School is out, but learning continues!

GRADE 2   **ACADEMIC ENRICHMENT - DECEMBER 2016**

Clayton County Public Schools

Dear Parents:

The Georgia Milestone Assessment System (GMAS) is a more demanding assessment system. The assessment system measures student performance on more rigorous curriculum based on the Georgia Standards of Excellence. The Division of Teaching and Learning is providing academic enrichment tasks for students to complete during winter break in order to support their learning, and to ensure that they continue to reinforce their learning. The assignments focus on writing because constructed response and extended response questions create a more rigorous assessment of student writing ability in all grade levels. This more rigorous application of writing in all content areas is a part of Georgia Milestones.

The assignments will include grades 1-8, and high school EOC tested courses, and will be provided in all tested areas, English language arts, math, science, and social studies. Students are encouraged to read the assignments, complete the assessments and return to school in January with their finished work for teachers to review and support them in areas of need. Parents are encouraged to assist students with the completion of tasks if needed. Enrichment packets can be found on the Clayton County Public Schools website (www.clayton.k12.ga.us) and through the CCPS mobile app.

We encourage you to visit the GADOE website where you can find information on Georgia Milestones, including a helpful video that explains the purpose for the testing system. Also, you will find additional resources on the Clayton County Public Schools website, including a Parent's Guide to the Georgia Milestones, translated in Vietnamese, Spanish and English.

Thank you for your attention to this matter, and best wishes for the success of our children.

Regards.

Folasade Oladele, Ed.D.

Academic Support Resources for Parents

- There are **<u>Common Core</u>** workbooks for Mathematics and Language Arts that can be purchased from Carson-Dellosa Publishing.
- Workbooks are provided for Grades 3-8 at a cost of $9.99 each.
- Workbooks can be purchased directly from the publisher's website or from Barnes and Noble.
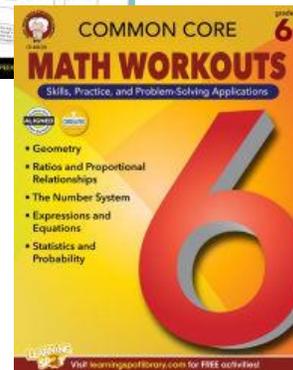   - Carson-Dellosa Publishing website
        - Grades K-5
            - [Math Workbook](#)
            - [ELA Workbook](#)
        - Grades 6-8
            - [Math Workbook](#)
   - [ELA Workbook](#)
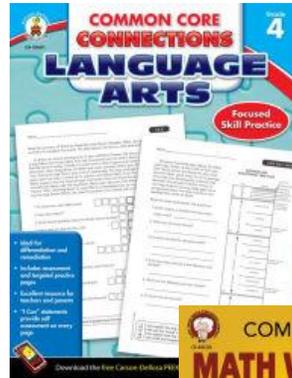
    - Barnes and Noble website
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            - [Math Workbook](#)
            - [ELA Workbook](#)
        - Grades 6-8
            - [Math Workbook](#)
            - [ELA Workbook](#)

