

4/9/20

Dear Students, Families, and Friends,

The activities on the next several pages were created for you to sharpen your skills, challenge yourself, and explore learning. These are not meant to replace classroom learning and parents are not being asked to replace teachers. If at any time, you are confused about an activity, need some extra support, or maybe just need to talk with someone, our teachers and staff are here for you.

- All teachers keep regular office hours from 9am until noon each school day.
- All teachers and staff can be contacted by email (firstname.lastname@fsd145.org).
- Some teachers also use Remind, Schoology, or Google Classroom to send and receive messages.

For the most current information about our emergency closure and remote learning plans, please visit our website (<https://www.fsd145.org/emergency>) for regular updates. You will always find information sorted by date, so it should be easy to follow the most recent updates.

Take care and stay safe. We'll see you soon,

From all of us here at Freeport School District



Remote Learning Day Student Activities:

[April 9th](#)

[April 14th](#)

[April 15th](#)

[April 16th](#)

[April 17th](#)

[April 20th](#)

[April 21st](#)

[April 22nd](#)

[Social Emotional Learning \(SEL\)](#)

[Activities](#)



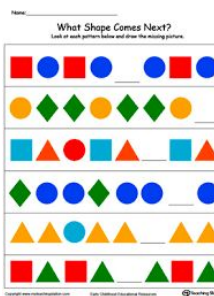

[Electives](#)

| 2nd Grade | | | 4/9/20 - 4/22/20 |
|-----------|--|--|-----------------------------------|
| Theme(s) | ELA Skills Focus | Math Skills Focus | Other Skills Focus |
| Changes | Plot, characterization, setting | Arrays, regrouping, skip counting, patterns, 2d shapes changing to 3d shapes | Perspective: different viewpoints |
| Routines | Phonics, ind. Reading settling, patterns of text, sequencing, retelling, transition words in writing | Matching math strategies with math facts | Household procedures, recipes |
| | | | SEL: Respect Yourself and Others |

Remote Learning Activities for Students

2nd Grade -- April 9th

Parents: Choose two activities from each page each day.

| | Math | Reading and Writing | Science/ Social Studies | Extra Challenge [any subject] | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|-------------------------------|-------------------------------------|----|----|----|----|-----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|---|---|--|
| <p>Activity 1 and Instructions</p> | <p>2 NBT.2 Play a skip counting game with someone starting with 5's and see how high you can go. You don't need to start with 5, pick a higher number or use 18 and then go 5 more until you get to 100 or higher.</p> <p style="text-align: center;">HUNDREDS CHART</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> <tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr> <tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr> <tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr> <tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr> <tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | <p>2 RL 2.1 Read or recall a favorite story or fairy tale. Trace your hand or a parent's hand and retell the story using characters, setting problems, events and solutions.</p> <p>Create a summary using the information you gathered on your fingers. Use capitalization and end marks!</p> <p style="text-align: center;">  Five Finger Retell When you retell you need... Fiction-Fingers Nonfiction - Palm Eclectic Educating </p> | <p>Using the things you find around the house, make a chain reaction machine. Some items you could use are dominoes, playing cards, books, toys, blocks, etc.</p> <p style="text-align: center;">  </p> | <p>Create a hopscotch game using Skip counting patterns of 5's or 10's.</p> <p>Skip count backwards starting with 1,000 until you get to 100 using 5's, 10's or 2's.</p> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Activity 2 and Instructions</p> | <p>2G1 Use a sheet of paper and create different patterns using triangles, circles, squares, rectangles, hearts, etc. How many different patterns can you create? Label each shape in your pattern</p> <p>For challenge, create and label 3 D shapes in a pattern</p> <p style="text-align: center;">  </p> | <p>W 2.5 Teach someone to make a peanut butter and jelly sandwich. Write the directions on paper in complete sentences using words like: first, next, then, and, but, so, and because. If the person can't make the sandwich with your directions, revise them until the person can make a good sandwich. Eat it!!!</p> <p style="text-align: center;">  </p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

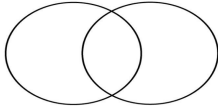

Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.

