

2nd Grade FUESD Study Plan - Week 5 - April 20-24th

Week 5 Monday/ lunes	Tuesday/ martes	Wednesday/ miercoles	Thursday/ jueves	Friday/ viernes
English/Language Arts: <ul style="list-style-type: none"> Read 30 minutes independently: Reading Log 1 Lexia Lesson Read "Farfallina & Marcel" (TREASURES pgs. 257 - 276) Daily Journal: Complete the chart describing how Farfallina changes in the story. 	English/Language Arts: <ul style="list-style-type: none"> Read 30 minutes independently: Reading Log 1 Lexia Lesson Continue "Farfallina & Marcel" Daily Journal: Add details to your chart from Monday. 	English/Language Arts: <ul style="list-style-type: none"> Read 30 minutes independently: Reading Log 1 Lexia Lesson Continue "Farfallina & Marcel" <u>or another story from your Treasures anthology</u> Daily Journal: How do you know Farfallina and Marcel are good friends? Use details from the story. 	English/Language Arts: <ul style="list-style-type: none"> Read 30 minutes independently: Reading Log 1 Lexia Lesson Continue "Farfallina & Marcel" <u>or another story from your Treasures anthology</u> Daily Journal: What can you learn about being a good friend from the story? 	English/Language Arts: <ul style="list-style-type: none"> Read 30 minutes independently: Reading Log 1 Lexia Lesson Continue "Farfallina & Marcel" <u>or another story from your Treasures anthology</u> Daily Journal: Describe a time when someone showed you friendship.
Math <ul style="list-style-type: none"> 1 Dreambox or ST Lesson YouTube: Counting Coins (Teacher post in GC) Monday Homework Additional math practice - page 97 	Math <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Tuesday Homework Math Sprint: 204 A First Half Additional math practice - page 98 	Math <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Wed. Homework Additional math practice - page 99 	Math <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Thursday Homework Math Sprint: 204 A Second Half Additional math practice - page 100 	Math <ul style="list-style-type: none"> 1 Dreambox or ST Lesson Additional math practice - page 101
PE <ul style="list-style-type: none"> PE Activities Interval Training 	PE <ul style="list-style-type: none"> PE Activities Interval Training 	PE <ul style="list-style-type: none"> PE Activities Interval Training 	PE <ul style="list-style-type: none"> PE Activities Interval Training 	PE <ul style="list-style-type: none"> PE Activities Interval Training
ELD <ul style="list-style-type: none"> Adjective Art 	ELD <ul style="list-style-type: none"> Adjective Art 	ELD <ul style="list-style-type: none"> Adjective Art 	ELD <ul style="list-style-type: none"> Adjective Art 	ELD <ul style="list-style-type: none"> Adjective Art
Extension Activities: <ul style="list-style-type: none"> SEL Activities (Calm-A-Llama Scavenger Hunt) 	Extension Activities: <ul style="list-style-type: none"> SEL Activities (Calm-A-Llama Scavenger Hunt) 	Extension Activities: <ul style="list-style-type: none"> SEL Activities (Calm-A-Llama Scavenger Hunt) 	Extension Activities: <ul style="list-style-type: none"> SEL Activities (Calm-A-Llama Scavenger Hunt) 	Extension Activities: <ul style="list-style-type: none"> SEL Activities (Calm-A-Llama Scavenger Hunt)

