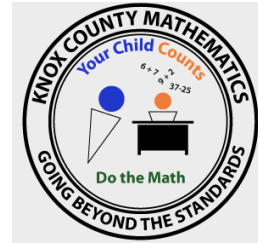




Second Grade Math

Week of May 11, 2020
knoxschools.org/kcsathome



Unit 2 Performance Task

Name: _____

Answer the questions and show all your work on separate paper.

Last year, Jim's class picked up cans and bottles to recycle. They got 427 bottles and cans in all. Here are their goals for this year:

- Collect at least 100 more cans and bottles than last year.
- Collect at least 200 bottles.
- Collect at least 200 cans.

Make a plan for reaching the goals. Give the number of bottles and cans the class needs to collect. Tell why your numbers work.

Use the tools on the back of this page.

- Make a tape diagram to show the number of bottles and cans the class needs. Write the total.
- Write a number sentence to show that the total number of cans and bottles is at least 100 more than last year.
- Use the sentence starters to help you tell why your numbers work.

Reflect on Mathematical Practices

Reason Quantitatively How did you decide the numbers of bottles and cans to use for your answer?

Checklist

Did you ...

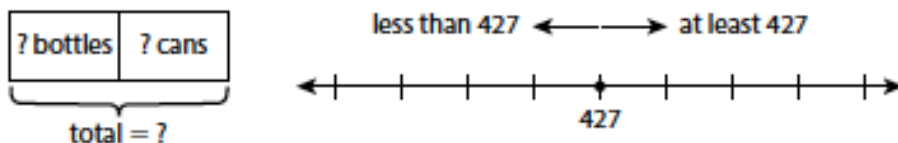
- show all your work?
- make sure all your numbers fit the plan?
- show why your numbers work?

Performance Task Tips

Word Bank Here are some words that you might use in your answer.

greater than	sum	total
enough	at least	compare
more	fewer	add
subtract	plus	minus

Models Here are some models that you can use to find the solution.



$$\begin{array}{c} \square \\ \text{total} \\ \text{this year} \end{array} - \begin{array}{c} \square \\ \text{total} \\ \text{last year} \end{array} = \begin{array}{c} \square \\ \text{how many} \\ \text{more this year} \end{array}$$

Sentence Starters Here are some sentence starters that can help you write an explanation.

_____ bottles and _____ cans

_____ greater than

The total number of bottles and cans _____

Answers Key (Answers will vary)

267 bottles	355 cans
-------------	----------

total = 622

$$622 - 427 = 195$$

I used 267 bottles and 355 cans. Both numbers are greater than 200. The total number of bottles and cans collected this year is 195 more than last year. And 195 is greater than 100.



Second Grade Social Studies

Week of May 11, 2020
knoxschools.org/kcsathome

2nd Grade Social Studies

*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. The video can be paused and rewind to review

Topic: Economics

Goal: 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 review producers, consumers, budget, and advertising products. Producers have to advertise their products. To advertise a product by putting pictures of their products in a newspaper or by making a commercial for television or radio. Businesses use advertising to get people to buy their products. Consumers use this information to decide where they want to buy their products from.

Some products come from other countries. These products are called imports. When the United States sends products to other countries, these products are called exports.

BUYING AND SELLING ACROSS THE WORLD

Imagine this: You need a pencil, and your friend needs paper. How can you both get what you want? You might barter, or exchange without using money, to get what you need. In the past, many people bartered for goods and services. Now, most people use money to buy and sell.



Some countries, or groups, work together to trade, which means they exchange their goods. Costa Rica produces a lot of bananas, which the United States wants to buy. The United States produces a lot of soybeans, which Costa Rica wants to buy. By trading, groups help each other resolve their problems. They work together to get what they need.

The world is connected. Can you believe a bouquet of roses can get from a field in Kenya, Africa, to a home in New York City, United States, the very next day? Here's how it works.



July 1, 11:00 a.m. Snip! Snip! It's 11 in the morning, and a worker on a flower farm in Kenya picks roses. She gathers the flowers together in bunches.

July 1, 3:00 p.m. Four hours later, the fresh flowers are trucked to a factory nearby. There, they are put into boxes and sent on to the airport in Nairobi. At three in the afternoon, they are loaded onto an airplane headed to New York.

July 2, 10:00 a.m. The flower boxes travel overnight from Nairobi to New York. At 10 in the morning, they arrive at the airport, where they are loaded onto trucks to continue their journey. By noon, the roses arrive at a busy flower market downtown.

July 2, 7:00 p.m. A store worker goes to the flower market to buy fresh roses. At three in the afternoon, he loads the roses onto his truck and drives them to his store. Four hours later, a woman buys the fresh roses and takes them home to enjoy.





Task(s) for Students to Complete:

1. Create your own product to sell: Brainstorm with a sibling or parent about a product you would like to build or grow to sell. Once you decide what product you want to make, draw a picture and write about how you will build or grow that product. Then draw an advertisement to sell your product. Who will you try to sell it to? What price will you sell your product for? What materials do you need to make your product?



Second Grade

ELA

Week of May 11, 2020
knoxschools.org/kcsathome

GRADE 2 ELA WEEK 6 – 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:

- Remind your child that they learned about the layers of the Earth last week.
- Tell them as they read this week, they will be looking for clues to explain Earth's lower layers affect activity on the crust.

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.

GATHER EVIDENCE:

- Find information in the text that explains how Earth's lower layers affect the crust.

