

4/23/20

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](mailto: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 23](#)

[April 27](#)

[May 4](#)

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

[April 24](#)

[April 28](#)

[May 5](#)

[Electives](#)

[April 29](#)

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[April 30](#)

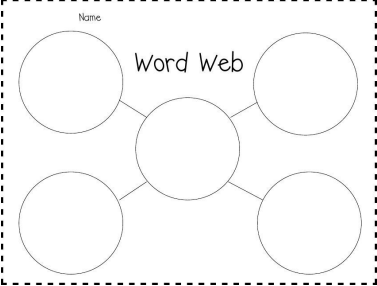
[May 1](#)

| 2nd Grade |                    |                                   | 4/23/20 - 5/6/20   |
|-----------|--------------------|-----------------------------------|--------------------|
| Theme(s)  | ELA Skills Focus   | Math Skills Focus                 | Other Skills Focus |
| Caring    | Writing            | Measuring                         | Social emotional   |
| Earth Day | Reading            | Operations and Algebraic Thinking | Science            |
|           | Phonics            | Geometry                          | Social Studies     |
|           | Language (grammar) | Numbers and Base Ten              |                    |

# Remote Learning Activities for Students

2nd Grade -- April 23rd

Parents: Choose two activities from each page each day.

|   | Math  | Reading and Writing  | Science/<br>Social<br>Studies  | Extra<br>Challenge<br>[any subject]   |
|---|---|--|--|---|
| <p><b>Activity 1 and Instructions</b></p> | <p>Sort your recyclables into the following categories: glass, plastic, paper, and metal. With the recyclable items, make a bar graph to show how many of each you have. (Keep data for next activity)</p> <p><b>(2.MD.D.10)</b></p>  | <p>Find something from nature (tree, plant, animal, grass, etc) and write 5 adjectives to describe it in a word map. Draw a picture of the word you described using the adjectives.</p> <div style="border: 1px dashed black; padding: 10px; text-align: center;"> <p style="font-size: small;">Name _____</p>  <p>Word Web</p> </div> | <p>“Upcycle” one of the materials you collected from recycling and find a new purpose for it.</p> <p><u>Example:</u><br/>Wash out a can and use it for a flower pot.</p> | <p>Write a story from the perspective of the object you chose (My life as a blade of grass). Include a beginning, middle, and end</p> |
| <p><b>Activity 2 and Instructions</b></p> | <p>Answer the following questions using your data from the previous activity:</p> <p>How many of each material (plastic, glass, paper, etc) did you collect?</p> <p>How many items did you collect in all?</p> <p>What is the difference between the largest number and the smallest number of items collected?</p> <p>Were there more plastic or glass items? How many more?</p> <p>Write your own word problem using the data you collected.</p> <p><b>(2.oa.a1, 2.md.d.10)</b></p> | <p>Do a word scavenger hunt: find 10 objects outside. Tap the letter sounds (or digraphs) and write the words. Challenge: mark up the words.</p>   | <p><u>Challenge:</u><br/>Find objects that start with digraphs such as “ch, sh, th” and write the words. Use each word in a complete sentence.</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 24th

Parents: Choose two activities from each page each day.

|  | Math   | Reading and Writing   | Science/<br>Social Studies  | Extra Challenge<br>(any subject)   |
|--|--|---|---|--|
| <b>Activity 1<br/>and<br/>Instructions</b> | <p>Create and solve five word problems with an Earth day theme.</p> <p>Ex:</p> <p>Sue picked up 10 pieces of trash and Tom picked up 16 pieces of trash. How many more pieces of trash did Tom pick up than Sue?</p> <p><a href="#">CCSS.MATH.CONTENT.2.OA.A.1</a></p> | <p>Write a poem about the Earth for Earth Day. Draw a picture to go with your poem.</p> <p>CCSS.ELA-LITERACY.R.L.2.4</p>                                  | <p>Think about tools scientists use to observe nature. Make a list of these tools you think the scientist would need and how he/she would use them.</p> <p>Watch this video for more ideas:<br/><a href="https://watchandlearn.scholastic.com/videos/scientific-investigation/observe-and-explore/science-tools.html">https://watchandlearn.scholastic.com/videos/scientific-investigation/observe-and-explore/science-tools.html</a></p> | <p>Go outside with an adult and collect garbage. Write a fraction comparing how much paper vs. plastic you collect.</p> <p>(Be safe, wear gloves, and only collect paper and plastic)</p> <p><a href="#">CCSS.MATH.CONTENT.2.G.A.3</a></p> |
| <b>Activity 2<br/>and<br/>Instructions</b> | <p>Wash your hands and count by 100s to at least 2,000.</p> <p><a href="#">CCSS.MATH.CONTENT.2.NB1.A.2</a></p>   | <p>Describe your ideal place to live. Where is it located? What kind of landforms are there? What is the weather like?</p> <p>CCSS.ELA-LITERACY.W.2.1</p> | <p>CCSS.ELA-LITERACY.W.2.2</p>  |  |