Plan de estudio FUESD para 2do grado- 20 de abril, Semana 5

Semana 5 Lunes	Martes	Miércoles	Jueves	Viernes
<p>Artes del lenguaje inglés:</p> <ul style="list-style-type: none"> • Lee 30 minutos de forma independiente: Registro de lectura: • 1 lección de Lexia • Leer "Farfallina & Marcel" (TREASURES pgs. 257 - 276) • Diario: Escribe sobre lo que significa ser un buen amigo. <p>ELD/Actividad Social:</p>	<p>Artes del lenguaje inglés:</p> <ul style="list-style-type: none"> • Lee 30 minutos de forma independiente Registro de lectura: • 1 lección de Lexia • Continúa: "Farfallina & Marcel" (TREASURES pgs. 257 - 276) • Diario: • ¿Cómo sabes que Farfallina y Marcel son buenos amigos? Usa detalles de la historia. 	<p>Artes del lenguaje inglés:</p> <ul style="list-style-type: none"> • Lee 30 minutos de forma independiente Registro de lectura: • 1 lección de Lexia • Continúa: • "Farfallina & Marcel" (TREASURES pgs. 257 - 276) <u>o alguna otra historia de tu Treasures Anthology (tesoros de antología).</u> • Diario: Lee de nuevo página 265. ¿Por qué dijo Marcel que apenas se reconocía a sí mismo? 	<p>Artes del lenguaje inglés:</p> <ul style="list-style-type: none"> • Lee 30 minutos de forma independiente Registro de lectura: • 1 lección de Lexia • Continúa: • "Farfallina & Marcel" (TREASURES pgs. 257 - 276) <u>o alguna otra historia de tu Treasures Anthology (tesoros de antología).</u> • Diario: Escribe una lista con las formas en las que ayudaste en tu casa esta semana. 	<p>Artes del lenguaje inglés:</p> <ul style="list-style-type: none"> • Lee 30 minutos de forma independiente Registro de lectura: • 1 lección de Lexia • Continúa: • "Farfallina & Marcel" (TREASURES pgs. 257 - 276) <u>o alguna otra historia de tu Treasures Anthology (tesoros de antología).</u> • Diario: Escribe una lista con las formas en las que ayudaste en tu casa esta semana.
<p>Matemáticas</p> <ul style="list-style-type: none"> • 1 lección de Dreambox o ST • YouTube: Counting Coins (Publicación del maestro/a en GC) • Tarea del Lunes: • Práctica adicional de matemáticas - página 97. 	<p>Matemáticas</p> <ul style="list-style-type: none"> • 1 lección de Dreambox o ST • Tarea del martes: • Sprint matemático: 204A-primer mitad • Práctica adicional de matemáticas- página 98. 	<p>Matemáticas</p> <ul style="list-style-type: none"> • 1 lección de Dreambox or ST • Tarea del miércoles: • Práctica adicional de matemáticas- página 99. 	<p>Matemáticas</p> <ul style="list-style-type: none"> • 1 lección de Dreambox or ST • Tarea del jueves: • Sprint matemático: 204A- La segunda mitad. • Práctica adicional de matemáticas- página 100. 	<p>Matemáticas</p> <ul style="list-style-type: none"> • 1 lección de Dreambox or ST • Tarea del viernes • Práctica adicional de matemáticas- página 101.
<p>Educación física:</p> <ul style="list-style-type: none"> • PE Activities • Interval Training 	<p>Educación física:</p> <ul style="list-style-type: none"> • PE Activities • Interval Training 	<p>Educación física:</p> <ul style="list-style-type: none"> • PE Activities • Interval Training 	<p>Educación física:</p> <ul style="list-style-type: none"> • PE Activities • Interval Training 	<p>Educación física:</p> <ul style="list-style-type: none"> • PE Activities • Interval Training

2nd Grade Reading Log - Week 5

Monday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Tuesday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Wednesday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Thursday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Friday:

Book/Chapter(s) read:	
Minutes read:	
1 sentence comment about reading:	

Parent Signature: _____ Date: _____

Main Selection

Farfallina & Marcel



by Holly Keller





The rain fell all morning.
It splattered on the pond and
splashed on Farfallina's leaf.
She found a dry spot and ate it.
"Hey," said a little voice.
"You're eating my umbrella."
Farfallina **peered** over the edge.
A small gray bird was huddled underneath.

Farfallina liked his soft feathers and his gentle eyes.

"I'm Farfallina," she said,
and she slid down to the ground.

