

Daily Assignments

Day 1	<p style="text-align: center;">Math</p> <p>You will explore “Add To Change Unknown” addition problems today. Read the lesson on pg. 5. Complete the word problems and fluency activity for Day 1 on pg. 7. (NC.2.OA.1, NC.2.OA.2)</p> <p>Optional: Log into i-Ready and continue working for 15 minutes.</p>	<p style="text-align: center;">Social Studies Topic: Understanding Saving, Spending, and Earning Money</p> <p>People earn money by working, and they use money by spending or saving it. Saving money helps us buy things we want or need in the future.</p> <p>Activity: Talk about three ways you or your family members earn money (like doing chores, working at a job, or selling something). Then, think of one thing you would like to save money for this summer. With an adult, make a plan together about how you could earn and save money for that goal. Share your plan and explain why saving is important. (2.E.1.1)</p> <p>Optional Enrichment Resource: <i>Lemonade in Winter</i> by Emily Jenkins (read aloud about earning money by selling lemonade) [7:49] https://bit.ly/3Za31ST</p>
Day 2	<p style="text-align: center;">Reading</p> <p>Optional: Watch the reading lesson video for Summer Learning Day 2 (bit.ly/cms1day2). Read or listen to the text “The Mountains” on pg. 13.</p> <p>--Think and talk: What did you already know about living in the mountains? What new information did you learn?</p> <p>--Write to answer questions about details in the text. See pg. 14. (RI.2.1)</p>	<p style="text-align: center;">Word Work</p> <p>Optional: Watch the word work instructional video for Summer Learning Day 2 (bit.ly/1stgradeskills).</p> <p>Color It: Write the words from the Cycle 2 word list. Use a colored pencil or marker to trace the letters that make long vowel sounds (“ay” and “ai”). See the word list on pg. 20. (RF.2.4b)</p>
Day 3	<p style="text-align: center;">Math</p> <p>You will explore “Take From Change Unknown” subtraction problems today. Read the lesson on pg. 6. Complete the word problems and fluency activity for Day 3 on pg. 7. (NC.2.OA.1, NC.2.OA.2)</p> <p>Optional: Log into i-Ready and continue working for 15 minutes.</p>	<p style="text-align: center;">Social Studies Topic: Making Choice About Spending and Saving</p> <p>We have to decide whether to spend money now or save it for later.</p> <p>Activity: Have a conversation with an adult about a recent time you spent money or chose to save money. Talk about why you made that choice. Then, together, think of one way to save money this summer and one way to spend money wisely. Draw a simple chart with two columns labeled “Spend” and “Save” and list your ideas. (2.E.1.1)</p> <p>Optional Enrichment Resource: <i>A Chair for My Mother</i> by Vera William (Story about saving money for something special) [7:31] https://bit.ly/43KKTR6</p>
Day 4	<p style="text-align: center;">Reading</p> <p>Optional: Watch the reading lesson video for Summer Learning Day 4 (bit.ly/cms1day4). Read or listen to the text “The Mountains” on pg. 13.</p> <p>--Think and talk: How would you describe the mountains? What can be challenging about living in the mountains?</p> <p>--Write to describe some challenges about living in the mountains. See pg. 14. (RI.2.8)</p>	<p style="text-align: center;">Word Work</p> <p>Optional: Watch the word work instructional video for Summer Learning Day 4 (bit.ly/1stgradeskills).</p> <p>Decodable Text: Read the Cycle 2 decodable text “Sam Rides the Subway Train” on pg. 20. Highlight or make a list of the sight words: <i>walk, two, new, ready</i>. Reread the text three times. Focus on reading the text smoothly, with expression, and at just the right speed. (RF.2.5b)</p>
Day 5	<p style="text-align: center;">Math</p> <p>Today, you will explore a mix of Add To/Take From Change Unknown problems. Review the lessons on pgs. 5-6. Complete the word problems and fluency activity for Day 5 on pg. 7. (NC.2.OA.1, NC.2.OA.2)</p> <p>Optional: Log into i-Ready and continue working for 15 minutes.</p>	<p style="text-align: center;">Social Studies Topic: The Importance of Saving Money</p> <p>Saving money helps us reach our goals and be prepared for the future.</p> <p>Activity: Pretend you have a piggy bank. Tell an adult three things you might want to save money for this summer. Explain why saving money is helpful. Together, role-play putting money into your piggy bank and counting how much you’ve saved. (2.E.1.1)</p> <p>Optional Enrichment Resource: <i>Money, Money, Honey Bunny!</i> by Marilyn Sadler [2:38] https://bit.ly/43BMdXH</p>
Day 6	<p style="text-align: center;">Reading</p> <p>Optional: Watch the reading lesson video for Summer Learning Day 6 (bit.ly/cms1day6). Read or listen to the text “The Mountains” on pg. 13.</p> <p>--Think and talk: When we adapt, we find ways to change to fit a specific situation or environment. How do Sherpas get their supplies up the mountain? What are some ways that people have fun in the mountains?</p> <p>--Write to describe some solutions to the challenges of living in the mountains. See pg. 14. (RI.2.8)</p>	<p style="text-align: center;">Word Work</p> <p>Optional: Watch the word work instructional video for Summer Learning Day 6 (bit.ly/1stgradeskills).</p> <p>Super Sentences: Choose words from the Cycle 2 word list and use them to write sentences. Remember to use a capital letter at the beginning of your sentences and punctuation at the end. See the word list on pg. 20. (L.2.2)</p> <p>Optional: Write sentences to tell what might happen next in the decodable text, “Sam Rides the Subway”.</p>
Day 7	<p style="text-align: center;">Math</p> <p>You will practice solving a mix of Add To/Take From Change Unknown problems today. Review the lessons on pgs. 5-6. Complete the word problems and fluency activity for Day 7 on pg. 8. (NC.2.OA.1, NC.2.OA.2)</p>	<p style="text-align: center;">Science Topic: What Is A Scientist?</p> <p>What is a scientist? What tools does a scientist use? <i>Scientists</i> are people who wonder about the world around them, ask questions, and answer them. They ask questions; make predictions; use tools, record observations; collect data, analyze data; and share their thinking. Today, take a moment to picture a scientist in your head. What do you see? Share your vision with a caregiver. Next, get a piece of paper and pencil to</p>

