



✓ Activity Checklist

Complete Getting Started Activities

✓ Cycle 1

Watch math video: *Numbers One to Fifty*

Complete math activity on page 2 of the Activities Book

Complete spelling activity in the Guide Book

✓ Cycle 2

Watch reading video: *Writing Sentences*


Complete 1st reading activity on page 3 of the Activities Book

Complete One Minute Math Challenge on page 4 of the Activities Book

Complete sight word activity in the Guide Book

✓ Cycle 3

Watch writing video: *The Writing Process*

 Complete writing activity on page 6 of the Activities Book

Complete 2nd reading activity on page 5 of the Activities Book

✓ Cycle 4

Watch social studies video: *All About Me*

Complete social studies activity on page 7 of the Activities Book

Complete science activity on pages 8 and 9 of the Activities Book



Books

Week 1 Activities Book

Any second grade level book

I Wish I had a Talent, Sight Word Book, Beginning or On-level



Materials

Pencil

Writing paper

Dictionary

Paper

Picture of a baseball

Picture of a baseball player

One piece of any color construction paper

Old magazines/newspapers, clip art, or photos that can be cut up

Crayons/markers

Scissors

Glue stick, glue, or tape

Dry erase board/marker

Computer and printer

Scissors

Number line

Counters

Hundreds chart, if needed



Videos

Math: *Numbers One to Fifty*

Reading: *Writing Sentences*

Writing: *The Writing Process*

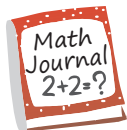
Social Studies: *All About Me*

Getting Started Activities



Calendar

Have your student fill in the calendar information for today. Ask your student to identify the month and day, and the date in terms of month, day, and year.



Math Journal

For the “Question of the Day,” have your student draw twelve balls in his composition book. Ask your student to color the ball that is in third place red, the ball that is in seventh place green, and the ball that is in eleventh place yellow.

For today’s money problem, you will need five pennies and five nickels. First, review each of the two types of coins. Have your student recognize the two coins and tell you the value of each coin. Remind your student to count by ones when counting pennies and to count by fives when counting nickels. Next, have your student count out five pennies and tell you the value of the five coins using the word *cents*. Then have him count the five nickels, giving you their value using the word *cents*. Finally, have him tell you the value of both groups of coins.



Writing Journal

Your student is continuing his writing journal in second grade. He should be encouraged to write in his journal every day. His journal entries will begin to be longer in length and more detailed as his strength grows as a writer. He can still use phonetic spelling to spell unknown words, but will focus on having sight words spelled correctly. Your student should use correct capitalization and punctuation when writing.

Daily Writing Prompt: Write in your journal about a time when you were responsible. Tell how you were responsible.

Daily Grammar Activity: Ask your student what he would say if he could write a letter to the President of the United States. Tell your student to write a letter to the President. Have him write the letter in his journal. Have him include at least five sentences in his letter. Remind him that each sentence in the letter must express a complete thought, begin with a capital letter, and end with the appropriate punctuation mark.



Weather Report

Complete the line graph with information about today's precipitation. Your student will mark how many inches of rain or snow have fallen each day. (You may have to refer to the previous day's news to get this number.) Have your student write the date in the space provided at the bottom of the graph. Instruct him to follow that line up the graph and place a dot to mark the inches of precipitation for that date. A blue dot will represent rain and a grey dot will represent snow.

At the end of each week, have your student connect the blue dots with a blue crayon and the grey dots with a grey crayon. Take time for your student to add up the total inches of precipitation at the end of each week and month. Please have your student keep each monthly precipitation graph so that he can add up the total inches of precipitation for the entire school year.

Discuss the day's weather with your student, including what one should wear when going outside. Have him predict tomorrow's weather. You could also ask him to predict whether the next week or month will have more or less precipitation.



Word Wall

Add the following ten words to the Word Wall this week: *animal, plant, ability, talent, goal, fantasy, wish, can't, river, cracker*. Write each word on an index card, one word per card. Place the cards in front of your student. Introduce each word to your student. Say each word aloud and discuss with him the meaning of each word. Once you have read each word and discussed the meaning of each of the ten words, have your student read each of the words to you. Have him drag his finger under each separately spoken phoneme to read the word. He will then tell you what he remembers about the meaning of the word. Have your student place each word on the Word Wall.

Cycle 1



Math

Objectives:

- Your student will read and write numbers through 50.
- Your student will order numbers through 50.
- Your student will compare numbers through 50.
- Your student will estimate amounts through 50.

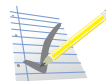
Explanation:

To begin the year, your student will review how to read and write numbers 1 to 50. Knowing how to read and write numbers is the foundation of mathematical study. He will use numbers in many ways, such as through ordering, comparing, and estimating. He will put numbers in order from greatest to least and least to greatest. (*Example: greatest to least = 10, 9, 8, 7 / least to greatest = 23, 24, 25, 26*) He will also compare numbers through sets and use terminology such as *greater than* and *less than*. (*Example: $45 < 50$ or $32 > 12$*) He will also estimate numbers. (*Example: 28 is closest to 30*)



Numbers One to Fifty

Mrs. Triggles introduces the number characters as she explains that they can work together to form the numbers 1 through 50.



Assignment:

Numbers One to Fifty

Supplies: Page 2 of the Week 1 Activities Book
 Number line
 Counters
 Hundreds chart, if needed

Activity Directions:

Part 1: Your student has been given three number lines with missing numbers. Have him fill in the missing numbers. If he gets stuck on a particular number line, have him count up starting at the beginning of the number line.

Part 2: Your student will estimate to the closest *ten*. There are two numbers on the number line. Your student will have to decide to which *ten* the given number is closest, then fill in the blank.

Example:

Estimate 22 to the nearest ten _____
22 is closest to 20



Extend your thinking!

Have your student find the sums of the five addition problems. If needed, he can use a number line, counters, or a hundreds chart to help solve.

Answers:

1. 13
2. 4
3. 13
4. 12
5. 8



Reteaching:
Numbers 1-50

Supplies: Page 58 of the Week 1 Activities Book
Scissors

Activity Directions:

1. Tell your student that he is being asked to count and arrange numbers up to fifty.
2. Cut out all fifty number cards and mix up the numbers.
3. Ask your student to find the number 1 and begin placing the number squares in order.
4. Have your student arrange the numbers all the way up to fifty.
5. Now choose two numbers and ask your student to compare the two numbers. Have him describe the numbers using words such as *greater than* and *less than*. Do this for several other sets of numbers.
6. Ask your student two questions whose answers are *greater than* and two questions whose answers are *less than*.

Examples:

Twelve is less than thirty.
Fifty is greater than one.



Spelling

Objectives:

- This week's spelling words are those with the short *-a* and short *-i* sounds.

Explanation:

This week, your student will master spelling words that have the short *-a* and short *-i* sounds. Your student will take a pretest on the given words to show prior knowledge. Following the pretest, your student will participate in a weekly spelling activity. Through this activity, your student will become familiar with basic typing and word processing skills as he becomes acquainted with his spelling list for the week.



Assignment:

Pretest and Activity for Week 1 Spelling Words

Supplies: Pencil
Writing paper
Computer and printer

Spelling Words: *fast, pack, clam, flat, plan, this, list, flip, fish, wind*
Optional Challenge Words: *cracker, river, living*