



Home Learning Packets

# Second Grade

Online resources are also available:

[www.btcs.org](http://www.btcs.org)

## Second Grade Distance Learning Packet

# Tennessee Department of Education announces partnership with PBS to deliver daily instructional content for Tennessee students beginning April 6<sup>th</sup>

**10:00 am – 12:00 pm CST**

Suggestions for Learning Experiences – use as many or as few that works for your family					
<b>Week 4</b>					
<b>Reading</b>	Read or listen to a story daily (digital links listed in previous week)  ~Respond to reading (See choices from Weeks 1-3)  *Students are able to take AR tests from home.	Read or listen to a story daily (digital links listed in previous week)  ~Respond to reading (See choices from Weeks 1-3)  *Students are able to take AR tests from home.	Read or listen to a story daily (digital links listed in previous week)  ~Respond to reading (See choices from Weeks 1-3)  *Students are able to take AR tests from home.	Read or listen to a story daily (digital links listed in previous week)  ~Respond to reading (See choices from Weeks 1-3)  *Students are able to take AR tests from home.	Read or listen to a story daily (digital links listed in previous week)  ~Respond to reading (See choices from Weeks 1-3)  *Students are able to take AR tests from home.
<b>Skill Practice</b>	~Continue to practice handwriting with letters (cursive and manuscript) and numbers ~Sight words (See week 3)  ~Say the days of the week ~Say the months of the year ~What's the weather like today? Temperature? ~Chart the weather (See charts from Weeks 2-3)	~Continue to practice handwriting with letters (cursive and manuscript) and numbers ~Sight words (See week 3)  ~Say the days of the week ~Say the months of the year ~What's the weather like today? Temperature? ~Chart the weather (See charts from Weeks 2-3)	~Continue to practice handwriting with letters (cursive and manuscript) and numbers ~Sight words (See week 3)  ~Say the days of the week ~Say the months of the year ~What's the weather like today? Temperature? ~Chart the weather (See charts from Weeks 2-3)	~Continue to practice handwriting with letters (cursive and manuscript) and numbers ~Sight words (See week 3)  ~Say the days of the week ~Say the months of the year ~What's the weather like today? Temperature? ~Chart the weather (See charts from Weeks 2-3)	~Continue to practice handwriting with letters (cursive and manuscript) and numbers ~Sight words (See week 3)  ~Say the days of the week ~Say the months of the year ~What's the weather like today? Temperature? ~Chart the weather (See charts from Weeks 2-3)
<b>Calendar</b>					
<b>Learning about our World</b>	Wants and Needs: ~Think about things that you <i>want</i> and things that you <i>need</i>	Survival: ~Go outside and find a plant or flower	Survival: ~Go outside and look for an animal (bird, rabbit, etc.)	Survival: ~What do we need to survive?	Coronavirus: <b><i>(if parents/families feel it is appropriate)</i></b>

Please refer to [www.btc.org](http://www.btc.org) or your child's school webpage for additional information and digital resources.

<p>*The activities listed are suggestions and can be done any day.</p> <p>Activity pages are attached.</p>	<p>~Brainstorm some ideas on the attached T-Chart</p> <p>~What is the difference between a want and a need?</p> <p>~Explain to a grown-up (chart attached)</p>	<p>~What does the plant or flower need to survive?</p> <p>~Color the plant and list the things needed to survive</p> <p>~Write a sentence(s) explaining your picture</p> <p>~Explain to an adult</p>	<p>~What does that animal need to survive?</p> <p>~Draw a picture and label the things needed for survival</p> <p>~Write a sentence(s) explaining your picture</p> <p>~Explain to an adult</p>	<p>~Draw a picture and label the things needed for survival</p> <p>~Write a sentence(s) explaining your picture</p> <p>~Explain to an adult</p>	<p>~How do you think doctors and nurses are safe while helping people who get sick?</p> <p>~How can we stay safe while we are out of school?</p> <p>~Write down your ideas and explain to a grown-up</p>
<h3>Mathematics</h3>					
<p>Choose <b>one</b> activity to complete each day. These may be done in any order.</p>					
<h2>Math</h2>	<p><b>Telling Time</b></p> <p><b>Option 1:</b> Make of list of at least 6 activities that you do during the day. Write the time of the activity including AM or PM. Then describe the activity. On the clock, draw the hour hand and the minute hand to show the time of the activity. Then write how you would read the time. Include times for quarter hours.</p> <p><i>See attached record sheet</i></p> <p><b>Option 2:</b> Use the Math Learning Center Clock app to practice telling time to the nearest hour, half hour and quarter hour.</p>	<p><b>Money</b></p> <p><b>Option 1:</b> Roll a pair of dice or use playing cards to make a 2-digit number. Use the fewest number of coins to make the amount. Use the greatest number of coins to make the amount. Make the amount with coins in one other way.</p> <p>For example: 25¢ Least coins: 1 quarter Most coins: 25 pennies Another way: 2 dimes and 1 nickel</p> <p><i>See attached coins if needed</i></p> <p><b>Option 2:</b> Use the Math Learning Center Money app to</p>	<p><b>Data</b></p> <p><b>Option 1:</b> Lesson 10.2 Reteach OR Enrich/Challenge worksheet.</p> <p><b>Choose the level best for your child.</b></p> <p><i>See attachments</i></p> <p><b>Option 2:</b> With help from your parents, decide on a survey question. Call some family members or friends or message them on Facebook to ask your question. <b>(Limit your answers 3 to 5 choices.)</b> For example: What is your favorite kind of ice</p>	<p><b>Pictographs</b></p> <p><b>Option 1:</b> Lesson 10.2 and 10.3 Reteach OR Enrich/Challenge worksheets.</p> <p><b>Choose the level best for your child.</b></p> <p><i>See attachments</i></p> <p><b>Option 2:</b> Using your survey information from yesterday, make a pictograph to display your data. Be sure to have a title and a key.</p> <p>Write a word problem that can be solved using the data in the pictograph.</p>	<p><b>Bar Graphs</b></p> <p><b>Option 1:</b> Lesson 10.4 and 10.5 Reteach OR Enrich/Challenge worksheets.</p> <p><b>Choose the level best for your child.</b></p> <p><i>See attachments</i></p> <p><b>Option 2:</b> Using your survey information from two days ago, make a bar graph to display your data. Be sure to have a title and label the horizontal and vertical axes. Choose an interval that works for your data.</p> <p>Write a paragraph comparing the pictograph and bar</p>

Please refer to [www.btcs.org](http://www.btcs.org) or your child's school webpage for additional information and digital resources.

