



# Second Grade Math

Read this problem about adding numbers.  
Then look at Sweet T's solution to the problem.

### Cookie Order

Sweet T is in the Bake Stars' kitchen.  
He takes notes about a cookie order.



#### Cookie Order

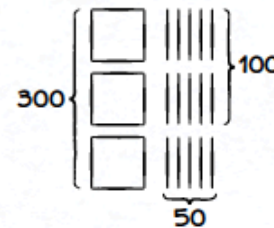
- Make between 400 and 500 cookies.
- Make chocolate chip, peanut butter, and oatmeal cookies.
- Make the same number of each kind of cookie.

How many of each kind of cookie should the Bake Stars make? Show why your numbers work.

There are many ways to solve problems. Look at Sweet T's Solution on the right. How might you solve the Cookie Problem in a different way?

### Sweet T's Solution

- ▶ **I know** there are 3 kinds of cookies.  
The total is between 400 and 500 cookies.
- ▶ **I need to find** 3 numbers that have a sum between 400 and 500.  
Try 100:  $100 + 100 + 100 = 300$ .  
Try 200:  $200 + 200 + 200 = 600$ .
- ▶ 150 is between 100 and 200.
- ▶ **I can make a quick drawing** to help me add.



- ▶  $300 + 100 + 50 = 450$  and 450 is between 400 and 500.
- ▶ **Here is what the Bake Stars can make:**  
150 chocolate chip cookies  
150 peanut butter cookies  
150 oatmeal cookies

Hi, I'm Sweet T.  
Here's how I solved  
this problem.

Using 100 makes  
too few cookies.  
Using 200 makes too  
many cookies.

I drew  
 $100 + 100 + 100$   
and  $50 + 50 + 50$ .

The numbers  
total 450. So  
150 works.

Read the problem below. Solve it on a separate sheet of paper. Remember, there are different ways to solve it.

### Cookie Boxes

Sweet T is packing an order of 145 chocolate chip cookies. The pictures below show the different-size boxes there are at the shop. Each box holds a different number of cookies.



How can Sweet T pack the cookies?

- ▶ **Plan It and Solve It** Find a solution to Sweet T's Cookie Boxes problem.  
Decide which boxes Sweet T should use to pack the cookies.
  - Tell why you chose these boxes.
  - Show that your answer works.
- ▶ **Reflect**  
**Use Mathematical Practices** Talk about this question with a partner.
  - **Make an Argument** How can you explain the reason for the boxes that you chose?

Read the problem below. Solve it on a separate sheet of paper. Remember, there are different ways to solve it.

### Fruits and Vegetables

Sweet T likes to talk about numbers with the Bake Stars.

Here are some of the things he said at the end of last month.



- We used more than 200 pounds of vegetables this month.
- We used less than 300 pounds of fruit this month.
- The total amount of fruit and vegetables we used was between 500 and 550 pounds.

How many pounds of fruit could the Bake Stars have used? How many pounds of vegetables?

- ▶ **Solve It** Find the amount of fruit and vegetables that the Bake Stars could have used.
  - Tell how many pounds of fruit they might have used.
  - Tell how many pounds of vegetables they might have used.
  - Show that the total weight is between 500 and 550 pounds.
- ▶ **Reflect**  
**Use Mathematical Practices** Talk about this question with a partner.

**Be Precise:** How did you use words or symbols to show that your answer works?

## Fruit Salads

Sweet T found a mistake that the Bake Stars made. They made 448 fruit salads for a customer. The customer only ordered 248 fruit salads. Here is what they plan to do with the extra food.

- Donate some fruit salads to the youth center.
- Keep some fruit salads at the shop. Give them out for free to customers.



How many fruit salads should the Bake Stars donate? How many should they give out for free?

▶ **Solve It** Decide what to do with the extra fruit salads.

- Tell how many to give to the youth center.
- Tell how many to keep at the shop.
- Explain why your numbers work.

▶ **Reflect**

**Use Mathematical Practices** Talk about this question with a partner.

- **Make Sense of Problems** What was the first thing that you did to solve this problem? Why?

## Possible Solutions

\*Remember that with our Math in Action lessons there may be multiple solutions!

### Cookie Order

Try a number that is between 100 and 150.  
Use 140 and show the work in a table.

	Hundreds	Tens	Ones
Choc. Chip	1	4	0
Peanut B.	1	4	0
Oatmeal	1	4	0
Total	3	12	0

3 hundreds, 12 tens, and 0 ones is the same as 4 hundreds, 2 tens, and 0 ones, which is 420. This is between 400 and 500, so the solution works.

### Cookie Boxes

#### Cookie Boxes

Sweet T is packing an order of 145 chocolate chip cookies. The pictures below show the different-size boxes there are at the shop. Each box holds a different number of cookies.



How can Sweet T pack the cookies?

### Fruits and Vegetables

The total weight of fruit and vegetables must be between 500 and 550 pounds. They used less than 300 pounds of fruit. So let's say they used 250 pounds of fruit.  $250 < 300$ .

They used more than 200 pounds of vegetables. Since  $250 > 200$ , I can try using 250 pounds of vegetables.

250 pounds of fruit + 250 pounds of vegetables = 500 pounds of fruit and vegetables

The total amount of fruits and vegetables is greater than 500 pounds. So I'll say they used 280 pounds of vegetables. 280 pounds is greater than 200 pounds.

Check:  $280 + 250 = 530$ ,  $530 > 500$  and  $530 < 550$ , so 530 is between 500 and 550.

### Fruit Salads

There are 448 fruit salads and 248 are for a customer. I need to figure out how many of the extra fruit salads to donate to the youth center and how many to keep at the shop.

