2nd Grade Activities for Summer with NYS 2nd Grade Standards

Reading

CCSS.ELA-LITERACY.RL.2.1
Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
CCSS.ELA-LITERACY.RL.2.2
Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
CCSS.ELA-LITERACY.RL.2.3
Describe how characters in a story respond to major events and challenges.
CCSS.ELA-LITERACY.RI.2.1
Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.
CCSS.ELA-LITERACY.RI.2.5
Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Optional Activity: Select a book on Raz-Kids on your reading level in fiction and retell the story using the following elements:

- Include a detailed retell of the story describing the main idea using text evidence that describes the characters, setting, problem/solution and lesson of the story.

Optional Activity: Select a book on Raz-Kids on your reading level in nonfiction:

- Identify the main idea of the topic and use evidence to support your answer.

CCSS.ELA-LITERACY.RL.2.9
Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
CCSS.ELA-LITERACY.RI.2.9
Compare and contrast the most important points presented by two texts on the same topic

Optional Activity: Select two books on Raz-Kids of the same genre and compare and contrast the stories. Use evidence from the story to support your answers.

Optional Activity: Select two books on Raz Kids or any platform of the same topic and compare and contrast information learned. Use evidence such as text features to support your answer.

Misc:
Optional Activity: Complete any iReady activities that focus on main idea, details, recounting the story etc.

Optional Activity: Read any Raz-Kids book on your level and take quizzes.

Look at the 3rd grade reading list for books to read over the summer*

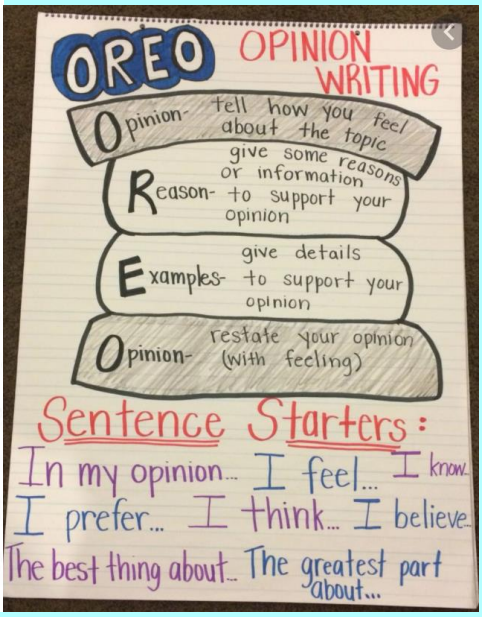
Writing

CCSS.ELA-LITERACY.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking

words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

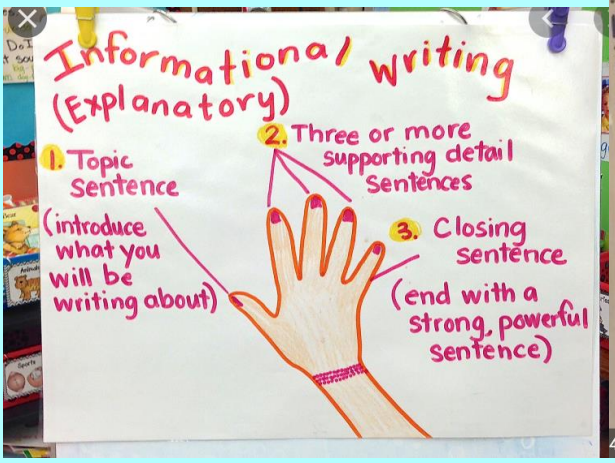
Optional Activity: Write opinion pieces about books, games, sports, people or other topics you are passionate about! Don't forget to think of OREO when planning your work!