	<a href="https://apps.mathlearningcenter.org/math-clock/">https://apps.mathlearningcenter.org/math-clock/</a>	<p>practice counting coins up to \$1.00.</p> <p><a href="https://apps.mathlearningcenter.org/money-pieces/">https://apps.mathlearningcenter.org/money-pieces/</a></p>	<p>cream? Chocolate? Vanilla? Strawberry?</p> <p>Organize the answers in a Tally Chart. Total your tally marks.</p> <p>Write two questions that can be answered from your data. For example: How many more people liked chocolate ice cream over vanilla ice cream?</p>		<p>graph. How are they similar? How are they different? Which one do you think is easier to read and why?</p>
<p><b>Creativity</b></p>	<p>~Imagine your DREAM school</p> <p>~What would your school look like?</p> <p>~What things would it have?</p> <p>~What would your classes look like?</p> <p>~What kinds of foods would you have?</p> <p>~What kinds of activities would students do? (make a list of things)</p>	<p>~Using your list from yesterday, create a <u>drawing of your DREAM school.</u></p> <p>~Label the areas of your school and what students would do there</p>	<p>~Trace your hand and make a creature out of it</p> <p>~Make it awesome</p> <p>~What will you name your creature?</p> <p>~Describe it to a grown-up</p>	<p>~Draw a picture of your family</p> <p>~Use lots of details</p> <p>~Label who is person is and explain the picture to a grown-up</p>	<p>~Can you remember a dream you had recently?</p> <p>~Draw a picture of it using details</p> <p>~Share it with a grown-up</p>
<p><b>Physical Activity</b></p>	<p>~Go for a walk as often as you can while you are home (with a grown-up)</p>  <p><a href="https://www.myon.com/school/bristolreaders">https://www.myon.com/school/bristolreaders</a></p>	<p>~Do sit-ups while counting by 10s to 100</p> <p>~How far can you go?</p>  <p><a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a></p>	<p>~Do jumping jacks while counting by 1s to 20</p>  <p><a href="https://www.getepic.com/">https://www.getepic.com/</a></p>	<p>~Do toy soldier leg kicks counting by 10s to 100</p>  <p><a href="https://www.starfall.com/h/">https://www.starfall.com/h/</a></p>	<p>~Run around your house 5 times (with grown-up permission)</p>  <p><a href="http://toytheater.com/category/language-arts/">http://toytheater.com/category/language-arts/</a></p>
<p><b>Digital Links for Reading</b></p>					

Please refer to [www.btcs.org](http://www.btcs.org) or your child's school webpage for additional information and digital resources.

	username: Bristol password: Bristol					
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Week 4

Learning  
about our  
World



Name: \_\_\_\_\_



# Needs and Wants T-Chart

**cut out and place images showing needs and wants into the correct column**

Needs	Wants



# What does a plant need to survive?

Color the picture and list the things you think this plant will need to survive.



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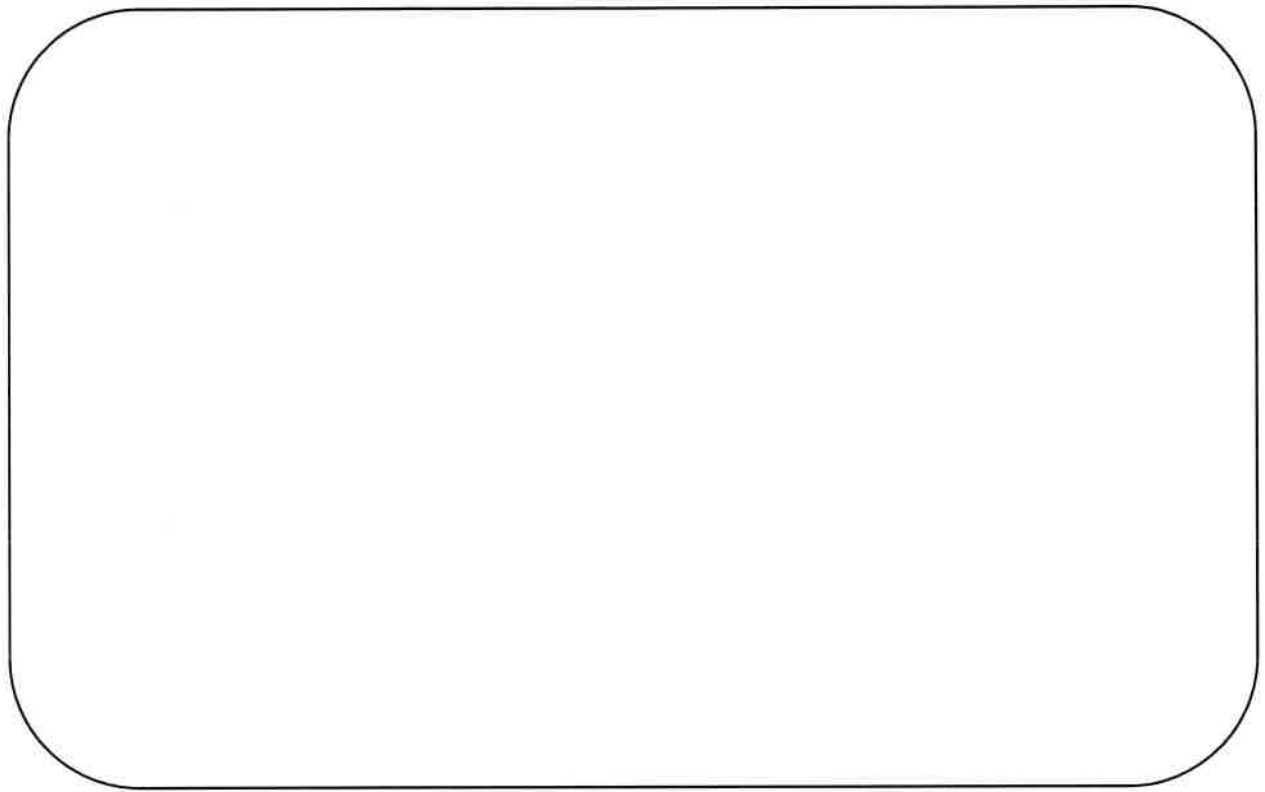
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Draw an animal that have seen outside.  
List the things that this animal will need to survive.