$448 - 248 = 200$ , so there are 200 to donate to the youth center or keep. They can give 100 fruit salads to the youth center and keep 100 at the shop.

$100 + 100 = 200$  and  $100 + 100 + 248 = 448$



# **Second Grade Social Studies**

# KCS home

## 2<sup>nd</sup> Grade Geography Week 1A

### Regions

Color in the map.

**Southeast: Orange**

**Northeast: Blue**

**Great Plains: Yellow**

**Southwest: Purple**

**Pacific Northwest: Red**

**Rocky Mountain: Green**



### Enrichment Extension

Want a challenge? Label each state. You can also cut out the regions like a puzzle and practice naming each state in each region!



# Second Grade

## ELA



## Parent Guide

**There will be a short video lesson of a Knox County 5<sup>th</sup> Grade Teacher to accompany this text available on the KCS YouTube Channel and KCS TV. If you have access, refer to last week's KCS packet. This week's video will include a recap of the text read last week.**

Tennessee's English Language Arts (ELA) standards ask students to read, talk, and write about a variety of texts. In this activity packet, your child will have the chance to do just that as they work to solve a mystery.

If your child completed last week's activity packet introducing them to the text and tasks, this week's activities will allow them to review their prior learning and to extend their understanding of this topic. If your child did not complete last week's activity packet, this week's activities will allow them to read, talk, and write in response to a text, as well as compare their work to an exemplar.

### **1) Check for understanding of the Essential Question for the unit:**

*How can familiar things help us with change?*

Questions for Discussion:

How did familiar things help Elias with change?

Have you ever had familiar things help you with change?

### **2) Reread the student's response to text and check for the following:**

- Topic sentence
- Relevant details
- Conclusion sentence
- Correct use of punctuation
- Finger spaces & neat handwriting

*Does their writing make sense? Does their response answer the question?*

### **3) Option to extend:**

Ask students to choose three colors and highlight their topic sentence, details, and conclusion sentence. Do they have everything that they need in their writing?



# Second Grade Science

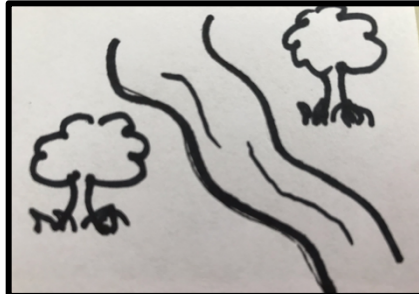
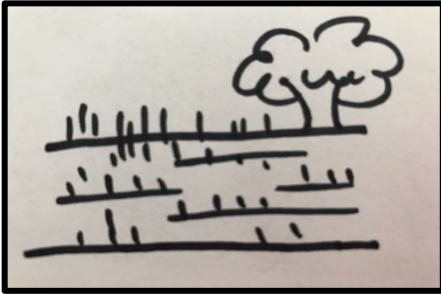
# Second Grade Science: Week 2

## Landforms



Directions:

Looking at the landforms below, use the word bank to label each correctly.



Word Bank:

-Plain

-Mountain

-River

### How can we describe earth's surface?

We use maps to understand the world better and describe the different places on earth. Maps can give us a lot of information. They can show how places are divided into countries, states, or cities. They can also show the different landforms. They help us find where we may like to visit depending on what we are looking for. If we wanted to visit places for boating, where on the map should we go?



## **Activity:**

We are going to create and map our own terrain today! The items you will need are listed below. Once you have gathered your materials, follow the steps below.

## **Materials:**

- Towel or sheet
- Books/objects to stack
- Landform labels cut out
- Crayons
- Sheet of paper
- 3 Blue flexible objects (ex. T-shirt, fruit roll-ups, scarf)

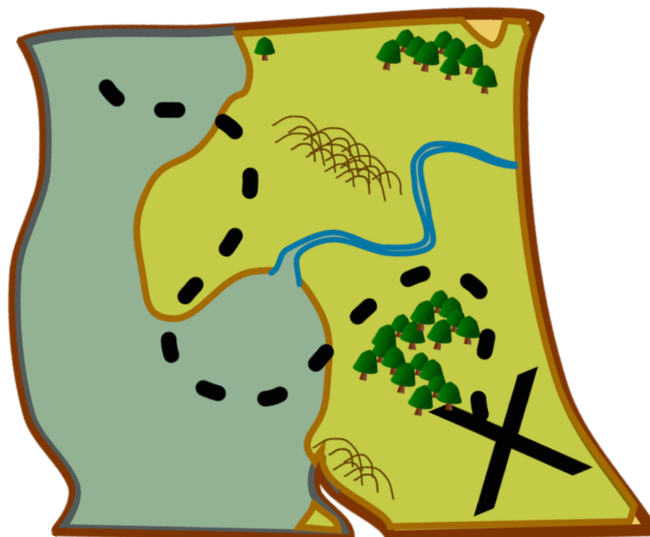
Step 1: Lay out your sheet/towel on the floor or a table top. Right now, all of your land, terrain, is a plain. It is flat with no other features.

Step 2: Using your books or other objects, stack them underneath of your plain in different places.

Step 3: Using your 3 blue objects, create a lake in one of the low-lying areas of your terrain. Next, create a stream and a river leading into the lake. Remember, rivers are wider and deeper than streams.

Step 4: Examine your terrain. What landforms do you see and what helps us know what they are? Label each area of your terrain by placing the name for the feature on it.

Step 5: Using your paper and crayons, create a map of your terrain. On your map, be sure to label all of the landforms. For extra fun, you could create a name for your terrain and write a description of the available resources that could be found there.



**Directions:** Cut out each landform name. You can use the rest of the page for your terrain map if needed.

River	Lake
Stream	Mountains
Valley	Plain