

RISING 3rd GRADE READING LIST

To encourage continued growth in reading skills through the summer, the following list of titles has been compiled to assist children and parents in the selection of books. These are merely suggestions. *It is not necessary to limit your choices to these titles.*

Please plan on your child spending 20 minutes Monday-Friday reading or being read to. If you have any questions, please feel free to contact me!

HUMOR

Cox, Judy, *Third Grade Pet*

McCloskey, Robert, *Homer Price*

Rockwell, Thomas, *How to Get Fabulously Rich*

Silverstein, Shel, *Runny Babbit* and other poetry books by this author

Smith, Robert Kimmel, *Chocolate Fever*

FANTASY

King-Smith, Dick, *Harriet's Hare*

Lawson, Robert, *Rabbit Hill*

LeGuin, Ursula K., *Catwings; Catwings Returns; Wonderful Alexander and the Catwings*

Osborne, Mary Pope, *The Magic Tree House series*

MYSTERY

Dixon, Frank, *Hardy Boys series*

Keene, Carolyn, *Nancy Drew series*

Warner, Gertrude Chandler, *The Boxcar Children series*

REALISTIC FICTION

Byars, Betsy, books by this author other than *Trouble River*

Christopher, Matt, Sports series

Danziger, Paula, *Amber Brown* series

George, Jean Craighead, the *One Day In ...* series

NON-FICTION

Appelt, Kathi, *Miss LadyBird's Wildflowers*

Betancourt, Jeanne, *Ten True Animal Rescues; Pony Pals* series

Bjork, Christina, *Linnea in Monet's Garden*

Fritz, Jean, *And Then What Happened, Paul Revere?*

Locker, Thomas, *Rachel Carson: Preserving a Sense of Wonder*

Miller, Debbie S., *The Great Serum Race: Blazing the Iditarod Trail*

Rumford, James, *Sequoyah: The Cherokee Man Who Gave His People Writing*

Stanley, Fay, *The Last Princess: Ka'lulani of Hawaii*

Yolen, Jane, *Mightier Than the Sword*

2nd/3rd Supply List

For School:

Backpack

Lunchbox

Water bottle

Sunscreen stick

For Home:

Pencils

Erasers

Notebook

Glue stick

Markers or colored pencils or crayons

Ruler

Scissors

Paper clips



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Read for 20 minutes	Check out a book from the library	Read a biography	Read a fiction book	Read at a park
Read a newspaper	Read by a flashlight	Read for 10 minutes	Read a book that has won an award	Go outside and read
Read to a parent or adult	Read on the beach	Free Space	Read in your pajamas	Read a book with no pictures
Read a poetry book	Read a non-fiction book	Read 3 books by the same author	Read for 30 minutes	Read a chapter book
Read under a tree	Make a fort and read in it	Read for one hour	Read to a pet	Read with a friend or sibling



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2024

**Summer Learning
CALENDARS**

2nd Grade

Created by: Heather Ayers

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MY SUMMER READING LOG

Student Name: _____

Put an "X" in the most appropriate column:

Date	Book Title	Listened to it	Read with an adult	Read by myself
X-XX-XXXX	Name of the Book I Just Read		X	

If you fill up all the lines on this log or don't have a printer, you can just make a reading log in your journal.

HELPFUL HINTS

Suggestions for Learning Websites:

- <http://www.storylineonline.net/> - good website to go to when your child is supposed to read/listen to a fiction story.
- www.stornory.com - this website has lots of fairy tales and folktales from other countries. The stories may be too difficult for your child to read, but each story can be listened to.
- www.ixl.com - this website has lots of great math and language arts games for 2nd grade children.
- www.tarheelreader.org - this website allows kids to create their own stories. When your child's calendar asks them to draw a picture and write about it in their journal, you can use this website to help your child illustrate and "publish" their story online (as an alternative to writing it in their journal).
- <http://www.wordcentral.com/> - this is an online dictionary for children. You can look up words or use the "build your own dictionary" option.

