route

Read "Fast Forward" (April 2020), about maglev trains. There are already a few ways to get from Baltimore to Washington, D.C. Check them out below.

Baltimore, Maryland
↓
Washington, District of Columbia

Bus
50 minutes.....$8

Northeast Regional Train
46 minutes..... $15

Acela Train
33 minutes.....$35

IMAGES: FONIKUM AND RAINER LESNIEWSKI—GETTY IMAGES

The planned maglev train will take about 15 minutes to get from Baltimore to Washington, D.C. Since it is not built yet, the price of a ticket is unknown. But is estimated to cost more than $50.

1. Which one of these routes would you chose? Explain.

_____

_____

2. Do you think it makes sense to build a maglev line from Baltimore to Washington, D.C.? Explain. _____

_____

_____

After reading the article, “Fast Forward,” answer the question in writing.

Name the main topic of the text and the supporting details.

Imagine you are traveling on a speeding train, write a narrative (story) about what happens while you are on the train. Be sure to include characters, setting, and great details!

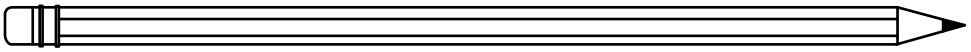
Measuring in Inches and Centimeters

Name: _____

1 Use a ruler to measure the length of the piece of tape in inches.

What is the length of the tape? _____ inches

2 Use a ruler to measure the length of the pencil in inches.

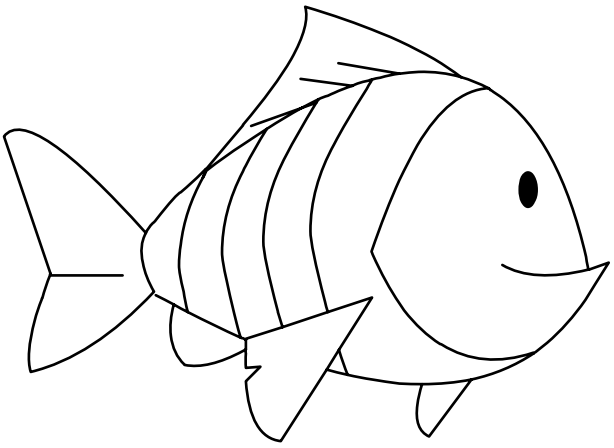


What is the length of the pencil? _____ inches

3 Use a ruler to measure the length of the shoe in centimeters.

What is the length of the shoe? _____ centimeters

4 Use a ruler to measure the length of the fish in centimeters.



What is the length of the fish? _____ centimeters

Name: _____

5 Use a ruler to measure the length of the string in both inches and centimeters.

_____

What is the length of the string in inches? _____ inches

What is the length of the string in centimeters? _____ centimeters

6 Use a ruler to measure the length of the rectangle in both inches and centimeters.

What is the length of the rectangle in inches? _____ inches

What is the length of the rectangle in centimeters? _____ centimeters

7 For problem 6, did you write different numbers for the length in inches and the length in centimeters? Explain.

Measuring in Inches and Feet

Name: _____

1 Circle the objects that are easier to measure with an inch ruler.
Underline the objects that are easier to measure with a yardstick.

a bike a leaf a table

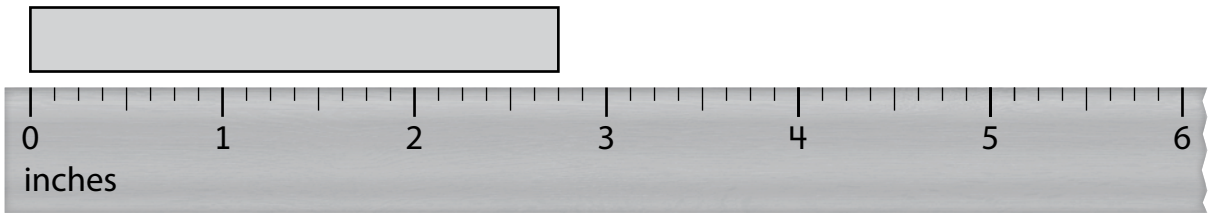
a book a sticker

2 Circle the objects that are easier to measure with an inch ruler.
Underline the objects that are easier to measure with a yardstick.