	Optional: Log into i-Ready and continue working for 15 minutes.	do a sketch of your vision. Make sure to include any special clothing and/or tools a scientist uses. Next, label the clothing/tools in your picture and write a few sentences describing your vision. Share the finished product with your caregiver. (NC 2nd Science as Inquiry) Optional Enrichment Resource: bit.ly/CMS-EPIC-Scientist
Day 8	<p>Reading</p> <p>Optional: Watch the reading lesson video for Summer Learning Day 8 (bit.ly/cms1day8). Read or listen to the text “The Arctic” on pg. 15.</p> <p>--Think and talk: What did you already know about living in the Arctic? What new information did you learn?</p> <p>--Write to answer questions about details in the text. See pg. 16. (RI.2.1)</p>	<p>Word Work</p> <p>Optional: Watch the word work instructional video for Summer Learning Day 8 (bit.ly/1stgradeskills).</p> <p>Sort It Out: Fold a piece of paper in half. Write “ay” on one side and “ai” on the other side. Sort your Cycle 2 words by writing them under the correct spelling pattern. Read each list of words out loud. See the word list on pg. 20. (RF.2.4b)</p> <p>Optional: Try to find other words that have long vowel sounds spelled with “ay” or “ai”. Look in a book or look around your home!</p>
Day 9	<p>Math</p> <p>You will solve a mix of Add To/Take From Change Unknown problems today. Review the lessons on pgs. 5-6. Complete the word problems and fluency activity for Day 9 on pg. 8. (NC.2.OA.1, NC.2.OA.2)</p> <p>Optional: Log into i-Ready and continue working for 15 minutes.</p>	<p>Science Topic: Making Observations</p> <p>Scientists observe all the time and use those observations to collect information. When we observe, it means to notice something closely. Scientists use their five senses (seeing, hearing, touching, smelling, and tasting) to observe. It is important to remember that they may not use all five senses each time. If you were observing a chocolate chip cookie, you could use all 5. However, if you were observing a butterfly, you would only use a few. Today, you are going to walk around your home to gather an item to observe. Get a piece of paper and pencil to jot down your findings. Think about your five senses as you observe and jot. Go through each sense one by one and record what you notice about the item. In the classroom, you might use a hand lens to see even closer. A hand lens magnifies an object, meaning it zooms in and makes smaller things easier to see. It also limits how much of the object you are looking at. At home, if you have a hand lens, please use it. If not, you can use a toilet tube or rolled up piece of paper to help you limit your observation field. Make sure to share your findings with a caregiver once you are done. Happy Observations! (NC 2nd Science As Inquiry)</p>
Day 10	<p>Reading</p> <p>Optional: Watch the reading lesson video for Summer Learning Day 10 (bit.ly/cms1day10). Read or listen to the text “The Arctic” on pg. 15.</p> <p>--Think and talk: How would you describe the Arctic? What can be challenging about living in the Arctic?</p> <p>--Write to describe some challenges about living in the Arctic. See pg. 16. (RI.2.8)</p>	<p>Word Work</p> <p>Optional: Watch the word work instructional video for Summer Learning Day 10 (bit.ly/1stgradeskills).</p> <p>Syllable Sleuth: Write the following words in a list: <i>maybe, exclaim, payment, raindrop, subway, display</i>. Locate the vowel sounds in each word and put a dot below them. Look between the vowels and divide the word into syllables by drawing a vertical line. (RF.2.4c)</p>
Day 11	<p>Math</p> <p>You will explore “Put Together Total Unknown” problems today. Read the lesson and complete the word problems on pg. 9. Then, complete the fluency activity for Day 11 on pg. 12. (NC.2.OA.1, NC.2.OA.2)</p> <p>Optional: Log into i-Ready and continue working for 15 minutes.</p>	<p>Social Studies Topic: How People Earn Money in a Community</p> <p>People earn money by working different jobs that help the community.</p> <p>Activity: Take a walk around your neighborhood with an adult. Look for places where people work (stores, parks, offices). Talk about what jobs people might do there and how they earn money. After your walk, share what you learned about earning money and how it helps families. (2.E.1.1)</p> <p>Optional Enrichment Resource: Community Workers: Learn about people who work in the community [7:18] https://bit.ly/4kQFkYg</p>
Day 12	<p>Reading</p> <p>Optional: Watch the reading lesson video for Summer Learning Day 12 (bit.ly/cms1day12). Read or listen to the text “The Arctic” on pg. 15.</p> <p>--Think and talk: What kind of clothing do people wear in the Arctic? What are some ways that people have fun in the Arctic?</p> <p>--Write to describe some solutions to the challenges of living in the Arctic. See pg. 16. (RI.2.8)</p>	<p>Word Work</p> <p>Optional: Watch the word work instructional video for Summer Learning Day 12 (bit.ly/1stgradeskills).</p> <p>Color It: Write the words from the Cycle 3 word list. Use a colored pencil or marker to trace the letters that make long vowel sounds (“ea”, “ee”, “-y”). See the word list on pg. 20. (RF.2.4b)</p>
Day 13	<p>Math</p> <p>You will explore “Take Apart One Addend Unknown” problems today. Read the lesson and complete the word problems on pg. 10. Then, complete the fluency activity for Day 13 on pg. 12. (NC.2.OA.1, NC.2.OA.2)</p> <p>Optional: Log into i-Ready and continue working for 15 minutes.</p>	<p>Social Studies Topic: Planning How to Use Money Wisely</p> <p>We make plans to decide when to spend money and when to save it.</p> <p>Activity: With an adult, think of a small purchase you might want to make this summer. Talk about how you would save money to buy it. Then imagine an unexpected expense (like needing to fix a bike) — discuss how saving money can help in those situations. Share your thoughts and write one sentence about why planning money use is important. (2.E.1.1)</p> <p>Optional Enrichment Resource: SAVING, SPENDING, SHARING, BUDGET: A Financial Literacy Musical</p>