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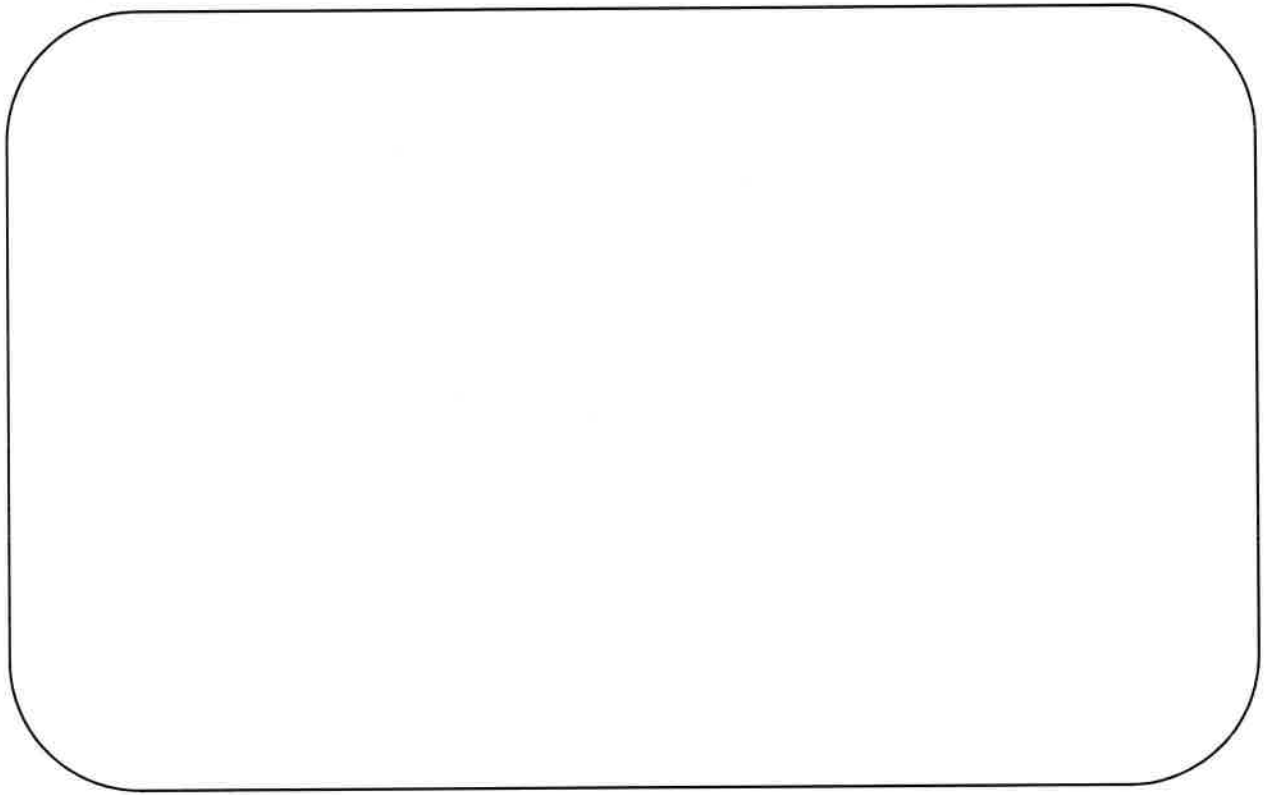
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Draw a picture of you.  
List the things that you need to survive. Explain.



