

2nd Grade FUESD Study Plan - Week 6 - April 27th

Week 6 Monday/ lunes	Tuesday/ martes	Wednesday/ miercoles	Thursday/ jueves	Friday/viernes
English/Language Arts: - Read 30 minutes independently: Reading Log 1 Lexia Lesson Read "Mice and Beans" TREASURES pgs. 125-153 Daily Journal: Use the chart to retell main events from the story "Mice and Beans." Math 1 Dreambox or ST Lesson Monday Homework - Money Practice - Extra: Using coins around your house, find different ways to make a dollar PE - Choose 1 or more activities from TABATA Interval Training ELD - Common Objects Extension Activities: - SEL Parent Letter and Activities	English/Language Arts: - Read 30 minutes independently: Reading Log 1 Lexia Lesson Continue "Mice and Beans" Daily Journal: Add details to your chart from Monday. Math 1 Dreambox or ST Lesson Tuesday Homework - SPRINTS - 205 A (second half) PE - Choose 1 or more activities from TABATA Interval Training ELD - Common Objects Extension Activities: - SEL Parent Letter and Activities	English/Language Arts: - Read 30 minutes independently: Reading Log 1 Lexia Lesson Continue "Mice and Beans" <u>or another story from your Treasures anthology</u> Daily Journal: What special foods or activities do you have at family gatherings? Math 1 Dreambox or ST Lesson Wed. Homework - Additional Money Practice - (#1-3) PE - Choose 1 or more activities from TABATA Interval Training ELD - Common Objects Extension Activities: - SEL Parent Letter and Activities	English/Language Arts: - Read 30 minutes independently: Reading Log 1 Lexia Lesson Continue "Mice and Beans" <u>or another story from your Treasures anthology</u> Daily Journal: List one part of the story that you think is fantasy (not real). Math 1 Dreambox or ST Lesson Thursday Homework - SPRINTS - 205 A (second half) PE - Choose 1 or more activities from TABATA Interval Training ELD - Common Objects Extension Activities: - SEL Parent Letter and Activities	English/Language Arts: - Read 30 minutes independently: Reading Log 1 Lexia Lesson Continue "Mice and Beans" <u>or another story from your Treasures anthology</u> Daily Journal: Write words or phrases from that story that are from the Spanish language. Math 1 Dreambox or ST Lesson - Additional Money Practice - (#4-6) PE - Choose 1 or more activities from TABATA Interval Training ELD - Common Objects Extension Activities: - SEL Parent Letter and Activities

Plan de estudio FUESD para 2do grado- 27 de abril, Semana 6

Semana 6 -Lunes	Martes	Miércoles	Jueves	Viernes
Artes del lenguaje inglés: - Lee 30 minutos de forma independiente: Registro de lectura: 1 lección de Lexia Leer "Mice and Beans" TREASURES pgs. 125-153 Diario: Use la tabla para volver a contar los eventos principales de la historia "Ratones y frijoles" ELD/Actividad Social: Objetos comunes Mi diario de sentimientos Matemáticas 1 lección de Dreambox o ST - practicar dinero - YouTube: Counting Coins (Publicación del maestro/a en GC) Tarea del Lunes: - Money Practice - Extra: Using coins around your house, find different ways to make a dollar Educación física: Actividades de educación física entrenamiento de intervalo	Artes del lenguaje inglés: - Lee 30 minutos de forma independiente Registro de lectura: 1 lección de Lexia Continúa: "Mice and Beans" TREASURES pgs. 125-153 Diario: agregar detalles al lunes ELD/Actividad Social: Objetos comunes Mi diario de sentimientos Matemáticas 1 lección de Dreambox o ST Tarea del martes: Sprint matemático: 205A-primera mitad Educación física: Actividades de educación física entrenamiento de intervalo	Artes del lenguaje inglés: - Lee 30 minutos de forma independiente Registro de lectura: 1 lección de Lexia Continúa: "Mice and Beans" TREASURES pgs. 125-153 <u>o alguna otra historia de tu Treasures Anthology(tesoros de antología).</u> Diario: ¿Qué comidas o actividades especiales tienes en las reuniones familiares? ELD/Actividad Social: Objetos comunes Mi diario de sentimientos Matemáticas 1 lección de Dreambox or ST Tarea del miércoles: Práctica adicional de matemáticas-#1-3 Educación física: Actividades de educación física entrenamiento de intervalo	Artes del lenguaje inglés: - Lee 30 minutos de forma independiente Registro de lectura: 1 lección de Lexia Continúa: "Mice and Beans" TREASURES pgs. 125-153 <u>o alguna otra historia de tu Treasures Anthology(tesoros de antología).</u> Diario: Haz una lista de una parte de la historia que creas que es fantasía (no real). ELD/Actividad Social: Objetos comunes Mi diario de sentimientos Matemáticas 1 lección de Dreambox or ST Tarea del jueves: Sprint matemático: 205A- La segunda mitad. Educación física: Actividades de educación física entrenamiento de intervalo	Artes del lenguaje inglés: - Lee 30 minutos de forma independiente Registro de lectura: 1 lección de Lexia Continúa: "Mice and Beans" TREASURES pgs. 125-153 <u>o alguna otra historia de tu Treasures Anthology(tesoros de antología).</u> Diario: Escriba palabras o frases de esa historia que sean del idioma español. ELD/Actividad Social: Objetos comunes Mi diario de sentimientos Matemáticas 1 lección de Dreambox or ST Tarea del viernes Práctica adicional de matemáticas- #4-6 Educación física: Actividades de educación física entrenamiento de intervalo