		Adventure for Planning Your Money [5:31] https://bit.ly/4ix3nKg																														
Day 14	<p align="center">Reading</p> <p>Optional: Watch the reading lesson video for Summer Learning Day 14 (bit.ly/cms1day14). Read or listen to the texts “The Mountain” on pg. 13 and “The Arctic” on pg. 15. --Think and talk: What extra information do the photographs give you? Choose a photograph and explain what you learned. --Look closely at the photographs and think about what you learned from the texts. Write about what you can learn from each photo. See pg. 17. (RI.2.7)</p>	<p align="center">Word Work</p> <p>Optional: Watch the word work instructional video for Summer Learning Day 14 (bit.ly/1stgradeskills). Decodable Text: Read the Cycle 3 decodable text “Do Fish Eat Cheese?” on pg. 20. Highlight or make a list of the sight words: <i>our, really, been, before</i>. Reread the text three times. Focus on reading the text smoothly, with expression, and at just the right speed. (RF.2.5b)</p>																														
Day 15	<p align="center">Math</p> <p>You will explore “Take Apart Both Addends Unknown” problems today. Read the lesson and complete the word problems on pg. 11. Then, complete the fluency activity for Day 15 on pg. 12. (NC.2.OA.1, NC.2.OA.2)</p> <p>Optional: Log into i-Ready and continue working for 15 minutes.</p>	<p align="center">Science Topic: Data</p> <p>Data is the information scientists collect. In lesson 5, we practiced collecting data by recording our observations using the 5 senses. Scientists use data to gain understanding and make conclusions. Today you will collect more data and begin to organize it by creating a T chart. In one rectangle write <i>bumpy</i> and in the second rectangle write <i>smooth</i>. Now, walk around your home and gather data using your sense of touch. Write bumpy items under the bumpy heading and smooth items under the smooth heading. Tally mark to record how many of each you observed. Make a bar graph to display your data and share your findings with a caregiver. It might look something like the chart shown. Remember to start recording results from the bottom of the chart. (NC 2nd Science as Inquiry)</p> <div style="text-align: right;"> <p>Texture</p> <table border="1"> <tr><td>10</td><td></td><td></td></tr> <tr><td>9</td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td></tr> <tr><td>1</td><td></td><td></td></tr> </table> <p>Smooth Bumpy</p> </div>	10			9			8			7			6			5			4			3			2			1		
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Day 16	<p align="center">Reading</p> <p>Optional: Watch the reading lesson video for Summer Learning Day 16 (bit.ly/cms1day16). Read or listen to the texts “The Mountain” on pg. 13 and “The Arctic” on pg. 15. --Think and talk: What is similar about living in the mountains and living in the Arctic? What is different? --Choose to write about the mountains or the Arctic. Plan an informative paragraph to describe living in that environment. Fill out the informative paragraph organizer. See pg. 18. (W.2.2a)</p>	<p align="center">Word Work</p> <p>Optional: Watch the word work instructional video for Summer Learning Day 16 (bit.ly/1stgradeskills). Super Sentences: Choose words from the Cycle 3 word list and use them to write sentences. Remember to use a capital letter at the beginning of your sentences and punctuation at the end. See the word list on pg. 20. (L.2.2) Optional: Write sentences to tell what might happen next in the decodable text, “Do Fish Eat Cheese?”</p>																														
Day 17	<p align="center">Math</p> <p>You will practice a mix of addition and subtraction problems today. Review this week and last week’s lessons. Complete the word problems and fluency activity for Day 17 on pg. 12. (NC.2.OA.1, NC.2.OA.2)</p> <p>Optional: Log into i-Ready and continue working for 15 minutes.</p>	<p align="center">Science Topic: Making Observations</p> <p>Scientists explore matter. Matter is any material that has mass and takes up space. Your pencil, paper, notebook are all matter. Today you will be exploring ice. Ask a caregiver to help you gather the following materials: ice cube, cup, water, and paper towel or napkin. Place the ice cube into a cup. Observe the ice cube using your 5 senses. Write your observations on a piece of paper. What do you see, hear, feel, smell and taste? Does the ice cube retain (keep) its shape? Does it stay in a solid form? When you felt the ice cube, what did you notice? Was the ice warm or cold? Scientists use a tool called a thermometer to measure the amount of heat in matter. As you increase the heat of an object, the red line on the thermometer will rise. Take a moment to think about the temperature of your ice cube. Would the red line be close to the top or the bottom of the thermometer? Share your findings with your caregiver. (2.P.2.1)</p>																														
Day 18	<p align="center">Reading</p> <p>Optional: Watch the reading lesson video for Summer Learning Day 18 (bit.ly/cms1day18). --Think and talk: What is the most important piece of information that you want to share about the mountains or the Arctic? Why? --Review the parts of an informative paragraph. --Read the example informative paragraph about the desert on pg. 18. Lightly color each section of the paragraph using the color code. You may also use the color code to color your organizer from the previous day. Check that you have included each part of an informative paragraph. (W.2.2a)</p>	<p align="center">Word Work</p> <p>Optional: Watch the word work instructional video for Summer Learning Day 18 (bit.ly/1stgradeskills). Sort It Out: Fold a piece of paper into thirds. Write “ea”, “ee”, and “-y” at the top of each section. Sort your Cycle 3 words by writing them under the correct spelling pattern. Read each list of words out loud. See the word list on pg. 20. (RF.2.4b) Optional: Try to find other words that have long vowel sounds spelled with “ea”, “ee”, or “-y”. Look in a book or look around your home!</p>																														
Day 19	<p align="center">Math</p> <p>You will continue to practice a mix of addition and subtraction problems today. Review this week and last week’s lessons. Complete the word problems and fluency activity for Day 19 on pg. 12. (NC.2.OA.1, NC.2.OA.2)</p> <p>Optional: Log into i-Ready and continue working for 15 minutes.</p>	<p align="center">Science Topic: Matter</p> <p>Today you will continue to explore matter along with heat energy and melting. Your challenge is to find a material to keep an ice cube from melting. You will need 3 ice cubes, 3 bowls to place ice cubes in and 2 different types of material to wrap around the ice cube. Look around your home and find different materials to experiment with. Some example materials might be...plastic bag, plastic wrap, tinfoil, paper towel, washcloth, sock, blanket, or paper. Predict which material will slow down the ice cube melting. Wrap each ice cube in a different material. Observe and record on a T-chart what you notice happening every 5</p>																														