EXEMPLAR WRITING:

Earth's lower layers affect activity on the crust. One of Earth's lower layers, the mantle, is so hot that rock can melt and create lava. Lava will sometimes flow out onto the crust of the earth creating volcanoes. Both the inner and outer core are extremely hot. Heat that rises up from the core to the crust can cause earthquakes on the crust of the earth. Activities that happen in Earth's lower layers can cause changes on the layer where we live.

EXTENSION IDEAS:

- Analyze your own writing from last week's "Make Your Case."
 - o Highlight the topic sentence red
 - o Highlight the relevant details green
 - o Highlight the conclusion blue
- Research layers of the Earth to determine if scientists have made any new discoveries. You can use resources like Epic or PebbleGo from your school's library media site.

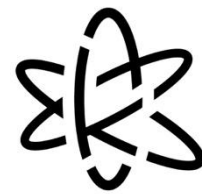


Second Grade Science

Week of May 11, 2020
knoxschools.org/kcsathome

2nd Grade Science: Week 6, May 11

How Do Animals Grow and Change?



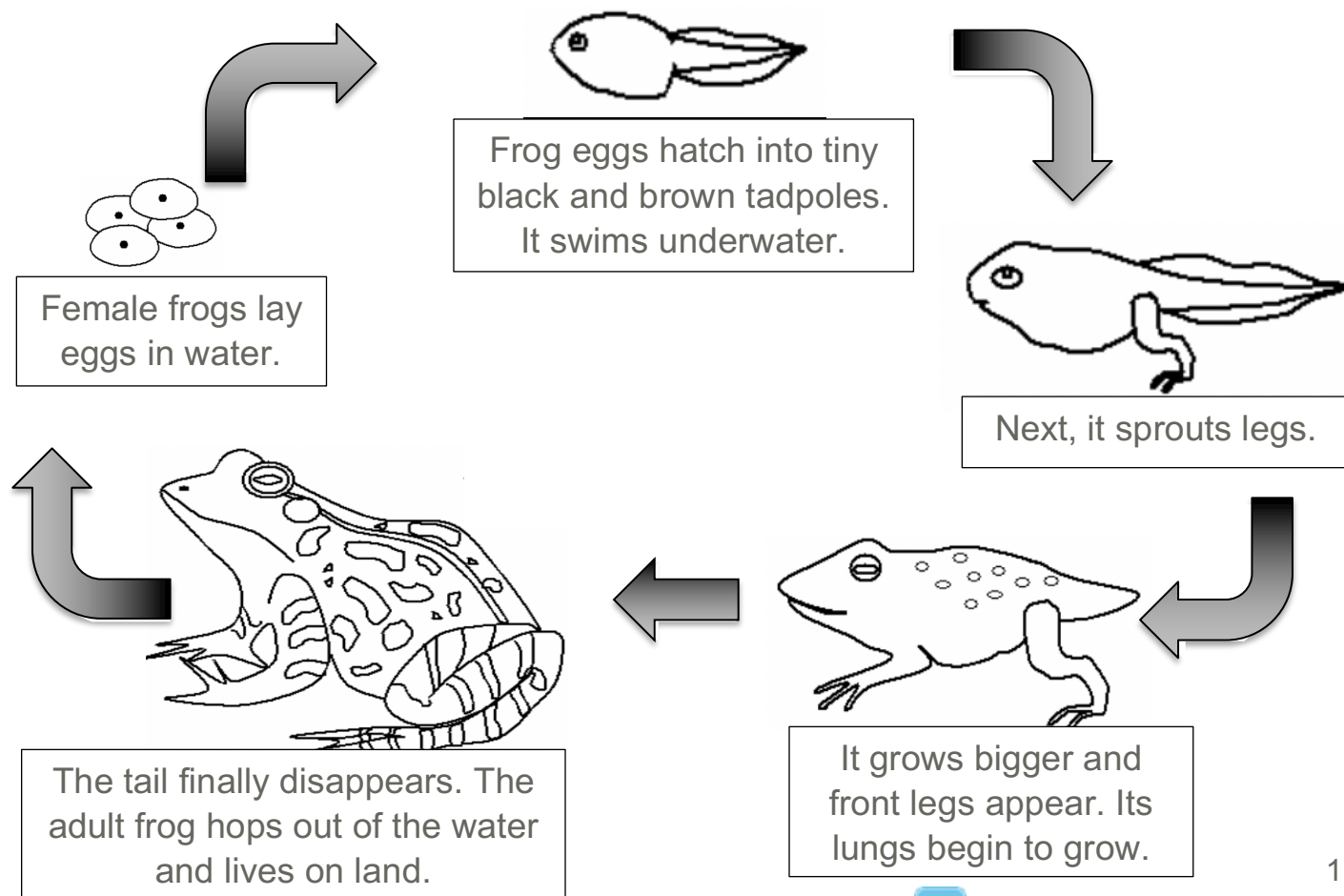
Directions: This handout goes with a KCS Teacher Video. If you have access to the video, watch the video before doing this activity. You can find the videos at <https://www.knoxschools.org/Page/21816>



Mountain Chorus Frog

Baby animals change as they grow up. The way an animal changes in its life is called a lifecycle. Frogs change a lot as they grow up. Frogs are amphibians. All amphibians start their lifecycle under water but move onto land as they grow up.

Frog Lifecycle and Information



Directions: Cut out the pictures at the bottom of the page. Color the pictures. Glue them in the correct order to show the frog's life cycle.

Life Cycle of a Frog

