

Hillcrest

Elementary School



Packet for Ms. Rice 's Class GROUP 2
Paquete para GRUPO 2 en la clase de Ms. Rice





Peekskill City School District

Our mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.

Randy Lichtenwalner
Principal

Shannon O'Grady
Assistant Principal

Hillcrest Elementary School, 4 Horton Drive, Peekskill, NY 10566
Phone: (914) 739-2284 Fax: (914) 737-9053
Email: rlichtenwalner@peekskillschools.org
Email: sograd@peekskillschools.org

April 7, 2020

Dear Hillcrest Families,

The Peekskill City School District and Hillcrest Elementary are committed to providing instructional resources to our students for use during school closures. Our teachers have worked to create a packet of instruction that your child can use on a daily basis. We have included reading, writing, math and more.

In addition to books and worksheets, we have provided a list of online resources that we use at school and your child is familiar with and enjoys learning from. Each student has their own login and we have provided directions to our website for online access.

The information contained in this packet will be provided online on our school page as well. Please have your child work for a minimum of one hour a day on the packet. In addition, your child should read for at least 30 minutes, as well as work online if feasible via the websites provided.

If you have any questions, please reach me via email at rlichtenwalner@peekskillschools.org.

We thank you for your partnership during this extraordinary time in our city and country.

Sincerely,

Randy Lichtenwalner
Principal



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07.abril.2020

Estimadas Familias de Hillcrest,

El Distrito Escolar de la Ciudad de Peekskill y la Escuela Elemental Hillcrest se comprometen a proporcionar recursos de instrucción a nuestros estudiantes para usar durante el cierre de la escuela. Nuestros maestros han trabajado para crear un paquete de instrucción que su hijo pueda usar a diario. Hemos incluido lectura, escritura, matemáticas, y mas.

Además de libros y hojas de trabajo, hemos proporcionado una lista de recursos en línea que usamos en la escuela y si hijo está familiarizado y le gusta usar a aprender. Cada estudiante tiene su nombre de usuario y hemos proporcionado instrucciones en la página electrónica de nuestra escuela para acceder en la computadora.

La información contenida en este paquete también se proporcionará en el internet en las páginas de nuestra escuela. Haga que su hijo trabaje durante un mínimo de una hora al día en el paquete. Además, su hijo debe leer durante al menos 30 minutos, así como trabajar en línea si es posible a través de los sitios web proporcionados.

Si tiene alguna pregunta, comuníquese conmigo por correo electrónico a rlichtenwalner@peekskillschools.org.

Le agradecemos su colaboración durante este tiempo extraordinario en nuestra ciudad y país.

Sinceramente,

Randy Lichtenwalner
Director

Hillcrest
Elementary School



Activity Packet for Continued Learning

Spring 2020

Dear Parents Guardians and Families,

In order to continue learning at home, I have found some resources that your child can work on at home. The packet you are receiving has been differentiated based on your child's needs. The packets are called "Independent Study Packet". The packets include reading, math, writing, and other fun activities that they can do. Some of the fun activities require materials you may not have at home; these activities are optional. You have been provided with three weeks of activities. Work on one packet a week.

When you receive the packet, look at the second page that says "Activity Menu". This is just a suggestion for what your child can do daily.

In addition to worksheets, please continue to work on online resources such as www.Raz-kids.com, www.Splashlearn.com, and www.epic.com, to name a few. A list of online resources is also provided on the school's website. Additionally, your child can log into Google Classroom where I will be adding additional materials such as educational videos.

If you have any questions, please reach out via email at rrice@peekskillschools.org.