How to Draw a Spinner

Draw a circle, then draw two lines (one vertical, one horizontal) to divide it into four parts (see example). Draw a large dot in the center of the circle. Get a paperclip and unbend one end. Lay the paperclip in the middle of the spinner, then put the tip of your pencil inside the "loop". Flick the paper with your finger so it spins around the tip of the pencil.



How to Draw a Place Value Mat:

If a calendar activity refers to a "place value mat", get a sheet of paper and draw a big rectangle on it. Divide the rectangle into three equal parts and label them "hundreds", "tens", "ones" (see example). Make one mat for each player in the game.

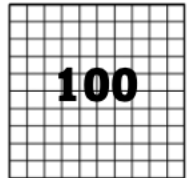
Hundreds	Tens	Ones

How to Make Paper Base 10 Blocks:

For the ones "blocks", draw some squares on paper and write a "1" on each of them. For the tens "rods", draw a long rectangle and divide it into 10 roughly equal parts (draw 9 lines). For the hundreds "flats", draw a large square, divide it into 10 columns, then divide it again into 10 rows.

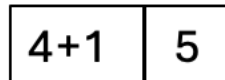


1



How to Make Paper Puzzles:

Draw a large rectangle, then divide it with a line. Write something on each side of the line (whatever the calendar entry tells you to write), cut out the rectangle, then cut it again on the line.



Working with Inequalities

To remember which symbol means "less than" (<) and which one means "more than" (>), pretend the inequality symbol is an alligator. The alligator's mouth always opens toward the bigger number because alligators prefer to eat big numbers!

Making Sight Word Cards

Go over these lists with your child at the beginning of the summer and put a dot next to the words your child doesn't know. Write the words on index cards (you're welcome to cut the index cards in half) or print them from one of the websites listed below, then put them in a Ziploc bag. Keep the bags with your summer calendar; you'll need them to play some of the games suggested on the calendars. If your child already knows all these words, start working on Fry Sight words from the website below.

Dolch Words (lists & flashcards): sightwords.com/sight-words/dolch/

Fry Sight Words (lists & flashcards): sightwords.com/sight-words/fry/

1 st Grade Dolch Words		2 nd Grade Dolch Words		3 rd Grade Dolch Words	
after	an	always	off	about	cut
as	by	best	sing	fall	hold
every	from	does	these	kind	myself
going	has	found	very	seven	start
him	how	made	work	warm	done
know	live	read	been	better	hot
of	once	tell	call	far	never
over	round	us	first	laugh	ten
stop	thank	why	green	shall	draw
think	were	your	or	bring	hurt
again	any	around	sit	full	only
ask	could	both	those	light	today
fly	give	don't	wash	show	drink
had	her	gave	would	carry	if
his	just	many	before	got	own
let	may	right	cold	long	together
old	open	their	five	six	eight
put	some	use	its	clean	keep
take	them	wish	pull	grow	pick
walk	when	because	sleep	much	try
		buy	upon	small	
		fast	which		
		goes	white		

Comprehension Questions for Fiction Books

- ~ Tell what happened in the story in your own words. Be sure to tell me about the beginning, middle, and end.
- ~ Describe the main character – be sure to use details from the story.
- ~ Describe the story's setting using details from the story.
- ~ What problem does (name of character) face in the story? How do they solve the problem?
- ~ How does (name of character) feel at the beginning of the story? How do they feel at the end of the story? How do you know?
- ~ How does (name of character) act when _____ happens?
- ~ What did (main character) learn in this story?
- ~ What lesson does this story teach?
- ~ Is _____ a good title for this story? Why or why not?
- ~ What could have happened if....
- ~ Tell me two reasons why _____ happened.
- ~ What does (name of character) do that a real _____ couldn't do?
- ~ What does (vocabulary word) mean in this sentence? How do you know?

