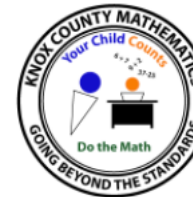




Second Grade Math

Week of May 4, 2020
knoxschools.org/kcsathome



1.
Write 10 less and 10 more:

_____, 641, _____
10 less 10 more

_____, 194, _____
10 less 10 more

_____, 813, _____
10 less 10 more

2.
Use the number bond below to break apart the problem to add.

$38 + 59 = \underline{\hspace{2cm}}$

3.

Box A	Box B

What is the sum of box A and box B? _____

How many fewer blocks are in box A than box B? _____

4.
What number is 100 more than 456?

What number is 100 less than 872?

5.
Subtract $71 - 34$. Show your work on the number line.



Second Grade Social Studies

KCS @ home
2nd Grade Social Studies Review

*There will be a short video lesson of a Knox County teacher to accompany this task available on the KCS YouTube Channel and KCS TV.

Topic: Economics

Goal(s): Students will analyze the United States in economic terms, including: producers and consumers, supply and demand, imports and exports, and why budgets are important.

Standards: 2.04, 2.05, 2.07, 2.09 and 2.10

Introduction of Lesson: Today, for our Social Studies lesson, we are going to learn about economics. Economics is how people use the money they have to buy goods they need. In an economy, you also have people who make or produce things to sell.

Vocabulary:

Producer is someone (or a business) who grows, makes, or sells products. Some examples of producers are dairy farms, apple farmer, bakery, cafeteria worker, doctor, grocery stores, and other retail stores.

Consumer is a person who buys goods (products) or uses a service.

Goods are things that can be bought and sold. Some examples of goods are bread, vegetables, milk, clothes, cars, and computers.

Services are provided by doctors, hair stylists, postal workers, cable workers, restaurants, etc.

Occupation: a job

Income: money people earn.

Free enterprise: systems where businesses can choose what they want to sell.

Want: something that people want but do not need

Scarce: something that is hard to find or get

Manufacture: to make goods, usually in large amounts.

Raw material: resources in their natural or original form.

Interdependence: connection through shared needs.

Barter: to trade

Included Text for Students to Read:

2

PRODUCERS AND CONSUMERS

What did you eat for lunch yesterday? Where does the food come from? Who prepares it? Do you buy it? Who sells it to you? All these questions – and their answers – can help you think about how a business works. That's a lot to think about over lunch!



Picture your lunch. Where does the food you eat come from?

Producer

Each item on your lunch tray comes from a producer. A producer is a worker or a business that grows, makes, or sells products. A business is a group that makes and sells products to make money.



apple farmer



dairy farm



bakery



cafeteria worker

Consumer

When you buy your lunch, you're a consumer. A consumer is a person who buys goods or services.



Goods

Products are also called goods. Goods are things that can be bought and sold. All the foods on your lunch tray are goods.



cheese

milk



apple

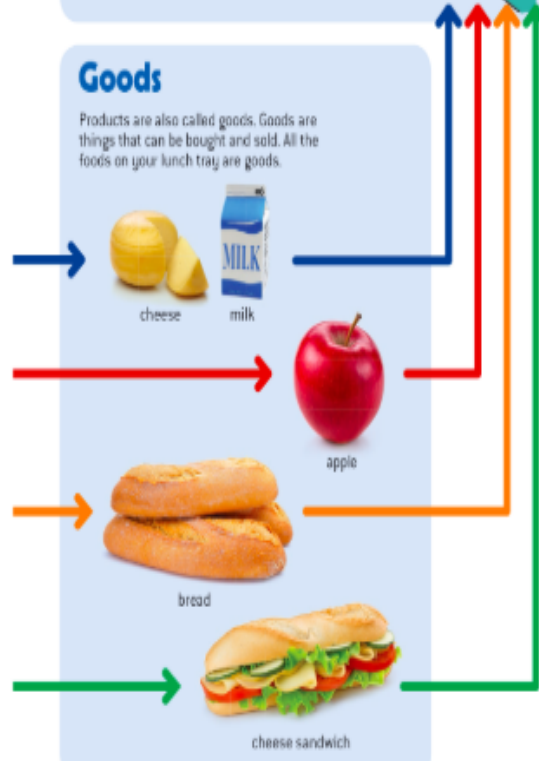


bread



cheese sandwich

3





↑ Other years are different. Sometimes there isn't enough rain for strawberries to grow well. But water resources for farmers' crops are limited. So the fields may become dry. Without enough water, the strawberries die. Strawberries become scarce, or hard to find, because there aren't many. When goods are scarce, their price goes up. The farmer might decide to produce something else instead of strawberries. When resources are limited, producers may need to find other products to sell. Consumers may need to find other products to buy.