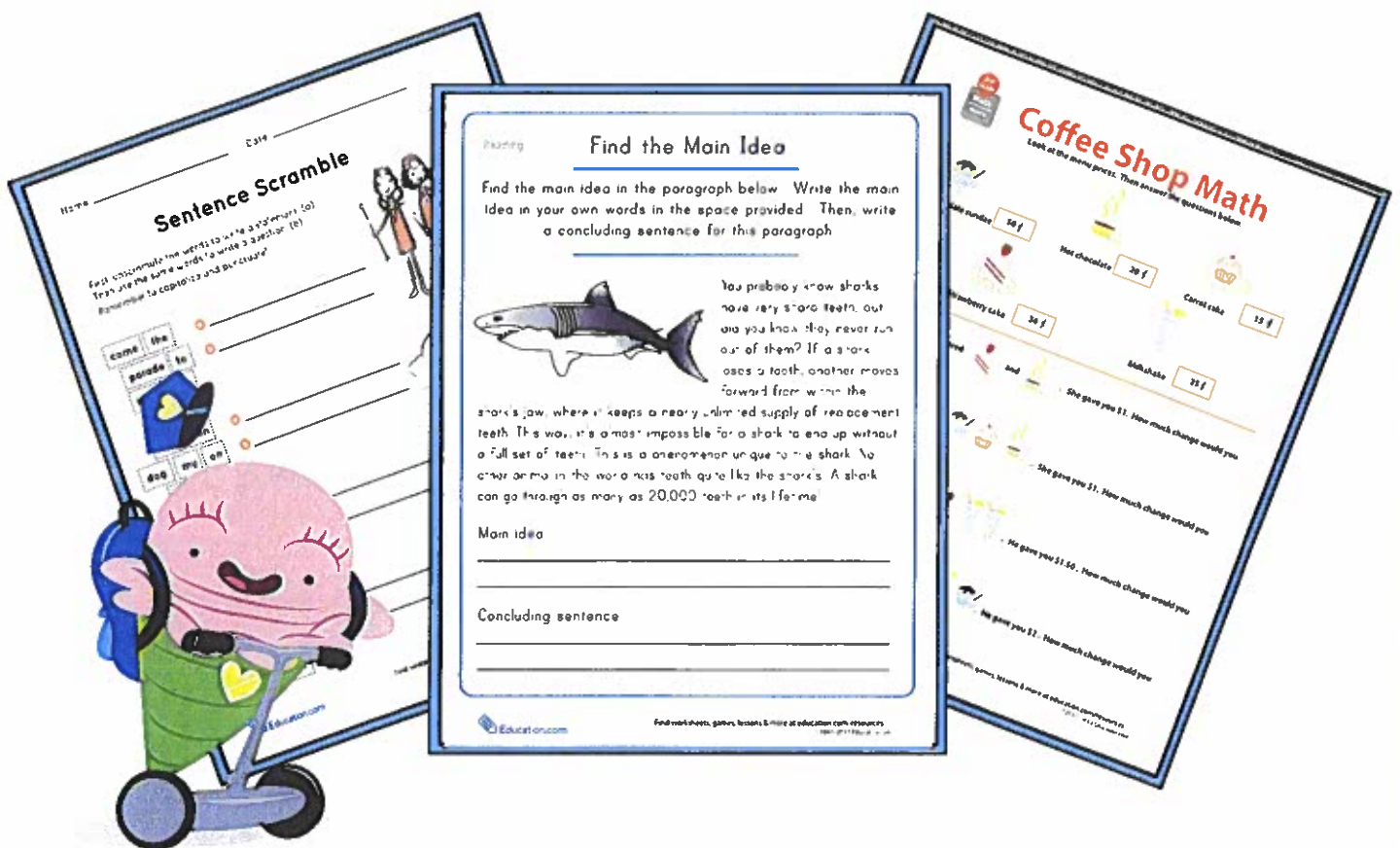
Thank you so much for your partnership during this time. Stay well.

Sincerely,

A handwritten signature in black ink that reads 'Rachele Rice'.

Ms. Rachele Rice

Independent Study Packet

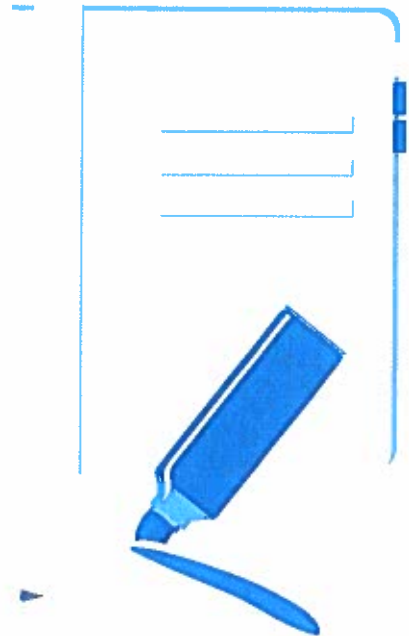


**5 Days of
Independent Activities in
Reading, Writing,**

Helpful Hints for Students and Families

Materials You Will Need:

- Pencils
- Extra paper or a notebook/journal. You may put everything into one notebook if you like.
- Colored pencils, markers, or crayons for some of the activities









Directions & Tips



- There is a schedule for each day. You may complete the activities in any order.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the activity menu.
- Make sure an adult signs the activity menu before you bring it back to school.

Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading 	Read for 20 minutes and answer 3 of the questions on the sheet on another piece of paper or in a journal. Challenge: Try not to repeat a question! Independent Reading Questions				
	The Boy Who Cried Wolf	Pete's Pets	Summer Vacation	What is Soil?	Find the Main Idea:
Writing 	Fact or Opinion	Fact vs. Opinion Sort	Chuck's Vacation	Recycling Resources	Recess Opinion Pre-Writing
Grammar Practice 	Capitalization	Adding Punctuation	Ice Cream Shop	Bicycle Ride	Sentence Scramble
Math 	Pineapple Math	Math Puzzle Boxes	Coffee Shop Math	Telling Time: Five Minute Intervals	Monster Monster
Social Studies 	Guest Speaker Career Interview (Choose any adult) Discovering Different Jobs				
Science 	Life cycle of a plant Matter Mixup Series 1. What is a Solid? 2. What is a Liquid? 3. What is a Gas?				

Parent/Guardian Signature: _____

Day 1

Reading	The Boy Who Cried Wolf
Writing	Fact or Opinion?
Grammar Practice	Capitalization
Math	Pineapple Math

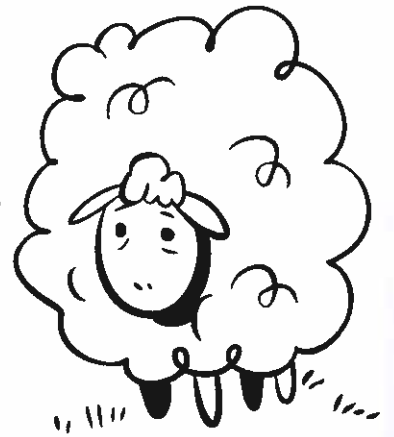


Name: _____

Date: _____

The Boy Who Cried Wolf

Once upon a time, in a beautiful village near lush rolling hills, there was a boy who watched over the village's sheep. Being alone up in the hills was very boring. To liven up his day, the boy thought it would be fun to scare the villagers and scream, "Wolf, wolf!" The villagers grabbed whatever they could, and ran up the hill to scare off the wolf.



When they reached the top, they realized they had been tricked by the mischievous boy. He laughed and laughed until the villagers angrily walked back down the hill. Even the sheep were not amused. The boy continued to call wolf, and the villagers warned him that the next time they would no longer believe him. The boy shrugged off the warning and laid down for a nap.

One lazy afternoon, the boy heard a terrible sound. Before he could even prepare himself, a wolf appeared right before him, and was chasing all the village's sheep! The boy screamed, "Wolf, wolf!", but having lied so many

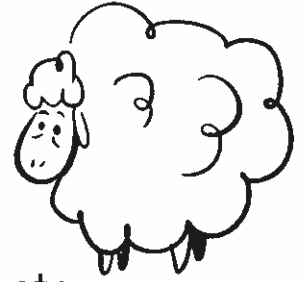


times, the people of the village just ignored him. With no one to help him fend off the wolf, the sheep all ran away, and the boy was left crying on the hill.

Name: _____

Date: _____

"The Boy Who Cried Wolf" Story Map



After reading "The Boy Who Cried Wolf", fill in the following setting, characters, and effect of the boy's actions. Then determine the genre of the story.

Setting:

Main characters:

Cause	Effect
The boy tricks the villagers by screaming, "Wolf, wolf!"	_____

The genre of this story is:

- a) Comedy: This story has a cheerful ending or is meant to make the reader laugh.
- b) Fable: This story teaches a lesson.
- c) Quest: This story has a difficult journey towards a place or goal.