		minutes. Use the timer from a clock, stove, phone, or microwave to keep track of the time. What did you notice? Was your prediction accurate or do you need to adjust your thinking based on the data? Share findings with a caregiver. (2.P.2.1)
Day 20	<p style="text-align: center;">Reading</p> <p>Optional: Watch the reading lesson video for Summer Learning Day 20 (bit.ly/cms1day20). Reread your informative paragraph organizer on pg. 18.</p> <p>--Think and talk: After rereading your organizer, what would you like to add or change?</p> <p>--Talk about what your informative paragraph will sound like. Practice saying it out loud.</p> <p>--Use the notes from your informative paragraph organizer to write an informative paragraph about living in the mountains or the Arctic on pg. 19. Draw a picture to show an example from your writing. (W.2.2)</p>	<p style="text-align: center;">Word Work</p> <p>Optional: Watch the word work instructional video for Summer Learning Day 20 (bit.ly/1stgradeskills).</p> <p>Syllable Sleuth: Write the following words in a list: <i>seashell, concealer, pinwheel, parakeet, weekday, penny, seventy, memory</i>. Locate the vowel sounds in each word and put a dot below them. Look between the vowels and divide the word into syllables by drawing a vertical line. (RF.2.4c)</p>

SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.			
<input type="checkbox"/> Sing a song with someone.	<input type="checkbox"/> Yikes! Something is in the back of your house. Draw a picture of it.	<input type="checkbox"/> With a partner, hold each other's shoulders. Try to tap the other person's toe without having yours tapped.	<input type="checkbox"/> Learn about how to do something from the World Book Encyclopedia or a book. Write the steps to doing what you learned and teach someone how to do it.
<input type="checkbox"/> Make up new rhyming words to sing with "Down by the Bay."	<input type="checkbox"/> Bear Walk! With your bottom in the air, step forward with your right hand and step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.	<input type="checkbox"/> Read a fiction (story) and nonfiction (true) book about pollinators. Write to explain which book taught you the most about pollinators and why? Draw two things you learned about pollinators.	
<input type="checkbox"/> Using any type of line or shape to create a picture with only the three primary colors (red, blue, yellow).			

Day 1 Exploring Add To Change Unknown Problems

When we solve problems that involve getting more, then we are solving Add To addition problems. There are three types of Add To problems. (NC.2.OA.1)

1 bunny sat on the grass.
3 more bunnies hopped
there. How many
bunnies are on the
grass now?



Result Unknown

2 bunnies were sitting on
the grass. Some more
bunnies hopped to the
grass. Then, there were 4
bunnies. How many
bunnies hopped over
to the grass?



Change Unknown

Some bunnies were
sitting on the grass. 3
more bunnies hopped
there. Then, there were 4
bunnies. How many
bunnies were on the
grass before?



Start Unknown

All of these problems involve more bunnies being added to the ones that were already on the grass. However, each question is asking for different information that you must find out. Today, we will focus on Add To Change Unknown problems.



Problem Solving Strategy:

1. Read and think about the problem. Turn the paper over and retell the story (what is happening in your mind).
2. Write an equation to represent what is happening. Is something being added? That's addition! Is something being taken away? That's subtraction! Use a blank in the equation to hold a place for the part you don't know (the part you are trying to find out).
3. Use a number line to represent what is being added in the problem. What is the missing information?
4. Put the missing information in the blank in your equation. Does your equation make sense?

Example: 3 bunnies were sitting on the grass. Some more bunnies hopped to the grass. Then, there were 6 bunnies. How many bunnies hopped over to the grass?

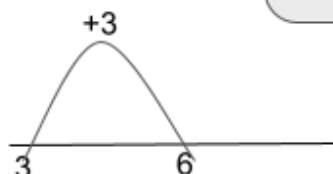
Think:

There were 3 bunnies on the grass. Some more bunnies came. Now, there are 6 bunnies. That is adding bunnies!

