

EL 2nd Grade

**Home Learning Packet for
May 18 - May 29**

Ms. Callahan – EL Second Grade

THEMATIC UNITS:

May 18 – May 22: Chores

May 25 – May 29: Toys

GOALS:

Listening, Speaking, Reading, and Writing:

- I can recount an experience with facts and details, speaking audibly in sentences. (SL.2.4)
- I can write to tell an organized story with details about events, thoughts and feelings. (W.2.3)
- I can use collective nouns when I write. (L.2.1.A)
- I can use the past tense of irregular verbs when I write. (L.2.1.D)
- I can use adjectives when I write. (L.2.1.E)
- I can read text orally with accuracy. (RF.2.4.B)

Math: I can solve problems involving two digit addition with regrouping. (2.OA.A)

Sra. Callahan – EL Segundo Grado

UNIDADES TEMATICAS:

18 de mayo – 22 de mayo: Quehaceres en casa

25 de mayo – 29 de mayo: Juguetes

METAS:

Escuchar, Hablar, Leer, y Escribir:

- Puedo contar una experiencia con hechos y detalles, hablando audiblemente en oraciones. (SL.2.4)
- Puedo escribir para contar una historia organizada con detalles sobre eventos, pensamientos y sentimientos. (W.2.3)
- Puedo usar sustantivos colectivos cuando esescribo. (L.2.1.A)
- Puedo usar el tiempo pasado de verbos irregulares cuando escribo. (L.2.1.D)
- Puedo usar adjetivos cuando escribo. (L.2.1.E)
- Puedo leer el texto oralmentecon precision. (RF.2.4.B)

Matematicas: Puedo resolver problemas relacionados con la suma de dos digitos con la reagrupacion. (2.OA.A)

DIRECTIONS: Please do the learning activities for each day. The directions are included with each activity. For certain activities, there is an attached page for writing. If students have questions, they can email, text or call Ms. Callahan. If parents have questions, they can contact Ms. Callahan or Ms. Ramirez (bilingual assistant) by email, text or phone call. Ms. Callahan can be reached at mcallahan@sd194.org or (708) 845 – 0608. Ms. Ramirez can be reached at mramirez@sd194.org or (708) 374 – 1013.

ADDITIONAL RESOURCES (for students with technology):

- Go to the website: isbe.net/KeepLearning
- Scroll down the page until you find a box that says “English Learners”. Click on that box.
- You will see a list of many learning websites with fun games for EL students.

INSTRUCCIONES: Por favor haga las actividades de aprendizaje para cada dia. Las instrucciones se incluyen con cada actividad. Para ciertas actividades, hay una pagina adjunta para escritura. Si los estudiantes tienen preguntas, pueden enviar un correo electronico, enviar un mensaje de texto o llamar a la Sra. Callahan. Si los padres tienen preguntas, pueen comunicarse con la Sra. Callahan o la Sra. Ramirez (asistente bilingue) por correo electronico,

mensaje de texto o llamada telefonica. Puede comunicarse con la Sra. Ramirez en mramirez@sd194.org o (708) 374 – 1013.

RECURSOS ADICIONALES (para estudiantes que tienen tecnologia):

- Vaya al sitio web: isbe.net/KeepLearning
- Desplacese por la pagina hasta que encuentre un cuadro que dice “English Learners”. Haz clic en ese cuadro.
- Vera una lista de muchos sitios web de aprendizaje con juegos divertidos para estudiantes EL.

May 18:

1. Do a chore at home. It can be any chore of your choice. For instance, you can clean your bedroom, help your mom wash the dishes, or feed your family pet, etc.
2. After you finish the chore, tell your family about it by describing each detail.
3. Do this addition problem: $29 + 15 = \underline{\hspace{2cm}}$ (You can use scratch paper to solve.)

18 de mayo:

1. Haz una tarea en casa. Puede ser cualquier tarea de su eleccion. Por ejemplo, puede limpiar su habitacion, ayudar a su madre a lavar los platos o alimentar a la mascot de la familia, etc.
2. Despues de terminar la tarea, cuentele a su familia al describir cada detalle.
3. Haga este problema de suma: $29 + 15 = \underline{\hspace{2cm}}$ (Puedes usar cualquier papel que tengas en casa para resolver.)