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**Parent Signature:** \_\_\_\_\_

## Remote Learning Activities for Students

2nd Grade -- April 27th

Parents: Choose two activities from each page each day.

|                                    | Math   | Reading and Writing  | Science/<br>Social Studies  | Extra Challenge<br>(any subject)   |
|------------------------------------|--|--|---|--|
| <b>Activity 1 and Instructions</b> | <p>EARTH DAY math:<br/>Each letter has its own value. Add them up.</p> <p>E=3, A=2, R=4, T=5 H=6, D=7 and Y=8</p> <p>How many points in EARTH DAY?<br/>How many points for only the vowels?<br/>How many points for only the consonants?</p> <p>Create your own points for RECYCLE, PLANTS, ANIMALS, AIR, WATER, LAND, REUSE using single or double digits.</p> <p>Ex. A=25<br/>I=36<br/>R=47<br/>Total/Sum=108</p> <p>2.NBT.5, 2.NBT.7</p>  | <p>Imagine if people did NOT take care of our Earth. What would it look like, sound like, and smell like? Make a three column chart of adjectives, nouns, and verbs. Write 6 or more in each column.</p> <p style="text-align: center;">Adjectives<br/>Nouns Verbs<br/>Ex. beautiful flowers wilting</p> <p>L.2.5a L.2.6</p>   | <p>Take some empty recyclable items from your home and make them into something else that you can use. Ex. plastic milk jug into a bird feeder.</p> <p>If you have the internet, there are many ideas you could google.</p> <p>ESS2.2<br/>ETS.1.2</p> <p>Take a walk with an adult family member. Bring along plastic bags and pick up litter. Be sure to wear gloves and wash your hands really well when you're done. Children should never pick up broken glass or sharp objects! Discuss how this activity affects people, animals, and plants.<br/>SS.EC.1.2</p> | <p>Read a nonfiction and fiction book on the same topic of something that lives on Earth. What makes the books different and the same?</p> <p>Ex. dogs</p> <p>"How to Care for a Dog"</p> <p>"Henry and Mudge"</p> <p>Create a three column diagram or a Venn diagram to write the similarities and differences.</p> <p>Book 1 Book 2<br/>Diff Same Diff</p> <p>RL.2.9, RI.2.9</p> <p>Think of more Earth friendly words and give each letter triple digit points. Then do the math by adding all these numbers to get the sum. (See the first math activity on this page.)</p> <p>Ex. CLEAN<br/>C=156<br/>L= 231<br/>E=304<br/>A=597<br/>N=448<br/>Total/Sum =1,736</p> <p>2.NBT. 7</p> |
| <b>Activity 2 and Instructions</b> | <p>Take out 10 or more different sized/shaped food /containers from your cupboards and/or refrigerator. Name the solid shape, touch and count how many sides, vertices, and edges? Then make a bar or picture graph of your results.</p> <p>Ex. cylinders, rectangular prisms, cubes,</p> <p>Why do you think that shape has the most? Why do you think producers used that shape for that item?</p> <p>Remember to recycle paper, plastic, aluminum, cardboard, and glass when empty and clean.</p> <p>2.G.1, 2.MD.10</p> | <p>Create/write a poem using some of the words/phrases from the first writing activity above. Your poem can rhyme or not rhyme. Read it each family member you live with and family members you don't over the phone. Your poem and you will hopefully encourage them to help make our EARTH better for living things and to care for it even more.</p> <p>RL.2.4 RF.2.4</p> |   |  |

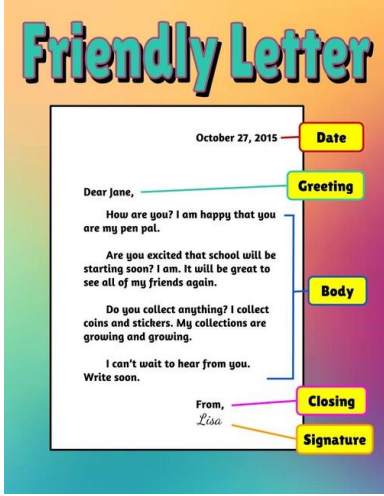
**Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.**

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

2nd Grade -- April 28th

Parents: Choose two activities from each page each day.