Parent Signature: _____

Remote Learning Activities for Students

2nd Grade --April 14

Parents: Choose two activities from each page each day.

| | Math | Reading and Writing | Science/ Social Studies | Extra Challenge (any subject) |
|--|--|--|--|---|
| Activity 1 and Instructions | Change the following addition facts into subtraction facts. $7+8=15$ $17+6=23$ $3+9=12$ $36+33=99$ $10+15=25$ $21+21=42$ $64+25=89$ $45+13=58$ $75+25=100$ $200+300=500$ $110+120=230$ $333+222=555$ | Think about how school has changed in the past month. Create a Venn Diagram comparing the similarities and differences. Label "Then" on the left and "Now" on the right. The center is things that have remained the same. <div style="text-align: center;"> <small>Name _____ Date _____</small> <small>WWW.DRAWINGWORKSHEETS.COM</small>  </div> | Find the Change in the Penny. Take out 3 cups. Fill one with water. Fill the second with soap and water. Fill the third with salt and vinegar. Place one penny in each cup. Watch for observations. Write down your observations for each cup after 15 seconds, 2 minutes, 5 minutes, and 10 minutes. Final question: Which cup produced the most change for the penny? Why do you think that? | In the morning, find a shadow outside. It could be from a tree, mailbox, or basketball hoop, anything that will remain in the same spot all day. Record observations about how the shadow changes throughout the day. Use words and drawings in your observations. Look for observations at least 3 times throughout the day. Example: morning, noon, and evening. Feel free to complete extra observations throughout the day! |
| Activity 2 and Instructions | By what amount are the following patterns changing? Example: 2, 4, 6, 8. Answer: increasing by 2s. Example: 25, 15, 10, 5 Answer: decreasing by 5s $20, 40, 60, 80, 100$ $3, 6, 9, 12, 15$ $57, 52, 47, 42, 37$ $100, 200, 300, 400, 500$ $100, 75, 50, 25, 0$ $39, 37, 35, 33, 31$ $1500, 1600, 1700, 1800, 1900$ $987, 887, 787, 687, 587$ $451, 452, 453, 454, 455$ $172, 168, 164, 160, 156$ | Using the information from the Venn Diagram you created, write an opinion piece. Which do you prefer? Give 3 reasons that support your opinion. Make sure to use capital letters and punctuation marks in your writing. | NGSS: Planning and carrying out investigations. PS1B Chemical Reactions |  NGSS: Planning and carrying out investigations .Analyzing and Interpreting Data. |

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Parent Signature: _____

Remote Learning Activities for Students

2nd Grade -- April 15th

Parents: Choose two activities from each page each day.

| | Math | Reading and Writing | Science/ Social Studies | Extra Challenge (any subject) |
|--|--|---|---|---|
| Activity 1 and Instructions | <p>A quarter is worth 25 cents. A dime has a value of ten cents. A nickel has a value of five cents, and a penny has a value of one cent. Draw two different ways to make the following totals: 52¢, 38¢, 77¢, and 89¢.</p> <p>CCSS.MATH.CONTENT.2.MD.C.8</p> | <p>Write a friendly letter to your favorite fictional character. What advice can you give them on how they can change their behavior? What would you have done instead?</p> <p>CCSS.ELA-LITERACY.W.2.3</p> | <p>Germ challenge: take a piece of bread and place it into a sealed Ziploc bag (touch it as little as possible). Label it “control”. Rub a second piece of bread on a surface people tend to touch a lot (doorknob, counter, floor, etc). Seal the second piece of bread in a separate Ziploc bag. Write a hypothesis: What do you think will happen? Will both pieces change? Why? Monitor observations with words or pictures each day</p> <p>K-2-ETS1-1</p> | <p>Math: What coins could you use to make: 78 cents, \$3.45, \$5.00.</p> <p>Math: Try to draw the 3D shape.</p> <p>Writing: Write a fictional story. Imagine the antagonist (bad guy) in a movie or book was telling the story from their perspective. How might the story change? Write a new version.</p> |
| Activity 2 and Instructions | <p>Find the following 3D shapes around your house: triangular prism, rectangular prism, sphere, cone, pyramid, cube</p> <p>Trace the base of each object. What 2D shape do you see? Circle, square, rectangle, triangle</p> <p>CCSS.MATH.CONTENT.2.G.A.1</p> | <p>Pick your favorite fairy tale. Write a new ending to the story. What problems need resolved? How should the character change? How might the setting change? Which characters might be different in your version?</p> <p>CCSS.ELA-LITERACY.W.2.3</p> | | |

Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.