"My name is Marcel," said the bird.

He liked Farfallina's smile and her pretty colors.





The rain turned to drizzle, and Farfallina wanted to play.
“I’ll hide and you find me,” she said.
Marcel agreed.
Farfallina hid under a fern close to the ground
because she knew that Marcel couldn’t climb.

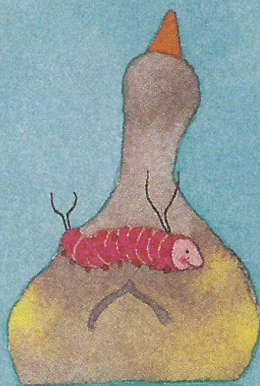


“Now I’ll hide,” said Marcel when he found her.
And he hid right behind the tree
because he knew that Farfallina moved slowly.

Make Inferences

Use clues from the story to make an inference about the way Farfallina and Marcel feel about each other.

"I can take you for a ride on the pond," said Marcel.
Farfallina inched her way up to Marcel's back.
"You tickle," said Marcel, and he slipped into the water.
Farfallina **giggled**.
"There's so much to see," she said.
Farfallina and Marcel played together every day.
They liked the same games, and they liked each other.





But one day Farfallina was not herself.

"I'm not sick," she told Marcel, "just a little uncomfortable.

I need to climb up onto a branch and rest for a while."

"I'll wait for you," Marcel called as Farfallina made her way up the tree.

Marcel watched until Farfallina was completely out of sight. Then he settled himself in the grass and waited.



Night came and then morning,
but Farfallina didn't come down.
Marcel called to her, but she didn't answer.
He was very worried and terribly lonely.

Weeks went by.

The afternoons grew longer and warmer,
and Marcel went to the pond.



He was growing, and when he looked
at his reflection in the water,
he hardly **recognized** himself.