|  | Math   | Reading and Writing  | Science/<br>Social<br>Studies   | Extra<br>Challenge<br>(any subject)   |
|--|--|--|---|---|
| <b>Activity 1<br/>and<br/>Instructions</b> | <p>Go outside and find three objects (rocks, twigs, leaves) and put them in order from smallest to biggest. Draw a picture of your objects and write which object is the biggest and why.</p> <p>CCSS.MATH.CONTENT.2.MD.A.4</p>                  | <p>Write a friendly letter to a neighbor or family member who is working hard to care for others. Try your best to follow the format below!</p> <p>CCSS.ELA.Literacy.L.2.2B</p>   | <p>Draw a picture and write why it is important to be a part of a community. How do you show your neighbors that you care for them?</p> | <p>Find a book you have at home. After reading it. Make a list of all the words you saw that have a suffix. Remember suffixes are attached at the end of a word. Circle the suffix after you write it.</p> <p>Suffixes we've learned so far are:</p> <ul style="list-style-type: none"> <li>-s</li> <li>-es</li> <li>-ing</li> <li>-ed</li> <li>-er</li> <li>-est</li> <li>-ly</li> <li>-ness</li> <li>-ment</li> <li>-ful</li> </ul> <p>CCSS.ELA-Literacy.RF.2.3.D</p> |
| <b>Activity 2<br/>and<br/>Instructions</b> | <p>Find a collection of items (legos, toy cars, crayons, Barbies) and make groups of ten with your items. How many groups of ten can you make? Draw a picture of your groups of ten and label the groups.</p> <p>CCSS.MATH.CONTENT.2.NBT.B.8</p> | <p>How many ways have you been kind or caring this week? Make a list of as many ways you can think of.</p> <p>If you have extra time listen to this story about caring and kindness!</p> <p><a href="https://www.youtube.com/watch?v=kAo4-2UzgPo">https://www.youtube.com/watch?v=kAo4-2UzgPo</a></p> <p>CCSS.ELA-Literacy.W.2.3</p> | <p>SS.CV.2.2:</p>   |   |




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**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

2nd Grade -- April 29th

Parents: Choose two activities from each page each day.

|  | Math   | Reading and Writing   | Science/<br>Social<br>Studies   | Extra<br>Challenge<br>(any subject)   |
|--|--|---|---|---|
| <b>Activity 1<br/>and<br/>Instructions</b> | <p>Take your family with you and pick up the garbage around your neighborhood. When you get home sort it by type (plastic, glass, aluminum, etc.)</p> <p>NBT.5 How many pieces of garbage did you collect in all?</p> <p>NBT.5 What was the difference from the most and the least?</p> <p>G.1 Name all the 3D shapes that you collected.</p> <p>OA.3 Did you find an odd or even number of objects?</p> <p>NBT.8 How many would you have if you added 10 and 100?</p> | <p>W.5 <b>Make a poster</b> for a healthcare worker, community helper, mailperson, etc. thanking them for their service and commitment during our shelter at home. Display it in your front window for people to see as they drive or walk by.</p> <p>Include 3 complete sentences using correct capitalization and end marks.</p>  | <p><b>Rainbow Scavenger Hunt</b></p> <p>Go outside and find something red, orange, yellow, green, blue and purple.</p> <p>What do they have in common?</p> <p>How are the items different?</p> <p>Are the items living or nonliving? How do you know?</p> | <p><b>Art Sculpture</b></p> <p>Make an art project, toy or sculpture using your recyclables.</p> <p><a href="https://www.youtube.com/watch?v=Thu33Lx4Tc0">https://www.youtube.com/watch?v=Thu33Lx4Tc0</a></p> |
| <b>Activity 2<br/>and<br/>Instructions</b> | <p>MD.8 <b>Make a grocery list</b> using the recyclables you have found. Then give each item on your list a monetary amount ( for example, aluminum cans would be worth 50 cents, bag of chips is \$1). Add your items together to find your grocery total.</p>   | <p>L.5 Make as many words as you can using the words RECYCLE, REUSE, and REDUCE.</p>    |   |   |

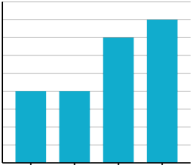
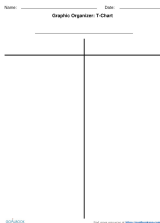
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**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

2nd Grade -- April 30th

Parents: Choose two activities from each page each day.