Represent:

$$3 + \underline{\quad} = 6$$

The blank is how many bunnies came. That's what I need to find out.



This makes sense!

$$3 + \underline{3} = 6$$

Day 3 Exploring Take From Change Unknown Problems

When we solve problems that involve taking away or removing items, then we are solving Take From subtraction problems. There are three types of Take From problems. (NC.2.OA.1)

5 bunnies were in the field. 2 bunnies hopped away. How many bunnies are in the field now?

Result Unknown

5 bunnies were in the field. Some bunnies hopped away. Then, there were 3 bunnies in the field. How many bunnies hopped away?

Change Unknown

Some bunnies were in the field. 2 bunnies hopped away. Now, there are 3 bunnies. How many bunnies were in the field before?

Start Unknown

All of these problems involve bunnies hopping away, so all of these problems are Take From problems. However, each question is asking for different information that you must find out. Today, we will focus on Take From Change Unknown problems.



Problem Solving Strategy:

1. Read and think about the problem. Turn the paper over and retell the story (what is happening in your mind).
2. Write an equation to represent what is happening. Is something being added? That's addition! Is something being taken away? That's subtraction! Use a blank in the equation to hold a place for the part you don't know (the part you are trying to find out).
3. Use a number line to represent what is being taken away in the problem. What is the missing information?
4. Put the missing information in the blank in your equation. Does your equation make sense?

Example:

7 bunnies were in the field. Some bunnies hopped away. Then, there were 4 bunnies in the field. How many bunnies hopped away?

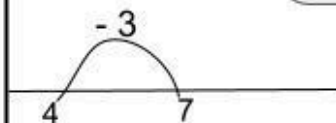
Think:

There were 7 bunnies in the field and then some hopped away. Now, there are 4 bunnies. That's subtracting!

Represent:

$$7 - \underline{\quad} = 4$$

The blank is how many bunnies hopped away. That's what I need to find out.



This makes sense!

$$7 - \underline{3} = 4$$

<p>Day 1 Fluency (NC.2.OA.2)</p> <p>Set 1: $2 + 1 =$ $2 + 2 =$</p> <p>Set 2: $6 + 1 =$ $6 + 2 =$</p> <p>Set 3: $8 + 1 =$ $8 + 2 =$</p> <p>Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.</p>	<p>Day 1 Problem Solving (NC.2.OA.1)</p> <ol style="list-style-type: none"> 1. I have 4 cookies. My mom gave me some more cookies. Now, I have 9 cookies. How many cookies did my mom give me? 2. My brother has 6 Beyblades. He got some more for his birthday. My brother has 10 Beyblades now. How many Beyblades did he get for his birthday? 3. My teacher has 12 ring pops. She bought some more ring pops at the store. Now, she has 20 ring pops. How many ring pops did she buy at the store?
<p>Day 3 Fluency (NC.2.OA.2)</p> <p>Set 1: $13 + 1 =$ $13 + 2 =$</p> <p>Set 2: $11 + 1 =$ $11 + 2 =$</p> <p>Set 3: $17 + 1 =$ $17 + 2 =$</p> <p>Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.</p>	<p>Day 3 Problem Solving (NC.2.OA.1)</p> <ol style="list-style-type: none"> 1. There were 7 apples sitting on the table. I ate some apples. Then, there were 3 apples sitting on the table. How many apples did I eat? 2. My teacher had 20 pencils. Some pencils broke. She has 11 pencils now. How many pencils broke? 3. My mom made 18 tacos for dinner. My sister and I ate some tacos. There were 12 tacos left. How many tacos did we eat for dinner?
<p>Day 5 Fluency (NC.2.OA.2)</p> <p>Set 1: $3 - 1 =$ $3 - 2 =$</p> <p>Set 2: $5 - 1 =$ $5 - 2 =$</p> <p>Set 3: $9 - 1 =$ $9 - 2 =$</p> <p>Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.</p>	<p>Day 5 Problem Solving (NC.2.OA.1)</p> <ol style="list-style-type: none"> 1. There were 12 muffins on the counter. Valeria ate some muffins. Now, there are 8 muffins. How many muffins did Valeria eat? 2. My sister had 14 books. She got some more books for her birthday. Then, she had 20 books. How many books did she get for her birthday? 3. Daniel had 18 crayons. He lost some crayons. Daniel has 7 crayons left. How many crayons did he lose?

Day 7 Fluency

(NC.2.OA.2)

Set 1:

$4 - 1 =$

$4 - 2 =$

Set 2:

$16 - 1 =$

$16 - 2 =$

Set 3:

$8 - 1 =$

$8 - 2 =$

Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.

Day 7 Problem Solving (NC.2.OA.1)

1. Maria has 5 LOL dolls. She got more for Christmas. Now, she has 8 LOL dolls. How many dolls did Maria get for Christmas?
2. Cam has 15 Pokemon cards. His friend gave him some more. Cam has 20 Pokemon cards now. How many cards did his friend give him?
3. There were 8 candy bars on the desk. Grayson ate some. Now, there are 4 candy bars on the desk. How many candy bars did Grayson eat?

Day 9 Fluency

(NC.2.OA.2)

Set 1:

$12 - 1 =$

$12 - 2 =$

Set 2:

$15 + 1 =$

$15 + 2 =$

Set 3:

$10 - 1 =$

$10 - 2 =$

$20 - 1 =$

$20 - 2 =$

$19 + 1 =$

$19 + 2 =$

$1 + 1 =$

$1 + 2 =$

$2 - 1 =$

$2 - 2 =$

$5 - 1 =$

$5 - 2 =$

Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.