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Remote Learning Activities for Students

2nd Grade -- April 16th

Parents: Choose two activities from each page each day.

| | Math | Reading and Writing | Science/ Social Studies |
|--|---|---|---|
| Activity 1 and Instructions | <p>Look around your home and create a list of items that are symmetrical.</p> <p>Example: Faces are symmetrical because they are the same on both sides.</p> <p>CCSS.MATH.CONTENT.2.G.A.1</p> | <p>Read a story and write about how a character in your story changes from the beginning, to the middle and in the end.</p> <p>CCSS.ELA-LITERACY.RL.2.3</p> | <p>Create a list of the changes that happen when the seasons switch.</p> <p>What does the grass look like? What happens to the trees? What clothing do we wear? What happens to flowers?</p> <p>Why do these changes happen?</p> <p>2-ESS-2-2</p> |
| Activity 2 and Instructions | <p>Find and draw a pattern in your home that repeats by 2s,5s,or 10s.</p> <p>Example: Floor tiles, Backsplash in your kitchen, etc.</p> <p>CCSS.MATH.CONTENT.2.NBT.A.2</p> | <p>Create a schedule or routine for what a typical day looks like for you now and another schedule or routine for what your day used to look like. Use these schedules or routines to help you compare and contrast how much your daily life has changed and/or is the same.</p> <p>RI.2.9.</p> | |

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Remote Learning Activities for Students

2nd Grade -- April 17th

Parents: Choose two activities from each page each day.

| | Math | Reading and Writing | Science/ Social Studies | Extra Challenge (any subject) | | | | | | | | |
|------------------------------------|---|--|---|--|----|------|-----|-----|-----|-----|--|--|
| Activity 1 and Instructions | <p>NBT. 2</p> <p>Count by 10's starting with 2, 13, 26, 34, 41, 57, 68, 79, 85. Count as far as you can go.</p> <p>Count by 100's starting at 107, 238, 349, 456, 504. Count as far as you can go.</p> <p>Count by 10's starting at 219, 308, 427, 151, 362, 476. Count as far as you can go.</p> <p>What changes when counting by 10's? What changes when counting by 100's?</p> | <p>W.2.1</p> <p>Write an opinion paragraph.</p> <p>What do you think schools should change when back in session? Give reasons why you feel this change would be beneficial to all students and their learning.</p> <p>Remember a topic sentence/state your opinion, three or more reasons,,and a conclusion statement.</p> <p>L.2.2</p> <p>Proofread your writing for correct use of capitalization, punctuation,and spelling.</p> | <p>ESS 2-1</p> <p>Think about how wind and water change the land. Create a list of different solutions designed to slow or prevent wind or water from changing the shape of the land. How are these changes good or bad for the land?</p> <p>SS.CV 2.2</p> <p>Make a list of how your community of Freeport works to accomplish the task of creating a safe and healthy community for our citizens.</p> | <p>L.2.1.E</p> <p>A writing prompt:</p> <p>Take 15 minutes and sit outside. Look and listen. Just sit and observe the world around you. Write about what you notice.</p> <p>Use descriptive words-adverbs and adjectives. Write sentences with 7 or more words with at least one adverb and one adjective in each sentence.</p> <p>RF.2.4</p> <p>Read a page or more of a book/ text that is challenging for you. Have someone time you and record how long it took. Read it three more times and record your times.. What changed? Why? How does practice help your fluency/speed? Did rereading help you read the unfamiliar words faster and understand what the text was about better?</p> | | | | | | | | |
| Activity 2 and Instructions | <p>2.OA..B.2</p> <p>Using addition and/or subtraction fact flashcards, time how long it takes you to answer 20 problems correctly. Do it 3 more times with the same 20 cards. Try to beat your time each turn.</p> <p>Or see how many facts you answer correctly in 2 minutes and try to get more correct from the same group of cards the next 2 minutes. Repeat.</p> | <p>L.2.1.d</p> <p>Change these present tense verbs to irregular past tense verbs. Write them in two columns.</p> <p>teach, ride, walk, write, hide tell, sleep,sing, draw, bite, buy, ,sell (Remember to use these correctly when you speak and write.)</p> <p>Example:</p> <table style="border: none;"> <tr> <td style="padding-right: 20px;"><u>Present</u></td> <td><u>Past</u></td> </tr> <tr> <td>go</td> <td>went</td> </tr> <tr> <td>see</td> <td>saw</td> </tr> <tr> <td>sit</td> <td>sat</td> </tr> </table> | <u>Present</u> | <u>Past</u> | go | went | see | saw | sit | sat | | |
| <u>Present</u> | <u>Past</u> | | | | | | | | | | | |
| go | went | | | | | | | | | | | |
| see | saw | | | | | | | | | | | |
| sit | sat | | | | | | | | | | | |