Fact or

- 1) Read each sentence.
- 2) Next, decide if each sentence is a **fact** or **opinion**.
- 3) If it is a **fact**, color it **green**. If it is an **opinion**, color it **red**.
- 4) When done, write a **fact** or **opinion** below.
- 5) Raise your hand for your teacher to check your worksheet.

The Sign Says... Fact or Opinion?

Name: _____

Sentence 1: A dog is a pet.



Sentence 2: My teacher is the smartest.



Sentence 3: Popcorn is a child's favorite snack.



Sentence 4: Winter is cold and snowy.



Sentence 5: Thanksgiving is a holiday.



Sentence 6: My dad is the fastest runner.



Write a **fact** or **opinion** below.

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Grammar Practice	Capitalization
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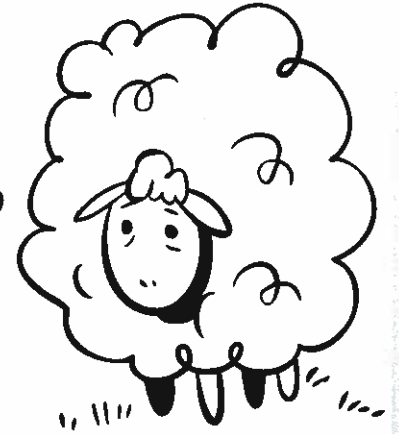


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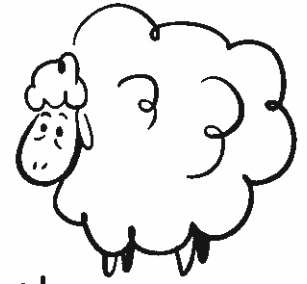


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Write a **fact** or **opinion** below.

Name _____

Date _____

CAPITALIZATION

The first word in a sentence is always capitalized.

For example: Grandma chops apples for a pie.



Find and circle the letters in the paragraph below that should be capitalized.

it was Saturday at grandma's house. mary knew that it was the day to make a pie with grandma. she got up and dressed in a hurry so she could pick the best apples from the tree. she helped peel the apples while her grandma chopped and sliced the beautiful red apples. next, the dough was rolled and put into the pie plate. mary even got to stir the sugar and spices into the bowl. the house smelled wonderful as the pie cooked in the oven, and the pie tasted even better because they had made it together!

Write two sentences about this picture. Don't forget the capitals!

1. _____

2. _____



Pineapple Math

Add the numbers.

$$\begin{array}{r} 25 \\ + 43 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ + 26 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ + 32 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ + 18 \\ \hline \end{array}$$

$$\begin{array}{r} 51 \\ + 46 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ + 10 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 54 \\ \hline \end{array}$$

$$\begin{array}{r} 70 \\ + 17 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ + 16 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 44 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ + 20 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ + 31 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ + 52 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ + 21 \\ \hline \end{array}$$



Day 2

Reading	Pete's Pets
Writing	Fact vs. Opinion Sort
Grammar Practice	Adding Punctuation
Math	Math Puzzle Boxes



Read & Review

Read the story and fill in the best answer for each question below.

PETE'S PETS

Pete loves animals. He dreams of becoming a veterinarian when he grows up. But in the meantime, he has quite a few pets to take care of at home.

Pete's dog is named Shadow. He's a black poodle. Pete takes Shadow on walks up and down the block. Shadow likes when Pete rubs his belly.

Amy is the name of Pete's cat. She's shy but very loving. Amy spends a lot of the day napping on the window sill. Pete can always make her purr when he pets her back.

Pete also has 10 fish, 3 hamsters, and 2 lizards. He's hoping to own a parrot some day. Pete's really happy to have so many great pets!

What does Pete want to be when he grows up?

- ☐ A pet shop owner
- ☐ A fireman
- ☐ A veterinarian

Where does Pete's cat spend the day napping?

- ☐ On the window sill
- ☐ On the bed
- ☐ On the couch

What is the name of Pete's pet poodle?

- ☐ Amy
- ☐ Shadow
- ☐ Shaggy

How many lizards does Pete have?

- ☐ 10
- ☐ 3
- ☐ 2

Name: _____

Date: _____

Fact vs. Opinion Sort



Read the sentences below. Then cut them out and glue them into **fact** and **opinion** groups.