May 19:

1. Draw a picture of yourself doing the chore that you chose to do. You can label your picture with words. You can color your picture with your choice of crayons, markers, or colored pencils. (Use any paper that you have at home.)
2. Show and explain your picture to your family.
3. Do this addition problem: $37 + 13 = \underline{\hspace{2cm}}$ (You can use scratch paper to solve.)

19 de mayo:

1. Haz un dibujo de ti mismo haciendo la tarea que elegiste hacer. Puedes etiquetar tu imagen con palabras. Puede colorear su imagen con su eleccion de crayones, marcadores o lapices de colores. (Puedes usar cualquier papel en casa.)
2. Muestre y explique su foto a su familia.
3. Haz este problema de suma: $37 + 13 = \underline{\hspace{2cm}}$ (Puedes usar cualquier papel en casa para resolver el problema.)

May 20:

1. Write a very short paragraph about the chore that you did. It should be 3 to 5 sentences. You can include details about the chore. Underline each noun, circle each verb, and draw a box around each adjective. Write your paragraph on the attached page that is dated May 20.
2. Practice reading your paragraph to your family.
3. Do this addition problem: $18 + 14 = \underline{\hspace{2cm}}$ (You can use scratch paper to solve.)

20 de mayo:

1. Escribe un parrafo muy corto sobre la tarea que hiciste. Debe tener de 3 a 5 oraciones. Puede incluir detalles sobre la tarea. Subraye cada sustantivo, escriba cada verbo y dibuje un cuadro alrededor de cada adjetivo. Escriba su parrafo en la pagina adjunta con fecha del 20 de mayo.
2. Practique leer su parrafo a su familia.
3. Haga este problema de suma: $18 + 14 = \underline{\hspace{2cm}}$ (Puedes usar cualquier papel en casa para resolver el problema.)

May 21:

1. Start thinking of other chores that you can do in the future and make a list. (You can write your list on any paper that you have at home.)
2. Practice reading the list to your family and explain each chore to them.
3. Use each word on your list in an oral sentence. Say the sentences to your family.
4. Solve this addition problem: $46 + 16 = \underline{\hspace{2cm}}$ (You can use scratch paper to solve.)

21 de mayo:

1. Comience a pensar en otras tareas que pueda hacer en el futuro y haga una lista. (Puede escribir su lista en cualquier papel que tenga en casa.)
2. Practique leer la lista a su familia y explíqueles cada tarea.
3. Use cada palabra en su lista en una oración oral. Dí las oraciones a tu familia.
4. Resuelva este problema de suma: $46 + 16 = \underline{\hspace{2cm}}$ (Puedes usar cualquier papel en casa para resolver el problema.)

May 22:

1. Take a picture of the paragraph that you wrote on May 20. Also, take a picture of the math addition problems that you solved. Send the pictures to Ms. Callahan by text or email. If you are unable to text or email, you can call Ms. Callahan and read your paragraph to her, and tell her the answers to the math addition problems that you solved. Email: mcallahan@sd194.org; Text or Call: (708) 845-0608
2. Read any book that you have at home. It can even be a book about chores!

ENJOY THE WEEKEND!

22 de mayo:

1. Tome una fotografía del párrafo en el que escribió el 20 de mayo. Además, tome una fotografía de los problemas de suma matemática que resolvió. Envíe las fotos a la Sra. Callahan por mensaje de texto o correo electrónico. Si no puede enviar mensajes de texto o correos electrónicos, puede llamar a la Sra. Callahan y leerle su párrafo y decirle las respuestas a los problemas de matemática que resolvió. Correo electrónico: mcallahan@sd194.org; Texto o llamada: (708) 845 – 0608
2. Lea cualquier libro que tenga en casa. Incluso puede ser un libro sobre tareas domésticas!

DISFRUTA EL FIN DE SEMANA!

May 25: Memorial Day (no school)

25 de mayo: Día Conmemorativo (No hay clases)

May 26:

1. Play with a toy or toys at home. It can be any toy/toys of your choice. You can play by yourself or with your brothers/sisters.

2. When you are done playing, tell your family about the toy/toys that you played with. Describe each toy and give details about your playing experience.
3. Draw a picture of the toy or toys. You can label your picture. Color your picture with your choice of crayons, markers, or colored pencils. (Use any paper that you have at home.)
4. Solve this addition problem: $55 + 17 = \underline{\hspace{2cm}}$ (Use scratch paper to solve.)