2nd Grade Reading Log - Week 6

Monday:

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

Tuesday:

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

Wednesday:

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

Thursday:

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

Friday:

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

Parent Signature: _____ Date: _____

Daily Journal Assignments - Week 6

"Mice and Beans" pgs. 125-153

Monday/lunes: Use the chart below to retell main events from the story "Mice and Beans." Use details from the story.

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 about the main events and characters from the story.

Wednesday/miercoles: What special foods or activities do you have at family gatherings?

Thursday/jueves: List one part of the story that you think is fantasy (not real).

Friday/viernes: Write words or phrases from that story that are from the Spanish language.

English Language Development (ELD) - Common Objects

Directions: Each day, form 1-2 complete sentences using the common objects in the chart.

VOCABULARY

Common Objects Chart

School/ Classroom	Toys	At Home	Nature	Tools	Buildings	Containers	Food
bench	ball	bed	flower	axe	apartment building	bag	apple
book	balloon	bookcase	grass	drill	barn	basket	banana
clock	kite	broom	tree	hammer	church	bowl	bread
crayon	swing	cabinet	rock	paintbrush	gas station	bucket	cabbage
door		chair		pliers	grocery store	glass	cake
desk		couch		saw	house	package	carrot
flag		desk		screwdriver	school	pot	cheese
pencil		door		shovel	skyscraper	(water)pitcher	egg
pin		dresser		toothbrush			hamburger
whiteboard		stove		umbrella			ice cream cone
window		table		wrench			lemon
		telephone					orange (fruit)
		trash can					sandwich

Example: Some objects I see in nature are *flowers, grass, trees, and rocks*.

Some objects I see in _____ are _____.

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

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 another paper.)

1. Marcy has 20 coins in her piggy bank. 15 of the coins are pennies, the rest are nickels. How many nickels does Marcy have?
2. Sayra found some seashells at the beach. Her dad found 5 seashells at the beach. Together they have 19 seashells. How many did Sayra find?
3. This year Roberto has 19 children in his class. Last year he had 15 children in his class. How many more students are in his class this year than last year?
4. Raul has 5 red erasers and 6 green erasers. How many erasers does Raul have in all?
5. Betty's mom made 12 cupcakes for a party. Betty ate 3 of the cupcakes. How many cupcakes are left for the party?

Tuesday: Place Value to 999

Write in expanded or standard form.

1. $535 = \underline{\hspace{1cm}}$ hundreds + $\underline{\hspace{1cm}}$ tens + $\underline{\hspace{1cm}}$ ones
2. $878 = \underline{\hspace{1cm}}$ hundreds + $\underline{\hspace{1cm}}$ tens + $\underline{\hspace{1cm}}$ ones
3. $204 = \underline{\hspace{1cm}}$ hundreds + $\underline{\hspace{1cm}}$ tens + $\underline{\hspace{1cm}}$ ones
4. $100 + 60 + 9 = \underline{\hspace{2cm}}$
5. $58 \text{ tens} + 1 \text{ ones} = \underline{\hspace{2cm}}$

Wednesday: Addition within 1,000

Find the sum.

1. $341 + 52 = \underline{\hspace{2cm}}$
2. $932 + 47 = \underline{\hspace{2cm}}$
3. $423 + 62 = \underline{\hspace{2cm}}$
4. $906 + 42 = \underline{\hspace{2cm}}$
5. Some students were at an assembly. 12 students left to go home. Now there are 76 students at the assembly. How many were there to start with?