ELACC2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

The students at your school would like to have extra recess time. Write a letter to your principal asking for the additional recess time. Give the reasons you think it is a good idea. Be sure to state your opinion about extra recess time, supply reasons for your opinion, and provide a sense of closure to your writing.
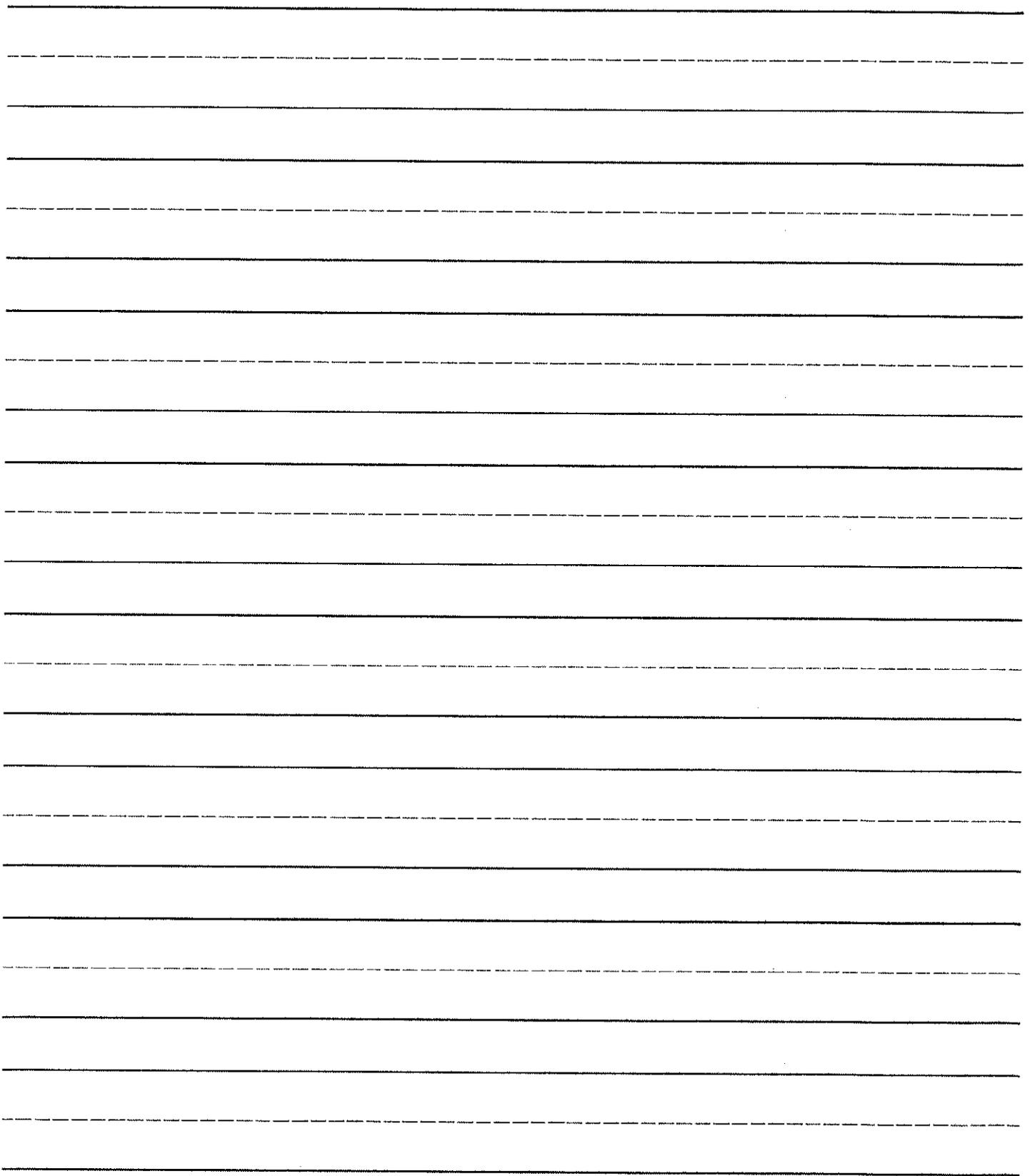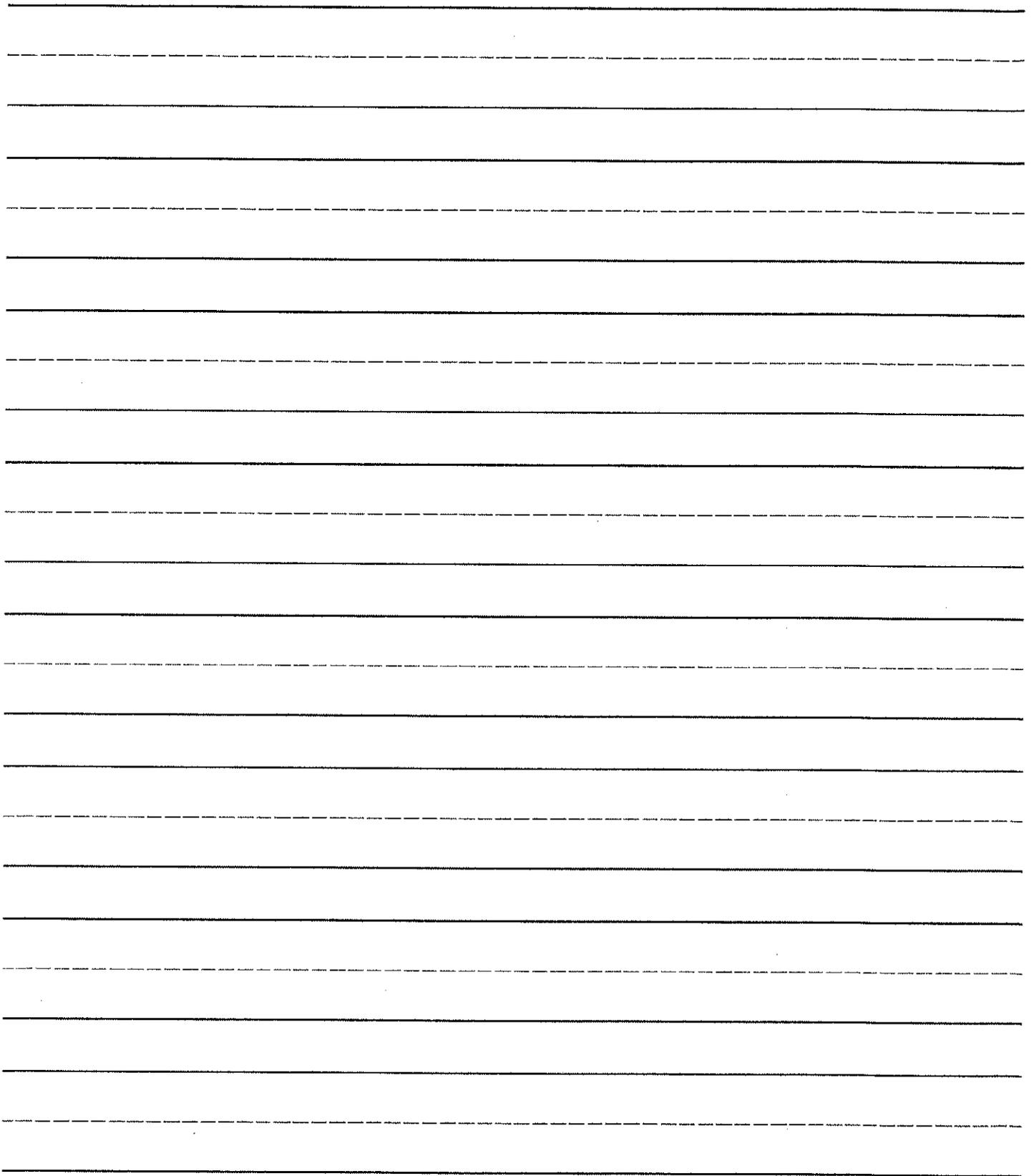
ELACC1W2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Write a letter to be read to your teacher explaining your favorite season of the year. Be sure to name your season, supply some facts about the season, and provide a sense of closure to your writing.