|   | Math  | Reading and Writing   | Science/<br>Social<br>Studies   | Extra<br>Challenge<br>(any subject)  |
|---|---|---|---|--|
| <p><b>Activity 1 and Instructions</b></p> | <p>Tree Measurement<br/>Go outside and find a tree. Predict how many hands it will take to go around the circumference of the tree trunk. Use hands to measure the circumference of the tree trunk. Record your data. Find another tree and repeat. After you have collected data on a few trees, create a graph to display your data. Label the bottom: tree 1, tree 2, tree 3, etc. Number the side of the graph to show the amount of hands needed for the circumference.</p> <p>Circumference: the distance around something.</p>  <p style="text-align: center;">2.MD.D.9</p> | <p>Create an acrostic poem. Use the word “Earth” or words “Earth Day”.</p> <p>An acrostic poem is a poem where certain letters in each line spell out a word or phrase. Typically, the first letters of each line are used to spell the message, but they can appear anywhere.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Funny<br/>Real<br/>Interesting<br/>Enjoyable<br/>Nice<br/>Delightful</p> </div> <p style="text-align: center;">RL.2.4</p>   | <p>Sort the following objects into categories. Do they <u>help the earth</u> or <u>hurt the earth</u>? Create a T-chart. Draw the objects under the correct category.</p> <p>Earthworms<br/>Cardboard<br/>Styrofoam<br/>The sun<br/>Birds<br/>Batteries<br/>Plastic bottle<br/>Bicycle<br/>Bumble Bees<br/>Soda can<br/>Plastic bag</p>  | <p>Painting with Earth</p> <p>Find items around your house and outside. Mix them with water or boil with the help of an adult.</p> <p>Possible items:<br/>Onions<br/>Beets<br/>Coffee<br/>Dirt<br/>Carrots<br/>Lava rocks<br/>Easter egg dye<br/>Kool-aid<br/>Leaves<br/>Flower tops<br/>Grass</p> <p>Paint a picture with your ‘paint’! Use paintbrushes, forks, fingers, sticks, cotton balls, Q-tips, or other creative items to paint!</p> |
| <p><b>Activity 2 and Instructions</b></p> | <p>Create a paper airplane. Stand in an area where you can safely throw it. Throw your airplane. Measure the distance from where you are to where it landed. Use a measuring tool (Ex: measuring tape) or count your steps (heel to toe). Record the distance. If needed, make adjustments to your airplane before throwing again. Stand in the same spot to throw again and measure the distance using the same method. Did it make a difference? Which airplane went the farthest? Why do you think that happened? Repeat 5 times.</p> <p style="text-align: center;">2.MD.A.4</p>  | <p>Write down 3 items you can recycle, 2 items you can reuse, and 1 way you can reduce.</p> <div style="border: 1px solid gray; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center; color: green; font-weight: bold;">Reduce</p> <p style="text-align: center; font-size: small;">(USING LESS)</p> <hr/> <p style="text-align: center; color: green; font-weight: bold;">REUSE</p> <p style="text-align: center; font-size: small;">(USING again)</p> <hr/> <p style="text-align: center; color: green; font-weight: bold;">Recycle</p> <p style="text-align: center; font-size: small;">(making something new)</p> </div> <p>Read your ideas to someone.</p> <p style="text-align: center;">W.2.7</p> | <p style="text-align: center;">SS.EC.1.2</p>  | <p style="text-align: center;">CR12.2</p>  |

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**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

2nd Grade -- May 1st

Parents: Choose two activities from each page each day.

|  | Math   | Reading and Writing   | Science/<br>Social<br>Studies   | Extra<br>Challenge<br>(any subject)  |  |
|--|--|---|---|--|--|
| <b>Activity 1<br/>and<br/>Instructions</b> | <p>For each set of numbers create the largest and smallest numbers possible. Then, write the numbers in expanded form (263= 200+60+3) and with words (two hundred sixty-three).</p> <p>7,8,9</p> <p>3,7,4</p> <p>2,1,0</p> <p>8,2,5</p> <p>7,3,9<br/>(2.nbt.a3)</p>  | <p>Use the following words to create a story: friend, caring, kindness, helpful, conflict, compromise, sharing, thoughtful, environment, heart (RF.23.B, RF.23.F, L.2.2)</p>  | <p><b>Plan a family meal with a family member and help prepare the meal to contribute to your family community. Design a placemat and label where the dishes and silverware should be placed; include labels.</b></p> | <p>Write a sequel to the story you read in activity 2. What do you think happens next?</p> |  |
| <b>Activity 2<br/>and<br/>Instructions</b> | <p>Create 20 two digit number cards (10-99) using whichever 2 digit numbers you want. Shuffle the cards, flip over two cards, and use a strategy to add or subtract the numbers you flip over (split strategy, number line, draw a picture, etc). (2.nbt.b5).</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 60px;"> <p style="font-size: 24px; font-weight: bold;">10</p> <p style="font-size: 8px;">© 2020</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 60px;"> <p style="font-size: 24px; font-weight: bold;">41</p> <p style="font-size: 8px;">© 2020</p> </div> </div> <p>10+41= 51</p> | <p>RL.2.7. Read a story and identify:</p> <ul style="list-style-type: none"> <li>● Main character</li> <li>● Plot (beginning,middle, end)</li> <li>● Setting (time/place)</li> </ul> <p>Draw a picture of the setting, including the main character and your favorite part of the plot.</p> |   |  | <p>Challenge: complete the same activity, but with three digit numbers.</p> <p>Extra challenge: Write your answers in word form, standard form ,expanded form.</p> |

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**Parent Signature:** \_\_\_\_\_



