

Blackwater Community School

2nd Grade Home Learning Assignment



ELA Weekly Learning Plan: Unit 5 Lesson 25

April 13-17

Volume 1 Issue 2

Weekly Learning Objectives:

I can read and write words with short /o/ spelled “au”, “aw”, “al”, “o”, and “a”.

I can understand the meaning of vocabulary words.

I can use text and graphic features to understand informational text. I can identify cause and effect.

I can read fluently.

	Mon	Tues	Wed	Thurs	Fri
Spelling	Pg 142	Pg 144 & 145	Pg 151	Pg 154	Complete Lesson 25 Assessment
Vocab/Fluency	Listen to “From Seed to Plant”. Student eBook pg 344-363 Read De-codable online: A Spring Walk	Listen to and read along with “From Seed to Plant”. Student eBook pg 344-363 Read De-coable online: A Spring Walk	Read “From Seed to Plant”. Student eBook pg 344-363 Read De-codable online: The Softball Game	Reread “From Seed to Plant”. Student eBook pg 344-363 Read De-codable online: The Softball Game	
Comp	Write to answer: What do the flowers and vegetables in the picture (pg 350) have in common? How are they different?	Pg 149	Pg 150	Write to answer: What causes plants to grow in new places?	
Writing	Easter Monday Enjoy your holiday with your love ones.	Informative essay: A ride in space Write three facts with details about what you have learned from this article..	Daily Oral Language packet. Week 30 Day 1 & 2	Opinion Essay: Should You Be Afraid of Sharks? Write your opinion either if you should be afraid of sharks or not. Support your answer with details and evidence from the article.	Daily Oral Language packet. Week 30 Day 3 & 4

✓ Materials to use:

Journeys Reader’s Notebook

Paper

Writing tool (pencil only for writing assignments)

Online Resources:

Readworks.org/student

www-K6.thinkcentral.com

Pearsonrealize.com

IXL.com (2nd grade letters T,U, and W)

Daily Schedule:

ELA 45–60 mins

Writing 30 min

Smarty Ants 30 min

Math 45-60 mins

IXL 30 mins

Blackwater Community School

2nd Grade Home Learning Assignment



ELA Weekly Learning Plan: Unit 6 Lesson 26

April 20-24

Volume 1 Issue 2

Weekly Learning Objectives:

- I can read and write words with long /oo/ spelled “oo”, “ew”, “ue”, and “ou”.
- I can understand the meaning of vocabulary words.
- I can identify story structure (setting, characters, and events in a story). I can make inferences.
- I can read fluently.
- I can write a paragraph using different types of writing.

	Mon	Tues	Wed	Thurs	Fri
Spelling	Pg 157	Pg 159 & 160	Pg 166	Pg 169	Complete Lesson 26 Assessment
Vocab/Fluency	Listen to “The Mysterious Tadpole”. Student eBook pg 380-405 Read Decodable online: The New Moose	Listen to and read along with “The Mysterious Tadpole”. Student eBook pg 380-405 Read Decodable online: The New Moose	Read “The Mysterious Tadpole”. Student eBook pg 380-405 Read Decodable online: Follow the Clues	Reread The Mysterious Tadpole”. Student eBook pg 380-405 Read Decodable online: Follow the Clues	
Comp	Write to answer: What is one problem in the story? How is it solved?	Pg 164	Pg 165	Write to answer: How do the illustrations give you clues that Alphonse is not a tadpole?	
Writing	Daily Oral Language packet Week 31 Day 1 & 2	Informative essay: “Spinning Storms” Read the article and write three facts about how tornados form and how scientist predict a dangerous storm. Use evidence from the article to prove your facts.	Daily Oral Language packet Week 31 Day 3 & 4	Opinion Essay: “The Most Popular Sport in America” Read the article and state your opinion. Do you agree that football is the most popular sport in America? Write your opinion, 3 reasons, and a conclusion sentence.	Daily Oral Language packet Week 31 Day 5

✓ Materials to use:

- Journeys Reader’s Notebook
- Paper
- Writing tool (pencil only for writing assignments)

Online Resources:

- Readworks.org/student
- www-K6.thinkcentral.com
- Pearsonrealize.com
- IXL.com (2nd grade letters T,U, and W)

Daily Schedule:

- ELA 45-60 min
- Writing 30 min
- Smarty Ants 30 min
- Math 45-60
- IXL 30 mins

Blackwater Community School

2nd Grade Home Learning Assignment



ELA Weekly Learning Plan: Unit 6 Lesson 27

April 27-May 1

Volume 1 Issue 2

Weekly Learning Objectives:

- I can read and write words with short /oo/ spelled “oo”.
- I can understand the meaning of vocabulary words.
- I can identify fact and opinion. I can use evidence to identify the author’s purpose.
- I can read fluently.
- I can write a paragraph using different types of writing.