a window a cracker a tent

a marker a blanket

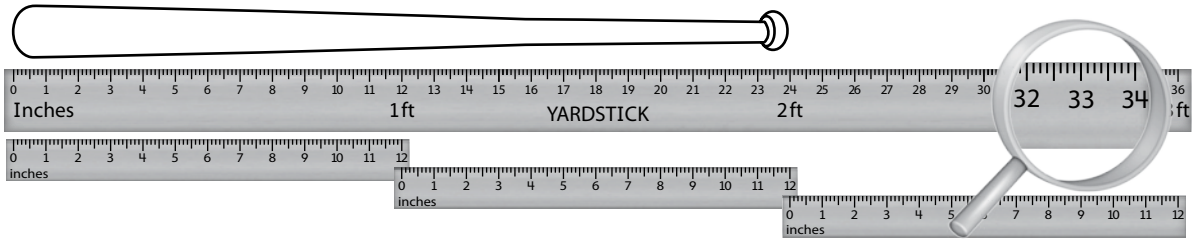
3 What is the length of the rectangle to the nearest inch?



The rectangle is about _____ inches long.

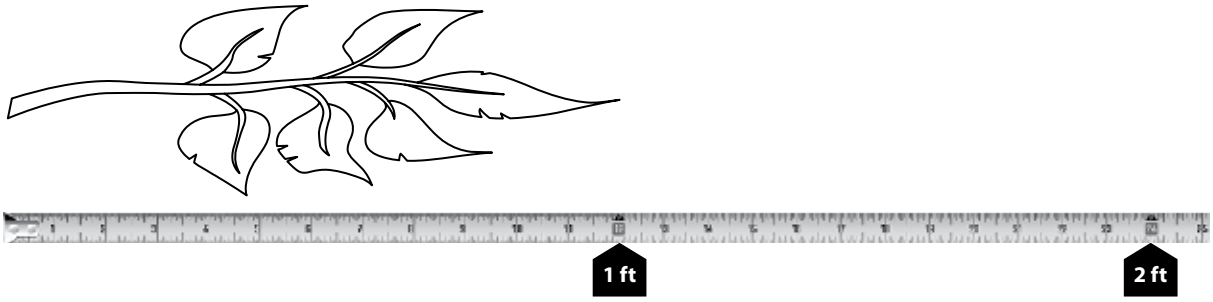
Name: _____

4 What is the length of the baseball bat to the nearest foot?



The baseball bat is about _____ feet long.

5 What is the length of the branch to the nearest foot?



The branch is about _____ foot long.

Measuring in Centimeters and Meters

Name: _____

1 Circle the objects that are easier to measure with a centimeter ruler. Underline the objects that are easier to measure with a meter stick.

a rug a mitten a pool

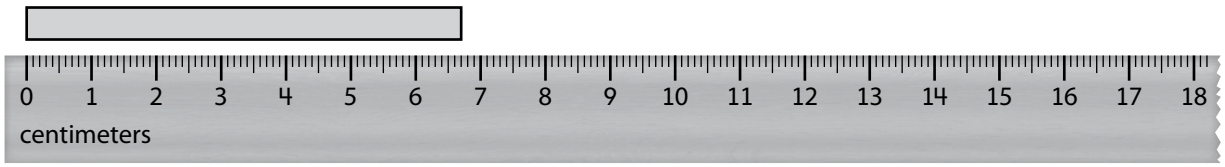
a bee a shell

2 Circle the objects that are easier to measure with a centimeter ruler. Underline the objects that are easier to measure with a meter stick.