Name _____

2nd Grade Mathematics

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.

      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.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

1. Nikki has three hundred seventy-five single stickers. Write the number of stickers in number form. _____

2. If stickers come in sheets of 100, strips of 10, and single stickers, Nikki has:

        ____ sheets of 100 stickers

        ____ strips of 10 stickers

        ____ single stickers

3. Draw a picture of the sheets, strips, and singles.

4. Write the number of stickers that Nikki has in expanded form.

5. If Nikki added another sheet of stickers how many stickers would she now have? _____ Explain your reasoning.

6. Joshua has 735 stamps. Megan has more stamps than Nikki but less than Joshua. Give a possible number of stamps for Megan. Explain how you determined Megan's number of stamps. Use place value in your explanation.

<p style="text-align:center">**2nd Grade Science**</p>

Standard
S2P3. Students will demonstrate changes in speed and direction using pushes and pulls.
a. Demonstrate how pushing and pulling an object affects the motion of the object.
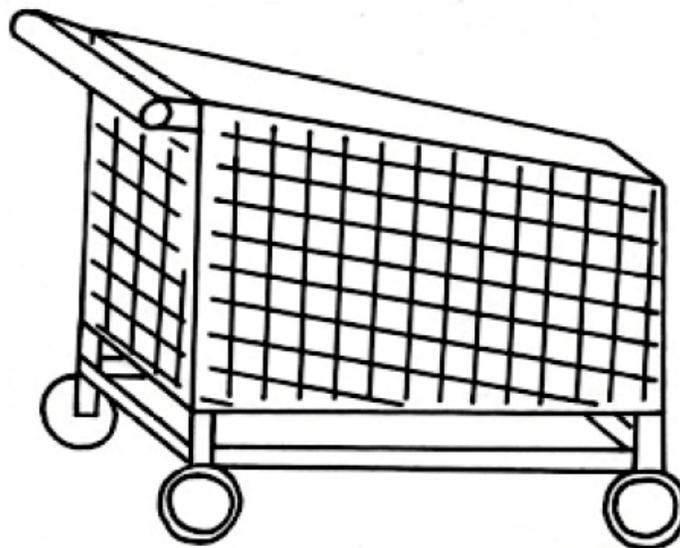
A. Using the image above, describe the type of force needed to make the object move forward.
B. Using the image above, explain how the force applied affects the speed of the object.
C. Draw a picture to illustrate how the amount of force applied (hard vs. soft) to the object pictured above affects the distance the object will travel.

2nd Grade Social Studies

Standard
SS2H1 The student will read about and describe the lives of historical figures in Georgia history.

a. Identify the contributions made by these historic figures: Jackie Robinson (sports) and Martin Luther King, Jr. (civil rights).

b. Describe how everyday life of noted historical figures is similar to and different from everyday life in the present (food, clothing, homes, transportation, communication, recreation, rights, and freedoms).
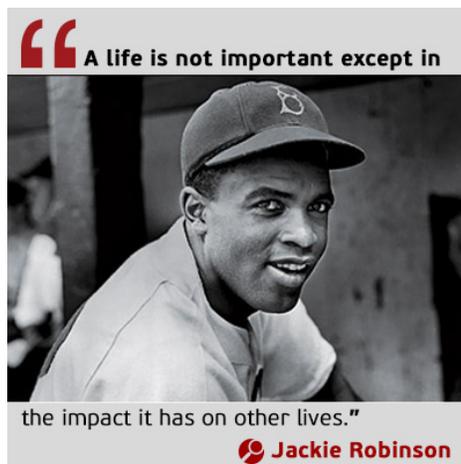
Use your Social Studies knowledge and research from your textbook, informational articles, and other nonfiction texts to respond to the writing prompts below.

> **A) Research the lives of Jackie Robinson and Martin Luther King, Jr. Describe the obstacles they would have faced at school, riding the bus, or eating at a restaurant. (1 paragraph)**

> **B) Describe how your life is different from the lives of Jackie Robinson and Martin Luther King, Jr. Consider differences in transportation, recreation, rights, and freedoms. (1 paragraph)**