READ, READ, READ, AND READ SOME MORE.

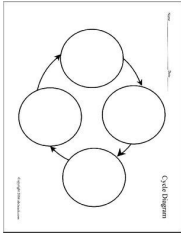
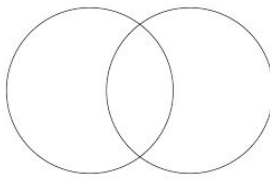
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Parent Signature: _____

Remote Learning Activities for Students

2nd Grade -- April 20th

Parents: Choose two activities from each page each day.

| | Math | Reading and Writing | Science/ Social Studies | Extra Challenge (any subject) | | | | | | | | | | | | | | | |
|--|--|---|-------------------------------|-------------------------------------|---|---|---|--|--|--|---|--|--|--|--|--|--|--|---|
| Activity 1 and Instructions | <p>Rewrite the problems below on a piece of paper vertically (up and down). Remember to line up the numbers in the tens and ones place. You can draw a line down the middle to separate the tens and ones columns.</p> <p>23+45+59= 54+90+19= 63+34+72= 23+34+54+17= 76+37+10+38=</p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> </tr> <tr> <td style="text-align: center;">H</td> <td style="text-align: center;">T</td> <td style="text-align: center;">O</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> <tr> <td style="text-align: center;">+</td> <td></td> <td></td> </tr> <tr> <td style="height: 30px;"></td> <td style="height: 30px;"></td> <td style="height: 30px;"></td> </tr> </table> </div> <p style="text-align: center;">CCSS.MATH.CONTENT.2.NBT.B.6</p> | | | | H | T | O | | | | + | | | | | | <p>Listen to the following link for the read aloud version of the story The Bad Seed.</p> <p>https://www.youtube.com/watch?v=6uK-glul8DU</p> <p>After listening to the story, write three sentences explaining how the character, The Bad Seed, changed from the beginning of the story to the end of the story.</p> <p>Use the following sentence stems to help you write.</p> <p>In the beginning _____. At the end _____. The character changed by _____.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.RL.2.3</p> | <p>Draw the life cycle of a butterfly.</p> <p>Use the diagram below to help draw the stages of a butterfly's life cycle.</p> <div style="text-align: center;">  </div> <p>Here is a link to the life cycle of a butterfly.</p> <p>https://www.youtube.com/watch?v=k4PgIjcarTA</p> | <p>Add a silent e to the short vowel words below. Read both words to someone in your house. Then choose 3 silent e words to write in a sentence.</p> <p>Listen to the following video for a reminder on how silent e changes short vowels to long vowels!</p> <p>https://www.youtube.com/watch?v=mXVWScxsQsc</p> <p>Tap Hop Sam Mad Cut Kit Rip At Not Mit</p> <p>Ex: dim dime</p> <p>I found a dime in my pocket.</p> <p style="text-align: center;">CCSS.ELACCS S.ELA-LITERAC Y.RL.2.3-LITER ACY.RF.2.3.A</p> |
| | | | | | | | | | | | | | | | | | | | |
| H | T | O | | | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | | | | |
| Activity 2 and Instructions | <p>Grab a food box from your pantry and add 3 2-digit numbers that you see on the box. On a piece of paper record your work using the example below.</p> <p>____ + ____ + ____ = ____</p> <p>Find another food item from your pantry. And repeat.</p> <p>____ + ____ + ____ = ____</p> <p style="text-align: center;">CCSS.MATH.CONTENT.2.NBT.B.6</p> | <p>Pick a book or think of a book you have read before. How did the main character change from the beginning of the story to the end of the story. Write three sentences about how the character changed.</p> <p>Use a venn diagram to help you compare how the character was at the beginning and end of the story.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">CCSS.ELA-LITERACY.RL.2.3</p> | | | | | | | | | | | | | | | | | |


Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.