Comprehension Questions for Non-Fiction Books

- ~ What is this book about? What do you think the author wanted you to learn from reading it?
- ~ What's the main idea from this book? Name 3 details that support the main idea.
- ~ Explain how _____ works. How do you know?
- ~ What text features do you see in this book? What do they do to help you understand the book?
- ~ How does the author use headings and subheadings in the book? How do they help you when you are reading the book?
- ~ How does this picture (point to a picture in the book) help you learn more about _____?
- ~ What part of the book would have information on _____? How do you know?
- ~ What does (vocabulary word) mean? How do you know?
- ~ What caused _____ to happen?
- ~ What effect did _____ have?
- ~ Describe the process of _____. What happens first? Next? After that? Last? How do you know the steps go in that order?

MONDAY**TUESDAY****WEDNESDAY****THURSDAY****FRIDAY**

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17 Get out the Compound Word puzzles you made last week. Mix them up, then see if you can put them back together correctly. Have an adult check your work, then talk about how the small words mean something different when they are combined to make a compound word.

18 WORD PROBLEM OF THE WEEK
Devonte had 19 stickers in his sticker book. A page got ripped out, and now there are only 11 stickers in the book. How many stickers were on the page that was ripped out? Write an equation for this problem, then use strategies such as drawings, counting small objects, or counting base 10 blocks to solve it!

19 Today is a "Free Read" Day! Read any book you'd like from your house or listen to any story you'd like online. If you like chapter books, read at least 1-2 chapters today. Have an adult ask you at least 3 or 4 comprehension questions about what you read. Be sure to record what you read in your reading log!

20 Today you'll make your own base 10 blocks. Get some paper, and make 10 hundreds "flats", 10 tens "rods", and 10 ones "blocks". (See examples on the Helpful Hints page). Color all the flats in one color, all the rods in a 2nd color, and all the ones blocks in a 3rd color. Put them in a Ziploc page & keep them safe. You'll use them on other days!

21 Think about a book you've recently listened to, and how the one narrator brought all the different characters to life. Read a short fiction story 2-3 times by yourself, then record yourself reading the story. Read with expression and use different voices for the different characters. Play the recording for your family! (Don't have a way to record yourself? It's OK, just read aloud to an adult.)

24 Play "Trade up". You need the base 10 blocks from last week, cards with numbers 1-9, 1-2 other people, and a place value mat for each person (see Helpful Hints page). When it's your turn, draw a number card & put that many ones blocks in the ONES column on your mat. When you get 10 ones, trade them for a tens rod & put it in the Tens column. When you get 10 rods, trade up to a flat (hundred) and win!

25 Play "Musical Words": Lay 10-15 sight word cards in a circle on the floor. Have someone play your favorite music while you all walk around the circle. When the music stops, read the card you're in front of. If you read it correctly, you can pick up the card. If you are incorrect, have an adult help you read it, then leave it on the floor. Continue playing until all the cards are gone!

26 WORD PROBLEM OF THE WEEK
You go to a candy store. You put 27 pieces of gum in your shopping bag. Then you put in twelve pieces of chocolate and two pixie sticks. How many pieces of candy do you have all together? Write an equation for this problem, then use strategies such as drawings, counting small objects, or counting base 10 blocks to solve it!


27 Get your journal, a book, and an adult to play "Suffix Detective". The adult will flip to a random page. Your mission is to find many suffixes as you can on the page. Write down each word with a suffix, then use what you know about suffixes and context clues to tell the adult what the word means. What would the word mean if it didn't have that suffix? If you're not sure about a word, look it up in a dictionary.

28 Get a small bowl and go around your house putting small objects in the bowl. When the bowl is full, lay the objects out on the floor and count how many there are. Is this number even or odd? How do you know? Write the number down in your journal, then write a sentence under the number that explains how if you know if that number is even or odd.