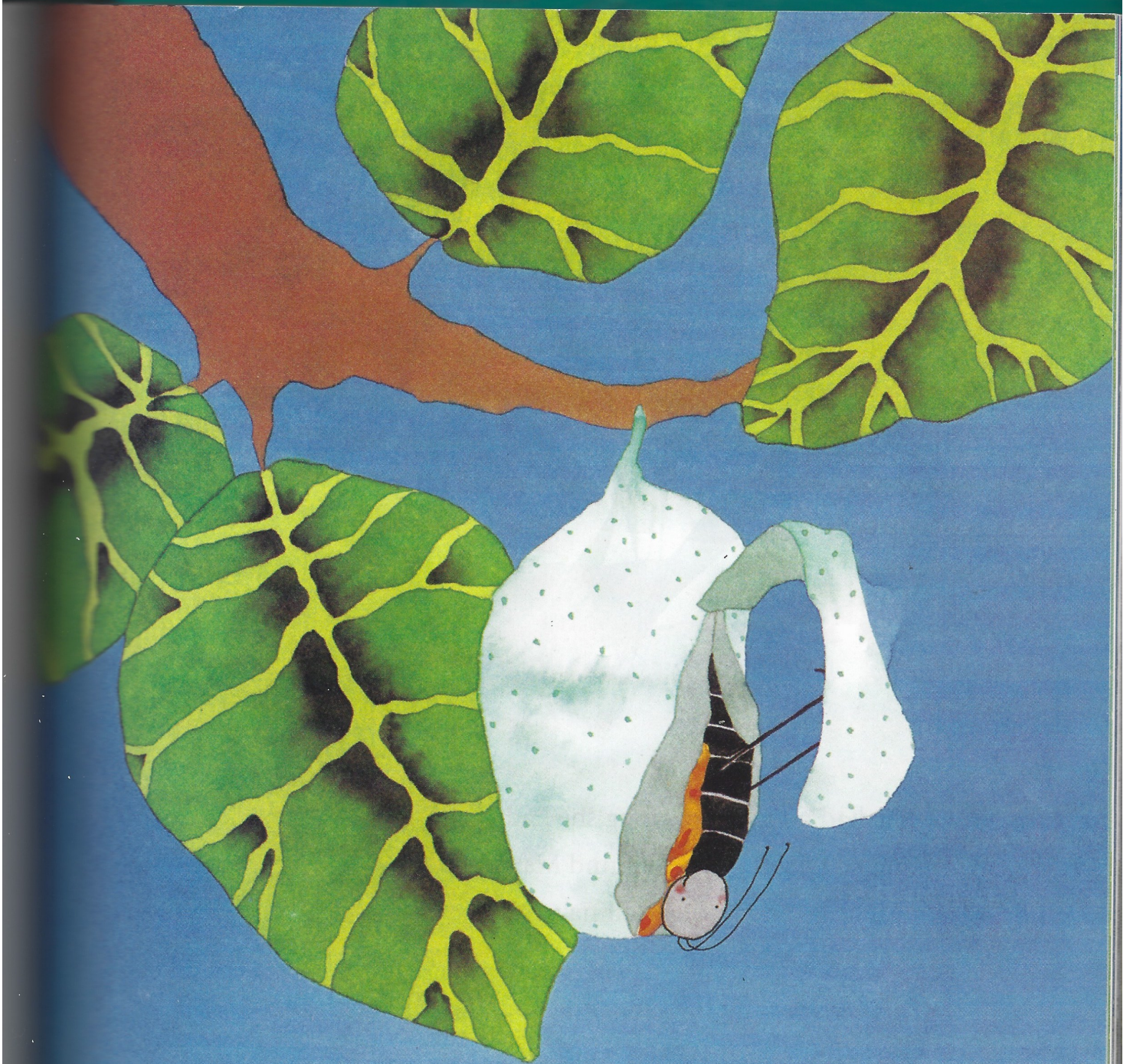


He went back to the tree every day to look
for Farfallina, but she was never there.

And after a while he gave up.

At the top of the tree Farfallina was **snuggled**
in a blanket of glossy silk.

She was growing too.



The sky was blue and clear the morning she was ready
to come out and open her beautiful new wings.



She had no idea how long she had been up in the tree, and she floated down to find Marcel.

"I'll just wait," said Farfallina when she didn't see him, and she sat on a flower.

