

Literacy	Activity
<p>Key Ideas and Details (R.2.1, R.2.2, R.2.3)</p>	<p>Using evidence to prove a point:</p> <ul style="list-style-type: none"> <li>When students are reading at home, ask them questions about the book they're reading. When they give you an answer, encourage them to share evidence by asking:             <ul style="list-style-type: none"> <li>How do you know?</li> <li>What's your evidence?</li> <li>What in the text makes you think that?</li> </ul> </li> </ul> <p>Understanding the plot of a fiction text:</p> <ul style="list-style-type: none"> <li>When students are reading at home, prompt them to retell a chapter or section that they just read. Listen for mentions of a problem, attempts to resolve the problem, and potentially a solution.</li> <li>Ask your student about a lesson they learned recently in a book or short story from school</li> </ul> <p>Getting to know characters in a fiction text:</p> <ul style="list-style-type: none"> <li>Ask your student to tell you about a character that they've learned about in school.</li> <li>When students are reading at home, ask them what big ideas they just learned about a character in that story.</li> <li>You can use the following questions to prompt your student to share more information about a character:             <ul style="list-style-type: none"> <li>What's the character's major problem?</li> <li>What's the character doing to try to make their problem better?</li> <li>What's the character like? Describe their personality.</li> <li>Would you want to be friends with this character? Why or why not?</li> <li>Who are the other important characters in the story? What is this character's relationship to them?</li> </ul> </li> </ul> <p>Determining the main idea of a nonfiction text:</p> <ul style="list-style-type: none"> <li>When students are reading at home, ask them questions that will allow them to demonstrate understanding of the text by asking:             <ul style="list-style-type: none"> <li>What's this text mostly about?</li> <li>What's the main idea of this text?</li> <li>What's the author's point of view on this topic?</li> </ul> </li> </ul> <p>What were the 2-3 most important things you learned in this book?</p>
<p>Craft and Structure (R.2.4, R.2.5, R.2.6)</p>	<p>Building vocabulary:</p> <ul style="list-style-type: none"> <li>When your student is stuck on a word, encourage them to use clues in the text (such as pictures or other words in the sentence) to help figure it out</li> <li>Consider keeping a running list of vocabulary words that students can add to at home as they're reading</li> </ul> <p>Text features: A text feature is component of a non-fiction text that is not the main body of text. Some examples include: table of contents, headings, photographs, captions, and maps.</p> <ul style="list-style-type: none"> <li>Ask your student to explain text features to you when they come across them.</li> <li>Ask them why they think the author included the text feature</li> </ul> <p>Ask them what in the text the text feature helps them better understand</p>

Math Standards Progress	Skills and Resources
Operations and Algebraic Thinking (2.OA)	<ul style="list-style-type: none"> <li>• Review with your student all the ways to make 10</li> <li>• When possible, encourage your student to explain their mathematical thinking by drawing a diagram or picture that links to their addition and subtraction problems</li> <li>• Practice "10 plus" problems, such as <math>10 + 9</math>, <math>20 + 8</math>, <math>40 + 6</math>, <math>70 + 7</math>, and so on, so that your student becomes very adept at doing them mentally and quickly</li> <li>• Resources and videos can be found here: <a href="https://goo.gl/UFC68K">https://goo.gl/UFC68K</a> and <a href="https://goo.gl/RseZly">https://goo.gl/RseZly</a></li> </ul>
Number and Operations in Base Ten (2.NBT)	<ul style="list-style-type: none"> <li>• Ask how many ones, tens, and hundreds are in numbers that you and your student come across</li> <li>• Help your student begin to compare numbers by asking questions about "more than", "less than", and "equal"</li> <li>• Help your student practice counting both backward and forward by 10s and 100s</li> <li>• Given any two- or three-digit number, help your student practice finding 10 more or 10 less, and/or 100 more or 100 less than the number.</li> <li>• Resources and videos can be found here: <a href="https://goo.gl/twFNhV">https://goo.gl/twFNhV</a></li> </ul>
Measurement and Data (2.MD)	<ul style="list-style-type: none"> <li>• Measure the lengths of objects to the nearest centimeter or inch</li> <li>• Practice measuring lengths longer than a ruler by marking and measuring from a mark</li> <li>• Ask questions that encourage your student to estimate lengths of household items</li> <li>• Ask your student to count the coins received in change when shopping or to count a handful of coins at home.</li> <li>• Using an analog clock, help your student practice telling time to the nearest 5 minutes.</li> <li>• Resources and videos can be found here: <a href="https://goo.gl/7TLF12">https://goo.gl/7TLF12</a></li> </ul>
Geometry (2.G)	<ul style="list-style-type: none"> <li>• Using any number of small objects, challenge your student to sort them into equal groups.</li> <li>• Ask your student about the attributes of basic shapes that you encounter (how many sides, are the angles equal, are the sides the same length, are they parallel, etc.)</li> <li>• Resources and videos can be found here: <a href="https://goo.gl/0KaWQ4">https://goo.gl/0KaWQ4</a></li> </ul>

Science Standards Progress	Skills and Resources
Earth Science (2-ESS-1, 2-ESS2-1, 2-ESS2-2, 2ESS2-3)	<p><i>Earth's Place in the Universe</i></p> <ul style="list-style-type: none"> <li>• Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</li> <li>• Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.</li> <li>• Develop a model to represent the shapes and kinds of land and bodies of water in an area</li> <li>• Obtain information to identify where water is found on Earth and that it can be solid or liquid.</li> </ul>
Physical Science (2-PS1-1, 2-PS1-2, 2-PS1-3, 2-PS1-4)	<p><i>Matter and Its Interactions</i></p> <ul style="list-style-type: none"> <li>• Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.</li> <li>• Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose. Examples of properties could include, strength, flexibility, hardness, texture, and absorbency</li> <li>• Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. Examples of pieces could include blocks, building bricks, or other assorted small objects</li> <li>• Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. (Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper)</li> </ul>
Life Science (2-LS2-1, 2-LS2-2, 2-LS4-1)	<p><i>Ecosystems: Interactions, Energy, and Dynamics</i></p> <ul style="list-style-type: none"> <li>• Plan and conduct an investigation to determine if plants need sunlight and water to grow.</li> <li>• Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</li> <li>• Make observations of plants and animals to compare the diversity of life in different habitats. ("There are so many different kinds of plants and animals that live in our environment.")</li> </ul>
Science and Engineering Practices (K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3)	<ul style="list-style-type: none"> <li>• Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</li> <li>• Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</li> <li>• Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.</li> <li>• Consider purchasing or borrowing the following books from your local library: <ul style="list-style-type: none"> <li>o <i>A Career Day with an Engineer</i> by Penelope Santos</li> <li>o <i>Engineers Solve Problems</i> by Reagan Miller</li> </ul> </li> </ul>