Thursday: Subtraction within 1,000

Find the difference.

1. $198 - 66 = \underline{\hspace{2cm}}$
2. $355 - 42 = \underline{\hspace{2cm}}$
3. $579 - 24 = \underline{\hspace{2cm}}$
4. How much more is 876 than 776? $\underline{\hspace{2cm}}$
5. Karen had 38 stickers. She gave away a few of them. Now she has 24 stickers. How many stickers did she give away?

Math Sprints 2

205 A

Subtract.

First Half

1.	$5 - 1 =$	16.	$56 - 23 =$
2.	$8 - 2 =$	17.	$56 - 33 =$
3.	$10 - 2 =$	18.	$56 - 43 =$
4.	$9 - 3 =$	19.	$56 - 54 =$
5.	$12 - 3 =$	20.	$60 - 50 =$
6.	$25 - 3 =$	21.	$68 - 53 =$
7.	$25 - 5 =$	22.	$78 - 53 =$
8.	$26 - 4 =$	23.	$78 - 56 =$
9.	$26 - 14 =$	24.	$88 - 67 =$
10.	$26 - 16 =$	25.	$98 - 68 =$
11.	$30 - 10 =$	26.	$98 - 70 =$
12.	$31 - 21 =$	27.	$25 - 25 =$
13.	$31 - 21 =$	28.	$50 - 25 =$
14.	$36 - 22 =$	29.	$75 - 25 =$
15.	$46 - 22 =$	30.	$100 - 25 =$

Math Sprints 2

205 A

Subtract.

Second Half

1.	$4 - 1 =$	16.	$46 - 23 =$
2.	$8 - 2 =$	17.	$46 - 33 =$
3.	$9 - 2 =$	18.	$46 - 43 =$
4.	$9 - 3 =$	19.	$56 - 54 =$
5.	$11 - 3 =$	20.	$60 - 50 =$
6.	$25 - 3 =$	21.	$68 - 53 =$
7.	$15 - 5 =$	22.	$78 - 53 =$
8.	$16 - 4 =$	23.	$78 - 56 =$
9.	$16 - 14 =$	24.	$88 - 67 =$
10.	$16 - 16 =$	25.	$98 - 68 =$
11.	$40 - 10 =$	26.	$98 - 70 =$
12.	$31 - 21 =$	27.	$25 - 25 =$
13.	$31 - 21 =$	28.	$50 - 25 =$
14.	$36 - 22 =$	29.	$75 - 25 =$
15.	$46 - 22 =$	30.	$100 - 25 =$

Name : _____

Score : _____

Teacher : _____

Date : _____

1)  \$ _____

2)  \$ _____

3)  \$ _____

4)  \$ _____

5)  \$ _____

6)  \$ _____

7)  \$ _____



4. Emanuel had 53 cents. He gave 1 dime and 1 nickel to his brother. How much money does Emanuel have left?
5. There are 2 quarters and 14 pennies in the top drawer of the desk and 7 pennies, 2 nickels, and 1 dime in the bottom drawer. What is the total value of the money in both drawers?
6. Ricardo has 3 quarters, 1 dime, 1 nickel, and 4 pennies. He gave 68 cents to his brother. How much does he have now?



TABATA



1. MOUNTAIN CLIMBERS



10 SEC REST

20 SEC MOVE

2. SQUATS



10 SEC REST

20 SEC MOVE

3. SIT-UPS



10 SEC REST

20 SEC MOVE

4. ARM CIRCLES



10 SEC REST

20 SEC MOVE

5. GROUND DIPS



10 SEC REST

20 SEC MOVE

6. WALL SIT



10 SEC REST

20 SEC MOVE

2

HIGH INTENSITY INTERVAL TRAINING



AMRAP

(AS MANY ROUNDS AS POSSIBLE)



**20
SKIER
JUMPS**

**12 PUSH
UPS**



**20
ARM CIRCLES**



**15 TRICEP
DIPS**

**R
E
P
E
A
T**

**20 VERTICAL
JUMPS**



**JOG
3 LAPS**

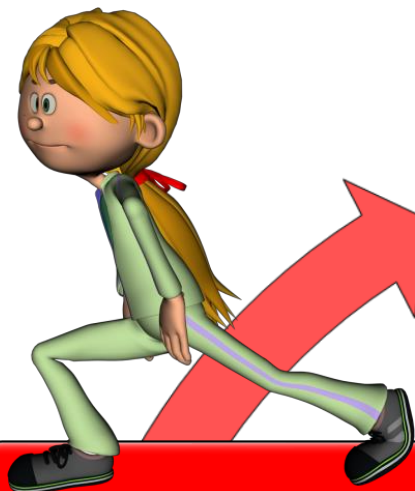


NAVY BLUE WORKOUT



AMRAP

(AS MANY ROUNDS AS POSSIBLE)