Night came and then morning, but Marcel wasn't there. Farfallina was tired and confused.

She **fluttered** around a bit and went to the pond.

Make Inferences

Use story clues to make an inference about why Farfallina needs to spend time alone in the tree.

The pond was glassy smooth
except for the ripples
made by a large, handsome goose
who was swimming in solitary circles.
Farfallina shivered with disappointment.



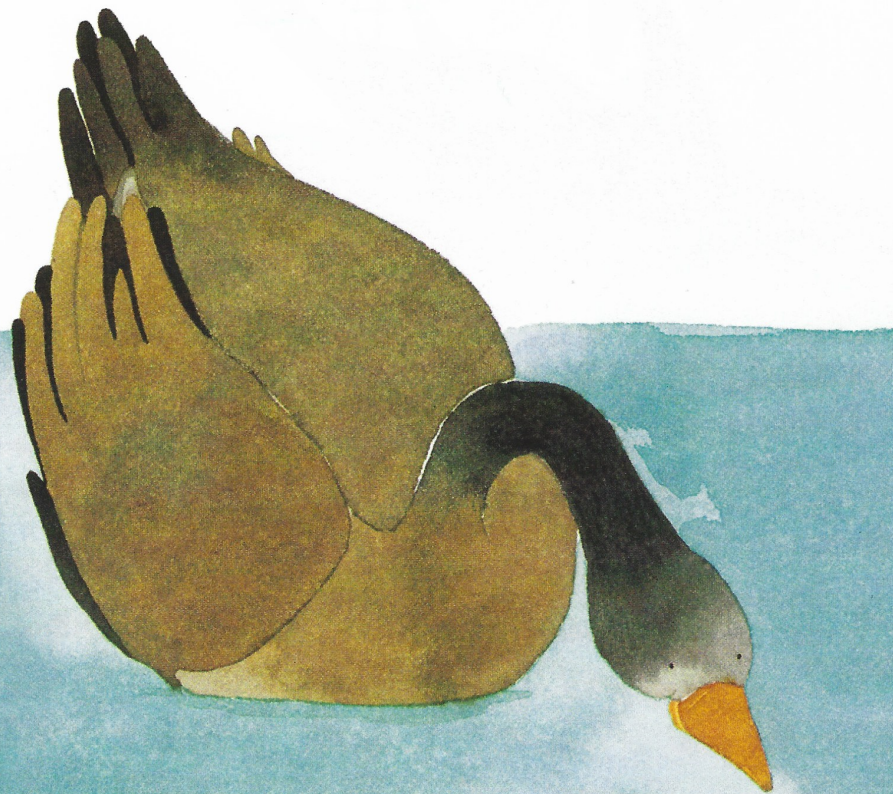
She went to the pond every day to look for the small gray bird named Marcel, but he never came. One morning the goose stopped his silent rounds and spoke to her.