a porch a spoon

a watch a bus a lunch bag

3 What is the length of the tape to the nearest centimeter?

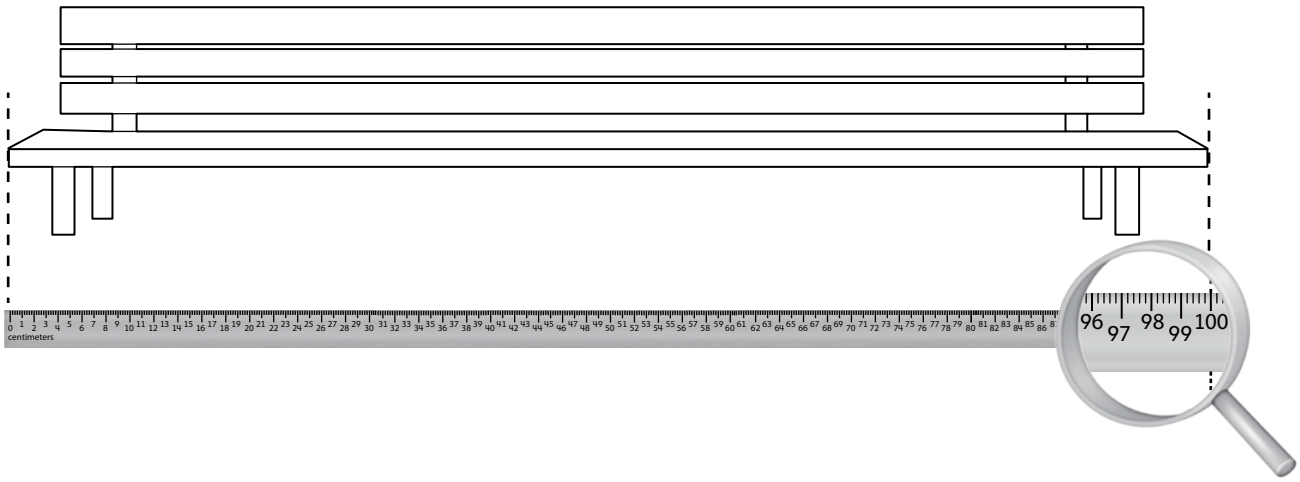


The tape is about _____ centimeters long.

Measuring in Centimeters and Meters *continued*

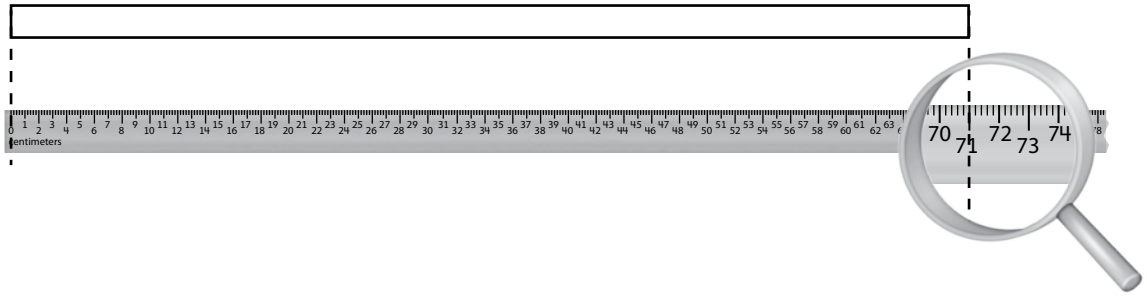
Name: _____

4 What is the length of the bench to the nearest meter?



The bench is about _____ meter long.

5 What is the length of the rectangle to the nearest centimeter?



The rectangle is about _____ centimeters long.

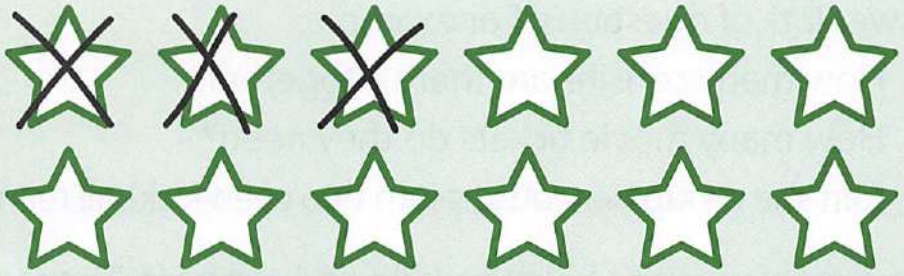
Lesson 1 **Part 1: Introduction**

Understand Mental Math Strategies (Fact Families)

CCSS 2.OA.B.2

How can you use fact families and counting on to add and subtract in your head?

You know how to draw a picture to subtract.

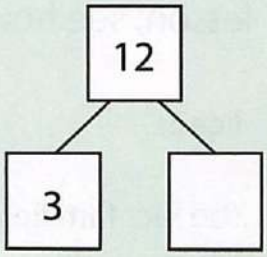


$$\begin{array}{r} 12 \\ -\ 3 \\ \hline 9 \end{array}$$

But, how can you subtract in your head?

Think I can use fact families.

What is $12 - 3$?
Think of it as $3 + \boxed{?} = 12$.