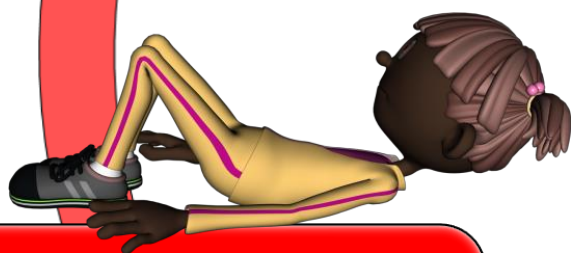
10 LUNGES



**10
DIPS**



**10 STRADDLE
JUMPS**



**15
CURL-UPS**

**R
E
P
E
A
T**



**SKIP
2 LAPS**



**WALL-SIT
20 SEC.**



CANDY RED WORKOUT

©Pete Charrette (Cap'n Pete), 2017

Bop It!

Here is a PE At-home activity that you can play with little to no equipment. This game is called “Bop it” and it improves your hand-eye coordination. Get an unneeded sheet of paper and crumble it up into a ball. Bop the paper ball in the air ONLY using your hands. How many times can you keep it? What is your personal best? Try with another player(s), maintaining your social distance. How many times can you keep the paper ball in the air without touching the ground? See if you can beat your record. Variation: If you want an added challenge, you can try using other body parts such as your foot or knee. Good luck and have fun!



Dear Parents and Guardians,

The FUESD Counseling Team is committed to providing families with social-emotional resources and support during school closures. This week we are sharing different activities such as journaling and coping strategies to support students.

For more social-emotional information and parent/guardian resources online you can visit:
sites.google.com/fuesd.org/counseling

Our website is updated weekly with activities, videos, lessons, and resources for you and your child(ren). Being pulled from your usual routine, friends, family, and extracurriculars are incredibly confusing for children and adults alike. We hope to be a resource for all of you as we navigate these waters together. Let's start with Four Key Tips:

1. **Address Curiosity** - Your student(s) may be getting curious about what's going on and asking some tough questions regarding what COVID-19 is all about. The CDC and FUESD website has information on how to communicate with students about COVID-19.
2. **It's okay to be Anxious or Worried** - The confusion mentioned above can lead to some more difficult days ahead. In the face of anxious feelings and/or worry, please find several resources on our website with detailed coping strategies for parent/guardian and students.
3. **Create a Routine**- Parent/Guardian involvement is key to success in virtual courses. With the help of parents and caregivers, students need a routine to follow on a daily basis in order to effectively manage their time and to stay on track. Having a well-thought-out, specific daily schedule is key.
4. **Set Up a Designated Workspace**- For everyone, surroundings make a huge difference in one's mindset and ability to focus. One of the best ways to encourage your child to complete their assignments is to create a homework/class space that's all their own. First, consider your child's study style. If they are easily distracted, a secluded, quiet spot is best, but if they're more comfortable working with other people around, choose a corner of the living room or kitchen. Make sure the area is free of clutter and that other family members respect "homework time."

Please know your school counselors are dedicated to continuing to provide support to students, families, and the community during this unprecedented time. We look forward to connecting with you soon!

Take care!

FUESD School Counseling Team



Estimados Padres y Tutores,

El Equipo de Consejería de FUESD se compromete a proporcionar a las familias recursos socio-emocionales y apoyo durante el cierre de la escuela. Esta semana estamos compartiendo diferentes actividades como un diario y estrategias de afrontamiento para apoyar a los estudiantes.

