



E-Learning Lesson Plans for 2nd Grade (with Mrs. Pino) Week of April 13, 2020

This is a general layout of the E-learning plan. Students need to complete the “Must Do Lessons/activities.” I have assigned the required Razkids lessons, and IReady. I will be checking on student activity.

Subject	Materials (for the Activity/lesson)	How much time to spend on a lesson or activity... Each day of the week (Monday, Tuesday, Wed, Thurs, Friday)	Teacher/Student/parent interaction	Teacher contact 8:00-11:00 12:00-2:00
Reading:	<p><u>Must do lessons/activities:</u></p> <p style="text-align: center;">↓</p> <p>Monday -April 13th →</p> <p>Reading and writing (Reading strategy: Cause and Effect)</p> <p>1-Study the 2 visual sheets on Cause and Effect (look through it very carefully. The sheets have these pictures:</p> <div style="display: flex; justify-content: space-around;">   </div> <p>2-Go to Razkids.com. Log on and find the book <u>Cause and Effect</u> in your assignments. Read the book, or listen to the reader (read the book). You can go back to “reread” a page, or the whole book.</p>	<p>30 minutes <u>minimum</u> for reading.</p> <p>Keep in mind that reading can continue during later times in the day (before bedtime), or even for pleasure. Students can also continue reading to practice sight word fluency.</p> <p>5 to 10 minutes reading the Razkids book. Cause and Effect</p> <p>5 to 10 minutes completing the cause and effect sheet.</p> <p>Iready reading: 15 minutes (minimum) 30 minutes (maximum).</p>	<p>On Tuesdays, Thursdays, and Fridays, the teacher will check in with families and individual students via phone call (with option of facetime)—until other (possible communication) arrangements are finalized.</p> <p>Teacher will explain/clarify reading, math, and other assignments</p>	<p>These are the time blocks for... “teacher/student/parent communication/interaction</p>

3-Complete the activity on Cause and Effect.



4-Complete an Iready reading lesson

Tuesday -April 14th



1-Study the chart on Cause and Effect very carefully.

2-Go to Razkids.com. Log on and find the book **Tornadoes** This book is assigned.

You can go back to "reread a page or the whole book.

3-Complete the Cause and Effect sheet on Tornadoes.



4-Complete an Iready reading lesson.

30 minutes **minimum** for reading.

Keep in mind that reading can continue during later times in the day (before bedtime), or even for pleasure. Students can also continue reading to practice sight word fluency.

5 to 10 minutes reading the Razkids book.

Cause and Effect

5 to 10 minutes completing the cause and effect sheet.

Iready reading: 15 minutes (minimum)
30 minutes (maximum).

Wednesday -April 15th



-Study the chart on Cause and Effect very carefully.

2-Go to Razkids.com. Log on and find the book **Why do Leaves Change Color?** This book is assigned.

You can go back to "reread a page or the whole book.



3-Complete the Cause and Effect sheet on ***Why do Leaves Change Color?***

4-Complete an Iready reading lesson.

Must do Activities:

Thursday/Friday



1-Iready reading lessons (30 minutes Thursday and 30 minutes Friday)

2- Log on to Razkids and read the ***Homophones*** book. This is a good book to build your word knowledge (or vocabulary).

1-**Sing, Spell, Read and Write** (pink book)

30 minutes **minimum** for reading.

Keep in mind that reading can continue during later times in the day (before bedtime), or even for pleasure. Students can also continue reading to practice sight word fluency.

5 to 10 minutes reading the Razkids book.

Cause and Effect

5 to 10 minutes completing the cause and effect sheet.

Iready reading: 15 minutes (minimum)
30 minutes (maximum).

Iready lessons on Thursday and Friday (30 minutes each day -minimum.

Sing, Spell, Read and Write (pink book)
15 minutes, minimum

	<p>This book provides good reading practice (to prepare for third grade). 15 minutes minimum.</p> <p>1-The sight words---flash cards are highly recommended for students who need practice spelling, reading, and writing sight words. (This will also help prepare you for third grade reading and writing). 15 minutes minimum</p>	<p>Sight words—flash cards, 15 minimum</p>		
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Subject	Materials (for the Activity/lesson)	How much time to spend on lesson or activity...	Teacher/Student/parent interaction	Teacher contact 8:00-11:00 12:00-2:00
<p>Math:</p>	<p>Mon, April 13th</p> <p><u>Must do Activities</u></p> <p>1-Subtraction card game</p> <p>2-Complete 1 or 2 subtraction worksheets Some worksheets are easy, but remember, this is to build speed.</p> <p>3-Iready-- math assigned lesson</p> <p><u>Optional math activities:</u> (you don't have to do these, but they are recommended—to be ready for third grade) Play these card games</p> <ul style="list-style-type: none"> • Money • Telling time • Fractions 	<p>10 to 15 minutes playing subtractions card game To build subtraction fluency (or speed)</p> <p>Iready time (30 minutes of math lessons)</p>	<p>On Tuesdays, Thursdays, and Fridays, the teacher will check in with families and individual students via phone call (with option of facetime)—until other (possible communication) arrangements are finalized.</p> <p>Teacher will explain/clarify reading, math, and other assignments</p>	<p>These are the time blocks for... "teacher/student/parent communication/interaction</p>

Tues, April 14th

Must do Activities 

1-Subtraction card game

2-Complete 1 or 2 subtraction worksheets

Some worksheets are easy, but remember, this is to build speed.

