Really Good Stuff® **Activity Guide**

Common Core Resource Folders - Second Grade

This Really Good Stuff® product includes:
- 12 **Common Core Resource Folders - Second Grade**
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of these Really Good Stuff® **Common Core Resource Folders - Second Grade**—a set of two-pocket folders that provide a convenient Common Core State Standards reference for second grade students.

Meeting Common Core State Standards

These Really Good Stuff® **Common Core Resource Folders - Second Grade** are aligned with the following Common Core State Standards for English Language Arts and Mathematics:

Key Ideas and Details

RL/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.

Phonics and Word Recognition

RF.2.3b Know spelling-sound correspondences for additional common vowel teams.

RF.2.3d Decode words with common prefixes and suffixes.

Text Type and Purposes

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 (for example, *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.

Conventions of Standard English

L.2.1b Form and use frequently occurring irregular plural nouns (for example, *feet, children, teeth, mice, fish*).

L.2.1d Form and use the past tense of frequently occurring irregular verbs (for example, *sat, hid, told*).

L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.

L.2.1f Produce, expand, and … complete simple and compound sentences (for example, *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

L.2.2a Capitalize holidays, product names, and geographic names.

L.2.2b Use commas in greetings and closings of letters.

L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.

Vocabulary Acquisition and Use

L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (for example, *happy/unhappy, tell/retell*).

L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (for example, *addition, additional*).

L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (for example, *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

L.2.5b Distinguish shades of meaning among closely related verbs (for example, *toss, throw, hurl*) and closely related adjectives (for example, *thin, slender, skinny, scrawny*).

Operations and Algebraic Thinking

2.3 Determine whether a group of objects (up to 20) has an odd or even number of members, for example, by pairing objects or counting them by 2s …

2.4 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.

Number and Operations in Base Ten

2.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; for example, 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases.

2.1a 100 can be thought of as a bundle of ten tens—called a "hundred."

2.1b 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).

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

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

2.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

2.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.

2.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

Measurement and Data

2.3 Estimate lengths using units of inches, feet, centimeters, and meters.

2.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Geometry

2.1 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.

2.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

2.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds…* 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.

All activity guides can be found online.