Para obtener más información social-emocional y recursos para padres/guardianes en línea, puede visitar:

<https://sites.google.com/fuesd.org/counseling-espanol>

Nuestro sitio web se actualiza cada semana con actividades, videos, lecciones y recursos para usted y su(s) hijo/a(s). Ser sacado de su rutina habitual, amigos, familiares y extracurriculares son increíblemente confusos para los niño(s) y adultos por igual. Esperamos ser un recurso para todos ustedes mientras navegamos estas aguas juntos. Comencemos con Cuatro Sugerencias Claves:

1. **Responda a la curiosidad** - Es posible que su(s) estudiante(s) se sientan curiosos sobre lo que está sucediendo y hagan algunas preguntas difíciles con respecto al COVID-19. El sitio web de CDC y del distrito FUESD tiene información sobre cómo comunicarse con los estudiantes sobre COVID-19.
2. **Está bien estar ansioso o preocupado** - La confusión mencionada anteriormente puede llevar a algunos días difíciles. Ante sentimientos de ansiedad y/o preocupación, por favor encuentre varios recursos en nuestro sitio web con estrategias de afrontamiento detalladas para padres/tutores y estudiantes.
3. **Crear una rutina** - La participación de los padres/tutores es clave para el éxito en los cursos virtuales. Con la ayuda de los padres y tutores, los estudiantes necesitan una rutina a seguir a diario con el fin de administrar su tiempo de manera efectiva y mantenerse en el camino correcto. Tener un horario diario específico y bien pensado es clave.
4. **Establezca un espacio de trabajo designado** - Para todos, el ambiente hace una gran diferencia en la mentalidad y la capacidad de enfoque. Una de las mejores maneras de animar a su hijo/a a completar sus tareas es crear un espacio de tarea/clase. Primero, considere el estilo de estudio de su hijo/a. Si se distraen fácilmente, lo mejor es un lugar apartado y tranquilo, pero si se sienten más cómodos trabajando con otras personas, elija un rincón de la sala o la cocina. Asegúrese de que el área esté libre de desorden y que otros miembros de la familia respeten el "tiempo de tarea."

Tenga en cuenta que los consejeros de su escuela están dedicados a continuar brindando apoyo a los estudiantes, las familias y la comunidad durante este tiempo sin precedentes. ¡Esperamos comunicarnos pronto con usted!

¡Cúidese!

Equipo de Consejería Escolar de FUESD



Best Wishes, from your Counseling Team



We Miss you!

Dear Student,

Your school counselor is still here to help and provide fun activities during school closures! This week we are sharing coping tools including journals and activities.

For more videos and activities from your counselors you can visit:

sites.google.com/fuesd.org/counseling

Every week we post a new video of us!

Please know that we miss you very much! We look forward to connecting with you soon!

Take care!

Mrs. Latham -Live Oak and La Paloma
Mrs. Hernandez - Fallbrook STEM Academy
Mr. Estrada -William H. Frazier and Maie Ellis

Mrs. Finkle -San Onofre & Mary Fay Pendleton
Ms. Medrano - Potter Jr. High School
Mr. Beato - Potter Jr. High School

Fallbrook Union
Elementary School District



Nuestros Mejores Deseos, de su Equipo de Consejería



¡Te extrañamos!

Querido estudiante,

¡Tu consejero escolar todavía está aquí para ayudar y proporcionar actividades divertidas durante el cierre de la escuela! Esta semana estamos compartiendo herramientas de afrontamiento, como diarios y actividades.

Para obtener más vídeos y actividades de los consejeros, puedes visitar:
sites.google.com/fuesd.org/counseling-espanol

¡Cada semana publicamos un nuevo video de nosotros!

¡Los extrañamos mucho! ¡Esperamos comunicarnos pronto!

¡Cuídate!

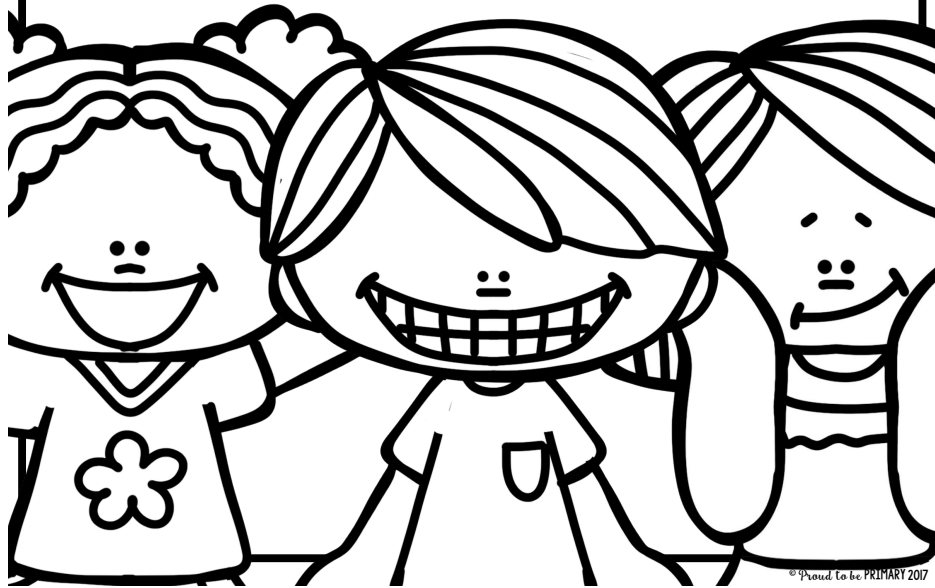
Mrs. Latham -Live Oak and La Paloma
 Mrs. Hernandez - Fallbrook STEM Academy
 Mr. Estrada -William H. Frazier and Maie Ellis