3-Iready-- math assigned lesson

Optional math activities: (you don't have to do these, but they are recommended—to be ready for third grade)

Play these card games

- Money
- Telling time
- Fractions

Wednesday, April 15th

Must do Activities 

1-Subtraction card game

2-Complete 1 or 2 subtraction worksheets

Some worksheets are easy, but remember, this is to build speed.

10 to 15 minutes playing subtractions card game
To build subtraction fluency (or speed)

Iready time (30 minutes of math lessons)

10 to 15 minutes playing subtractions card game

3-Iready-- math assigned lesson

Optional math activities: (you don't have to do these, but they are recommended—to be ready for third grade)

Play these card games

- Money
- Telling time
- Fractions

Thursday and Friday
April 17, and April 18th

Must do Activities

Iready math lessons:



Optional math activities

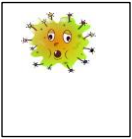
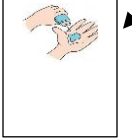
On Thursday and Friday you have a choice of working on any other math activities I have sent (or emailed)

I strongly recommend any of the card games.


To build subtraction fluency (or speed)

Iready time (30 minutes of math lessons)

Iready time (30 minutes of math lessons)

Subject	Materials (for the Activity/lesson)	How much time to spend on lesson or activity...	Teacher/Student/parent interaction	Teacher contact 8:00-11:00 12:00-2:00
Science	<p>April 17, and April 18 Thursday and Friday</p> <p><u>Must do Activities</u></p> <p>Log on to www.Mysteryscience.com Click on the link: School Closure Then click on <u>Second Grade</u> <u>On Thursday:</u> click on the lesson: How do Germs get inside your Body? <u>On Friday:</u> Click on the lesson: How does hand sanitizer kill germs?</p> <p>Thursday worksheet  Friday worksheet </p>	<p>5 or 10 minutes for Thursday</p> <p>5 or 10 minutes for Friday</p>	<p>On Tuesdays, Thursdays, and Fridays, the teacher will check in with families and individual students via phone call (with option of facetimeing)—until other (possible communication) arrangements are finalized.</p> <p>Teacher will explain/clarify reading, math, and other assignments</p>	<p>These are the time blocks for...</p> <p>"teacher/student/parent communication/interaction"</p>

Subject	Materials (for the Activity/lesson)	How much time to spend on lesson or activity...	Teacher/Student/parent interaction	
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<p>Social studies</p>	<p><u>Must do lessons/activities:</u></p> <p style="text-align: center;"></p> <p>Monday -April 13th</p> <p>1-Take a look at the Vocabulary sheet with the title <u>Community Government</u>. Look at the pictures (and read the words). Then...</p> <p>2-Go to Razkids.com read the book: <i>Community Government</i> You can read it or listen to the reader read the book. Reread the book, and pay attention to the important words. Think about what you are reading.</p> <p>3-Go back and study the Vocabulary words (or sheet) about Community Government</p>	<p>10 to 15 minutes (student time)</p> <p>15 minutes (minimum) of student time Students will work on assigned tasks related to our theme of study:</p>	<p>On Tuesdays, Thursdays, and Fridays, the teacher will check in with families and individual students via phone call (with option of facetimeing)—until other (possible communication) arrangements are finalized.</p> <p>Teacher will explain/clarify reading, math, and other assignments</p>	<p>These are the time blocks for... "teacher/student/parent communication/interaction</p>
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Must do lessons/activities:



Tuesday-April 14th

- 1-Reread the vocabulary words about *Community Government*:
- 2-Today, complete the Bubble Map about *Community Government -My Family Community*


Must do lessons/activities:



Wednesday-April 15th

- 1-Reread the vocabulary words about *Community Government*
- 2-Today take a look at the Cause and Effect sheet about the character **David**. This sheet helps explain Cause and Effect.
- 3-Complete the Cause and Effect Sheet "*Parents make Rules.*"

	<p><u>Optional activities</u> but strongly recommended for enrichment and for pleasure</p> <p>1-The Continents and Landmarks activity Students can continue reviewing the continents, cardinal directions (compass rose), and landmarks. Students can read the cards about the landmarks. This would be good reading and vocabulary practice.</p>			
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Subject	Materials (for the Activity/lesson)	How much time to spend on lesson or activity...	Teacher/Student/parent interaction	Teacher contact 8:00-11:00 12:00-2:00
Leader in Me	<p><u>Leader in Me</u> You can complete this assignment any day of the week: Look below</p> 	<p>15 minutes (minimum) of student time Students will work on assigned tasks related to our theme of study:</p>	<p>On Tuesdays, Thursdays, and Fridays, the teacher will check in with families and individual students via phone call (with option of facetime)—until other (possible communication) arrangements are finalized.</p> <p>Teacher will explain/clarify reading, math, and other assignments</p>	<p>These are the time blocks for... "teacher/student/parent communication/interaction</p>

Reread the *Community Government* book from Razkids.

Draw a picture using labels and captions that show how the mayor of a community can be proactive as a leader helping communities. Be specific.

You can draw on a white sheet of paper.

Martha Pino	April 17, 2020
Leader in Me	
A Proactive Mayor	