Day 9 Problem Solving (NC.2.OA.1)

1. My grandmother planted 8 flowers in her yard. I gave her some more flowers for Mother's Day. Then, she had 16 flowers. How many flowers did I give my grandmother?
2. There were 2 dogs playing in the park. Some more dogs came and joined them. Now, there are 7 dogs playing in the park. How many dogs joined?
3. Emery has 19 stickers. She gives some to her little sister. She has 12 stickers now. How many stickers did Emery give to her sister?
4. Dylan reads 6 books in one week. He reads some more books over the weekend. He read a total of 13 books. How many books did Dylan read over the weekend?
5. Tylaiah had 18 oreos. She ate some oreos. Then, Tylaiah had 14 oreos. How many oreos did she eat?
6. The Pet Store had 10 fish in a tank. They sold some fish. Now, the Pet Store has 4 fish in the tank. How many fish did they sell?

Day 11 Exploring Put Together Total Unknown Problems

When we solve problems that involve putting parts or amounts together in order to find the total (whole), then we are solving Put Together Total Unknown problems. (NC.2.OA.1)



3 brown bunnies and
2 gray bunnies are in the
field. How many bunnies
are in the field?

Put Together Total Unknown

Problem Solving Strategy:

1. Read and think about the problem. Turn the paper over and retell the story (what is happening in your mind).
2. Write an equation to represent what is happening. Is one part missing? Are both parts missing? Is the total or whole amount missing? Use a blank in the equation to hold a place for the part you don't know (the part you are trying to find out).
3. Use a bar diagram to represent what is being put together in the problem. What is the missing information?
4. Put the missing information in the blank in your equation. Does your equation make sense?

Example:

There are 12 blue birds and 7 red birds on the fence. How many birds are on the fence.

Think:

There are some blue and some red bird all on the fence. That is adding! There will be more birds.

Represent:

$$12 + 7 = \underline{\quad}$$

The blank is how many total birds there are. That's what we need to find out.

Total birds ?	
12 blue	7 red

This makes sense!

$$12 + 7 = \underline{19}$$

Day 11 Problem Solving

(NC.2.OA.1)

1. There are 7 guppy fish and 5 goldfish in a tank. How many fish are in the tank?
2. There were some animals at the zoo. 8 animals were flamingos and 11 were monkeys. How many animals were at the zoo?
3. There are 9 crayons and 8 pencils in a school supply box. How many writing tools are in the supply box?

Day 13 Exploring Take Apart One Addend Unknown Problems

When we solve problems that provide the total amount and the value of one part, then we are solving Take Apart One Addend Unknown problems.

(NC.2.OA.1)



5 bunnies are in the field. 3 are brown and the rest are gray. How many bunnies are gray?

**Take Apart One
Addend Unknown**

Problem Solving Strategy:

1. Read and think about the problem. Turn the paper over and retell the story (what is happening in your mind).
2. Write an equation to represent what is happening. Is one part missing? Are both parts missing? Is the total or whole amount missing? Use a blank in the equation to hold a place for the part you don't know (the part you are trying to find out).
3. Use a bar diagram to represent the part that is missing in the problem. What is the missing information?
4. Put the missing information in the blank in your equation. Does your equation make sense?

Example:

13 birds are in the tree. 6 are blue and the rest are red. How many birds are red?

Think: There are 13 birds. I know how many are blue. I need to find the number of red birds. I can subtract the blue birds!

Represent:

$$13 - 6 = \underline{\quad}$$

The blank is how many red birds are in the tree. That is what I need to find out.

13 birds	
6 blue	? red

This makes sense!
 $13 - 6 = 7$

Day 13 Problem Solving

(NC.2.OA.1)

1. There are 18 toy cars in a box. 7 are orange and the rest are black. How many toy cars are black?
2. There are 14 plates. Some have hamburgers on them and 6 plates have hot dogs on them. How many plates have hamburgers on them?
3. There are 15 bowls of ice cream. Some bowls have chocolate ice cream and 5 bowls have vanilla. How many bowls have chocolate ice cream?

Day 15 Exploring Take Apart Both Addends Unknown Problems

When we solve problems that provide the total amount but do not give the value of either part, then we are solving Take Apart Both Addends Unknown problems. (NC.2.OA.1)



5 bunnies are in the field. Some are brown and some are gray. How many bunnies could be brown and gray?

Both Addends Unknown

Problem Solving Strategy:

1. Read and think about the problem. Turn the paper over and retell the story (what is happening in your mind).
2. Write an equation to represent what is happening. Is one part missing? Are both parts missing? Is the total or whole amount missing? Use a blank in the equation to hold a place for the part you don't know (the part you are trying to find out).
3. Use a bar diagram to represent the part that is missing in the problem. What is the missing information?
4. Put the missing information in the blank in your equation. Does your equation make sense?

Example:

10 birds were sitting on a fence. Some were blue and some were red. How many birds could be blue and how many could be red?

Think:

There are 10 birds. Some are blue and some are red. There are many possibilities here.

Represent:

$$\underline{\quad} + \underline{\quad} = 10$$

The blanks are the numbers that make 10. What numbers add up to 10?

$$\begin{aligned} 0 + 10 &= 10, 1 + 9 = 10, 2 + 8 = 10, 3 + 7 = 10 \\ 4 + 6 &= 10, 5 + 5 = 10, 6 + 4 = 10, 7 + 3 = 10 \\ 8 + 2 &= 10, 9 + 1 = 10, 10 + 0 = 10 \end{aligned}$$

This makes sense!