	Mon	Tues	Wed	Thurs	Fri
Spelling	Pg 172&174	Pg 175	Pg 181	Pg 184	Complete Lesson 27 Assessment
Vocab/Fluency	Listen to “The Dog that Dug for Dinosaurs”. Student eBook pg 418-439 Read Decodable online: Woody Woodchuck and the Mysterious Ball	Listen to and read along with “The Dog that Dug for Dinosaurs”. Student eBook pg 418-439 Read Decodable online: The New Moose	Read “The Dog that Dug for Dinosaurs”. Student eBook pg 418-439 Read Decodable online: Follow the Clues	Reread “The Dog that Dug for Dinosaurs”. Student eBook pg 418-439 Read Decodable online: Follow the Clues	
Comp	Write to answer: What is Mary’s opinion about what she finds? What facts do you learn about it?	Pg 179	Pg 180	Write to answer: What is the author’s purpose for writing about Mary and Tray?	
Writing	Daily Oral Language packet Week 32 Day 1 & 2	Informative essay: Explore Space Write the main idea about this article. (What is the article mostly about). Write 3 important facts about this article. Make sure to include supportive details for each fact.	Daily Oral Language packet Week 32 Day 3 & 4	Opinion Essay: Traveling on Water. If you are planning a trip to Hawaii, how would you like to get there? Will you prefer to travel by airplane or ship? Support your opinion with details. Provide 3 reasons why you prefer to travel by airplane or by ship.	Daily Oral Language packet Week 32 Day 5

✓ **Materials to use:**

- Journeys Reader’s Notebook
- Paper
- Writing tool (pencil only for writing assignments)

Online Resources:

- Readworks.org/student
- www-K6.thinkcentral.com
- Pearsonrealize.com
- IXL.com (2nd grade letters T,U, and W)

Daily Schedule:

- ELA 45-60 min
- Writing 30 min
- Smarty Ants 30 min
- Math 45-60
- IXL 30 mins

Please contact your student's teacher should you have any issues logging onto any of the online learning sites! **We are available between the hours of 7:30am-3:30pm**

tauna.james@bwcs.k12.az.us or 480-276-5492

natalie.tate@bwcs.k12.az.us or 520-560-7639

luz.isles@bwcs.k12.az.us or 520-414-2489

My Math Learning Plan– Week 1

	Mon 4/13/2020	Tues 4/14/2020	Wed 4/15/2020	Thurs 4/16/2020	Fri 4/17/2020
Objective:	Easter Monday– No School	Topic 14 Practice Assessment	Topic 14 Assessment	15-1 Line Plots; Measure the lengths of objects and make a line plot to organize the data	15-2 More Line Plots; Measure the lengths of objects, then make a line plot to organize the data
Vocabulary Materials	Easter Monday– No School			Data– information col- lected and can be placed on a graph Line plot– a graph or chart that displays a series of data points that have been collect- ed - inch ruler (provided)	-Inch ruler (provided)
Core Learning	Easter Monday– No School	Student workbook pages 633-634 -Students will add and subtract lengths the same way whole numbers would be added and subtract- ed *Make sure you in- clude your unit label in your answer (inches, feet, yards etc.)	Student paper copy provided or online at Pearson Realize -Students will add and subtract lengths the same way whole numbers would be added and subtracted *Make sure you include your unit label in your answer (inches, feet, yards etc.)	Student workbook pages 642-643 Daily Review 15-1 -The lengths of objects can be organized in different ways. -A line plot can be used as a visual repre- sentation of the rela- tive lengths of objects -Students measure the length of objects in inches and learn to make line plots to dis- play up to four lengths	Student workbook pages 646-648 Daily Review 15-2 -Different types of data can be displayed on a line plot. -Line plots are useful for organizing large sets of data. -Students will make and interpret line plots with more data sets. The will label the line plots to match the data points.
IXL/Pearso n Online Assign- ments	Pearson: <ul style="list-style-type: none">• <i>Power House Equal Groups to 25</i>• <i>Save the World</i>• <i>RoboLaunch</i> Pearsonrealize.com IXL: 2nd grade; Work under G, H, I, J	Pearson: <ul style="list-style-type: none">• <i>Power House Equal Groups to 25</i>• <i>Save the World</i>• <i>Robolaunch</i> Pearsonrealize.com IXL: 2nd grade; Work under G, H, I, J	Pearson: <ul style="list-style-type: none">• <i>Power House Equal Groups to 25</i>• <i>Save the World</i>• <i>Robolaunch</i> Pearsonrealize.com IXL: 2nd grade; Work under G, H, I, J	Pearson: Pearsonrealize.com IXL: 2nd grade; Work un- der R– skills 1-10	Pearson: Pearsonrealize.com IXL: 2nd grade; Work un- der R– skills 1-10