"You must like it here," he said.

Farfallina fluttered a bit.

"I've been waiting for a friend," she said sadly,

"but I don't think he'll come."





Marcel liked her smile and her brilliant colors.

"I know how you feel," he said. "I lost a friend too.

She just **vanished** into thin air."

Farfallina liked his sleek feathers and his gentle eyes.

"A ride around the pond might cheer you up,"

Marcel said.

Farfallina thought it would, and she settled

herself on Marcel's back.

"It's funny," Marcel said, "but I feel as though
I've known you a long time."

"I was just thinking the same thing," said Farfallina.
"My name is Farfallina. What's yours?"

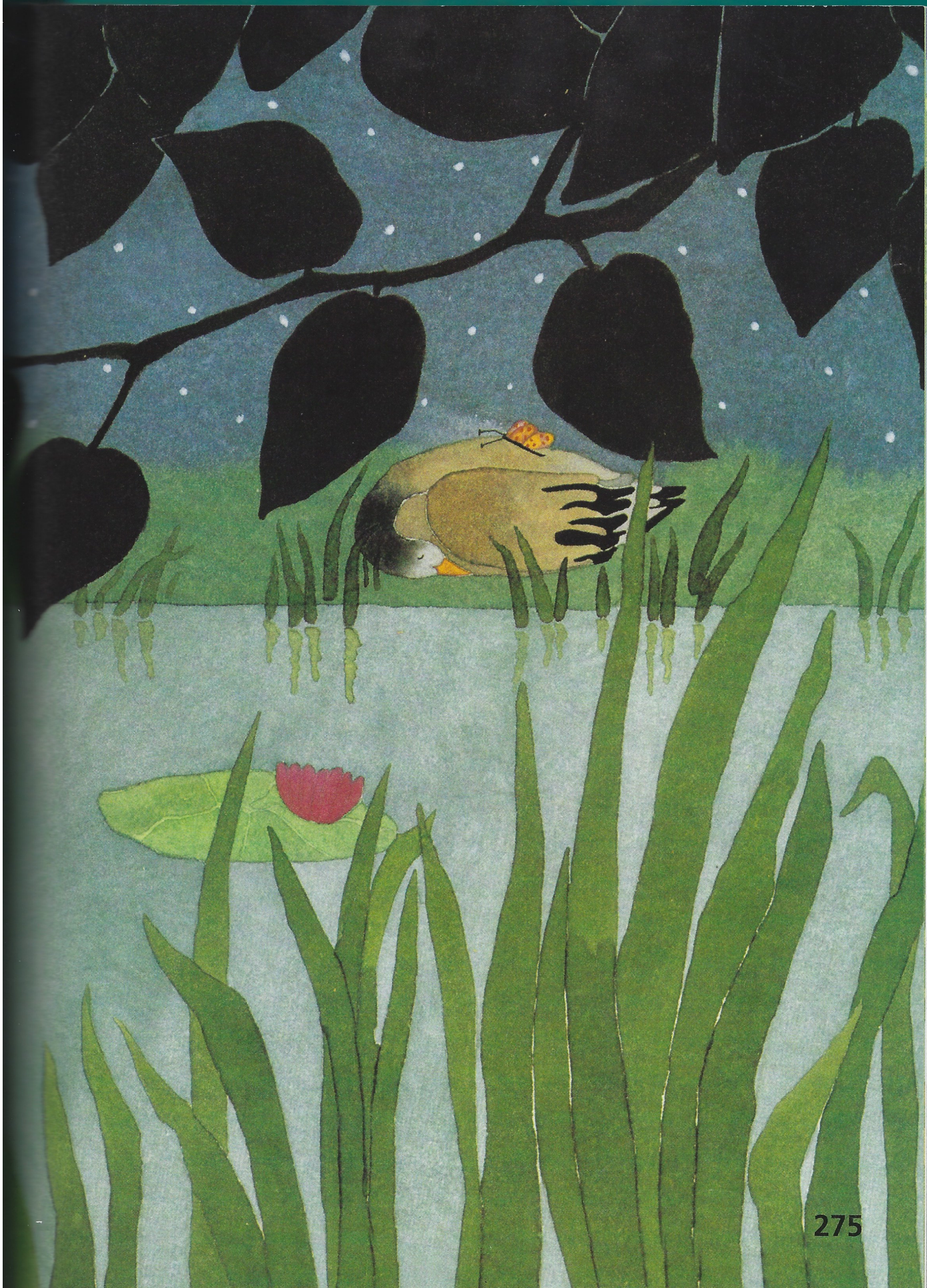




Marcel stopped suddenly.
He beat the water with his strong wings.
Then he swam round and round and round.
“It’s me Farfallina,” he shouted. “It’s me, Marcel!
Is that really you?”
“It is,” Farfallina shouted back.
They looked at each other and laughed.



By evening they had explained everything,
and they fell asleep smiling at the stars.





Farfallina and Marcel spent the rest of the summer playing just as they had before. Marcel was careful not to fly too fast because he knew that Farfallina couldn't keep up. Farfallina didn't hide in the flowers because she knew that Marcel would never find her.

Daily Journal Assignments - Week 5

"Farfallina and Marcel"

Monday/lunes:

Describe **how Farfallina changes** from the beginning, middle and end of the story. Use one of the sentence starters and **details from the text** to complete the chart below.

Beginning:

First...
In the beginning...
To begin...
In the first stage...

Middle:

Then...
After that...
The next phase...
Soon after...

End:

Finally...
Lastly...
At last...
In the end...

Tuesday/martes: Add details to your chart describing how Farfallina changes from the *Beginning, Middle, and End of the story, "Farfallina and Marcel"*

Wednesday/miercoles: How do you know Farfalina and Marcel are good friends? Use details from the story.

Thursday/jueves: What can you learn about being a good friend from the story?


Friday/viernes: Describe a time when someone showed you friendship.









Name _____

Date _____

Count or add to find the total value of each group of coins.

Write the value using the ¢ or \$ symbol.

1.		_____
2.		_____
3.		_____
4.		_____
5.		_____
6.		_____
7.		_____





<p>8.</p>  <p>_____</p>	<p>9.</p>  <p>_____</p>
<p>10.</p>  <p>_____</p>	<p>11.</p>  <p>_____</p>
<p>12.</p>  <p>_____</p>	<p>13.</p>  <p>_____</p>
<p>14.</p>  <p>_____</p>	<p>15.</p>  <p>_____</p>

Name _____

Date _____

Count or add to find the total value of each group of coins.

Write the value using the ¢ or \$ symbol.








<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>
<p>3.</p>  <p>_____</p>	<p>4.</p>  <p>_____</p>






Name _____

Date _____

Count or add to find the total value of each group of coins.