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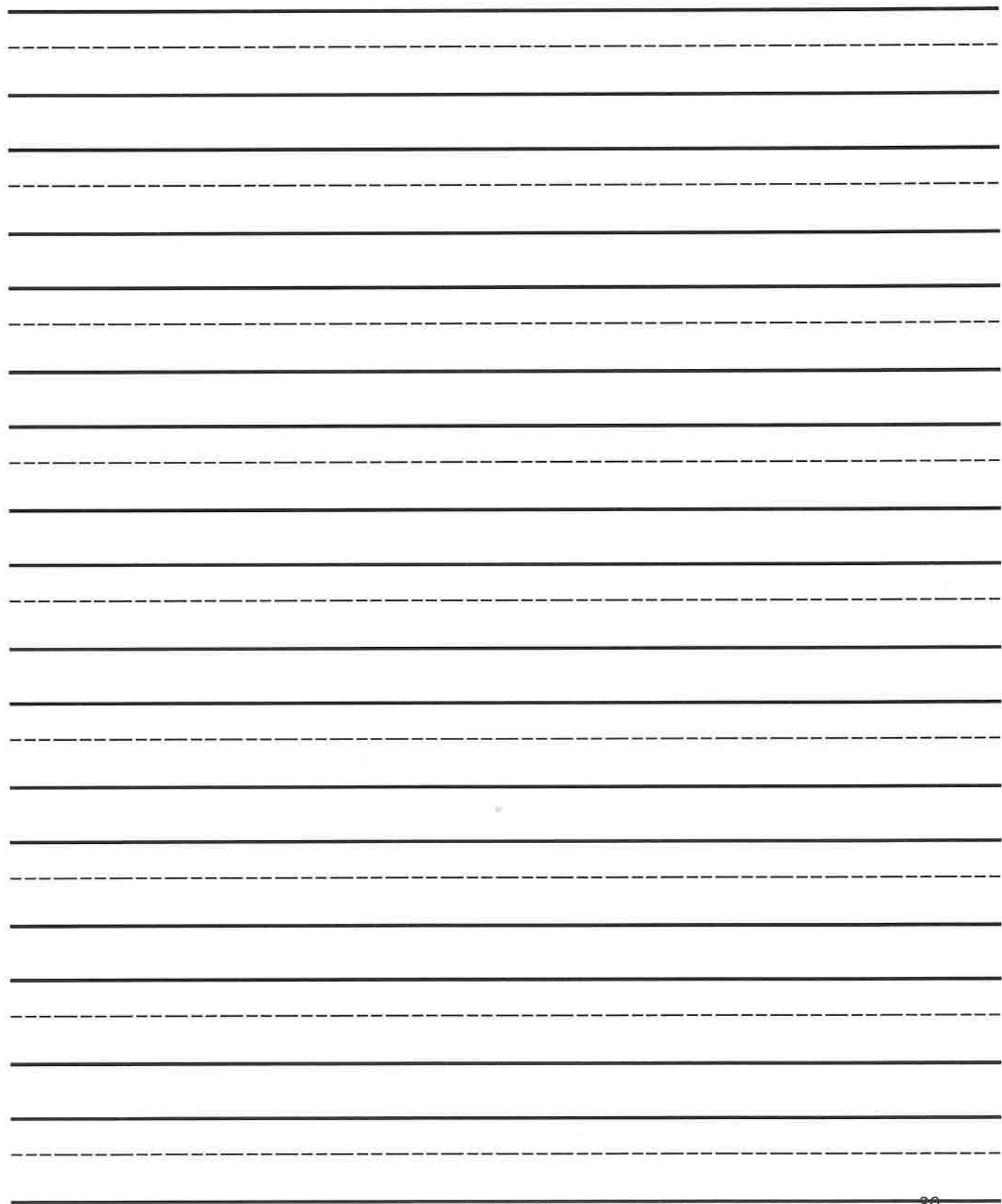
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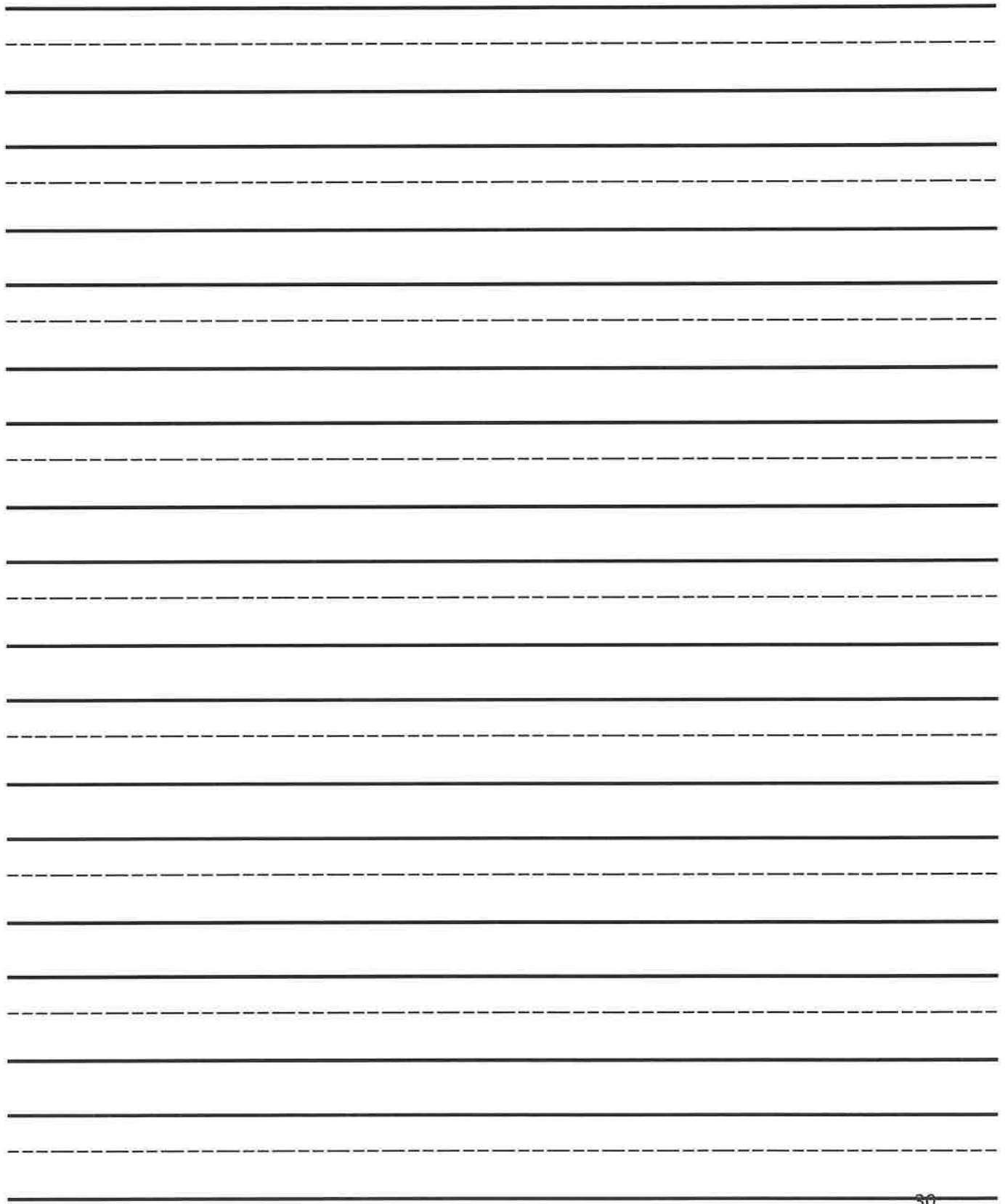
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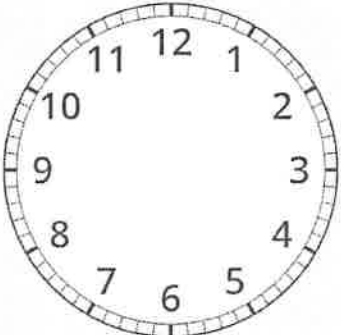
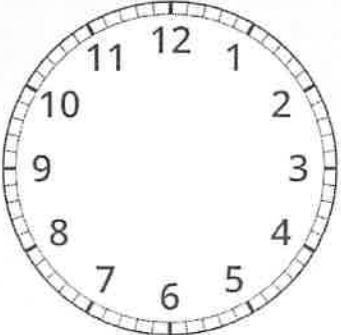