# Remote Learning Activities for Students

2nd Grade -- May 4th

Parents: Choose two activities from each page each day.

|   | Math   | Reading and Writing   | Science/<br>Social<br>Studies   | Extra<br>Challenge<br>(any subject)   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |  |  |
|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----|---|----|---|--|--|
| <p><b>Activity 1 and Instructions</b></p> | <p>Make a recipe using fractions that shows how much you care about your family and friends.</p> <p><a href="#">CCSS.MATH.CONTENT.2.G.A.3</a></p> <p>Ex.</p>   | <p>A synonym is a word that means the same as another word. Make a list of synonyms for the word caring.</p> <p>Ex. A synonym for beautiful is pretty.</p> <p>CCSS.ELA-LITERACY.L.2.5</p>   | <p>You are on a safari and you save an extinct animal. What animal would you save and why?</p> <p>CCSS.ELA-LITERACY.W.2.1</p> <div style="text-align: center;">  </div> | <p>Show an act of kindness to show how much you care for someone in your household.</p> <p>Ex. Make a card</p> <p>SEL Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p> |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |  |  |
| <p><b>Activity 2 and Instructions</b></p> | <p>Write several equations about things you know. How many boys/girls are in your class? How many males/females are in your family (include aunts, uncles, cousins and grandparents)?</p> <p>EX: 19 students, 12 girls, 7 boys:<br/> <math>12+7=19</math>, <math>19-12=_</math>?</p> <p>Have your family guess what your equations are about.</p> <p><a href="#">CCSS.MATH.CONTENT.2.NBT.B.5</a></p> | <p>Play Big Boggle. How many words can you find?</p> <p>CCSS.ELA-LITERACY.L.2.5</p>  <table border="1" style="margin-top: 10px; text-align: center; border-collapse: collapse;"> <tbody> <tr><td>H</td><td>E</td><td>A</td><td>L</td><td>E</td></tr> <tr><td>A</td><td>U</td><td>R</td><td>G</td><td>T</td></tr> <tr><td>E</td><td>T</td><td>G</td><td>H</td><td>O</td></tr> <tr><td>N</td><td>E</td><td>S</td><td>M</td><td>O</td></tr> <tr><td>E</td><td>Qu</td><td>I</td><td>Th</td><td>E</td></tr> </tbody> </table> | H   | E   | A | L | E | A | U | R | G | T | E | T | G | H | O | N | E | S | M | O | E | Qu | I | Th | E |  |  |
| H   | E  | A   | L   | E   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |  |  |
| A   | U  | R   | G   | T   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |  |  |
| E   | T  | G   | H   | O   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |  |  |
| N   | E  | S   | M   | O   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |  |  |
| E   | Qu   | I   | Th  | E   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |    |   |    |   |  |  |

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**Parent Signature:** \_\_\_\_\_

## Remote Learning Activities for Students

2nd Grade -- May 5th

Parents: Choose two activities from each page each day.

|  | <b>Math</b>  | <b>Reading and Writing</b>   | <b>Science/<br/>Social<br/>Studies</b>  | <b>Extra<br/>Challenge<br/>(any subject)</b>  |
|--|--|--|---|---|
| <b>Activity 1<br/>and<br/>Instructions</b> | Use either ruler or objects to measure different objects around your home. Also, record on a piece of paper the different height of particular objects that you measure.<br>2.OA.2 | Read two books, versions of the same story, but by different authors or from different cultures: write how they are similar and different.<br>RL.2.9 | Draw a picture of a plant, labeling the different parts of the plant and write a brief description of the needs of plants: such as water, sunlight, and air. 2-LS-1 | Examine different things in our community and label under three categories the three different resources: Human/natural/capital resources.<br>SS.IS.2 K-2 |
| <b>Activity 2<br/>and<br/>Instructions</b> | Create your own flash cards either with index cards or paper: practicing math addition and subtraction up to 20 and add/subtract within 100. 2.OA.B2, 2. NBT. B. 5                 | Write a short story about what you are doing at home now. W. 2.3   | Describe, by making a list of how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.<br>SS.CV.2.2             |   |

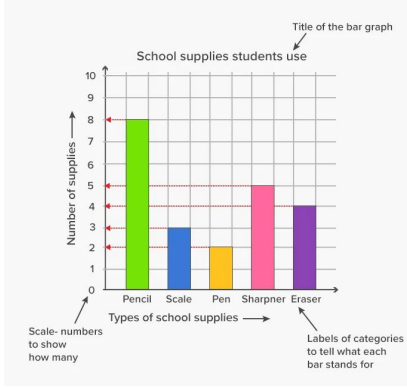
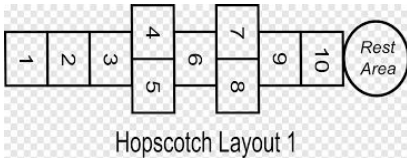
**Be sure to check the specials (Art, Music, PE) and the Social/Emotional Learning pages for more grade specific activities.**