FACTS	OPINIONS



Dogs have four legs.

The sky is pretty.

Cats are the best.

The man is nice.

The sun is hot.

The girl is five.

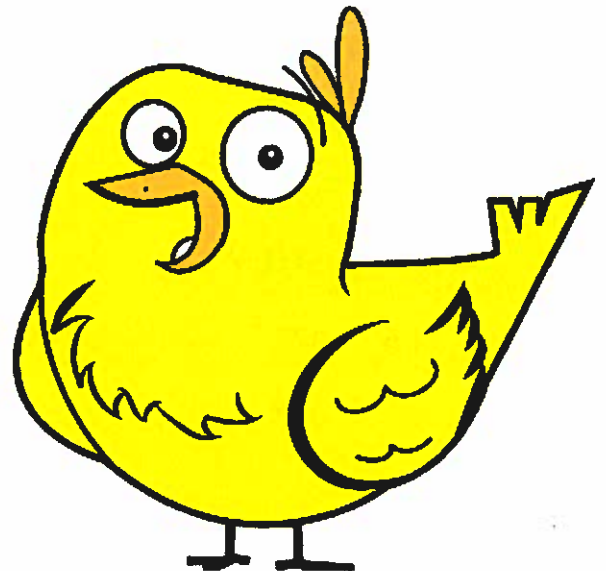
Adding Punctuation

Determine whether the sentence is a statement or question. Write the proper punctuation mark at the end of each sentence.

1. What time does the pet store close _____
2. My favorite color is yellow _____
3. My house is built from bricks _____
4. How high can you jump _____
5. When is the best time to wake you up _____
6. How long does it take you to brush your teeth _____
7. School starts in September _____
8. I like to eat peanut butter and jelly sandwiches _____
9. I have to clean my room before going out to play _____

A period (.) comes at the end of a statement.

A question mark (?) comes at the end of a question.



Math Puzzle Boxes

Each puzzle contains the numbers 1-9. Each column and each row add up to the number given outside the boxes. Put the correct number in each box to complete the addition equations without repeating any numbers.

4			15
	5		20
3	1		10
14	8	23	

		2	15
	4	1	10
8			20
20	13	12	

	5		11
9			20
	6	1	14
18	14	13	

3			16
		7	13
8			16
12	16	17	

	5		15
3			16
	9		14
12	20	13	

8			17
	1		15
	4		13
19	7	19	

2			15
	4		14
		6	16
14	16	15	

	8		13
2			15
	5		17
15	19	11	

			16
6	1		11
		9	18
16	13	16	

Day 3

Reading

Summer Vacation

Writing

Chuck's Vacation

Grammar Practice

Ice Cream Shop

Math

Coffee Shop Math



Read & Review

Read the story below and answer the questions that follow.

SUMMER VACATION

The Bradley family packed up their car and drove to the mountains for a weekend camping trip. Jimmy couldn't wait to go fishing. His older sister Nicole loved to hike. Mom and Dad just wanted to relax.

When the family arrived, Jimmy and Nicole helped their parents set up the tents. Then Nicole took a walk down by the river. After dinner, the family roasted marshmallows and told ghost stories around the campfire. The sounds of crickets gently put everyone to sleep.

Early in the morning, Jimmy caught a big fish. Nicole and Dad rode their bikes, and Mom read a new book. It was hard to go home the next day. Everyone had so much fun, they agreed it was the best vacation ever!