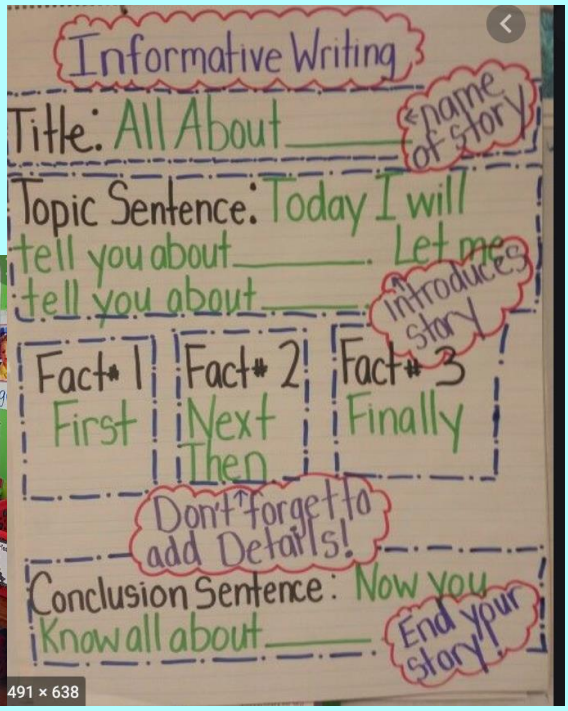


CCSS.ELA-LITERACY.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Optional Activity: Use Raz-Kids or EPIC books to help you research topics of interest in order to write informational books! Don't forget to write chapters and use text features to help bring your topic to life!