Write the value using the ¢ or \$ symbol.

1.		_____
2.		_____
3.		_____
4.		_____
5.		_____
6.		_____
7.		_____

<p>8.</p>  <p>_____</p>	<p>9.</p>  <p>_____</p>
<p>10.</p>  <p>_____</p>	<p>11.</p>  <p>_____</p>
<p>12.</p>  <p>_____</p>	<p>13.</p>  <p>_____</p>
<p>14.</p>  <p>_____</p>	<p>15.</p>  <p>_____</p>

Grade 2 Homework
Trimester 3

Week 6
Independent Study
Plan

Trimester 3 - Name _____ # _____

Monday: Addition and Subtraction within 20 Word Problems

Find the answer to the word problems. (Show your thinking on the another paper.)

1. Lance read 14 pages of his book during reading time. He reads 5 more pages at home. How many pages did Lance read altogether?
2. Sal cut 5 carrots for a salad. His dad cut 7 more carrots than Sal did. How many carrots did Sal's dad cut?
3. Dr. Krumper saw some patients before lunch. Then he saw 8 more after lunch. He saw a total of 20 patients. How many patients did he see before lunch?
4. The principal gave high-fives to 13 students on Monday. She gave high-fives to 6 more students on Tuesday than on Monday. How many students in all did she give high-fives to on these two days?
5. Diego had 12 hats. He left some at school. Now he has 8 hats. How many did he leave at school?

Tuesday: Place Value to 999

Compare the numbers and fill the blank with the correct symbol. >, < or =.

1. $765 + 6$ _____ $756 + 16$ 2. $110 + 22$ _____ $110 + 12$ 3. $90 + 10$ _____ $60 + 40$

Fill in the correct number.

4. 27 tens + 5 ones = _____ 5. $800 + 20 + 3 =$ _____

Wednesday: Addition within 1,000

Find the sum.

1. $157 + 22 =$ _____ 2. $153 + 42 =$ _____ 3. $432 + 33 =$ _____ 4. $96 + 4 =$ _____

5. Students read for 13 minutes before recess. They read some more after recess. They read for 26 minutes altogether. How many minutes did they read after recess?

Thursday: Subtraction within 1,000

Find the difference.

1. $486 - 54 =$ _____ 2. $100 - 40 =$ _____ 3. $200 - 50 =$ _____

4. How much more is 956 than 456? _____

5. A teacher has 77 books in his classroom library. Students borrow some books. Now he has 55 books in his library. How many books did the students borrow?

Math Sprints 2

204 A

Add.

First Half

1.	$2 + 2 =$	16.	$51 + 31 =$
2.	$3 + 2 =$	17.	$52 + 32 =$
3.	$5 + 3 =$	18.	$52 + 42 =$
4.	$7 + 3 =$	19.	$62 + 30 =$
5.	$17 + 3 =$	20.	$62 + 33 =$
6.	$27 + 3 =$	21.	$70 + 30 =$
7.	$27 + 4 =$	22.	$72 + 30 =$
8.	$27 + 5 =$	23.	$70 + 32 =$
9.	$20 + 2 =$	24.	$100 + 100 =$
10.	$20 + 20 =$	25.	$200 + 200 =$
11.	$30 + 20 =$	26.	$300 + 201 =$
12.	$30 + 30 =$	27.	$300 + 225 =$
13.	$40 + 30 =$	28.	$303 + 225 =$
14.	$40 + 31 =$	29.	$313 + 225 =$
15.	$41 + 31 =$	30.	$376 + 124 =$

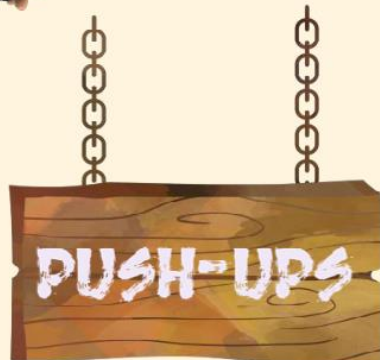
Math Sprints 2

204 A

Add.