10 birds	
? blue	? red

Day 15 Problem Solving

(NC.2.OA.1)

1. There are 11 tulips in a vase. Some are purple and some are yellow. How many tulips could be purple and how many could be yellow?
2. There are 12 cupcakes. Some are funfetti and some are strawberry. How many cupcakes could be funfetti and how many could be strawberry?
3. There are 13 trees in the field. Some are pine and some are maple. How many trees could be pine and how many could be maple?

Day 11 Fluency (NC.2.OA.2) Set 1: $3 + 3 =$ $4 + 4 =$ Set 2: $5 + 5 =$ $6 + 6 =$ Set 3: $7 + 7 =$ $8 + 8 =$ Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.	Day 13 Fluency (NC.2.OA.2) Set 1: $2 + 2 =$ $8 + 8 =$ Set 2: $9 + 9 =$ $7 + 7 =$ Set 3: $6 + 6 =$ $4 + 4 =$ Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.	Day 15 Fluency (NC.2.OA.2) Set 1: $5 + 6 =$ $3 + 4 =$ Set 2: $8 + 7 =$ $5 + 4 =$ Set 3: $9 + 8 =$ $6 + 7 =$ Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.	Day 17 Fluency (NC.2.OA.2) Set 1: $4 + 3 =$ $7 + 6 =$ Set 2: $6 + 5 =$ $8 + 9 =$ Set 3: $7 + 8 =$ $4 + 5 =$ Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.	Day 19 Fluency (NC.2.OA.2) Set 1: $9 + 9 =$ $9 + 8 =$ Set 2: $8 + 8 =$ $8 + 9 =$ Set 3: $7 + 7 =$ $7 + 6 =$ Look at the 3 sets above. Tell a family member or your favorite toy about a pattern you notice.
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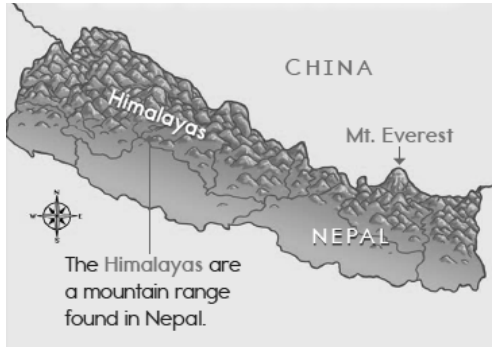
Day 17 Problem Solving (NC.2.OA.1)

- There are 14 juice pouches in the cooler. 8 of them are apple juice and the rest are orange juice. How many juice pouches are orange juice?
- 19 horses were in the pasture. Some were brown and some were black. How many could be brown and how many could be black?
- There were 8 girls and 7 boys on the playground. How many girls and boys were on the playground?
- There were 9 cars parked in the grocery store parking lot. 5 more cars drove up and parked. How many cars are parked in the parking lot now?
- There were 16 gummy bears in the bowl. Some were eaten. Now, there are 4 gummy bears in the bowl. How many gummy bears were eaten?

Day 19 Problem Solving (NC.2.OA.1)

- 12 cars were in line at the bank. Some drove away. Now, there are 9 cars in line. How many cars drove away?
- 14 pizzas were ordered. Some pizzas were pepperoni and 7 were cheese. How many pizzas were pepperoni?
- There are 11 balloons. Some have polka-dots on them and some have hearts. How many balloons could have polka-dots on them and how many could have hearts?
- There were 9 puppies and 7 kittens in the neighborhood. How many baby animals were there in the neighborhood?
- Tre had 15 stickers. He gave his sister 4 of his stickers. How many stickers does Tre have now?

The Mountains



“Look up! You have almost reached the top!” These are words climbers want to hear as they move slowly up a mountain. A mountain environment is steep. It is very rocky. As the climber goes higher, the air gets thinner. It becomes hard to breathe. The temperature at the top is colder than at the bottom.

One kind of mountain environment is the Himalayas. Look at the map and find the country of Nepal. Mt. Everest is found here. It is the tallest mountain in the world. Many people want to climb Mt. Everest. They need the help of people who make the mountains their home. These people are the Sherpas.



Working in the Mountains

Sherpas are used to the thin air and steep mountain climbs. Because of this, they work as mountain guides. They also are strong. They can work in the thin air. Sherpas carry supplies up the mountain. Sometimes their packs weigh 100 pounds! There aren't many roads. Goods must be carried up.

Sherpas raise animals called yaks. Yaks can carry things long distances. Wool and leather from the yaks are used to make clothes and shoes. The Sherpa people eat the hardy plants that can live on the mountain. This includes potatoes and rice. They also eat cheese made from the milk of the yak.



People can build their homes along the sides of the mountains. These shelters are two-story buildings. They are built with stone and wood from the mountain.

Having Fun in the Mountains

Living on the mountain makes it hard for people to travel and see each other. The Sherpa people celebrate by having festivals at certain times of the year. They share food and perform special dances. Sherpas know the mountains can be dangerous. They respect the mountains and hope their visitors do too.



Day 2

“The Mountains”

Use evidence from the text to support your thinking.

How do the mountains affect how Sherpas work? Use details from the article in your answer.

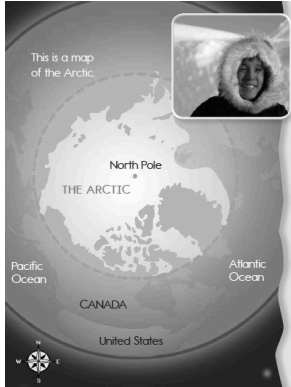
How does this environment affect what people do for fun? Use details from the article in your answer.