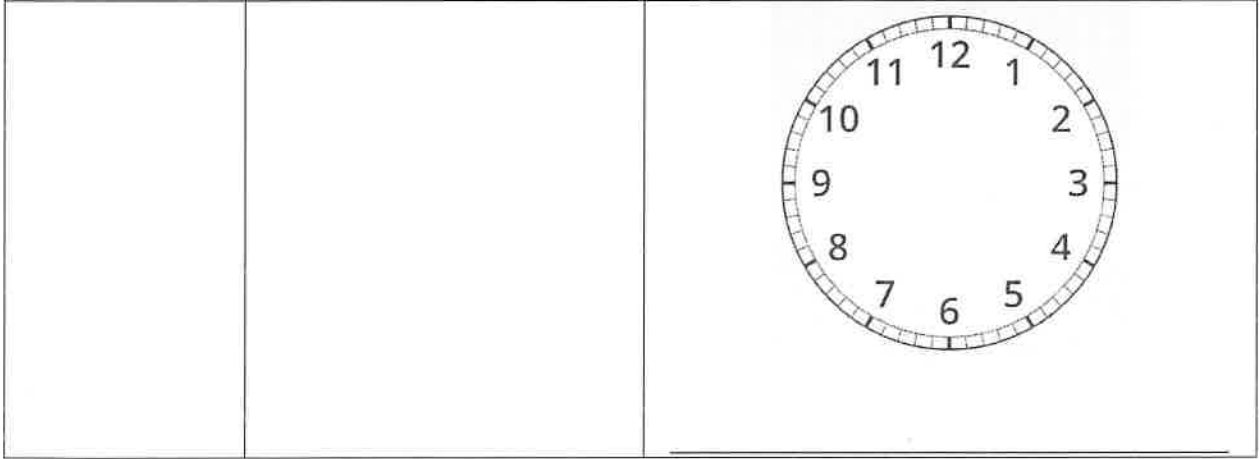
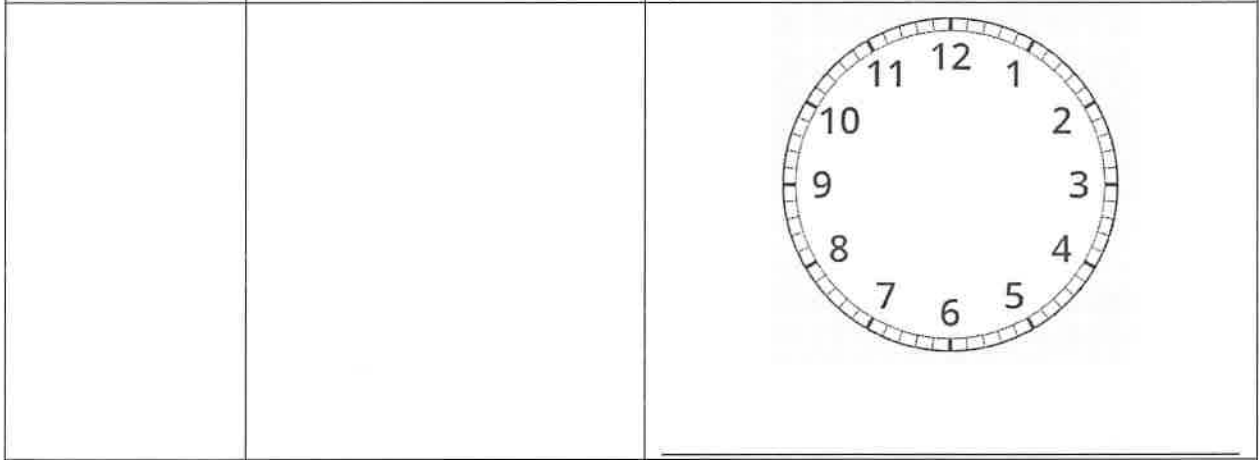
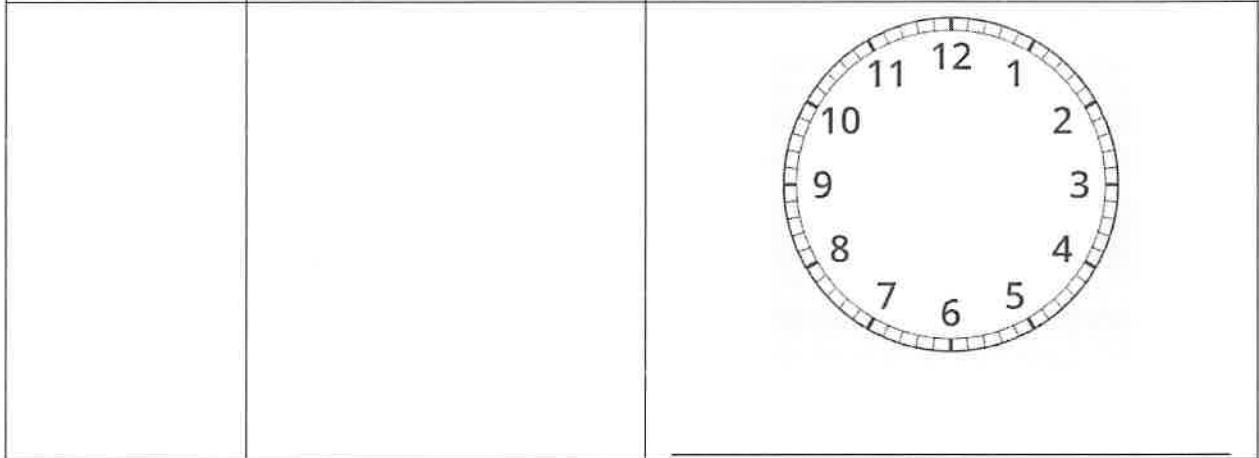
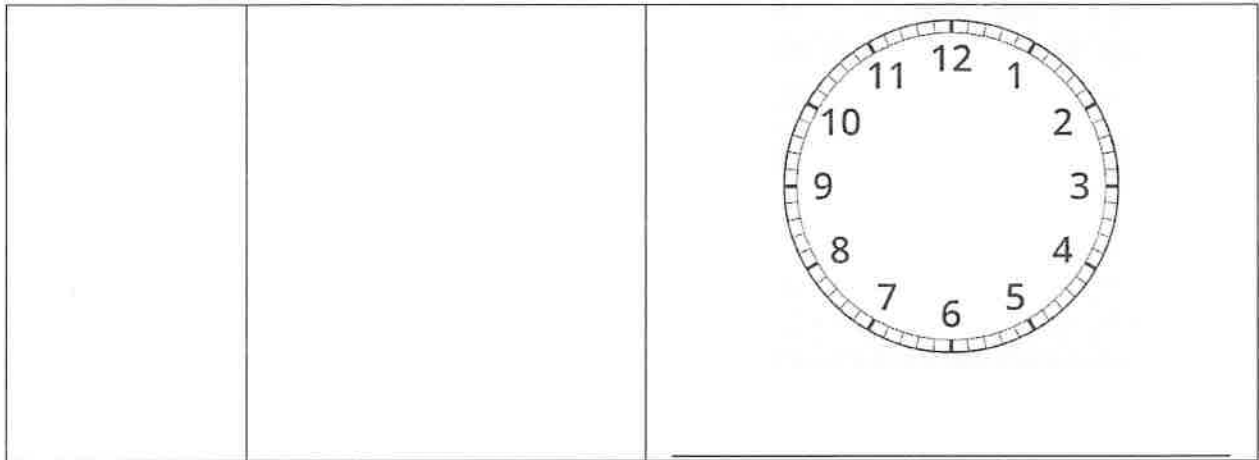