26 de mayo:

1. Juega con un juguete o juguetes en casa. Puede ser cualquier juguete/juguetes de su eleccion. Puedes jugar solo o con tus hermanos/hermanas.
2. Cuando termine de jugar, cuentele a su familia sobre el juguete/juguetes con los que jugo. Describe cada juguete y da detalles sobre tu experiencia de juego.
3. Haz un dibujo del juguete o juguetes. Puedes etiquetar tu imagen. Colorea tu imagen con tu eleccion de crayones, marcadores o lapices de colores. (Use cualquier papel que tenga en casa.)
4. Resuelve este problema de suma: $55 + 17 = \underline{\hspace{2cm}}$ (Puedes usar cualquier papel en casa para resolver el problema.)

May 27:

1. Show and explain your picture of the toy/toys to your family.
2. Write a very short paragraph about the toy or toys that you played with. It should be 3 to 5 sentences. You can include details about the toy/toys and the playing activity. Underline each noun, circle each verb, and draw a box around each adjective. Write your paragraph on the attached paper that is dated May 27.
3. Practice reading your paragraph to your family.
4. Solve this addition problem: $63 + 28 = \underline{\hspace{2cm}}$ (Use scratch paper to solve.)

27 de mayo:

1. Muestre y explique su imagen del juguete o juguetes a su familia.
2. Escribe un parrafo muy corto sobre el juguete/juguetes con los que jugaste. Debe tener de 3 a 5 oraciones. Puedes incluir detalles sobre tu experiencia de juego. Subraya cada

sustantivo, encierra en un círculo cada verbo y dibuja un cuadro alrededor de cada adjetivo escriba su párrafo en el documento adjunto con fecha del 27 de mayo.

3. Practique leer su párrafo a su familia.

4. Resuelva este problema de suma: $63 + 28 =$ _____ (Puedes usar cualquier papel en casa para resolver el problema.)

May 28:

1. Make a list of all of the toys that you own. (You can write your list on any paper that you have at home.)

2. Practice reading the list to your family and describe each toy that you listed.

3. Use each word on your list in an oral sentence. Say the sentences to your family.

4. Solve this addition problem: $72 + 39 =$ _____ (Use scratch paper to solve.)

28 de mayo:

1. Haga una lista de todos los juguetes que posee. (Puede escribir su lista en cualquier papel que tenga en casa.)

2. Practique leyendo la lista a su familia y describa cada juguete que enumero.

3. Use cada palabra en su lista en una oración oral. Di las oraciones a tu familia.

4. Resuelva este problema de suma: $72 + 39 =$ _____ (Puedes usar cualquier papel en casa para

resolver el problema.)

May 29:

1. Take a picture of the paragraph that you wrote on May 27. Also, take a picture of the math addition problems that you solved. Send the pictures to Ms. Callahan by text or email. If you are unable to send a text or email, you can call Ms. Callahan and read your paragraph to her, and tell her the answers to the math addition problems that you solved. Email: mcallahan@sd194.org; Text or Call: (708) 845-0608

2. Read any book that you have at home. It can even be a book about toys!

29 de mayo:

1. Tome una fotografia del parrafo en el que escribio el 27 de mayo. Ademàs, tome una fotografia de los problemas de suma matematica que resolvio. Envie las fotos a la Sra. Callahan por mensaje de texto o correo electronico. Si no puede enviar mensajes de texto o correos electronicos, puede llamar a la Sra. Callahan y leerle su parrafo y decirle las respuestas a los problemas de matematica que resolvio. Correo electronico: mcallahan@sd194.org; Texto o llamada: (708) 845 – 0608
2. Lea cualquier libro que tenga en casa. Incluso puede ser un libro sobre tareas domesticas!

May 20 (20 de mayo) – Write your paragraph about the chore that you did./ Escribe tu parrafo sobre la tarea que hiciste:

May 27 (27 de mayo) – Write a paragraph about the toy or toys that you played with./Escribe un parrafo sobre el juguete o los juguetes con los que jugaste:

Steger Intermediate Center
Remote Learning Activity - Specials Classes and Special Education
Services

Directions: Please choose at least one activity to complete each day.