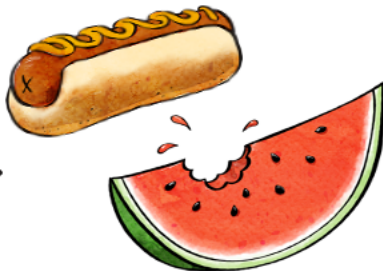
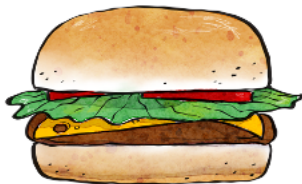


June 2024



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>1 Find a nonfiction book and an adult. Look in the book's table of contents – is there something you'd like to know more about? Show the adult how to use the table of contents to find out more information. Then point out other text features (ex: captions, sidebars, index, glossary) to the adult as you are reading and explain how to use those text features.</p>	<p>2 WORD PROBLEM OF THE WEEK You are building a castle out of Legos. You use 24 blue Legos, thirty yellow Legos, and thirteen red Legos. How many Legos did you use in all? Write an equation for this problem in your journal, then use strategies such as drawings, counting small objects, or counting base 10 blocks to solve it!</p>	<p>3 Go to www.storynory.com and read or listen to a story from a foreign country. Then answer these questions in your literacy journal: What is the message or lesson of the story? Do we have a similar story in our country with the same message or lesson?</p>	<p style="text-align: center;">Today is Independence Day!</p>	<p>5 It's "Telling Time" day! Throughout the day, members of your household will point to a clock and ask you what time it says. Each time you tell the time correctly, you can write down the time & put a check mark in your journal. If you get at least 7 check marks, you get to decide what game your family will play after dinner!</p>
<p>8 Play "Say It or Sing It": Draw a spinner with 4 parts in your literacy journal; label 2 parts "Say It" & the other two "Sing It". Read a nonfiction book with an adult, then use the spinner to answer the adult's questions about the book. If you spin "Say It", answer the adult's question in your normal indoor voice. If you spin "Sing It", sing your answer!</p>	<p>9 Make some Addition Fact Puzzles! Get some paper, draw 6 large rectangles on each page (at least 12 rectangles in all), then draw a line down the middle of each rectangle. For each puzzle, write a math fact on 1 side of the line and write the answer on the other half of the line. Cut out your puzzles, mix them up, then see if you can put them back together! Get an adult to check your work 😊</p>	<p>10 Ask an adult if you can help make part of tonight's dinner. Follow the recipe/directions and talk about the steps and measurements with the adult. What would happen if you put in too much of one ingredient, or too little of another? What if you did one of the steps out of order – what would happen?</p>		<p>11 Make Place Value Puzzles! Get 5 index cards and draw a large triangle on each one, then divide each triangle into 3 sections. Write a 3-digit number in the top section (ex. 323). Middle section: write that number in expanded form (ex: $300 + 20 + 3$). Bottom: word form (ex. Three hundred twenty-three). Cut up puzzles & put them in your journal for later.</p> 
<p>15 Grab your math journal and a timer for a "Doubles Race". Write a number between 1 and 9 at the top of the page. Start the timer, then double that number. Find the sum, then double that number. Continue until you reach 100. How long did it take? Repeat with a different number – did you beat your time? If so, you won!</p>	<p>16 Remember the research you did last week? Today you're going to write about it in your literacy journal. Introduce your topic and write about the most interesting facts you found about your topic. Be sure to write a conclusion statement that sums up what you learned!</p>	<p>17 Get out the Place Value Puzzles you made last week. Mix up all the pieces & lay them on the floor. Now try to match the correct pieces together to form a place value puzzle for each 3-digit number. Have an adult check your work. When you have all the puzzles assembled correctly, glue them into your journal!</p>	<p>18 Go to your bookshelf (or online) and find a fiction story you've read before that you really liked. Sit down with an adult and go through the book or story, paying careful attention to the words and pictures. Use the illustrations and the text to answer questions about the story's setting, characters, and plot.</p>	<p>19 WORD PROBLEM OF THE WEEK Sixteen kids are swimming in the ocean. Someone decides to play a joke & yells "Shark!". Some kids get scared and get out of the water. Now only seven kids are swimming. How many kids got out of the ocean? Write an equation in your journal, then use strategies such as drawings or counting base 10 blocks to solve it!</p>
<p>22 Play "Verb Racer" with an adult. Write these verbs on index cards: sit, write, tell, hide, ride, speak, bite, run, sing, slide. Put the cards at one end of the room (or yard). Stand at the other end with an adult. When the adult says "go!", run get a card & bring it back. Read the word, then say it in the past tense (Example: Today I sit, yesterday I sat). Retrieve all the cards to win the race!</p>	<p>23 WORD PROBLEM OF THE WEEK Liyah's grandmother has a jar with 34 cookies in it. Liyah took 12 cookies from the jar and ate them. How many cookies are in the jar now? Write an equation for this problem in your journal, then use strategies such as drawings, counting small objects, or counting base 10 blocks to solve it!</p>	<p>24 Ask an adult to lay down on the floor. Measure their arm (shoulder to fingertips) with something small (e.g. coins). Write down the measurement in your journal. Now measure their arm again with spoons. Which measurement tool do you think was better for this task? Write a couple of sentences in your journal to answer this question and explain your thinking.</p>	<p>25 Find the entry from July 1st in your math journal. See all the shapes you drew? Pick 3 shapes and count how many of each one there are on the page. Use this information to draw a bar graph & a picture graph in your journal. Show them to an adult and use the graphs to answer the adult's questions about your page of shapes.</p>	<p>26 Get your place value blocks, your journal, and a box or bag to play "1000 Count Down". Put the blocks in the bag & shake it up. Write 1000 at the top of the page. Grab some blocks, count them, & subtract that number from 1000. Grab some more & subtract again. Keep going until you get to 0 or run out of blocks!</p>
<p>29 In your math journal, draw a spinner & label the parts 1, 2, 3, 4. Draw another 4-part spinner and label its parts with a triangle, square, rectangle, circle. When it's your turn, spin a shape & draw it. Then spin a number, divide the shape into that many parts, & tell the other player(s) what fraction each part of the shape is (example: fourths). Continue until page is full!</p>	<p>30 Play "Even or Odd" Smackdown". Write numbers 1 through 20 on index cards. Shuffle the cards, lay them face down in a pile, then flip over the top card. The first person to smack the card and correctly say if it is even or odd gets to keep the card. Keep playing until the deck runs out - The person with the most cards wins!</p>	<p>31 Today is a "Free Read" Day! Read any book you'd like from your house or listen to any story you'd like online. If you like chapter books, read at least 1-2 chapters today. Have an adult ask you at least 3 or 4 comprehension questions about what you read. Be sure to record what you read in your reading log!</p>	 <h1 style="font-size: 4em; margin: 0;">July 2024</h1> 	