↑ When people go shopping, they make choices about what to buy. If the price of something is too high, they may buy something else that's cheaper. This mother and daughter chose to buy bananas because strawberries are too expensive.



The family farm also sells its strawberries to a business that manufactures, or uses machines to make, jam. The strawberries are shipped to a jam factory. A factory is a building in which people use machines to make goods. The jam is put into jars and sold to supermarkets. Finally the jam is on the store shelf and ready for you to buy. It's perfect for your morning toast!

Task(s) for Students to Complete:

Activities:

1. Vocabulary card memory game: You will need 32 index cards (or cut cards from paper). Write one vocabulary word each of 16 cards. Write one definition on each of 16 cards. For example: Card 1: producer. Card 2: someone (or business) who grows, makes, or sells products.

Once you have created all your cards, mix up the cards and place them face down on a table. Take turns trying to make a word to the correct definition.

(continued on next page)

2. Let's go shopping: Get a grocery or other business flyer and shop for items at their store. If you have a grocery flyer, make a meal plan with your parent first and then 'shop' for the items. Before you shop create a budget (how much you can spend). Add up the cost of all the products you need for your meal. Can you stay in budget and save money? Did you need more money than you had when you 'checked out'? Do you need to put some items back? Discuss with your parents why you chose the products you did. Challenge: Write a letter to a friend and challenge them to see if they can spend less 'money' at the store than you did.

3. Complete the word search for vocabulary words:

Name _____



Word Find

DIRECTIONS Circle each word from the box in the letter grid below. The words can appear up and down and across.

INCOME	OCCUPATION	SCARCE
PRODUCER	BARTER	MANUFACTURE
WANT	GOODS	BUDGET

B A R T E R A P O I J M
P U B I S U D E C P U A
R D P M A L S G Y R C N
O E A O T I N C O M E U
D C G K E B H I Q W O F
U D O N J T A X H A V A
C G O S C A R C E N U C
E I D A H O E L F T G T
R H S D E M B S C K A U
O C C U P A T I O N O R
A B I F O N E D U I W E
O K A B U D G E T R U C

Additional Links for More Information:

You can register for a free brainpop account at www.brainpop.com

Login and type goods in the search bar to find a video on supply and demand

You can also register for a free brainpopjr. Account at www.brainpopjr.com

When you login on brainpopjr type goods and services in the search bar to find videos:

- Goods and services
- Needs and wants
- Saving and spending

You can also go to the <https://www.knoxschools.org/Page/18243> page to find our second grade social studies magazine.

- Scroll down to see Social Studies 2
- Click on the Ed with the smiley face
- Login in with your student email (ex: s102321@student.knoxschools.or)
- Put in your password (your teacher can help you with your username and password if needed)
- Go to Magazine #9



Second Grade

ELA

Week of May 4, 2020
knoxschools.org/kcsathome

GRADE 2 ELA WEEK 5 – OUR CHANGING WORLD

A video lesson of a Knox County 2nd grade teacher that accompanies this text is available on KCS YouTube Channel and KCS TV.



In this week's text, your child will be looking for specific clues about:

TOPIC: Our Changing World

ESSENTIAL QUESTION: How do things change? How do they stay the same?

BUILDING BACKGROUND KNOWLEDGE:

- Ask your child what changes they notice on the Earth's surface. It could be changing seasons, day to night, etc. What about under the Earth's surface? If they read last week's text, ask them what they learned about how plants change as they grow.
- Tell them as they read this week, they will be looking for clues to explain how Earth's layers change. Students will learn that changes under Earth's surface can have an impact on other layers.

READING THE TEXT: *Digging Deep*

- You may choose to take turns reading the text with your child, read the text at the same time, or have your child read independently.
- At the end of the text, there is a "Be a Sleuth" section. Use the questions to discuss and write about the text.

ASK QUESTIONS:

- What two questions might you ask a scientist who studies Earth's layers, volcanoes, or earthquakes?
- As your child generates a question, you may choose to add a question you have as well. If your child struggles to ask a question, you may make a question as a model and then create one together.
- Make sure your questions cannot be answered with a simple yes or no.

GATHER EVIDENCE:

- You may ask your child to underline evidence for this question, make a list of their evidence, or you can discuss how Earth's lower layers affect activity on the crust. Be sure that students refer back to the details in the text. Also, refer back to the essential questions – How do things change? How do they stay the same?