Day 4

Day 6

What are some challenges of living in the mountains?	What are some solutions to these challenges?

The Arctic



If you like winter, the Arctic is the place for you. This environment has long, cold winters. It has short, cool summers. You have to like darkness though. If you live here, the sun doesn't give much light for two months!

The map shows where the Arctic is found. Can you find the North Pole? The Arctic is so cold that not many people can live there. But one group of people, the Inuit, calls it home. The word Inuit means "the people."

Working in the Arctic

The Inuit have lived and worked here for thousands of years. Many plants can't grow where they live. The ground is covered in snow until the summer months. They often hunt or fish to get food, and today they might also go to grocery stores.



You need very warm clothing to live in the Arctic. Inuit people wear parkas, or large coats, to keep them warm in the Arctic environment. The early Inuit made their clothes and boots out of animal skins.

Trees do not grow in the Arctic. Wood is hard to find. Other materials are used to make a shelter. In the past, the Inuit lived in tents and igloos. They made their tents out of animal skins. An igloo is a house made out of blocks of snow. Which one of those homes would you like to live in?



Having Fun in the Arctic

People of the Arctic live in a world of snow and ice. Outdoor activities might include playing hockey. Hiking is done on snowshoes. A lot of time is spent indoors. The Inuit are known for making beautiful masks and sculptures. They use their art when they tell stories about their ancestors.

The Arctic is a tough place to live because of its geography and cold climate. People help each other learn to adapt to this cold habitat. Family and community are very important.

Day 8

“The Arctic”

Use evidence from the text to support your thinking.

How would you describe the Arctic environment? Use details from the article in your answer.

How does this environment affect what people do for fun? Use details from the article in your answer.

Day 10

Day 12

What are some challenges of living in the Arctic?	What are some solutions to these challenges?

Day 14

“The Mountains”

Use evidence from the text to support your thinking.



What can you learn from this photo? Use the photo and details from the article in your answer.

“The Arctic”

Use evidence from the text to support your thinking.



What can you learn from this photo? Use the photo and details from the article in your answer.

Day 16

“The Mountains” or “The Arctic”

Choose one text and use evidence from that text to support your thinking.

Circle one:

The Mountains	The Arctic
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Choose to write about the mountains or the Arctic. Plan an informative paragraph to describe living in that environment. Use details from the article to support your thinking.

Focus statement: introduce the topic	
Challenge: describe a challenge about living in that environment	
Solution: describe a solution to that challenge	
Conclusion: remind the reader about the topic	

Day 18

Use a crayon or colored pencil to lightly color or underline the sentences in the paragraph below.

Focus statement	Challenge	Solution	Conclusion
yellow	red	green	blue

The desert is a hot and dry place to live. The hot desert sun can burn skin. People who live in the desert can wear layers of loose clothing. The layers keep sweat close to the body and that helps them stay cool. That is how people can stay cool in the desert.

Day 20

“The Mountains” or “The Arctic”

Use your notes from Day 16 to write an informative paragraph about living in the mountains or the Arctic.



Draw a picture to show an example.

Word Work

CYCLE 2		
Word List	Sight Words	Decodable Text: "Sam Rides the Subway Train"
clay day may play stay tray bait chain paid rail train wait display subway explain	walk two new ready	<p>This is Sam. Sam had always walked to get where he wanted to go. Sometimes, he would ride the bus or the subway train with Dad. But not by himself. Now there was a new subway train stop. It was very close to where Sam and Dad lived. Dad said, "Sam, do you want to ride the subway train alone?" Sam was afraid. He was afraid he would not know when to get off the train. But he wanted to try it anyway. He would be brave.</p> <p>Dad explained, "I will pay for a subway pass. Then you will get on the train. You will get off after two stops. I will walk to the train stop. You will wait for me. OK?" Sam was still a little afraid. But he would be brave. He said it all again to Dad. "We will get a pass. Then I will get on the train. I will get off after two stops. Then I will wait for you." Sam was ready.</p> <p>Sam and Dad walked to the subway train stop. Dad paid for a subway pass for Sam. "Two stops. Then get off and wait for me." "OK," said Sam. Dad left. Sam looked down at the subway rails and waited. He felt like he was waiting for a long time. Then, the subway train came. He got on. One stop. Then at stop two, he got off. He walked up the stairs. He waited. Dad walked up. "You did it, Sam! I will still help you for now. But in a little while, you will be able to ride with no help." Sam had a big grin on his face. How do you think Sam felt?</p>
CYCLE 3		
Word List	Sight Words	Decodable Text: "Do Fish Eat Cheese?"
beak cheap least reach treat cheek need seem sweet queen angry baby candy copy story	our really been before	<p>James is happy to tell Sam some news. "We can catch fish in the creek now!" says James. "Really?" says Sam.</p> <p>"Yes. Before, we could only feed the fish in our park. Now we can use a fishing pole to catch fish. But we have to put them back in the creek." James and Sam walk to the park. There is a big pond and some creeks and streams. "I have never been to that stream," says James. James and Sam go to the stream.</p> <p>"What do fish eat?" asks Sam. "I think they will eat cheese. I will put it on our line," says James. Do you think they will eat cheese? What do you think fish eat? Sam and James stand under a tree next to the stream. The green leaves give them shade from the heat. Sam has never been fishing before. James teaches him. James casts his fishing line. He does not catch a fish. Sam does not catch a fish. "Maybe they are asleep?" asks Sam. "Or maybe they are down really deep? So they can not see our cheese?"</p> <p>"It is not easy to catch fish!" says Sam. "Yes, but it is still really fun to try!" says James. "We will try again this weekend," says James as they leave for home.</p>