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My Math Learning Plan– Week 2

	Mon 4/20/2020	Tues 4/21/2020	Wed 4/22/2020	Thurs 4/23/2020	Fri 4/24/2020
Objective:	15-3 Bar Graphs; -Draw bar graphs and use them to solve problems.	15-4 Picture Graphs -Draw picture graphs and use them to solve problems.	15-5 Draw Conclusions from Graphs -Draw conclusions from graphs	15-6 Problem Solving– Reasoning -Reason about data in bar graphs and picture graphs to write and solve problems	Topic 15 Practice Assessment -Use line plots, bar graphs, and picture graphs to answer questions
Vocabulary Materials	Bar Graph – a chart a graph that presents categorical data with rectangular bars with heights and lengths proportional to the value they represent *blank table, and bar	Symbol – an object that represents data or a number of data Picture graph – a display of data with symbols, icons, and pictures to represent different quantities	*ruler (optional)	*Connecting cubes, counters, ones cubes	
Core Learning	Student workbook pages 650-652 Daily Review 15-3 -Bar graphs can be used to organize and display data. The height, or length, of bars in a bar graph makes it easy to compare data. -Students learn how to make bar graphs and answer simple questions about the data.	Student workbook pages 653-656 Daily Review 15-4 -Picture graphs use a single symbol to show data. This makes it easy to compare two or more categories. -Students learn to make and analyze picture graphs, in which each symbol represents one piece of data.	Student workbook pages 665-660 Daily Review 15-5 -Picture graphs and bar graphs are useful tools for comparing data and drawing conclusions. -Students learn how to draw conclusions about the data presented in bar graphs and picture graphs .	Student workbook pages 661-664 Daily Review 15-6 -Good math thinkers know how to think about words and numbers to solve problems. -Students write and solve problems about the data presented in bar graphs and picture graphs. Focus on reasoning and understanding rather than computational skills.	Student workbook pages 671-674 -Good math thinkers know how to pick the right tools to solve math problems. -Students will choose strategies to solve problems involving line plots, bar graphs, and picture graphs.
Pearson Online IXL	Pearson: Pearsonrealize.com 2nd grade; Work under R– skills 1-10	Pearson: Pearsonrealize.com 2nd grade; Work under R– skills 1-10	Pearson: Pearsonrealize.com 2nd grade; Work under R– skills 1-10	Pearson: Pearsonrealize.com 2nd grade; Work under R– skills 1-10	Pearsonrealize.com 2nd grade; Work under R– skills 1-10

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My Math Learning Plan– Week 2

	Mon 4/27/2020	Tues 4/28/2020	Wed 4/29/2020	Thurs 4/30/2020	Fri 5/1/2020
Objective:	Topic 15 Formative Online or paper/pencil	Cumulative formative #s 1-5 Online or paper pencil	15-5 Draw Conclusions from Graphs -Draw conclusions from graphs	15-6 Problem Solving– Reasoning -Reason about data in bar graphs and picture graphs to write and solve problems	Topic 15 Practice Assessment -Use line plots, bar graphs, and picture graphs to answer questions
Vocabulary Materials			*ruler (optional)	*Connecting cubes, counters, ones cubes	
Core Learning	Student workbook pages 650-652 Daily Review 15-3 -Bar graphs can be used to organize and display data. The height, or length, of bars in a bar graph makes it easy to compare data. -Students learn how to make bar graphs and answer simple questions about the data.	Students will be working on their topics 1-15 cumulative (whole year) assessment. They will taking the assessment in sections so they are not overwhelmed by the content. <u>Today, please do questions 1-5</u>	Students will be working on their topics 1-15 cumulative (whole year) assessment. They will taking the assessment in sections so they are not overwhelmed by the content. <u>Today, please do questions 6-10</u>	Students will be working on their topics 1-15 cumulative (whole year) assessment. They will taking the assessment in sections so they are not overwhelmed by the content. <u>Today, please do questions 11-15</u>	Students will be working on their topics 1-15 cumulative (whole year) assessment. They will taking the assessment in sections so they are not overwhelmed by the content. <u>Today, please do questions 15-21</u>
Pearson Online IXL	Pearson: Game center Pearsonrealize.com 2nd grade; “Free choice”	Pearson: Game center Pearsonrealize.com 2nd grade; “Free choice”	Pearson: Game center Pearsonrealize.com 2nd grade; “Free choice”	Pearson: Game center Pearsonrealize.com 2nd grade; “Free choice”	Pearsonrealize.com Game center Pearsonrealize.com 2nd grade; “Free choice”