You can make a number bond for this fact family.

What number goes in the box?

Now you can write four facts.

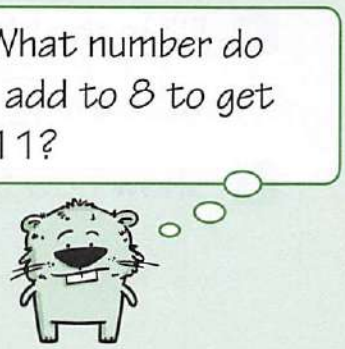
$3 + \_\_\_\_ = 12$ $\quad$ $12 - 3 = \_\_\_\_$

$\_\_\_\_ + \_\_\_\_ = 12$ $\quad$ $12 - \_\_\_\_ = \_\_\_\_$

Write the facts in this fact family.

Think I can use counting on.

What is $11 - 8$?
Think of it as $8 + \boxed{?} = 11$.



Circle 8 in the table. Put a mark in each box you count to get to 11.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

How many numbers did you count on? _____

Now you know four facts. Write the facts.

$8 + \_\_\_\_ = 11$ $\quad$ $11 - 8 = \_\_\_\_$

$\_\_\_\_ + \_\_\_\_ = \_\_\_\_$ $\quad$ $\_\_\_\_ - \_\_\_\_ = \_\_\_\_$

Reflect Work with a partner.

1 Talk About It Talk about this problem with your partner.

You want to count on to find $2 + 6$. What number would you start with? Why?

Write About It Explain your answer to the problem above.

_____

_____

Explore It Use fact families and counting on.

2 Fill in the blanks in the number sentence.

$12 - 8 = \boxed{?}$ is the same as $\_\_\_\_ + \boxed{?} = \_\_\_\_$.

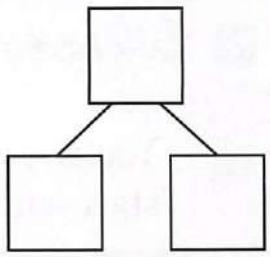
3 Show how to find $12 - 8 = \boxed{?}$ by counting on.

4 Explain what you did in Problem 3.

5 Fill in the blanks in the number sentence.

$14 - 6 = \boxed{?}$ is the same as $\_\_\_\_ + \boxed{?} = \_\_\_\_$.

6 Fill in the number bond to find $14 - 6$.



7 Explain how picturing a number bond can help you find $14 - 6$ in your head.

Talk About It Work with a partner.

8 Katie says she would not count 9 onto 2 to find $2 + 9$. Do you agree? Why or why not?

_____

_____

_____

9 How would you explain to a student who missed class what you can do to subtract in your head?

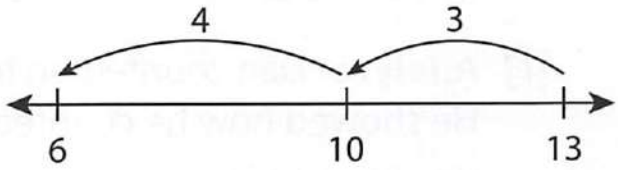
_____

_____

_____

Try It Another Way Use an open number line.

10 Dana is finding $13 - 7$. She pictures this number line in her head.



What is Dana's answer?

$13 - 7 =$ _____

11 Draw an open number line you can picture in your head to find $15 - 7$.

What is your answer?

$15 - 7 =$ _____

Connect It Talk about these questions as a class. Then write your answer.

12 Explain Tia says that the number sentences below belong in the same fact family because they both have 5 and 8. Do you agree? Explain.

$5 + 8 = 13$ $8 - 5 = 3$

13 Compare Which problem would be faster to solve by counting on? Why?

$7 + 8 = ?$ $7 + 2 = ?$

14 Analyze Dan counted on to find $7 + 4 = \boxed{?}$. He showed how he counted on in this table.

7	8	9	10	11
/	/	/	/	

What did he do wrong?

HOME/SCHOOL CONNECTION

Investigation 3: Bits and Pieces

Soak, Slide, or Pile Up?

Compare what happens when you drop a spoonful of different materials on a paper towel. You might try water, rice, milk, flour, cornmeal, or dry beans. Then try the same materials on a different surface, such as plastic wrap or foil.

What did you observe?