UPDATED 5/18 - 5/29

<p style="text-align: center;">Computers:</p> <p>I can use Technology to do research.</p> <p style="text-align: center;">Standard 2</p> <p style="text-align: center;">3rd/4th Grade</p> <p>Identify what type of website provides you with relevant, accurate information.</p> <p>Should Wikipedia be used as a source of information? Why or Why not?</p> <p>Pick a topic that interests you and write it at the top of a page. If possible, find three websites that give you good, accurate information about your topic.</p> <p>If finding websites is not possible, write down three things about your topic that you would like to research over the summer.</p> <p style="text-align: center;">2nd Grade</p> <p>What is your definition of the word "research"?</p> <p>What is your favorite game to play in the summertime? Write down three things that you could learn about the game by doing research on the computer.</p> <p>Draw a picture of yourself playing the game you chose.</p>	<p style="text-align: center;">♪ Music ♪:</p> <p>Email Ms. Cate a picture or video of you singing or working on music or just a note saying "Hi." I miss you! acate@sd194.org</p> <p style="text-align: center;"><i>I can demonstrate knowledge of music concepts.</i></p> <p style="text-align: center;"><i>I can explain how personal interests and experiences influence my musical preferences.</i></p> <p style="text-align: center;">Anchor Standard 7: Perceive and analyze artistic work.</p> <p>Complete the attached worksheet, "The Soundtrack to My Life."</p> <p>What song describes how you've been feeling while staying at home during this pandemic? Why?</p> <p>Now, choose one or more of the songs you included on your soundtrack to your life to analyze. Listen to the song and answer these questions...</p> <ol style="list-style-type: none"> 1. What is the style? (Classical, Rap, etc.) 2. What instruments do you hear? Describe them. 3. What is the tempo (speed)? Does it change? How does it change? 4. What is the dynamic level (volume)? Does it change? How does it change? 5. What is the mood of the song? (How does it make you feel?) 6. How do the instrumentation, tempo, and dynamics affect the mood of the song? 	<p style="text-align: center;">Nurse/Health/So. Wk:</p> <p>State one emotion you feel in each zone and a time you felt it. Draw that emotion</p> <p>Keep a journal of the foods you eat, the hours of sleep you get each night, the amount of water you drink, and the amount of exercise you participate in each day. After one week, reflect on the following questions:</p> <ol style="list-style-type: none"> 1. Did I drink enough water? (Kids should drink 5-7 cups of water each day!) 2. Did I eat the recommended daily allowance of fruits and vegetables? (Kids should eat 1 ½ - 2 cups each of fruits and vegetables each day!) 3. Did I participate in enough physical activity this week?(Kids should participate in 60 minutes or more of exercise each and every day!) 4. Did I get enough sleep each night?(Kids need 9-12 hours of sleep each night!) WOW! <p>So - how did you do? Keep your journal for another week and try to improve on these healthy habits.</p>
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Gym/PT:

Running: Begin by walking around the block one time as a warm-up. Begin jogging to continue the warm-up. Jog around your block with a family member or pet. Begin running when you feel ready. Continue running, jogging or walking as needed. See if you can increase how many times you can run around the block in 25 minutes.

I can increase the distance that I run. State Goal 20

Bounce & Catch

Using a tennis ball or other smaller ball, bounce the ball and try to catch it in an empty can.

I can improve hand-eye coordination by practicing bouncing and catching a ball. State Goal 19

Freeze Dance

Play your favorite music. Have a family member press play and pause during the song. When the music stops, freeze in your pose and hold it until the music begins again. Do this for 5 songs. Notice how quickly or slowly your heart beats when you dance and when you pause.

I can tell when my heart beats faster. State Goal 20

Wall Ball

Find a wall that you are allowed to throw a ball against. This can be inside, outside, at the park or against the porch stoop. Bounce the ball against the wall and catch it. Do this for 25 minutes.

I can improve hand-eye coordination by practicing bouncing and catching a ball. State Goal 19

Fun Fitness Time: Choose a sports or fitness activity that you enjoy. Send Mr. Moses an email, picture or video telling him what you did or showing him what you did. bmoses@sd194.org

I can choose participation in a healthy activity. State Goal 24

Speech & OT

Speech:

*Attributes: Describe the following items with at least 3 attributes (example: banana - you eat it, it's yellow, it's a fruit, it grows on a tree):
1. Tree 2. Sock 3. Sheep 4. Guitar 5. Pencil

*Ask an adult to tell you about a vacation when he/she was younger. Then, ask the adult 3 on topic questions about the adult's vacation.