Math

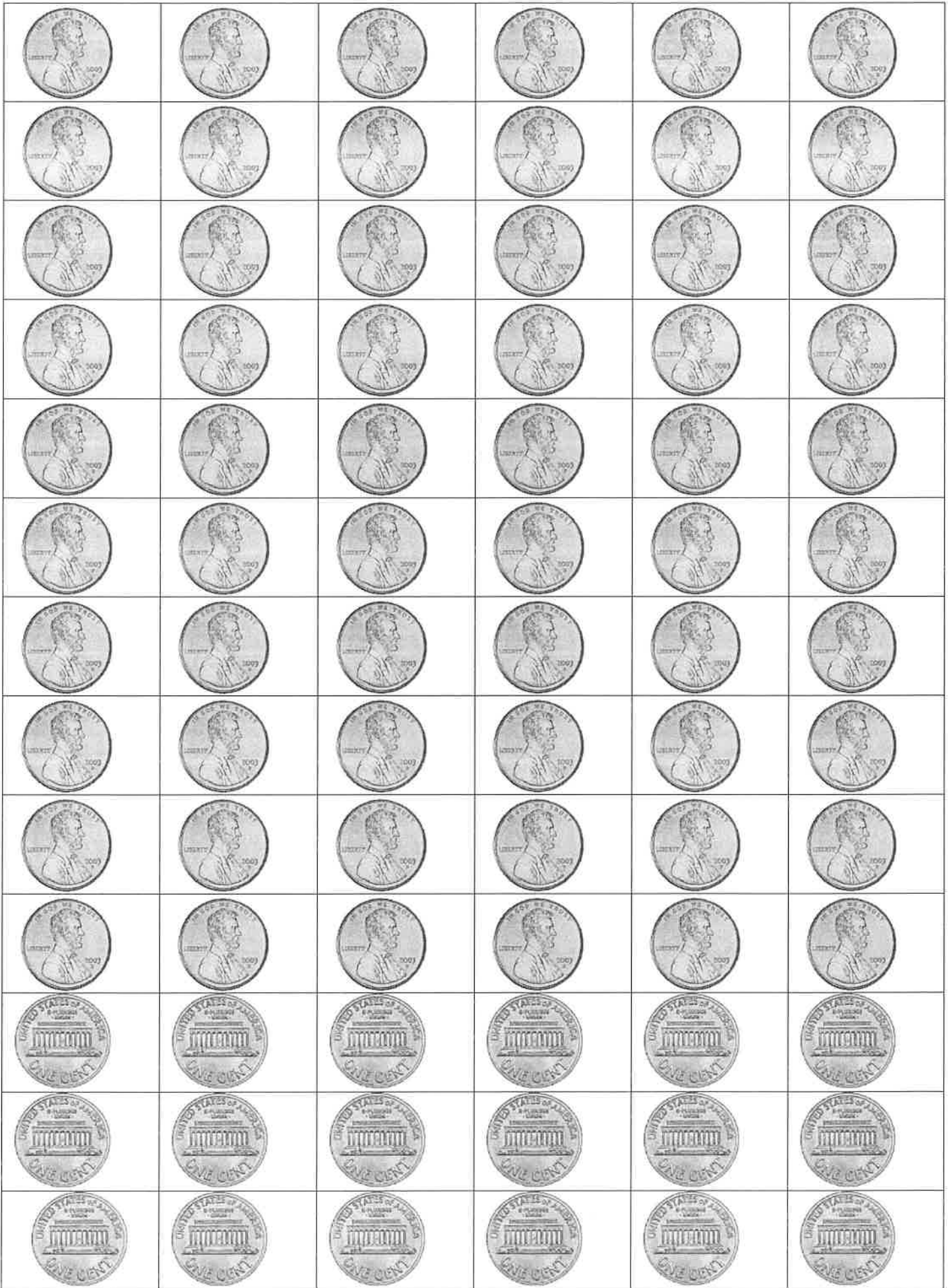
# Telling Time

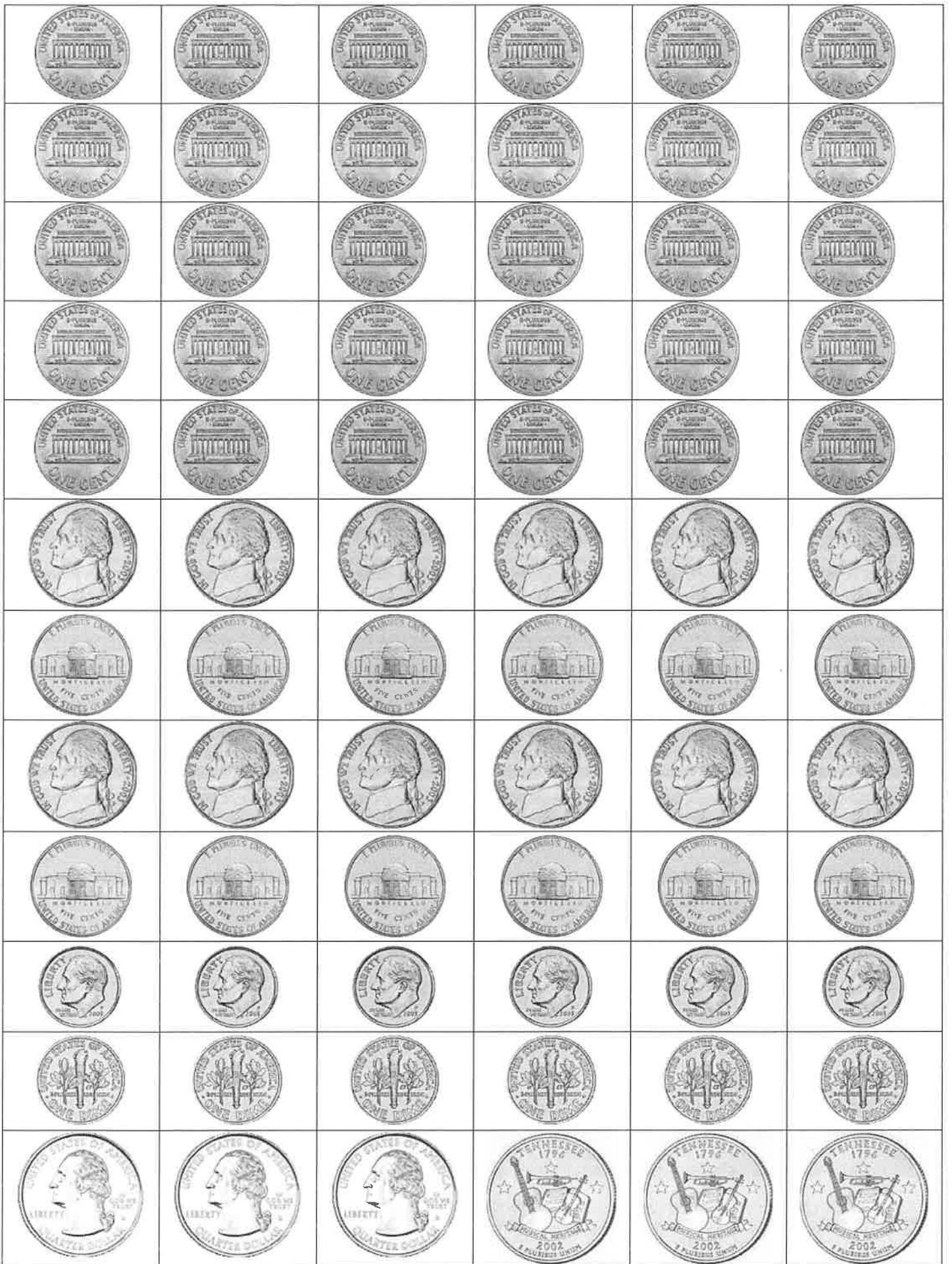
Make of list of at least 6 activities that you do during the day. Write the time of the activity including AM or PM. Then describe the activity. On the clock, draw the hour hand and the minute hands to show the time of the activity. Then write how you would read the time. Include times for quarter hours. An example is done for you.