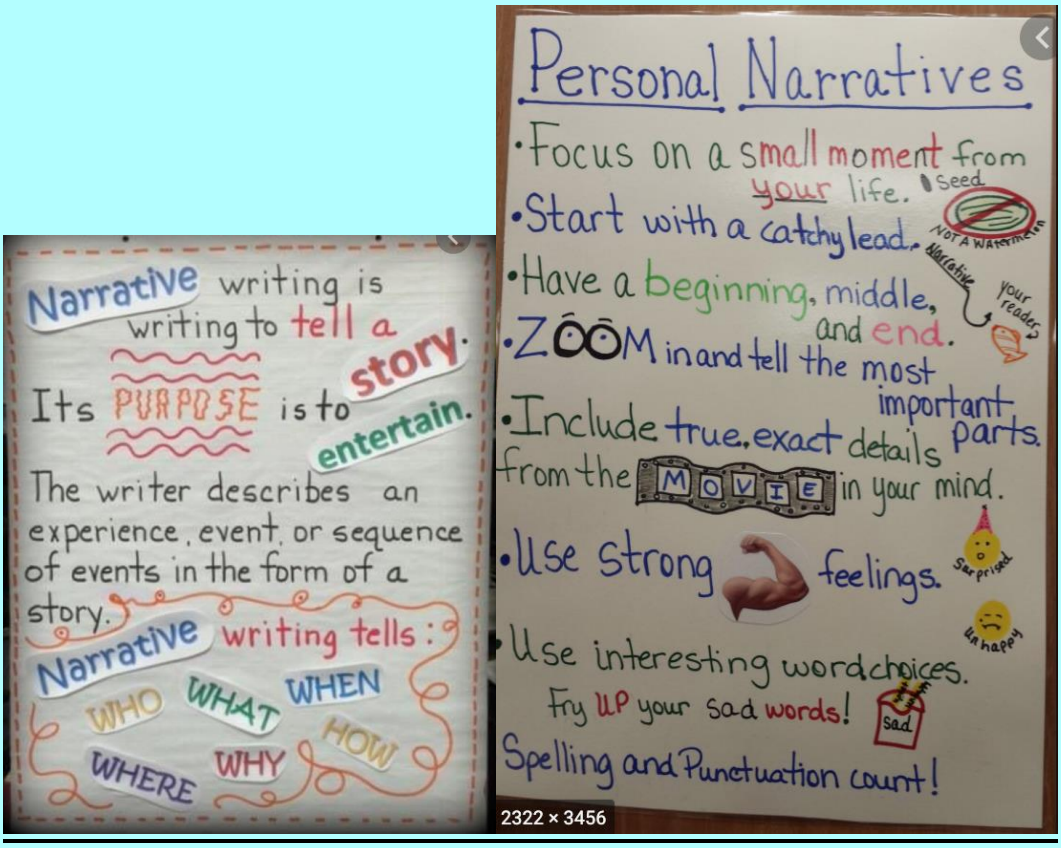




CCSS.ELA-LITERACY.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Optional Activity: This year we learned about several different kinds of narratives. A narrative is another way of saying fictional story, or a story that is made up! Fairy tales, fables and folktales are narratives where we see made up characters, settings and the problems and solutions don't always happen in real life. These stories also try to teach their reader a lesson! We wrote Realistic Fiction stories where we used small moments from our own lives to help us build story ideas about characters. Think of these examples when writing narratives on your own this summer!



Math

CCSS.MATH.CONTENT.2.OA.A.1
Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

Optional Activity- Complete assignments on iReady to review solving one and two-step word problems.

CCSS.MATH.CONTENT.2.NBT.A.1
Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
CCSS.MATH.CONTENT.2.NBT.A.1.A
100 can be thought of as a bundle of ten tens — called a "hundred."

CCSS.MATH.CONTENT.2.NBT.A.1.B

The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

Optional Activity- Complete assignments on iReady that focus on using and understanding hundreds, tens, and ones. Complete assignments on iReady and Mathletics that focus on adding 2 and 3-digit numbers.

CCSS.MATH.CONTENT.2.NBT.A.4
Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Optional Activity- Complete assignments on Mathletics that focus on which is bigger and which is smaller.

CCSS.MATH.CONTENT.2.NBT.B.7
Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

Optional Activity- In your math journal, draw models using place value blocks. Create and solve your own equations. Remember, a big square is 1 hundred, a stick is 1 ten, and a small square is 1 one.

CCSS.MATH.CONTENT.2.NBT.B.9
Explain why addition and subtraction strategies work, using place value and the properties of operations

Optional Activity- Whenever you solve an equation, explain in words why you are correct and the steps you took to solve the problem.

CCSS.MATH.CONTENT.2.MD.A.1
Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

Optional Activity- Complete assignments on iReady that focus on estimating and measuring lengths in inches and centimeters and comparing lengths. Complete assignments on Mathletics that focus on inches, feets, and yards.

CCSS.MATH.CONTENT.2.MD.C.7
Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Optional Activity- In a summer math journal, keep track of your daily routine. This will help you practice telling and writing time. In your journal, show the use of digital and analog clocks. Be sure your long and short hands are easy to read.

CCSS.MATH.CONTENT.2.MD.C.8
Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Optional Activity- Whether you receive allowance, a gift, or money from the tooth fairy, write down how much money you have. Represent the amount using dollar bills and cents. Keep a record of your "piggy bank" in your math journal. Complete assignments on Mathletics that focus on how much money.

CCSS.MATH.CONTENT.2.G.A.1
Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Optional Activity- Complete iReady assignments that focus on practicing to recognize and draw shapes. Also, when you are in your home or outside in your community, pay attention to the various shapes of signs that you see. Record them in your math journal and identify the polygon based on the angles, sides, and vertices.

Social Studies

2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.

Optional Activity: Create a map of a place in your community. Make sure to include directions, compass rose and a map key.

Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

2.6 Identifying continuities and changes over time can help understand historical developments.

Optional Activity: Walk around our school community, in and around the streets, maybe even prospect park. Describe the changes you see.

What do the houses look like? How have they changed? Why have they changed? What evidence supports your findings?

2.2 People share similarities and differences with others in their community and with other communities.

Optional Activity: Identify what kind of community (rural, urban, suburban) you are in and think about what makes it that type of community and activities you can do in your community.

Key idea 5.3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.

Optional Activity: Identify a problem in your community and develop a solution to be an active citizen.

