

2019-2020 Anoka-Hennepin 2nd Grade Learning Activities for ELA

- Place a check on the activities completed and have the caregiver/parent sign the bottom of the form.
- Access additional games, activities, and books on your Wonders student platform [Directions to Access Wonders at Home](#)
- Self-select a book and read 30 minutes per day
- Students please return this sheet to your teacher **within 3 days** upon your return to school.
- Schedule a call through the Google Meet calendar to read to your teacher and ask any questions that you may have.

Week Instruction Resources	Vocabulary Practice	Fluency & Comprehension Practice	Genre/Text Features Practice	Grammar/Word Work Practice	Writing Practice
<p>U4W3 will be skipped due to the shared district calendar. This week is the teachers' planning week for distance learning.</p> <p>March 23-March 30 G2-U4-W3 Newsletter</p> <p>Shared Read "Happy New Year!" READING/WRITING WORKSHOP pp 290-293</p> <p>Close Reading "Dear Primo A Letter to My Cousin" LITERATURE ANTHOLOGY pp 336-365</p> <p>Paired Read "Games Around the World" LITERATURE ANTHOLOGY pp 366-369</p> <p>Close Reading Companion pp. 114-120</p> <p>Access additional games, activities, and books on your Wonders' student platform Directions to Access Wonders at Home</p>	<p>Vocabulary Practice—pg. 474 common costume customs favorite parades surrounded travels wonder</p> <p>Vocabulary strategy— similes. A simile compares two things. It uses the word <i>like</i> or <i>as</i> to make the comparison. On pg. 177 there are practice sentences with similes. G2-U4-W3 Resources</p>	<p>Read <i>Giving Thanks Two Times</i> pg. 173-174</p> <p>Compare and contrast Thanksgiving and Labor Day Thanksgiving using the graphic organizer. pg. 176</p> <p>Complete comprehension questions on pg. 175 G2-U4-W3 Resources</p> <p>G2-U4-W3 Comprehension Check</p>	<p>Read the passage, <i>Going to School</i> to answer the questions on pg. 177 G2-U4-W3 Resources</p>	<p>Complete the activity practicing r-Controlled Vowels <i>or, ore, oar</i> and <i>ar</i>/Irregular Plurals on pg. 178 G2-U4-W3 Resources</p> <p>G2-U4-W3 Word Workout</p> <p>Decodable Reader—Just for Fun</p> <p>Decodable Reader—More Fun Than a Hat</p>	<p>Writing trait: Voice Use the questions on pg. 179 to rewrite the draft model to add words, descriptions, and punctuation to show how the writer feels about Cinco de Mayo.</p> <p>Write to Sources; Read the student model and follow the directions on Pg. 180. G2-U4-W3 Resources</p>
<p>March 30-April 7 G2-U4-W4 Newsletter</p>	<p>Vocabulary Practice - pg. 181 ashamed boast</p>	<p>Read <i>Coyote Brings Fire</i> pg. 183-184</p>	<p>Read the passage, <i>Bear's Stumpy Tail</i> to answer the questions on pg. 187 G2-U4-W4 Resources</p>	<p>Complete the activity practicing abbreviations/r-Controlled Vowels <i>eer, ere, ear</i></p>	<p>Writing trait: Ideas Use the questions on pg. 189 to rewrite the draft model to help you think</p>

<p>Shared Read “Why the Sun and Moon Live in the Sky” READING/WRITING WORKSHOP pp 304-307</p> <p>Close Reading "How the Beetle Got Her Colors" LITERATURE ANTHOLOGY pp 370-379</p> <p>Paired Read How the Finch Got Its Colors LITERATURE ANTHOLOGY pp 338-339</p> <p>Close Reading Companion pp. 121-127</p> <p>Access additional games, activities, and books on your Wonders’ student platform Directions to Access Wonders at Home</p>	<p>dash holler plenty similarities victory wisdom</p> <p>Vocabulary strategy - Root Words Circle the root word in the word in bold print on pg 188. Write the meaning of the word in bold print. G2 U4 W4 Resources</p>	<p>Complete the theme graphic organizer on pg. 186</p> <p>Complete comprehension questions on pg. 185 G2 U4 W4 Resources</p> <p>G2 U4 W4 Comprehension Check</p>		<p>on pg. 182 G2 U4 W4 Resources</p> <p>G2 U4 W4 Word Workout</p> <p>Decodable Reader - Cheer Up Dot</p> <p>Decodable Reader - Deer, Steers, and IbeX</p> <p>Decodable Reader - Watching and Hearing Animals</p> <p>Decodable Reader - From the Rear of the Shed</p>	<p>about how you can add details to tell about what Sun and Moon are like..</p> <p>Write to Sources; Read the student model and follow the directions on Pg. 190 G2 U4 W4 Resources</p>
<p>April 8-April 15 G2 U4 W5 Newsletter</p> <p>Shared Read “Snow Shape” READING/WRITING WORKSHOP pp 318-320</p> <p>Close Reading “April Rain Song,” “Rain Poem” LITERATURE ANTHOLOGY pp 380-385</p> <p>Paired Read "Helicopters" and "Windy Tree" LITERATURE ANTHOLOGY pp 386-387</p> <p>Close Reading Companion pp. 128-132</p>	<p>Vocabulary Practice - pg. 191 drops excite outdoors pale</p> <p>Vocabulary strategy - Similes Read the lines from the poem on pg 198, and answer the questions. Then explain what each simile means. G2 U4 W5 Resources</p>	<p>Read <i>The First Skate</i> pg. 193-194</p> <p>Complete the theme graphic organizer on pg. 196.</p> <p>Complete comprehension questions on pg. 195. G2 U4 W5 Resources</p> <p>G2 U4 W5 Comprehension Check</p>	<p>Read the poem, <i>A Rainy Day</i> to answer the questions on pg. 197 G2 U4 W5 Resources</p>	<p>Complete the activity practicing r-Controlled Vowels <i>are, air, ear, ere</i> and r-Controlled Vowel Syllables on page 192 G2 U4 W5 Resources</p> <p>G2 U4 W5 Word Workout</p> <p>Decodable Reader - The Caring Kong's Fair Wish</p> <p>Decodable Reader - A Bear in the Forest</p>	<p>Writing trait: Word Choice Use the questions on pg. 199 to rewrite the draft model to help you think about what sensory words you can add.</p> <p>Write to Sources; Read the student model and follow the directions on Pg. 200 G2 U4 W5 Resources</p>

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<p>April 16-April 22 G2 U4 W6 Genre Writing G2 Fictional Narrative Resources</p>	<p>Read the Expert Model - Fictional Narrative - 61. Identify the Feature of a fictional narrative listed - 62 in the student model.</p>	<p>Compare the Model Graphic Organizer - 63 to the expert student model. Plan Brainstorm ideas using the blank graphic organizer. - 64</p>	<p>On a separate sheet of paper, use your graphic organizer to write a fictional narrative draft. Use the student model draft - 66/67 - to help you to revise your draft.</p>	<p>Use the revision and edit checklist with your paper. Use the Writing Rubric - 69 to further revise and edit your paper.</p>	<p>Write a final copy to turn into your teacher upon returning to school.</p>

Student Name _____

Parent/Caregiver Signature _____

Date _____