Material	Solid or liquid	On paper towel	On other surface
Water			
Rice			

MAKER PROJECTS FOR ELEMENTARY STUDENTS

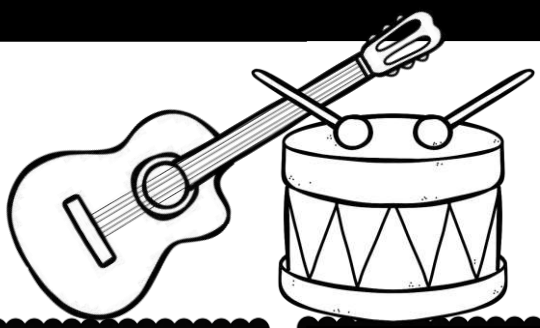
There are three choices of maker projects this week. You can make a Tall Tower, a Musical Instrument, or a Parachute. Pick the one at the right level of challenge for you! When you're done, take a picture of your work and share it with your teacher using your class's remote learning platform.

Each project shows material options, a blueprint space for planning, and a space to report your results. Best of all, there are two QR codes to show examples of how other people completed the challenge. Just hold your phone's camera up to the QR code, and it will take you to a useful website.

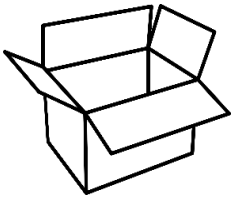
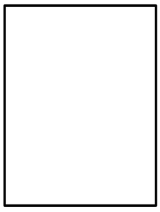
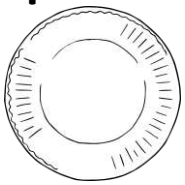
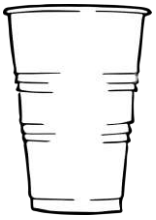
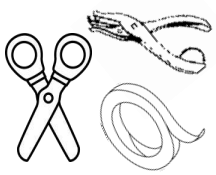
Have fun!

MAKER STATION

Make a musical instrument.



MATERIAL OPTIONS

empty tissue boxes 	paper rolls 	paper 
paper plates 	rubber bands 	straws 
cups 	dry beans or rice 	hole puncher, scissors, and tape 

RESOURCES

STRING INSTRUMENTS

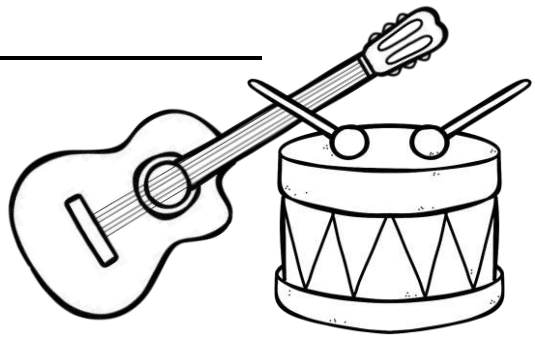
PERCUSSION INSTRUMENTS

HOW-TO VIDEO PLAYLIST

MUSICAL INSTRUMENT
Maker Station Creation

Name: _____

Blueprint



Type of Instrument:

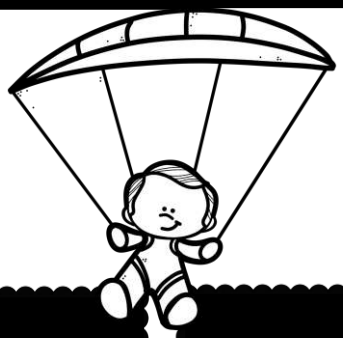
_____

MATERIALS

How does your instrument make sound?

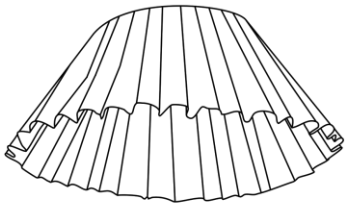
MAKER STATION

Make a parachute and basket for a mini figure.