Parent Signature: _____

Remote Learning Activities for Students

2nd Grade -- April 21st

Parents: Choose two activities from each page each day.

| | Math | Reading and Writing | Science/ Social Studies | Extra Challenge (any subject) | | | | | | | | | |
|--|---|--|-------------------------------|-------------------------------------|---|---|---|--|--|--|---|--|--|
| Activity 1 and Instructions | <p>2.NBT.5 Use playing cards or create your own using the numbers 1-10. Create a mat divided into three sections - hundreds, tens, and ones. Place one card in each section. How many ways can you show the number? Move the numbers to a different place value, How many ways can you show the number.</p> <table border="1" data-bbox="284 762 678 1045"> <thead> <tr> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">■</td> <td style="text-align: center;">■</td> <td style="text-align: center;">■</td> </tr> <tr> <td style="height: 100px;"></td> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </tbody> </table> | Hundreds | Tens | Ones | ■ | ■ | ■ | | | | <p>RL.2.4 Write your own "I Wish" poem. Think of things that you wish for (real or make believe). Then write a complete sentence using capitalization, punctuation, describing words and action words.</p> <p style="text-align: center;">I Wish...</p> <p>I wish _____</p> <p>I wish _____</p> <p>I wish _____</p> <p>I wish _____</p> <p>I wish _____</p> <p>I wish _____</p> <p>I wish _____</p> | <p>To make your own paint: mix 1 cup of warm water, 12 ounces of white flour, 12 ounces of table salt.. Mix the water, flour and salt until you have a smooth liquid. Then separate the mixture into different containers. Mix in 2-3 drops of food coloring to each container until it's a solid color.</p> | <p>http://www.sciencefun.org/kidszone/experiments/make-it-rain/</p>  |
| Hundreds | Tens | Ones | | | | | | | | | | | |
| ■ | ■ | ■ | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Activity 2 and Instructions | <p>2 NBT On Your Forehead: 3 players Supplies:: deck of cards Directions: One person is the dealer and gives one card to each of the other players. Players should NOT know which card they have. Players put card on forehead facing out. The dealer tells them the sum of both cards. Each player must guess what their card is based on the sum and their opponent's card.</p> | <p>SL.2.4 Before you read your poem to your family, have them guess what you wished for by acting out your poem.</p> | <p>NGSS 2-PS1-3 2-A.5</p> | | | | | | | | | | |


Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.

Parent Signature: _____

Remote Learning Activities for Students

2nd Grade -- April 22nd

Parents: Choose two activities from each page each day.