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

2nd Grade -- May 6th

Parents: Choose two activities from each page each day.

|  | Math  | Reading and Writing   | Science/<br>Social<br>Studies  | Extra<br>Challenge<br>(any subject)   |
|--|---|---|--|---|
| <b>Activity 1<br/>and<br/>Instructions</b> | <p>Go explore your yard. How many plants, animals, and trees did you see when you were outside? Collect the data and create a bar graph to show your data.</p> <p>Here is an example of a bar graph that you can use to help you create your own. Don't forget to label the bars, and give your graph a scale, and a title!</p>  <p style="text-align: center;">CCSS.MATH.CONTENT.2.MD.D.10</p> | <p>Think back to a book you might have read about recycling, or things you already know about recycling. Use complete sentences to give three reasons why recycling is important.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.W.2.8</p>  | <p>Go outside and observe your yard/neighborhood for 5-10 minutes. Write down all the animals that you see and what they are doing. Then, create a picture of what you saw and write three sentences about the animals and their actions</p> | <p>Using supplies you have at home try and build a robot, monster or creature out of recycled materials in your home.</p> <p>Plan your design first with a sketch or picture. Make a list of materials you might need first.</p> <p>Some item ideas are: milk cartons, eggs crates, juice boxes, cereal boxes, pop bottles, ect.</p> <p>Draw a picture of your creation once you are done and write about how you built it. Did you have any problems when you tried to build it?</p> |
| <b>Activity 2<br/>and<br/>Instructions</b> | <p>Draw a hopscotch design outside or design a jumping pattern like hopscotch inside. As you jump, skip count forward by 5's &amp; 10's to 100, then by 100's to 1,000. Repeat but skip count backwards.</p>  <p style="text-align: center;">CCSS.Math.Content.2.NBT.2</p>   | <p>Think of as many words as you can that rhyme with EARTH. Make a list of your words.</p> <p>Try again with the word DAY. Make a list of those words as well.</p> <p>Which one of your lists was longer?</p> <p>Write 3 sentences using at least one of your rhyming words.</p> <p style="text-align: center;">CCSS.ELA-LITERACY.L.2.3</p> | <p>2-LS4-1.</p>  | <p>K-2-ETS1-2.</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 -- (SEL) Theme: Emotional Management

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

| <b>Social Emotional Learning Choice Board</b> - Aligns with Standards; 1A.1a Recognizes own emotions and how emotions can impact behavior. 1A.1b Uses calming down techniques to control impulsive behavior and anger.   |   |  |
|--|---|--|
| <p>Talk about the following Zones of Regulation chart with your child and discuss how each zone makes them feel (inside and out):</p>    | <p>Role-play some of the following situations and then talk about ways to manage emotions:</p> <ol style="list-style-type: none"> <li>1. Not being able to play with your best friend.</li> <li>2. Being told, "No!"</li> <li>3. Arguing with a family member</li> </ol> <p>What self-talk or calm down strategies did you use?</p> <p>Draw a picture or write about what you did.</p>  | <p>Practice the following breathing techniques you can use to help get your body regulated.</p> <p><b>Balloon Breathing:</b> Pretend like you are blowing up a balloon. Take a deep breath in, put the pretend balloon up to your mouth and blow your air out. Do this slowly four times.</p> <p><b>Volcano Breathing :</b>Put your hands together in front of your chest. Keeping your hands together, raise your hands up above your head all while you are breathing in. When you reach as high as you can let your air out and spread your arms apart and then bring them back to the starting position. Do this slowly four times.</p> <p><b>Soup/Brownie Breathing:</b> Pretend like you have hot food in your hands, breathe the smells of that food in and then blow out to help cool down your food. Do this slowly four times.</p> |
| <p>Before a volcano erupts there are warning signs that come from the volcano. Before a person erupts with anger, they often have warning signs. Oftentimes, when we can identify our body becoming upset we can find a healthy way to calm our body down before we explode.</p> <p>Make a list or draw a picture of what your warning signs are. You can draw a picture of your body and write your warning signs right on the body.</p> <p>Some warning signs may include your face turning red and/or your heart starting to beat fast.</p> | <p>Place a small object (crayons or markers will work) of the following colors into a paper sack or a deep bowl: red, green, blue, purple, yellow, orange. Sit in a circle and have the first person reach into the bag/bowl and pull out an object. The color of the object correlates to a statement to discuss below.</p> <p><b>Red</b>-Say one thing that makes you angry.<br/> <b>Green</b>-Show one way you can breathe when you are angry (balloon breathing, volcano breathing, soup breathing, box breathing).<br/> <b>Blue</b>-Say one thing you can do to help your body become regulated.<br/> <b>Purple</b>-Say one thing that makes you excited.<br/> <b>Yellow</b>-Say a poor choice you made when you were angry and what you could have done differently.<br/> <b>Orange</b>-Say a good choice you made when you were angry.</p> | <p>You are in control of your anger and if you are able to turn negative thoughts into positive thoughts that will help you have better control over your anger.</p> <p>Practice this by turning the following negative statements into positive statements. Practicing when you are not angry will help you be better able to apply this strategy when you are angry.</p> <p><b>Negative:</b> I get blamed for everything<br/> <b>Positive:</b> I get compliments for the things I do well</p> <p><b>Turn the statements below into positive ones.</b></p> <p>~No one wants to be my friend.<br/>         ~I can't do anything right.<br/>         ~I will never be able to fix it.<br/>         ~He did that on purpose.<br/>         ~I always get picked last.</p>   |
| <p>We all have triggers, things that push our buttons. Triggers are things that can change our mood in a good or a bad way,</p> <p>Make a list or draw pictures of some of your triggers.</p> <p>-What triggers do you have that make you sad?<br/>         -What triggers do you have that make you happy?<br/>         -What triggers do you have that make you angry?<br/>         -What triggers do you have that make you excited?</p>  | <p>Time to Exercise!<br/>         Exercise is a great way to regulate your emotions.<br/>         Do the following:<br/>         -10 Jumping Jacks<br/>         -10 Push-ups<br/>         -10 Sit-ups<br/>         -Run in Place for 60 seconds</p> <p>**Go outside and have some free play (sidewalk chalk, shoot hoops etc...)</p> <p>When you come inside, use your self-talk...<br/>         How does exercising make me feel on the inside?<br/>         How can I use exercise when I am having BIG emotions?</p>   | <p>Talking to your teacher or with friends when you are having BIG emotions is hard right now. Try one of the following:</p> <ol style="list-style-type: none"> <li>1. Write a letter to your friend/teacher</li> <li>2. Call/Email your friend/teacher</li> <li>3. Send your friend/teacher a postcard</li> </ol> <p>Reaching out to friends and trusted adults can help manage our emotions.</p> <p>How did it feel to reach out?<br/>         Who else's day can you make?</p>  |