MATERIALS

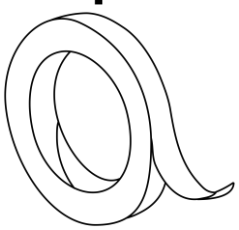
coffee filters



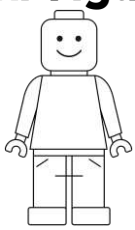
mini cups

string

tape



mini figures



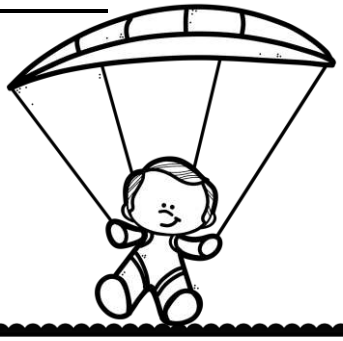
RESOURCES

HOW PARACHUTES WORK

MAKING PARACHUTES

PARACHUTE
Maker Station Creation

Name: _____



Blueprint

MATERIALS

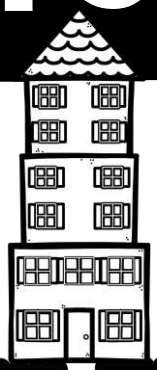
Did your mini figure land safely?

YES **NO**

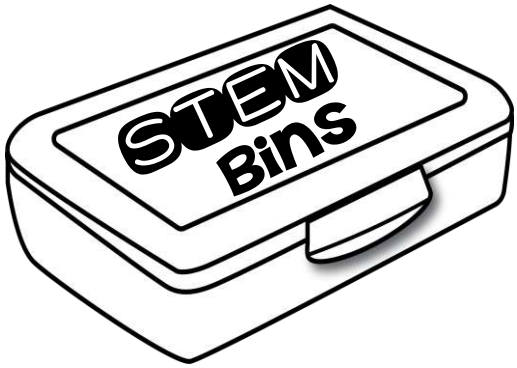
What else can your basket hold?

MAKER STATION

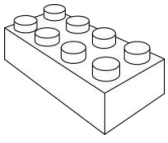
Make a tall tower.



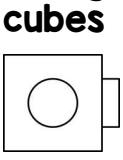
MATERIAL OPTIONS



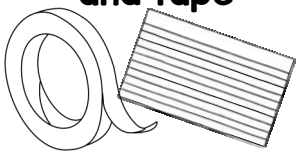
building bricks



linking cubes



index cards and tape



mini cups

wooden planks

magnetic blocks

RESOURCES

STRONG TRIANGLES

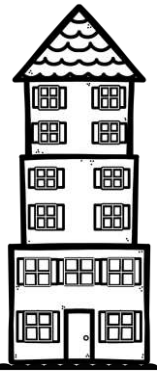
TALLEST BUILDINGS IN THE WORLD

SKYSCRAPERS

CUP TOWERS

TALL TOWER
Maker Station Creation

Name: _____

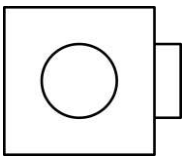


Blueprint

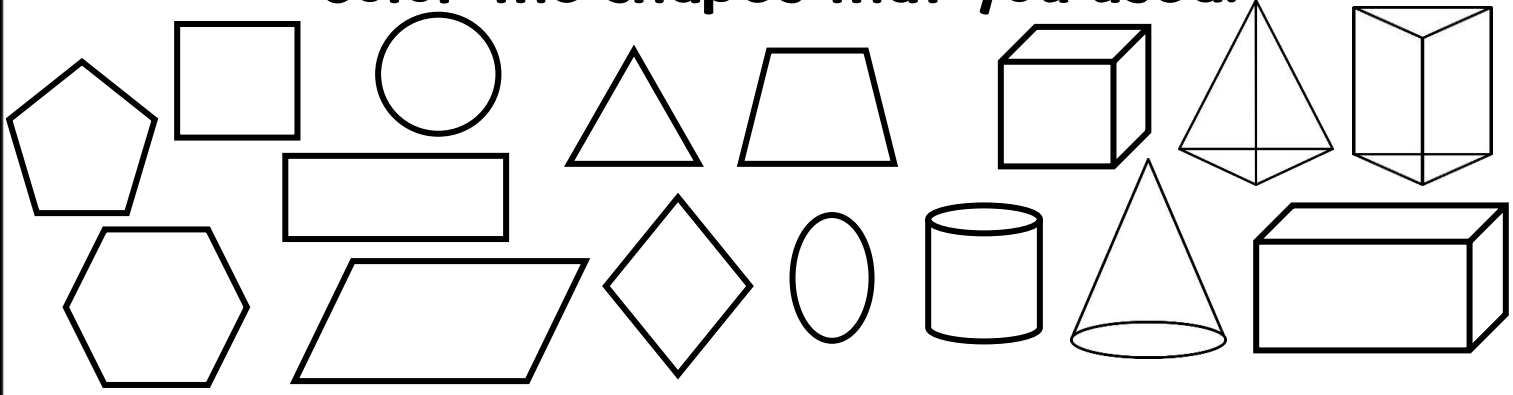
MATERIALS

How tall is your tower?