| | Math | Reading and Writing | Science/ Social Studies | Extra Challenge (any subject) | | | | | | | | | | | | | | |
|--|---|--|---|-------------------------------------|-------|-------|---------|-------|-------|-------------------|-------|-------|--------|-------|-------|---|---|--|
| <p>Activity 1 and Instructions</p> <p>Go around your house and find how many clocks you have.</p> <p>Tally how many digital and how many analog (face clock) clocks you have in your house. Create a bar graph to show your data.</p> <p>How many more of one do you have than the other?</p> <p>2.MD.10</p> | <p>Create word families using the following patterns:</p> <p>-an -all -ang -ink -in -or -ar -ank -am -onk -unk -ong</p> <p>Example: -ing Ring, sing, ping, sting, cling</p> <p>RF.2.3</p> | <p>Create a list of different community helpers here in Freeport. Example: mailman.</p> <p>Brainstorm about what you think their daily routines are. Write down what you think a day in their lives would be like. How are they important to the community?</p> <p>Draw a picture.</p> | <p>You are planning a trip. What are the things you need to do in order to prepare for your trip?</p> <p>-Where will you go? -How will you travel? -What do you need to pack? -What will you buy when you get there? -What will you eat? -What activities will you do?</p> <p>W.2.3</p> | | | | | | | | | | | | | | | |
| <p>Activity 2 and Instructions</p> <p>LO: Using timetables</p> <p style="text-align: center;">Bus Timetable </p> <p>Here is a simple bus Timetable for a bus that goes from Newcastle to Durham via Birtley and Chester-le-Street</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Places</th> <th>First bus</th> <th>Second bus</th> </tr> </thead> <tbody> <tr> <td>Newcastle</td> <td>10:00</td> <td>10:30</td> </tr> <tr> <td>Birtley</td> <td>10:25</td> <td>10:55</td> </tr> <tr> <td>Chester-le-Street</td> <td>10:45</td> <td>11:15</td> </tr> <tr> <td>Durham</td> <td>11:30</td> <td>12:00</td> </tr> </tbody> </table> <p>Look at the bus schedule above. Solve to find out how much time passes at each location before the next bus comes.</p> <p>2.MD.C.7</p> | Places | First bus | Second bus | Newcastle | 10:00 | 10:30 | Birtley | 10:25 | 10:55 | Chester-le-Street | 10:45 | 11:15 | Durham | 11:30 | 12:00 | <p>Demonstrate how to be a strong reader.</p> <p>Find a piece of writing, fiction or nonfiction, and practice reading it to yourself a few times.</p> <p>Find a family member, pet, or stuffed animal and show them what it means to be a strong reader. Focus on your fluency and reading with expression.</p> <p>RF.2.4.B</p> | <p>Optional Video: https://jr.brainpop.com/socialstudies/communities/communityhelpers/</p> <p>SS.CV.2.2</p> | |
| Places | First bus | Second bus | | | | | | | | | | | | | | | | |
| Newcastle | 10:00 | 10:30 | | | | | | | | | | | | | | | | |
| Birtley | 10:25 | 10:55 | | | | | | | | | | | | | | | | |
| Chester-le-Street | 10:45 | 11:15 | | | | | | | | | | | | | | | | |
| Durham | 11:30 | 12:00 | | | | | | | | | | | | | | | | |


Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.

Parent Signature: _____

Remote Learning Activities for Students

2nd Grade -- (SEL) Theme: **Respect Yourself and Others**

The columns below offer choices for student activities for any day.



| Social Emotional Learning Choice Board | | | | |
|---|---|--|---|--|
| <p>Write your future self a letter.</p> <p>What advice would you give your future self? What words of encouragement?</p> <p>What passions are you going to pursue and how will you achieve those goals?</p> | <p>How do you show respect to the people in your family?</p> <p>Make a list of ways you can show someone respect.</p> <p>Then select a new way every day moving forward to showing respect to the people you are with or communicating with online.</p> | <p>Find a location in your house that is your "happy place". A Happy Place is a location where you feel the calmest and most relaxed. For some people, this can be in your bedroom, backyard, or playroom.</p> <p>Take out the things that are distractions within this space. Add things that promote focus and calm.</p> <p>Draw a picture of you in your happy place.</p> <p>Belly Breathing is a great way to focus!</p> | | |
| <ol style="list-style-type: none"> Review the Problem Solving STEPS S: Say the problem without blame. T: Think of solutions. E: Explore consequences. P: Pick the best solution. Think about common problems in your household. Agree on one to solve together. Each family member writes down the problem from their perspective on a piece of paper. Check the statement for blaming words. Always • Never • You made me... • Because of you... • It's your fault... Write one problem statement without blame. Use the Problem-Solving Steps to find a solution together. Make a plan to put your solution into action. Problem solved! | <p>Create a family action plan for solving problems while playing the family's favorite sport.</p> <p>Make a T Chart and label one side "If" and the other side "Then".</p> <p>Decide together some possible reactions to problems that everyone can reference in the heat of the moment during the game.</p> <p>Display your T-Chart somewhere everyone can reference it.</p> <div style="text-align: center;"> <p>T Chart</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">If... Joey doesn't make the touchdown and gets upset.</td> <td style="padding: 5px;">Then... He can walk away and take five focused breaths.</td> </tr> </table> </div> | If... Joey doesn't make the touchdown and gets upset. | Then... He can walk away and take five focused breaths. | <p>Practice planning ahead. Pretend you are going to go on a vacation. You pick the spot.</p> <p>Now, draw or list everything you want to take in your suitcase.</p> <p>Talk about everything you're taking. Why are those items important to you and how do they make you feel?</p> |
| If... Joey doesn't make the touchdown and gets upset. | Then... He can walk away and take five focused breaths. | | | |
| <p>Go outside and take a walk with an adult. While you are outside, think about ways to show respect to your neighbors and property.</p> <p>Make a list or draw a picture of what you thought of on your respect walk!</p> | <p>Go outside (or inside) and play a game with your family. Talk about sportsmanship and what it: Looks Like, Sounds Like, Smells like</p> <p>Game Ideas: Life Tic Tac Toe Hang-Man 4 square Jump rope Tag Relay Races Uno Monopoly Basketball (around the world) Simon Says</p> | <p>Find a spot, inside or outside, that helps you feel calm. Try some of these poses while focusing on your breath. Breathe in for 4 seconds, hold for 4 seconds, and then breathe out for 4 seconds.</p> <div style="text-align: center;">  </div> | | |