August 2024



1 Get your journal, a book, and an adult to play "Prefix Detective". Go to a random page in the book & find all the words with prefixes on that page. (Ex: return, understand, unkind, nonsense). Write each word in your journal, then use what you know about prefixes and context clues to tell the adult what each word means. Do this until you figure out the meanings for at least 5 words that have prefixes.

2 WORD PROBLEM OF THE WEEK Lexi's mom gave her 5 goldfish crackers. Her dad gave her 4 crackers, then her grandmother gave her 6 more. How many crackers does Lexi have now? Write an equation for this problem in your journal, then use strategies such as drawings, counting small objects, or counting base 10 blocks to solve it.

5 Pick two objects in your house, make up a measurement word problem about them, then write the word problem down in your journal. Show your journal to an adult and ask them to solve the problem. Did they get it right? How do you know?

6 Remember the animal you researched last week? Go to the diagram you drew in your journal. Under the diagram, write at least 1-2 paragraphs describing what you learned while researching your animal. Include information about where your animal lives, what it eats, when it sleeps, and what other animals like to hunt it.

7 Play "Draw a Shape" with an adult. Draw a spinner in your math journal; label the parts 3, 4, 5, 6. Spin a number & draw a shape with the same number of sides in your math journal. The other player names the shape you drew (quadrilateral, cube, hexagon, pentagon). Continue until you've filled up the page with shapes!