*Name the category:

1. Flower, bush, grass...these are all _____.
2. Hammer, saw, wrench...these are all _____.
3. Pencil, ruler, eraser...these are all _____.
4. Spring, summer, fall...these are all _____.
5. Steak, hamburger, bacon...these are all _____.

*Tell an adult about 5 fun or exciting things that happened at school this year. Be sure to use the correct past tense verbs in your sentences.

(use good speech sounds and grammar when doing the above activities:)

(use easy, steady speech when doing the above activities -no "speedy" speech!)

5/18-5/29

OT:

*make all the letters of your name out of playdoh

*go for a scavenger hunt outside and find everything you can that starts with a specific letter of the alphabet. An example would be everything that starts with the letter T.

If you have any questions or need anything from OT please feel free to email me at bbender@sd194.org

Library:

"Check out" Ms. Star on Youtube!

<https://www.youtube.com/channel/UCN6HKB8Zxt3TWHuAPNGqn8g>

New stories have been added and will be added so keep checking back.

What's YOUR story?
Write a short story about yourself.
(Biography)

Ms. Star wants to know what you are reading!

Send a video or picture of you reading to:
skaminski@sd194.org

Remember.. Reading isn't always a "book" it could be a newspaper, magazine or an article online.

READ! READ! READ!

<p>RtI and Title Reading:</p> <p>**If possible, take pictures and videos of any activities that you're doing and send to Mrs. Blievernicht, Mrs. Peick and/or Ms. St. Pierre**</p> <p>tblievernicht@sd194.org apeick@sd194.org tonistpierre@sd194.org</p> <p>Phonics Get out your sidewalk chalk! (or crayons, or markers if you don't have any) Write your first and last name at the top, big and bold. Now see how many smaller words you can form from letters in your name. Write in all kinds of colors!</p> <p>Vocabulary Write a synonym and antonym for each word:</p> <ul style="list-style-type: none"> • quiet • beautiful • dangerous • clever • repair <p>Comprehension Think about a story you read from class this week. Answer the following questions:</p> <ol style="list-style-type: none"> 1. What would you change in the story and why? 2. What does this story remind you of? 3. What was the author's purpose with this story? <p>Writing Use as many of the synonym and antonym words from the Vocabulary activity above in a short story, a poem, or a journal entry about your day.</p> <p>Fluency Have fun with your fluency--part 2!! Fluency practice incorporates accuracy, expression, and phrasing (reading more than one word at a time). Use any kind of</p>	<p>Art</p> <p>Send me pics of your chosen projects weekly mlorenzatti@sd194.org Whenever you have one completed.</p> <p>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p>4th grade, check out how to make items go into the background by drawing a sideways V on your paper. I just posted mine on the district art website along with a how-to. Check it out! www.stegerart.wordpress.com</p> <p>"I can make art or design with various materials and tools to explore personal interests, questions, and curiosity"</p> <p>2nd graders, here is a lesson about the artist Jeff Koons who makes large sculptures, some of which look like balloon animals.</p> <p>https://www.deepspacesparkle.com/jeff-koons-inspired-paper-balloon-dog/</p> <p>3rd grade try this lesson inspired by the artist Keith Haring. You can use this method to draw people as well, by adding features and clothing. https://www.deepspacesparkle.com/keith-haring-action-figure-s/</p> <p>Remember how to draw a tree? Start with a letter Y and keep adding branches, which are Ys as well. The trunk should be thinner than you think (take a look outside, or</p>	<p>RTI Math</p> <p>"I can write numbers three ways."</p> <p>Take three dice and roll 3 numbers. Write the numbers in order and read it outloud, for instance, 236. Then write it with letters, two hundred thirty six Finally, write it in expanded form, $200 + 30 + 6 = 236$. Roll the dice four more times and write those numbers in three ways also.</p> <p>"I can subtract two-digit numbers and rename if necessary to find the remainder. I can add two-digit numbers. I can decide when to add or subtract to correctly answer a problem."</p> <p>Take your age and subtract it from your parent's age. (Use an older relative if you prefer.)How old was your parent when you were born? How old will you be in 5 years? How many years until you go to Columbia Central? How many years until you can get a driver's license? Is there another special time you are looking forward to? How many years until that occurs?</p> <p>"I can draw an array to show how many. I can use repeated addition to demonstrate multiplication."</p> <p>Draw your favorite fruit. Now draw an array to show how many fruit you would eat altogether, if you had it for breakfast, lunch, and dinner for the next four days. Write two addition number sentences to show the answer. Write two multiplication number sentences, if you know multiplication. Now draw an array for a family's favorite fruit if they ate it for each meal for two days. Write number sentences for this array, too. Color your fruit and chart in bright colors.</p> <p>"I can skip count by 2s, 5s, and 10s."</p> <p>On a nice day, take sidewalk chalk and write the numbers 1 - 100 where an adult shows you it is safe to write on the sidewalk. (If it's rainy, you can use paper and crayons.) First write all the numbers in one color. Next trace over the even numbers in a different color. Then</p>
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<p>text--newspaper, magazine, recipe, directions, or a page from your favorite book. Read the text in these silly ways:</p> <ul style="list-style-type: none"> - In a soft whisper - Like a robot - Like an angry cat - With a spooky voice - Like a cheerleader - Like your teacher - Like a baby - With a deep voice - Like a rapper or rock star - Like you have lots of energy - Like you are exhausted <p>Record yourself and share it with us! :)</p>	<p>go out there with some paper and a pencil and draw one as you see it.) You should notice that the top of the tree is twice the size of the height of the trunk, or more.</p> <p>Mlorenzatti@sd194.org</p> <p>I MISS YOU!</p>	<p>trace all the odd numbers in a third color. Repeat tracing for multiples of 5s and 10s. What do you notice about the different colors some of the numbers are retraced into? Can you explain why some numbers change more than one time? Which numbers changed colors most frequently? Why? Write at least three sentences that explain what you observed about the numbers' colors and why some numbers changed more than once.</p> <p>Take pictures of your sidewalk chalk numbers before they are washed away by rain and email them to me:</p> <p>nshugan@sd194.org</p>
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The Soundtrack of My Life