**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>Color:<br/>Go outside and use different plants, with adult permission, and see what color the plant creates on the paper. Try this with at least 3 different items. Make a drawing out of the colors you have on your paper. Challenge: Make a picture using the plant material, or dirt, to create a scene.</p> <p>VA:Cr1.2.2a<br/>VA:Cr2.1.2a<br/>VA:Cr2.2.2a<br/>VA:Cr2.3.2a</p>  | <p>Put some "Spring" in your step! <b>It's time for a Family Dance Party!</b><br/>Gather everyone in the house together (outside if weather permits). Everyone gets a chance to pick their favorite dance song; that person also gets to lead the dance moves for their song, which everyone else <b>must match!</b> :-)<br/>Don't forget to get some video of the fun to share if you have a phone available.<br/>(MU:Pr4.1.2)</p>   | <p>State Goal 19 - Spring Season! There are a few sports to play when the weather is nice. Can you think of some?.....Here's two you can practice on your own. <b>Baseball/softball and kickball.</b></p> <p>Here's how to practice: How far can you kick a ball/object? How far can you hit a ball with a bat or any type of bat? How many times can you hit or kick a ball in a row? There are 4 bases in each game. How fast can you run around them? You can use whatever you want for bases. Can you think of other skills to practice from these games?</p> |
| <p>Texture (how something feels) Study:<br/>Lay 1 item underneath a piece of paper and using a pencil (or crayon preferred if you have) rub the pencil/crayon on its side over the place where the item is located. Go back and forth till you can see the texture of the selected object. Try this with 5 objects total. Make sure paper is in between item and pencil/crayon and that an adult is okay with your choice to capture the texture of. Make the rubbing fill the shape of the object, so from the outline the viewer (person looking at your picture) can recognize what you drew. Challenge: Make the object look like a scene.</p> <p>VA:Cr1.2.2a, VA:Cr2.1.2a, VA:Cr2.2.2a<br/>VA:Cr2.3.2a</p> | <p>Many musical instruments were discovered by accident with items that were found in nature or first used for other purposes. See if you can create an instrument using household items or things from nature. Play along to your favorite song! <b>Challenge:</b> Can you make an instrument that makes different pitches?</p> <p>(MU:Pr4.1.2)</p>  | <p><b>All About Your Heart - State Goal 23</b><br/>Can you point to where your heart is at? Once you find where your heart is, place your hand there. Can you feel it beat? What happens to your heart if you run really fast? Go find out!.....<br/>Your heart should be beating faster. Did you know our hearts get stronger with exercise? Many activities we do in p.e. make our heart stronger.</p> <p>Draw a picture of a heart and write one sentence telling what the heart does.</p>   |
| <p>Observational drawing (draw what you see):<br/>Draw 5 items that you see around the house or outside. Add details. Label what you drew.</p> <p>VA:Cr1.2.2a<br/>VA:Cr2.2.2a</p>   | <p>Grab a pencil, crayons, and paper. See if you can write down some thoughts about how music makes you feel. You can also draw pictures about it. Can you change how you feel by listening to different music? Which song makes you happiest? (MU:Pr4.1.2)<br/>If you have electronic access, enjoy learning about the instrument of the orchestra on this site:<br/><a href="https://www.classicsforkids.com/games.html">https://www.classicsforkids.com/games.html</a></p> | <p><b>19.A.1b</b><br/>Fitness Poker<br/>Using a Deck of cards see how fast you can get through each card! Draw a card and perform the exercise ,related to the card, for however many times the card says.</p> <p>Face Cards (kings, queens, jacks, jokers) are worth 10<br/>Aces are worth 1<br/>Club- jumping jacks<br/>Spade- push up<br/>Heart- sit up<br/>Diamond- squat</p> <p>See how fast you can get through the deck!</p>   |