Second Half

1.	$2 + 1 =$	16.	$41 + 31 =$
2.	$2 + 2 =$	17.	$42 + 31 =$
3.	$2 + 3 =$	18.	$42 + 42 =$
4.	$6 + 3 =$	19.	$62 + 30 =$
5.	$16 + 3 =$	20.	$62 + 33 =$
6.	$26 + 3 =$	21.	$70 + 30 =$
7.	$26 + 4 =$	22.	$72 + 30 =$
8.	$26 + 5 =$	23.	$70 + 32 =$
9.	$20 + 2 =$	24.	$100 + 100 =$
10.	$20 + 20 =$	25.	$200 + 200 =$
11.	$30 + 20 =$	26.	$300 + 301 =$
12.	$30 + 30 =$	27.	$300 + 225 =$
13.	$40 + 20 =$	28.	$303 + 225 =$
14.	$40 + 21 =$	29.	$212 + 225 =$
15.	$41 + 21 =$	30.	$276 + 124 =$



30 seconds each





30 seconds each





TABATA

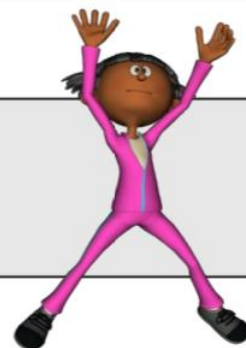


1. JUMPING JACKS



10 SEC REST

20 SEC MOVE



2. PUSH-UPS



10 SEC REST

20 SEC MOVE

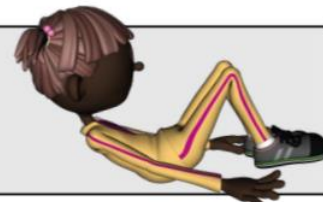


3. CRUNCHES



10 SEC REST

20 SEC MOVE



4. BURPEES



10 SEC REST

20 SEC MOVE



5. HIGH KNEES



10 SEC REST

20 SEC MOVE



6. JOG IN PLACE



10 SEC REST

20 SEC MOVE



1

HIGH INTENSITY INTERVAL TRAINING

ELD - Adjective Art



Instructions: Use this example as inspiration to create your own adjective art!

1 - Find **3 Adjectives** (words that describe a noun) in this week's story.

2 - Create some kind of **visual/picture** to represent your 3 adjectives. Use paper and pencils, colored pencils, markers etc.

3 - **Write** the adjectives in your chart below.

4 - Add 3 adjectives to your art each day (or start new)

Be creative and have fun!

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

CALM-A-LLAMA SCAVENGER HUNT

How many can you complete?

- ☐ Wear headphones and clean your room to your favorite songs.
- ☐ Snuggle in a cozy blanket & watch a movie.
- ☐ Sleep with a super soft stuffed animal.
- ☐ Fall asleep to spa music.
- ☐ Learn some new jokes & try them out.
- ☐ Color with new markers.
- ☐ Learn to make a new recipe that you love.
- ☐ Just sit & watch people in public.
- ☐ Learn & try progressive muscle relaxation.
- ☐ Stretch your arms up to the sky, hold while counting to 15. Release.
- ☐ Try a new hobby.
- ☐ Make shapes with play-doh.
- ☐ Play with kinetic sand.
- ☐ Stretch all of your muscles.
- ☐ Talk to an animal.
- ☐ Take a bubble bath.
- ☐ Take a nature walk.
- ☐ Balance on one leg and time it.
- ☐ Read a book in quiet in your bed.
- ☐ Try a yoga pose.
- ☐ Daydream in the dark.
- ☐ Make a list of things or people that make you feel grateful.



1**2****3****4****5**

I am
smart.

I am
capable.

I am a
scholar.

I am a
success.

I matter.