MAKE YOUR CASE:

- **WRITING TASK:** Explain how Earth's lower layers affect activity on the crust.
- Write a topic sentence that tells what you are writing about.
- Cite at least two details to support your answer.
- Your child should be able to write 4-5 sentences explaining how the crust is impacted by the activity in lower layers, and supply evidence to support their answer.
- Write a concluding statement.
- **EXTENSION IDEAS:**
- Underline words with /oi/ and /oy/ in the "I Can Read!" passage
- Make a model of the Earth's layers using Play-doh, Legos, or paper. Remember to label each layer.
- Reread the text



I Can Read!

Joy said to her friend Troy, "Wow! There is not a cloud in the sky! How about we go out and enjoy this beautiful day?"

Troy was a boy who was kind of a grouch. "Joy, did that loud noise last night spoil your sleep? It annoyed me. I just want to sit on the couch."

"Troy, you will enjoy being out," Joy said. "We can go to the playground."

"That might be a good choice," Troy decided.

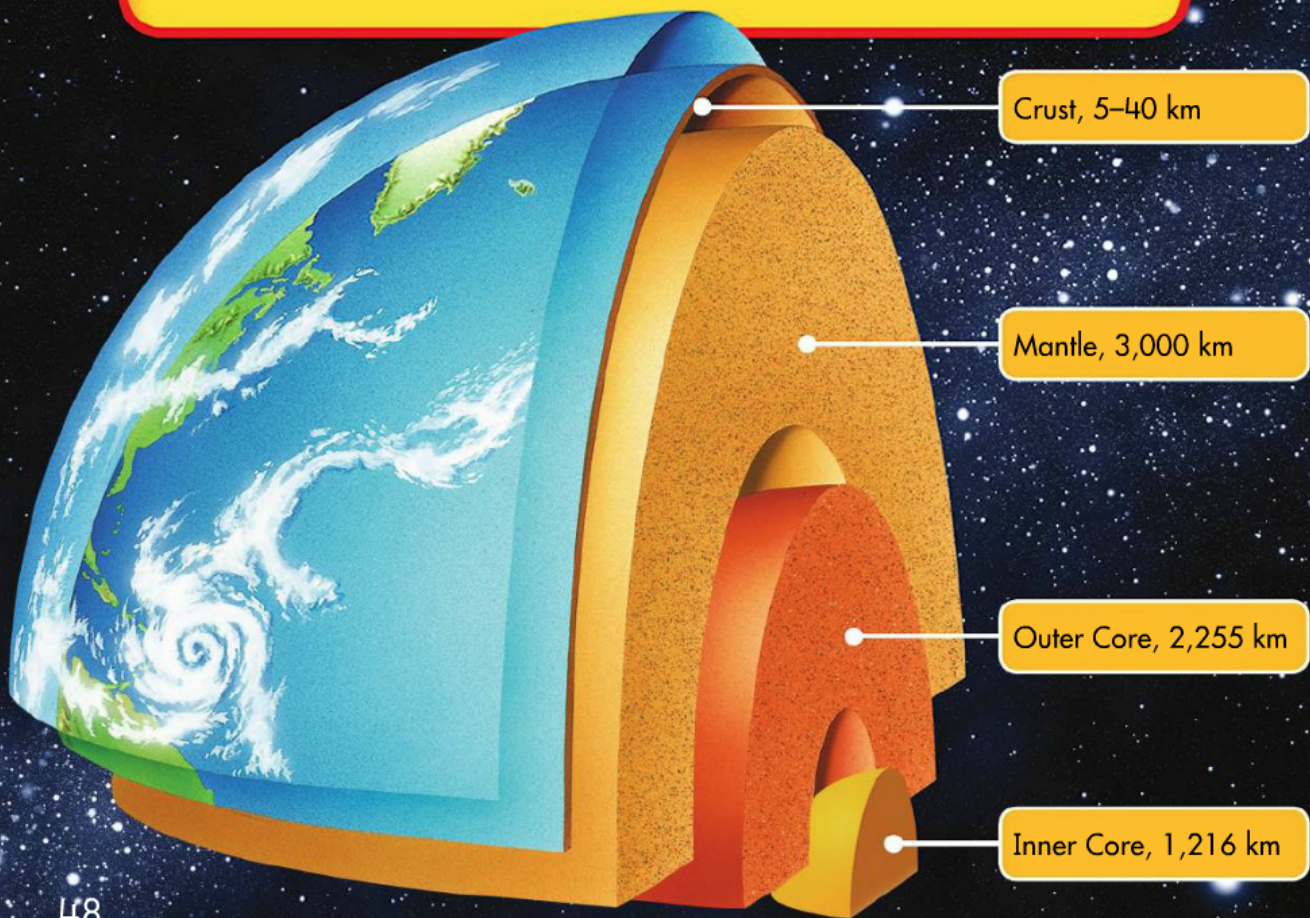
"Troy, I'm proud of you!" Joy cheered.