Time AM or PM	Activity	Clock
8:15A.M.	Get out of bed	 <p data-bbox="854 940 1398 978"><u>Eight fifteen AM or a quarter after 8</u></p>
		
		









Name \_\_\_\_\_

## Collect Data

You can take a survey to get information.

Which is your favorite sport?

Each tally mark stands for one person's answer.  
Count the tally marks.

Favorite Sport		
Sport	Tally	Total
soccer		4
basketball		5
football		3

Elijah asked his classmates to choose their favorite breakfast food. He made this chart.

- Write numbers to complete the chart.

Favorite Breakfast Food		
Food	Tally	Total
cereal		8
pancakes		
toast		
eggs		

- How many classmates chose pancakes?

\_\_\_\_\_ classmates

- Which breakfast food did the fewest classmates choose?

\_\_\_\_\_

Name \_\_\_\_\_

## Survey Time

Margo asked 20 classmates about their favorite wild animals. Use the clues to complete the chart.

Favorite Wild Animals	
Animal	Tally
zebra	
lion	
giraffe	
elephant	I

1. One more classmate chose zebra than elephant. Draw tally marks for zebra.

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2. One fewer classmate chose lion than elephant. Draw tally marks for lion.

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3. The other classmates chose giraffe. Draw tally marks for giraffe.



**Writing and Reasoning** Explain how you found the number of tally marks for giraffe.

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Name \_\_\_\_\_

## Read Picture Graphs

A picture graph uses pictures to show information.



Key: Each  stands for 1 child.

The row with blue has 5 pictures.

So, 5 children chose blue.

Use the picture graph to answer the questions.

1. How many children chose red? \_\_\_\_\_ children

2. Did more children choose green or choose red? \_\_\_\_\_



















3. Which color was chosen by the most children? \_\_\_\_\_

4. How many children in all chose a favorite color? \_\_\_\_\_ children

Name \_\_\_\_\_

# Favorite Fruit

Jake asked his classmates to choose their favorite fruit.  
He used a key of 2 for his picture graph.

Favorite Fruit						
apple						
banana						
orange						
watermelon						

Key: Each  stands for 2 children.

1. How many children chose apple? \_\_\_\_\_ children

2. Which fruit was chosen by the most children? \_\_\_\_\_

3. How many children in all chose  
banana or chose orange? \_\_\_\_\_ children



**Writing and Reasoning** Explain how you  
solved Exercise 3.

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






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Name \_\_\_\_\_

# Make Picture Graphs

This picture graph uses 1 picture for each animal.  
Draw a  for each tally mark.

Animals at the Pet Store	
Animal	Tally
fish	
hamster	
turtle	

Animals at the Pet Store					
fish					
hamster					
turtle					






Key: Each  stands for 1 animal.

How many turtles are at the pet store? 3 turtles

1. Use the tally chart to complete the picture graph.

Draw a  for each child.

Favorite Color	
Color	Tally
pink	
yellow	
blue	

Favorite Color					
pink					
yellow					
blue					

Key: Each  stands for 1 child.

2. Which color did the fewest children choose? \_\_\_\_\_

3. How many children chose pink? \_\_\_\_\_ children

4. How many more children chose blue than chose yellow? \_\_\_\_\_ more children

## A Lot of Pets

Lily asked her classmates to choose their favorite pet.

- Seven classmates chose cat.
  - Three fewer classmates chose dog than cat.
  - Six classmates chose fish.
  - Three fewer classmates chose rabbit than fish.
1. Use the clues to complete the picture graph for Lily's survey.

Favorite Pet							
cat							
dog							
fish							
rabbit							

Key: Each 😊 stands for 1 child.

2. How many classmates in all answered the survey? \_\_\_\_\_ classmates



**Writing and Reasoning** How many classmates chose a pet that was not a cat? Explain.

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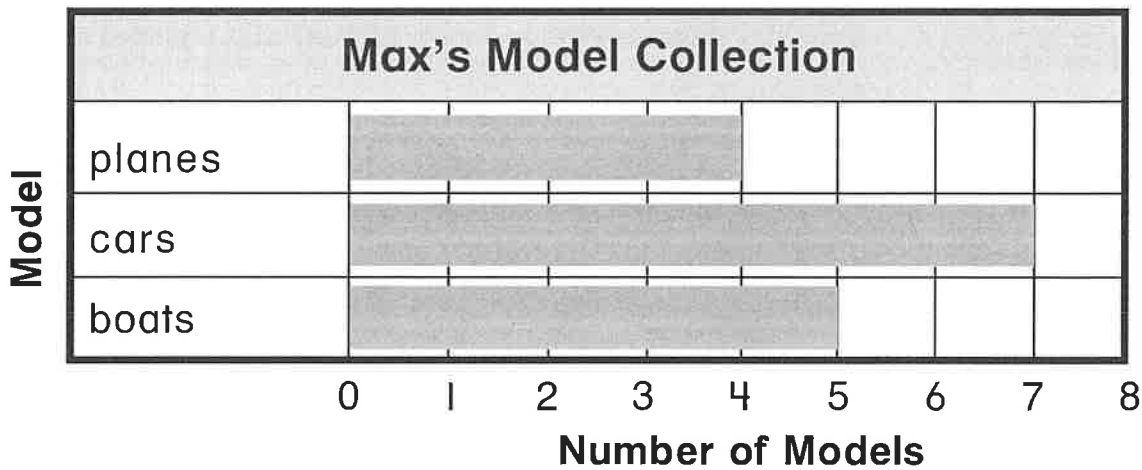


Name \_\_\_\_\_

# Read Bar Graphs

Look at the number below the right end of each bar.

This number tells how many of each model Max has.



The bar for model cars ends at 7.

So, Max has 7 car models.