Music is a backdrop against which we live our lives. Specific songs can bring distinct memories of people, places and events from our past and present. Think about your life up until now. What major events do you remember that have changed you, influenced you, or shaped your life? Did these events make you happy, laugh, mad or sad? They may be huge like your first day of school, a vacation or trip you took, moving houses/towns, or even the death of a loved one. OR, they might have seemed insignificant at the time, but looking back it has changed you or shaped your life in some way, like starting to play a sport, your first musical performance, a teacher you had or the first time you read a book. Now, what songs remind you of those important events in your life? Include as many songs as you would like. Share your answers with Ms. Cate at acate@sd194.org. Have fun reminiscing on your life.

Song #1:

Title & Artist: _____

Why is this song important to you? _____

Song #2:

Title & Artist: _____

Why is this song important to you? _____

Song #3:

Title & Artist: _____


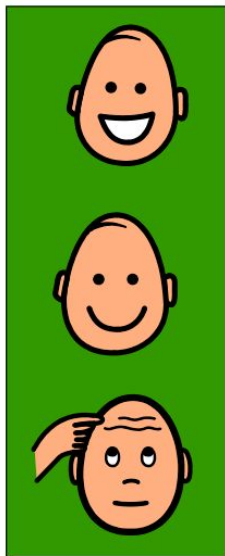
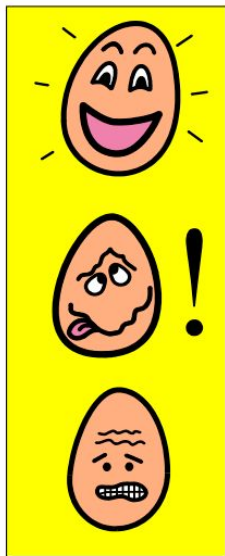
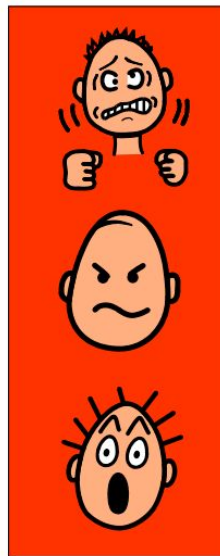
Why is this song important to you? _____

Song #4:

Title & Artist: _____

Why is this song important to you? _____

The Zones of Regulation

			
Blue Zone sad tired sick moving tired slowly	Green Zone happy calm feeling ok focused ready to learn	Yellow Zone frustrated worried silly/wiggly excited loss of some control	Red Zone mad/angry terrified yelling/hitting elated out of control