Digging Deep

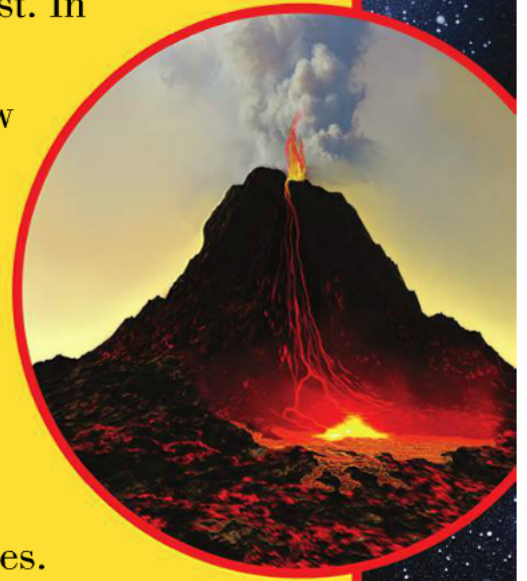
Do you think there is a lot of activity on Earth's surface? You should see what is going on below us! What happens deep in the Earth can have a big effect on what happens where we live.

The layer we walk and live on is called the crust. It is Earth's thinnest layer. The thickest part is about 25 miles (40 km) deep. The thinnest part is about 3 miles (5 km) deep. That is at the bottom of the ocean.



Below the crust is a layer called the mantle. It is the thickest layer—almost 1,864 miles (3,000 km) thick. It is much hotter than the crust. In fact, it is so hot that rocks can melt! Sometimes, the melted rock can flow out onto the crust as lava. That's how volcanoes form.

Under the mantle, in Earth's center is a super-hot core. The outer part of the core is liquid. The inner part is solid. Scientists think that heat rising up from the core may be one cause of earthquakes. They also think the inner core spins in place. It creates an invisible magnetic shield that protects us from the sun. Scientists keep digging to learn how these lower layers affect our world.



Be a Sleuth

Look for Clues Write two clues you find in the text about how Earth's lower layers affect activity on the crust.

Ask Questions What are two interesting questions you might ask a scientist who studies Earth's layers, volcanoes, or earthquakes?

Make Your Case What layer of Earth would be most interesting to study? Explain your choice. Help others understand why you think it is the most interesting.

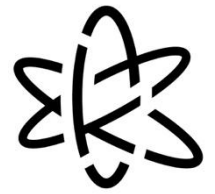


Second Grade Science

Week of May 4, 2020
knoxschools.org/kcsathome

Second Grade Science: Week 5, May 4

Can you find plant variations between two of the same kind of plant?

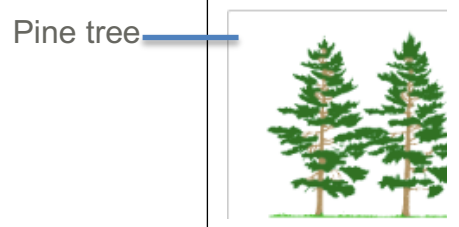
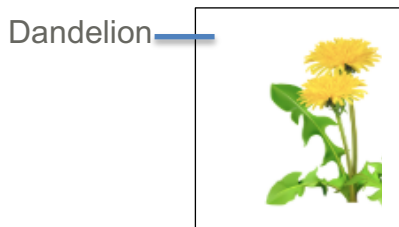


Directions: This handout goes with a KCS Teacher Video. If you have access to the video, watch the video before doing this activity. Read below with your child.

Baby plants and animals look like their parents. Siblings don't look exactly alike. Even plant siblings look a little bit different from one another. This is called a variation. There are many ways that sibling plants can have variations from each other. Let's see what you can discover!

Instructions: Take a nature walk with an adult. See if you can identify two plants of the same kind such as two pine trees, two dandelions, two rose bushes.

Draw and color your plant on the back of this page. Label if possible. Draw a T chart like the one below. List what you notice is the same and what is different about the plants.



Same	Different (variation)
Both of my dandelion plants are yellow. Both have stems and leaves. Both of the pine trees are green and have pine needles.	One dandelion has more leaves. One is a darker shade of green. One pine tree is taller.