_____cubes



Color the shapes that you used.



Customs and Cultures

GRADE TWO - SOCIAL STUDIES, p. 1

Name: _____ Date: _____

My Mini-Dictionary

Read each word and its meaning. Write a hint or draw a picture to help you learn the word.

ancestors (AN•sess•turz) people in your family who lived long before you

customs (KUS•tumz) the way a group of people usually behaves or does things; giving birthday gifts is a custom for many families

culture (KUL•chur) the beliefs, traditions, language, clothing, and activities of a group of people

diversity (di•VUR•suh•tee) being different, or not like others; there is diversity among people and cultures in our world

heritage (HEHR•uh•tij) property, values, and traditions that people pass on to others in their family

traditions (truh•DI•shunz) the customs and beliefs that are handed down from one person (or group of people) to another

Name: _____ Date: _____

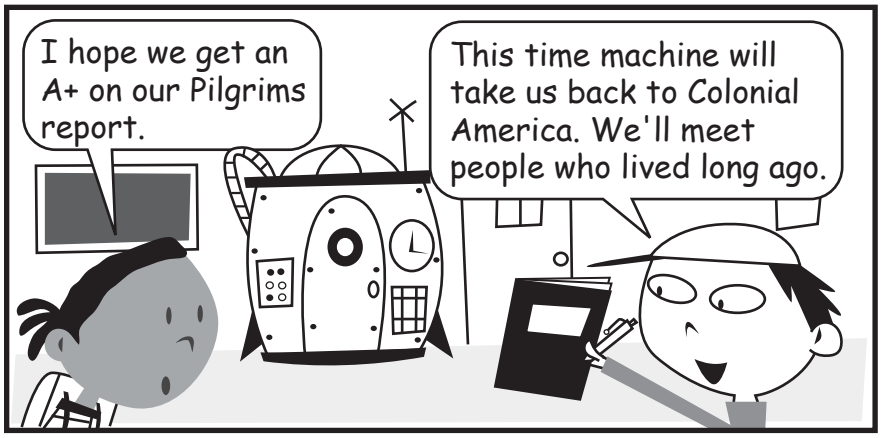
Vocabulary Comics

Then and Now

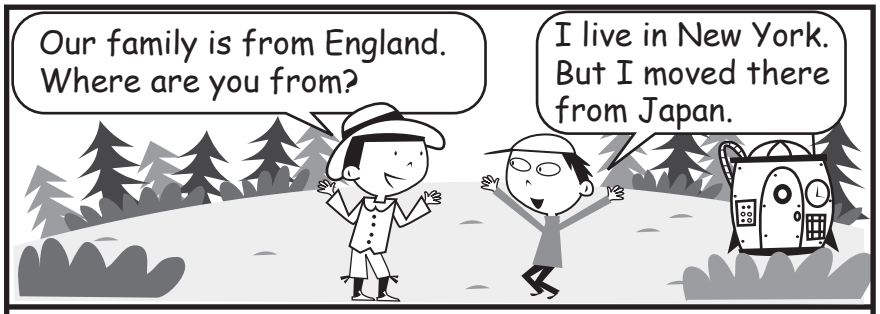
Complete the sentences in the comic strip. Use the Word Bank for help. Then read the comics!

Word Bank

ancestors
culture
diversity
heritage
traditions

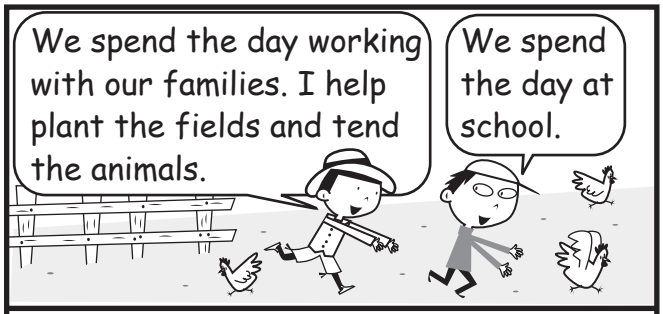


In 1620, the Pilgrims sailed from England to America on the Mayflower. Some people's _____ were Pilgrims.