Science

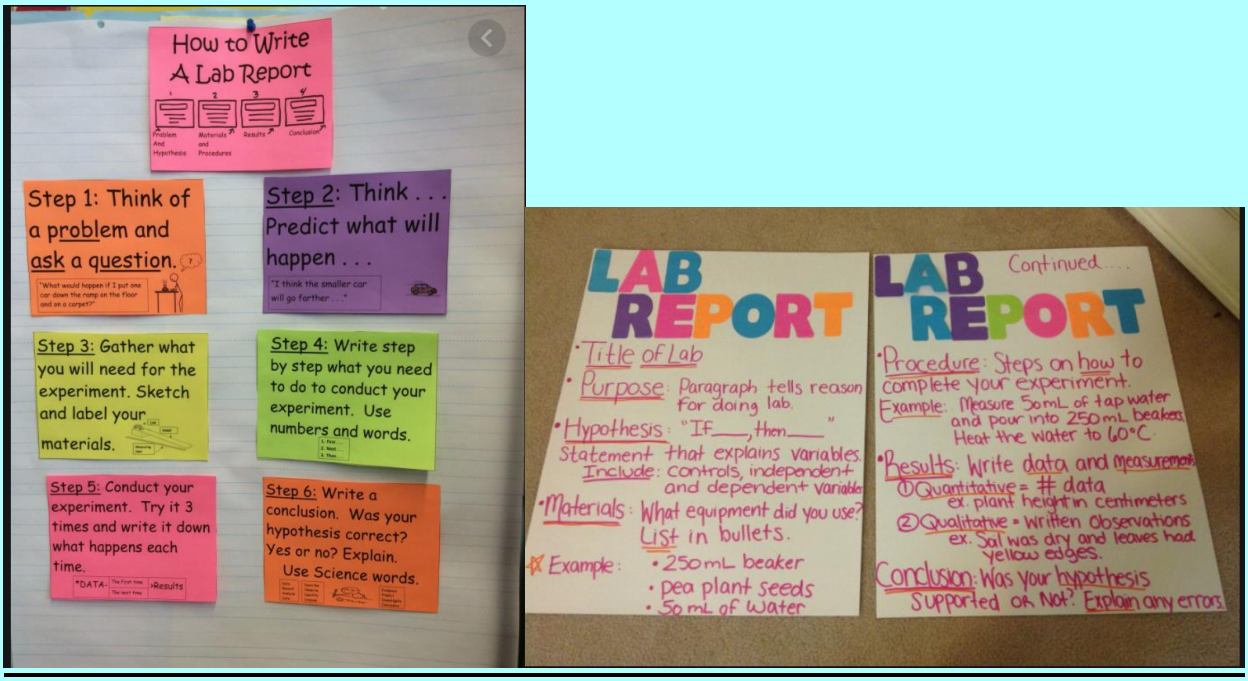
Students who demonstrate understanding can:

K-2-ETS1-1. 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.

K-2-ETS1-2. 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.

K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Optional Activity: Perform various experiments and write a lab report where you write down your observations, findings and conclusions.



Social-Emotional Learning

Early Elementary (K-3)

A. Identify and manage one's emotions and behavior.

1A.1a. Recognize and describe emotions and how they are linked to behavior.

B. Recognize personal qualities and external supports.

1B.1a. Describe one's likes, dislikes, needs, wants, strengths, challenges, and opinions.

1B.1b. Identify family, peer, school, and community strengths and supports.

C. Demonstrate skills related to achieving personal and academic goals.

1C.1b. Identify goals for personal behavior progress, achievement, or success.

A. Recognize the feelings and perspectives of others.

2A.1b. Use listening skills to identify the feelings and perspectives of others.

B. Recognize individual and group similarities and differences.

2B.1a. Describe the ways that people are similar and different.

2B.1b. Describe positive qualities in others.

D. Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

2D.1b. Identify approaches to resolving conflicts constructively.

A: Consider ethical, safety, and societal factors in making decisions.

3A.1a. Explain why acts that hurt others are wrong.

Optional Activity: Continue to have conversations with others. Make sure you:

- show that you are paying attention
- use eye contact

- respond to others with questions