Mrs. Finkle -San Onofre & Mary Fay Pendleton
 Ms. Medrano - Potter Jr. High School
 Mr. Beato - Potter Jr. High School

Fallbrook Union
 Elementary School District

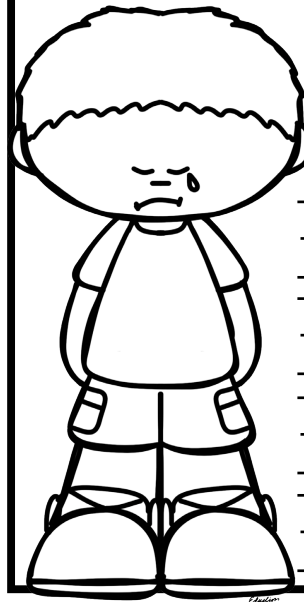
My Feelings & Me

JOURNAL



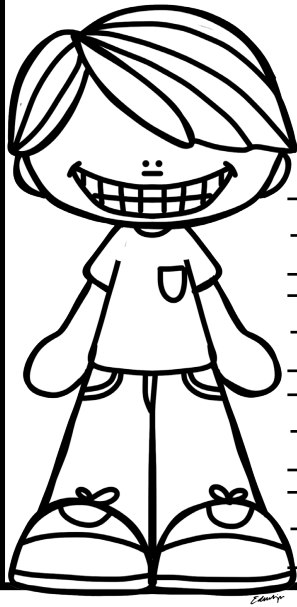
© Proud to be PRIMARY 2017

I feel sad when...



© Proud to be PRIMARY 2017

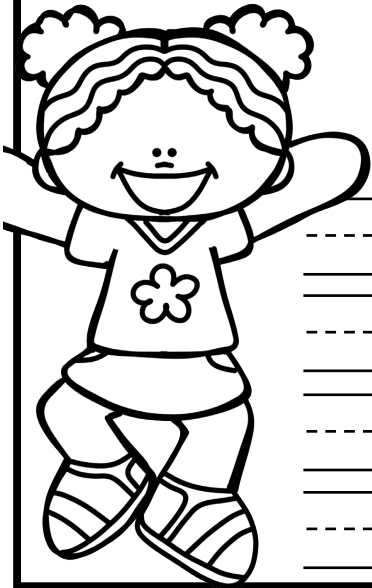
I feel happy when...



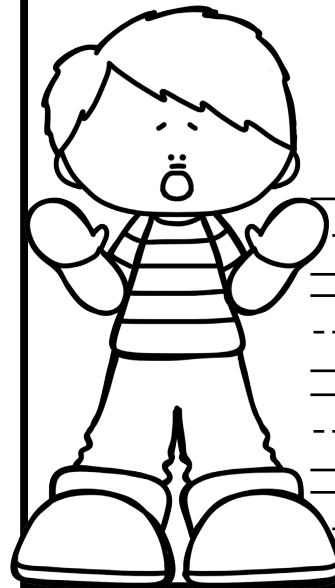
I feel mad when...



I feel excited when...



I feel surprised when...



I feel scared when...



I feel confused when...

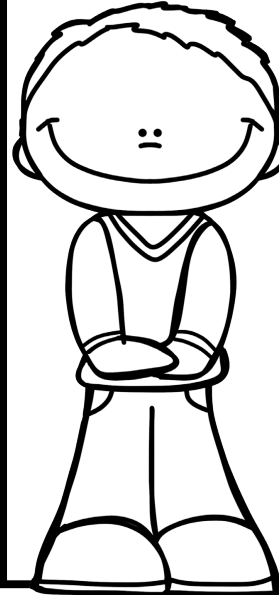


I feel embarrassed when...



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

I feel proud when...



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.