The Pilgrims were all from England. Our communities have much more _____ now.

The way people dress is part of their _____.



Learning the value of hard work was part of a Pilgrim child's _____.

Celebrating Thanksgiving Day is now one of our country's _____.

ESL at Home K-2 Weeks 3-4

Use notebook paper to complete these activities. Do one each day!

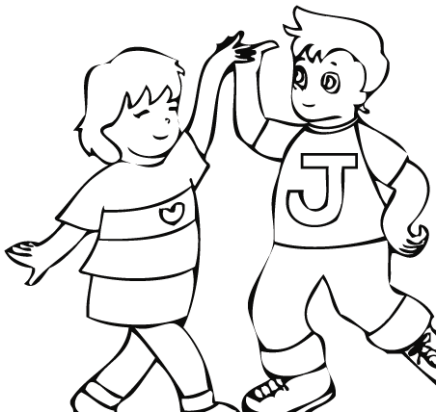
Monday	Tuesday	Wednesday	Thursday	Friday
Read a book to your family. Take turns retelling the story.	Make a T-chart. Make a list of opposites, like big and small, yes and no. **Big** / **Small** **Yes** / **No** **Happy** / **Sad**	Find food in your house, like crackers or water bottles. Write or draw a math story problem. **Omar has 6 crackers. Neveah ate three. How many are left?**	Go outside. Tell someone what you see, hear, think, feel, and smell.	Choose an animal. Draw it and label its body parts. Write about how it moves.

Monday	Tuesday	Wednesday	Thursday	Friday
Create shadow shapes on the wall. How many different shapes can you make with your hands?	Use crackers or candy to write words you find in your home. 	Take a walk in your neighborhood. Use sticks, leaves, and rocks to make words. 	Sort your clothes or toys into rainbow order. Sort your clothes or toys into order, biggest to smallest.	Use the food in your house to create a menu with prices. **Example:** **Milk = $2.00** **Bananas = $3.00** **Ice cream = $1.00**

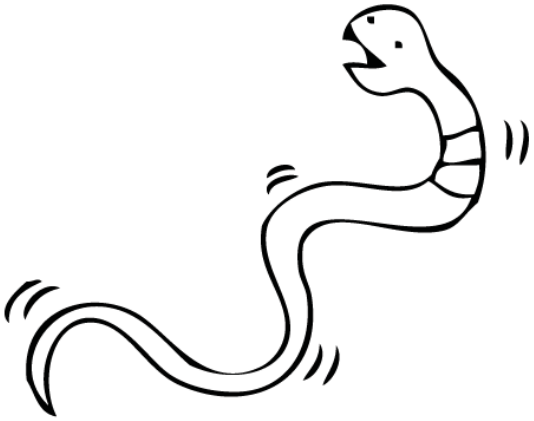
Basic Actions My name is _____

Color and Write

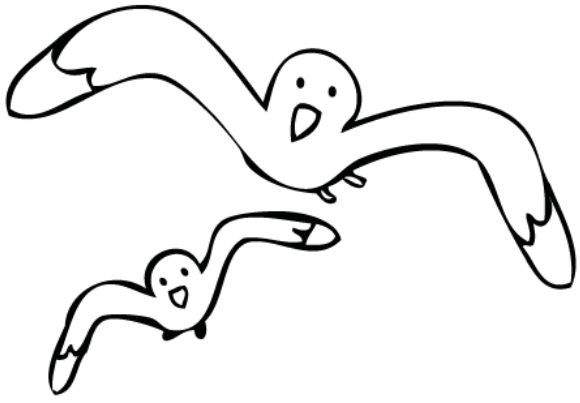
run



dance

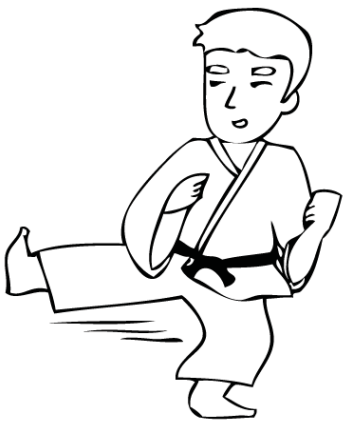


wiggle



fly

sing



kick