

2nd Grade Daily Learning Plan

Teachers: Hafling, Hall, Stuart

Office Hours: 9am - 10am
and 1pm - 2pm

Date: May 4, 2020

[Student Friendly Slides](#)

Google Meets with Teachers:

Hafling- Student numbers 10-18 meet at 9:00 am for reading & math instruction.
- Student numbers 1-9 meet from 10:00 am for reading & math instruction.
(Please have reading worksheet copied and math LEARN book) Also, notice group times...trying to alternate every week.

Stuart- Students with last names beginning with A-O meet 9:00 for math instruction.
- Students with last names beginning with P-V meet at 10:00 for math instruction.
- Please join Mrs. Lyninger for the Google Meet read aloud session at 1:00.

Hall -Mrs. Hall's class meet - Follow the daily schedule.

Reading/ ELA

Learning Target: I can read and understand events in a folktale. I can identify setting, characters, problem, solution, and the moral of a story.

Standards:

R.2.7 Use story illustrations to understand the events in a story.

R.L 2.2 Identify implicit and explicit information to determine moral, including but not limited to fables and folktales from diverse cultures.

R.L.210 Comprehend and analyze literary texts independently and proficiently.

Duration: One hour

Activities:

1. Watch the video read aloud version of "Stone Soup" folktale by Marcia Brown.

Click here -[Video](#)

2. Complete the "Stone Soup" folktale story map. Write and illustrate setting, characters, problem, solution, lesson).

3. Illustrate the main event of the "Stone Soup" folktale.

Click on the [Stone Soup Activity Sheet](#) and scroll to page 2.

** Share the worksheets with your teacher.

*Students should be reading 20 minutes per day on a book of choice. When finished, please take the AR. [AR Link](#)

* Optional student friendly story about the corona virus. [The Story of the Oyster and the Butterfly - The Corona Virus and Me](#)

Spelling Assignments:

- Please access the Spelling City website to find the “Two of Everything” spelling word list and the assignments from your child’s teacher. Click this link: [Spelling City](#)
- Complete ALL 14 activities from the list that was assigned by your teacher- Due: May 7th. Test on May 8th

**Your child’s Spelling City work will be viewed daily by your child’s teacher on the teacher report page, so you will not need to submit the Spelling City assignments.
Reminder- no test this week. This list will carry over into next week.

Content Area: Math

Learning Target: I can interpret equal shares in composite shapes as halves, thirds, and fourths.

Standard: MP3 MP6 MP7 KY.K.MD.1 Describe measurable attributes
KY.K.G.2 Correctly name shapes regardless of orientations or overall size

Duration: 45 to 60 minutes

Activities:

1. Watch the video lesson for Module 8 Lesson 9, click [HERE](#)-
2. Complete LEARN workbook (* Module 8) pages 49,51,52,53(share pages 49 and 53 with teacher)
3. XtraMath Practice or Reflex Math (Hafing and Stuart) - 10 to 15 min. Click [Xtra Math](#) for the link. This is a daily assignment. Click here for [Reflex Math](#)

Optional challenge: IXL- Math Skills-2nd grade- Letter T - #7 Identify Congruent Shapes. [IXL link](#) scroll up to sign in and go to Letter T #7

Turn in: Share math pages 49 and 53 with teacher today.
Xtra Math and Reflex are monitored online.

Notes:

Content Area: Life Science

Learning Target: I can identify different pollinators and their role in pollination.

Standards: Plants depend on animals for pollination or to move their seeds around.
(2-LS2-2)

Duration: 45 minutes

- Click [Video](#) to learn how pollinators help bring food to our table.
- Click [What is Pollination?](#) To read for more information.
- Click [Here](#) to view the different types of animal pollinators. Use this site for your research.
- Become a [Pollination Expert](#) by asking and researching two questions of your choice. Click [Here](#) for an example.

Notes:

Content Area: Writing- See notes for individual classes

Learning Target: I can write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Standard: W2.3, W2.3, W2.7

Duration: 20 to 30 minutes.

Activities: Hall-Finishing writing projects and practicing presentations.
Hafling and Stuart- Start working on “How To” Writing Piece. (See Google Slides)

Turn In: Teachers will schedule presentations.

Notes: Hall- continue working on “How To” Writing Piece.

Hafling & Stuart- Students will begin writing a “How To” piece. The instructions and examples are on the Student Friendly Google Slides and below:

[Demonstration and Essay](#)

[Graphic Writing Organizer](#)

[Student Example](#)

Students will have 2 weeks to write and practice. Presentations will be the last week of school.

Content Area: For EA assignments- refer to EA schedule and participate in your class’s special area at your regular scheduled EA time. One per day and find time to visit Spanish one time also within a week. EA lesson plans are on the link below.

[EA Learning Plan](#) for the week of May 4th - 15th

Please Note: Daily Learning Plans for Essential Arts, Special Education and LEAPS will be delivered directly by those teachers.