8 Play "Adjective Yell" with an adult. The adult will name an adjective (thin, nice, dirty, etc.); you will yell a word that means the something ("skinny!", "unkind!", "nasty!"). Go back & forth until you can't think of any more adjectives that are similar to the target word. Then write the funniest word & that word's adjectives in your journal.

9 WORD PROBLEM OF THE WEEK Your two best friends are in a hot dog eating contest. Bobby eats fifteen hot dogs. Sally eats twenty-two hot dogs. How many more hot dogs did Sally eat than Bobby? Write an equation for this problem in your journal, then use strategies such as drawings, counting small objects, or counting base 10 blocks to solve it!

12 Play "C,P,R": make a 3 part spinner labeled with the letters C, P, R in your literacy journal. Read or listen to a book with an adult. After you've finished, spin the spinner each time the adult asks you a question. If you spin "C", answer the question in a cowboy voice; for P, use a pig voice, for R use a robot voice!

13 Ask an adult for some coins & use them to answer this question: how many ways can you make 50¢? Each time you make 50¢, draw the coins & write an equation in your journal. Ex: $25 + 10 + 10 + 5 = 50¢$, so you write: $Q + D + D + N = 50$. You get 1 point for each correct equation. Can you get 5 points?

14 Read or listen to a fiction story with an adult and write down any words you don't understand in your literacy journal. Look them up in the dictionary, then draw a picture in your journal that shows what each word means. If you have time, write a short definition beside each one.

15 Tonight you'll challenge your family to a math facts showdown! Get some addition & subtraction flashcards (or make your own using index cards). Have your family members stand in a circle. Go to each one in turn and show them a card. If they get the answer right, give them one point in your journal. Continue until all the flashcards have been answered, then give the winner a high five!

16 Draw three big rectangles in your journal and label them "Beginning", "Middle", "End". Now read or listen to a fiction story. Use the graphic organizer you drew in your journal to write a summary of the story. Read your summary to an adult and let them ask you questions about the story. Did you leave out any important details from your summary? Add them in ☺

19 Play "Rectangle Draw & Count". Take turns drawing rectangles in your journal & dividing them into rows and columns. Count the total number of squares in each rectangle. Which rectangle has the most squares? Which one has the least squares? Are there any that have equal numbers of squares? How do you know? Continue until you fill up the page with rectangles!

20 Find a book or a story you know you can read by yourself. Ask an adult to time you reading for one minute; mark the last word you read with your finger. Count the total number of words you read. How many words per minute (WPM) did you read? Repeat 2 more times. Record all 3 WPM's in your journal. Did you get a little faster each time? Awesome!

21 Play "Skip It" with an adult. Draw a 4-part spinner in your journal & label it with numbers 2, 5, 10, and 100. When it is your turn, spin the spinner. Your partner will say a number between 1 & 1000, and you must start at that number and skip count by 2's, 5's, or whatever you spun. How high did you get? Play 5-10 times and record the highest numbers you counted to in your journal.

22 Go through your journal with an adult and talk about all the activities you've done this summer. Which ones were the easiest for you? The hardest? Did you learn anything new?

23
Last entry on the calendar.
Relax & have fun!

26

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30

- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- RL.2.3 Describe how characters in a story respond to major events and challenges.
- RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Know spelling-sound correspondences for additional common vowel teams.
 - Decode regularly spelled two-syllable words with long vowels.
 - Decode words with common prefixes and suffixes.
 - Identify words with inconsistent but common spelling-sound correspondences.
 - Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 - necessary.
- W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Build on others' talk in conversations by linking their comments to the remarks of others.
 - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

- 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.
- 2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
- 2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
- 2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 -- a. 100 can be thought of as a bundle of ten tens – called a “hundred.”
 -- b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
- 2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.
- 2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
- 2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
- 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.
- 2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.8 2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
- 2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
- 2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
- 2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.
- 2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
- 2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
- 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?
- 2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.
- 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)
- 2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
- 2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

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