Parent Signature: _____

Remote Learning Activities for Students

2nd Grade -- (Electives)

The columns below offer choices for student activities for any day.

| Art | Music | PE/Health |
|--|---|---|
| <p>On your nature walk with your parents, look for hearts displayed to give you ideas. Then when home draw a picture of hearts displayed the way you would like to create them. Challenge: Color the way you would like.</p> | <p>Grab a pencil and paper and take a walk outside to listen for the "Rhythm of Life". Write down all of the sounds that make a rhythm. Examples may be the chirping of a bird or the rumble of a truck engine. Do the same inside your home. Maybe you hear the rhythm of a washing machine or the ticking of a clock. Challenge: As you hear those sounds, see if you can tap those sounds them and write them as music using ta and ti-ti (). (MU:Pr4.1.2)</p> | <p>Tower Stacking Challenge</p> <p>Build the tallest tower using stuff found around your home! Stack items found around your home to build a tall tower. No limit on how many items may be used. Be sure to stack heavier things on bottom and lighter things on top.</p> <p>Bonus: This can be done outside! Same rules apply stack items you can find outside your home or neighborhood to build the tallest tower possible.</p> |
| <p>Go on a walk around your house or neighborhood (get parent permission). Look to see if you can find bird nests. Think about how you could create a nest. Using materials you are able too, create your own bird nest.</p> <p>**Do as a family team or make it a competition</p> <p>One way that birds make their nests is through weaving (interlocking pieces together)</p> | <p>Listen to your favorite kids' song/ Disney song and sing it for someone in your house. Clap a rhythm pattern (rhythm of the words) that is repeated in the song. (MU:Pr4.1.2)</p> <p>If you have electronic access, you'll enjoy experimenting on this link: http://sfskids.org/</p> | <p>Practice Fitness Testing Standards Have you been staying active? Let's find out. Remember the four tests we do? If you don't, here they are...</p> <p>Sit and Reach *Sit on bottom, knees straight *Can you reach past your toes?</p> <p>Pushup & Hold *Freeze at the top of your pushup *Can you hold it for 34 seconds?</p> <p>Sit Ups *Hands on legs, sit up to touch knees *Can you do 31 in a row?</p> <p>Jogging *Can you jog without stopping for 4:00?</p> <p>If your answer to all those is yes....then you are in great shape!</p> <p>Keep staying active!</p> |
| <p>Trace your hand. Break up your foreground (hand) with several sections using lines. Add line designs in the foreground (hand) and background (behind your hand), making each section a different pattern (repeating of line, shape, or color). Challenge: Add color</p> | <p>Create a 4-beat ta, ti-ti, () rhythm pattern with household items like paper/Pencil, Play Doh, Salt, Shaving Cream, Popsicle Sticks Q-tips. Perform it over and over to a steady beat. Maybe you can take a picture of it and email it to your music teacher. (MU:Cr2.1.2)</p> | <p>Activity: Assessing Fitness Levels</p> <p>The goal of this activity is for students to describe the immediate effects of physical activity on the body (e.g., faster heartbeat, increased rate of breathing). Begin by asking students how their body is feeling. Some responses could be: Good, relaxed, calm, etc.</p> <p>Now ask your child to perform some physical activity that promotes lots of movement. Some examples include: 15-20 jumping jacks, Running as fast as possible in place for 30-45 seconds, or 10x Burpees (Start in a push up position, perform a push up and then jump forward in between your hands. Jump up into a high jump, then jump back into a push up position)</p> <p>Now ask your child to compare how they feel now to before beginning the exercises. How are their bodies feeling? What's different and why do you think your body feels this way now?</p> |

Parent Signature: _____