**Parent Signature:** \_\_\_\_\_

# Remote Learning Activities for Students

2nd Grade -- (Electives)

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

| Art  | PE/Health   |            |      |      |      |    |  |  |  |    |  |  |  |    |  |  |  |
|--|---|------------|------|------|------|----|--|--|--|----|--|--|--|----|--|--|--|
| <p>We've heard of stick people lets create stick drawings using grass clippings, rocks, sticks (already found on the ground.), or other natural elements that have already fallen off. Please do not take items off a living object (for example don't tear a branch off a tree, and don't pick the flowers) Record what you made by drawing it on a paper.</p> <p>VA:Cr1.2.2a<br/>VA:Cr2.1.2a<br/>VA:Cr2.3.2a</p> | <p>19.A.1b</p> <p>Song Run</p> <p>Play your favorite song or listen to a song on the radio, and run or skip until the song ends!</p> <p>Can you make it all the way through the song?</p>   |            |      |      |      |    |  |  |  |    |  |  |  |    |  |  |  |
| <p>Create food with an adult at home. Challenge: Make the food into a sculpture. Example:</p>  <p>VA:Cr1.2.2a<br/>VA:Cr2.1.2a<br/>VA:Cr2.3.2a</p>  | <p><b>Activity: Health and Skill Components of Fitness (20.A.1a)</b><br/>The goal of this activity is for students to identify characteristics of health related and skill related fitness. Health related fitness refers to as your ability to become and stay physically healthy. Skill related fitness refers to your ability to maintain high levels of performance in a sport or game.</p> <p>Ask your child to do the following activities and have them determine if the activity is a health or skill related fitness task:</p> <ol style="list-style-type: none"> <li>1. Balance on one foot for 5 seconds (Skill)</li> <li>2. Running in place or actual running depending on space for 1 minute without stopping (Health)</li> <li>3. Perform 5 crunches (Health)</li> <li>4. Perform a standing long jump (Skill)</li> <li>5. Perform a push up hold for 15 seconds (Health)</li> <li>6. Run from point "A" to "B" as fast as possible (Skill)</li> <li>7. Toss 2 balls in the air and try to catch one ball in each hand (Skill)</li> </ol> <p>Ask your child what other things can they try that can improve health or improve skill during a game.</p> |            |      |      |      |    |  |  |  |    |  |  |  |    |  |  |  |
| <p>Draw pictures with chalk. Write positive messages.</p> <p>VA:Cr1.2.2a<br/>VA:Cr2.1.2a</p>   | <p><b>Activity: Healthy Eating(22.B.1a)</b><br/>Encourage your child to create a food diary for one day. During this time, they should write down everything they eat and drink for the entire day. At the end of the day have your child look at the list of foods and make a food chart based on how healthy each choice was. If a food item is perceived as "Bad" put that food item under the category "Whoa." For a food item that is "Good" put that food item under "Go." "Slow" means the food item is okay but should be eaten in moderation.</p> <table border="1" data-bbox="743 1688 1485 1875"> <thead> <tr> <th>Food/Drink</th> <th>GO</th> <th>SLOW</th> <th>WHOA</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>   | Food/Drink | GO   | SLOW | WHOA | 1. |  |  |  | 2. |  |  |  | 3. |  |  |  |
| Food/Drink   | GO  | SLOW       | WHOA |      |      |    |  |  |  |    |  |  |  |    |  |  |  |
| 1.   |   |            |      |      |      |    |  |  |  |    |  |  |  |    |  |  |  |
| 2.   |   |            |      |      |      |    |  |  |  |    |  |  |  |    |  |  |  |
| 3.   |   |            |      |      |      |    |  |  |  |    |  |  |  |    |  |  |  |

Parent Signature: \_\_\_\_\_