## Use the bar graph.

1. How many model planes does Max have? \_\_\_\_\_ model planes

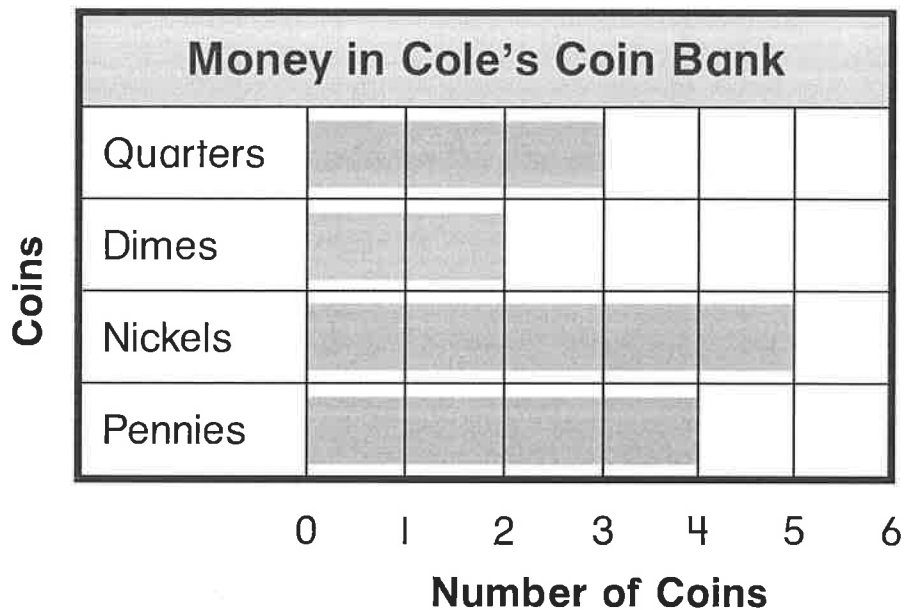
2. Does Max have more model boats or model planes? more model \_\_\_\_\_

3. How many models does Max have in all? \_\_\_\_\_ models

Name \_\_\_\_\_

# Money in the Bank

Cole has these coins in his coin bank.



1. How many coins in all are in Cole's coin bank? \_\_\_\_\_ coins

2. What is the total value of the dimes in Cole's bank? \_\_\_\_\_

3. Do all the dimes or all the nickels have a greater total value? \_\_\_\_\_



**Writing and Reasoning** How did you find the answer to Exercise 3?

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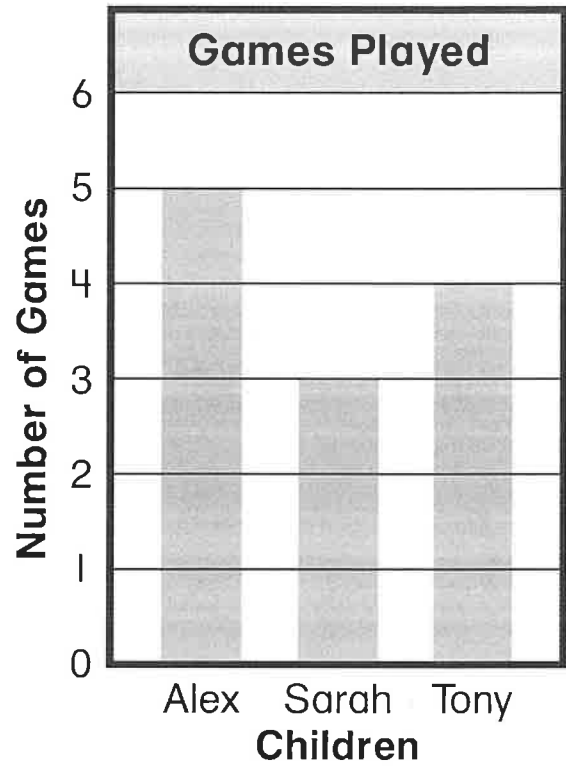
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Name \_\_\_\_\_

# Make Bar Graphs

This bar graph shows how many games Alex, Sarah, and Tony played.

- Alex played 5 games.
- Sarah played 3 games.
- Tony played 4 games.

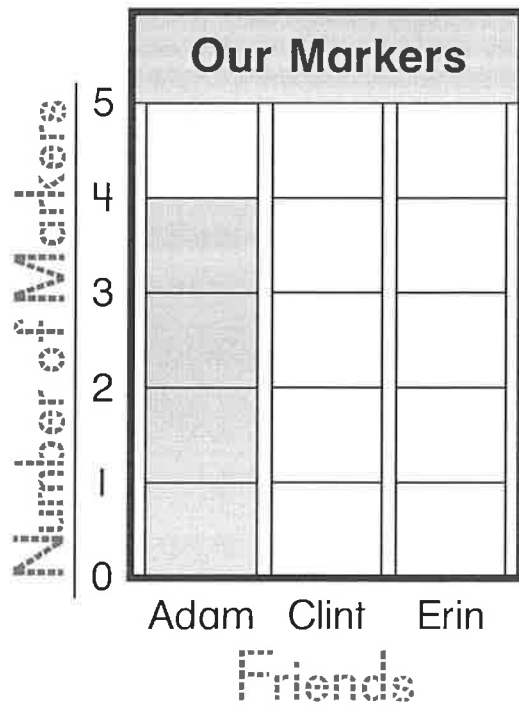


Jim is making a bar graph to show the number of markers his friends have.

- Adam has 4 markers.
- Clint has 3 markers.
- Erin has 2 markers.

1. Trace the labels for the graph.

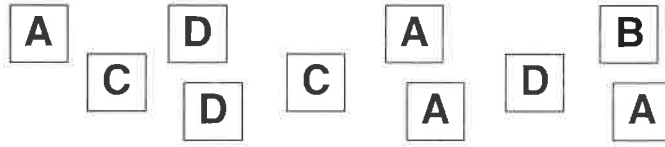
2. Draw bars in the graph to show the number of markers that Clint and Erin have.



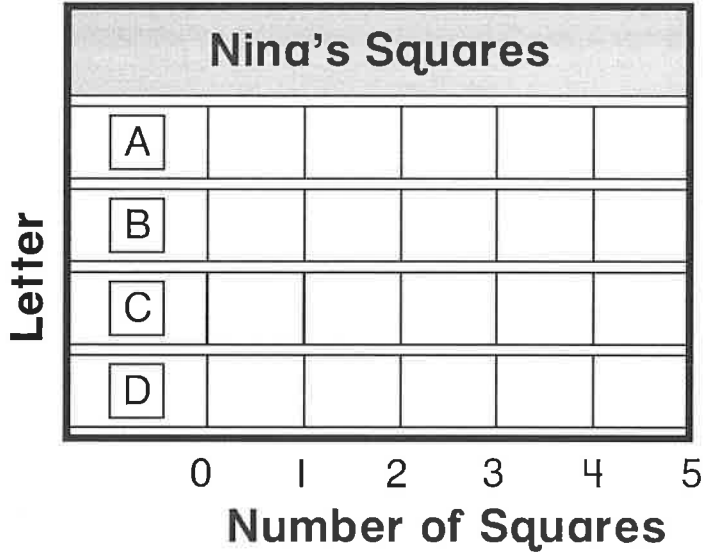
Name \_\_\_\_\_

# A Lot of Squares

Nina drew some squares.  
She wrote letters in the squares.



1. Draw bars in the graph to show the number of each kind of letter square Nina drew.
2. How many letter squares did Nina draw that were not vowels?  
\_\_\_\_\_ letter squares



3. Write a question you can answer by using the data in the graph. Ask a classmate to answer your question.

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**Writing and Reasoning** How did you know how long to draw the bars for each kind of square?

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