1. Where did the Bradley family go on vacation?

2. What did Mom and Dad want to do on the trip?

3. Where did Nicole take a walk?

4. What did the family do around the campfire?

5. When did Jimmy catch a fish?

Name _____

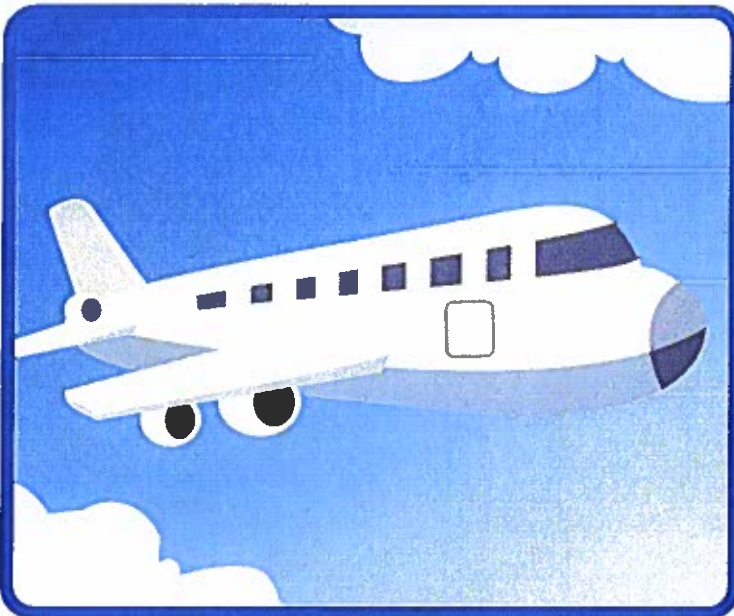
Date _____

Chuck's Vacation

Look at each drawing, and write a caption for each picture.
Each caption should describe what you see in the drawing.







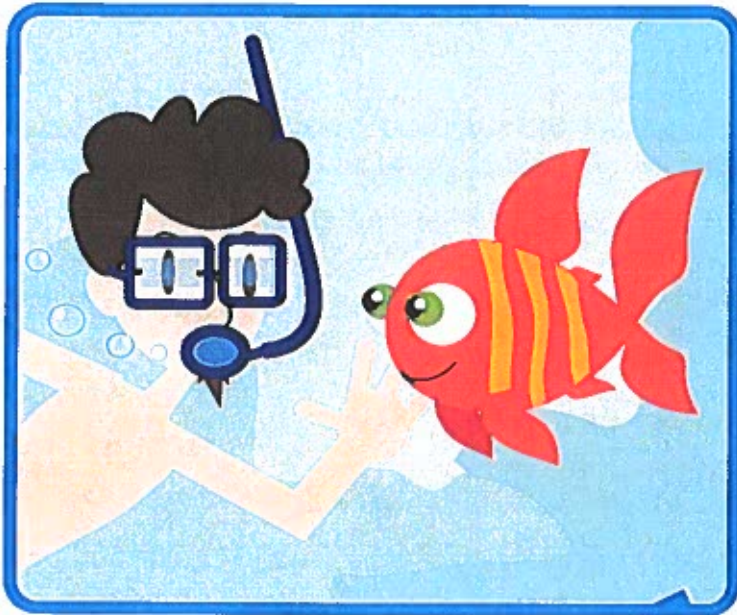


Name _____

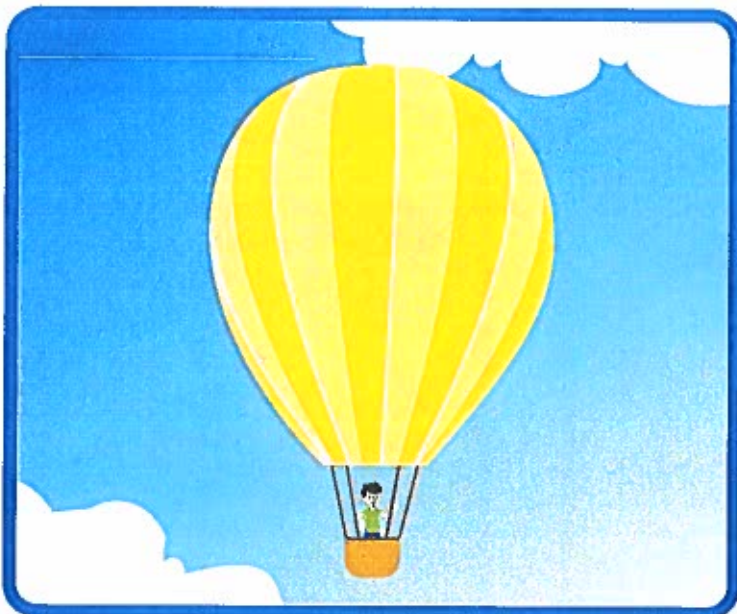
Date _____

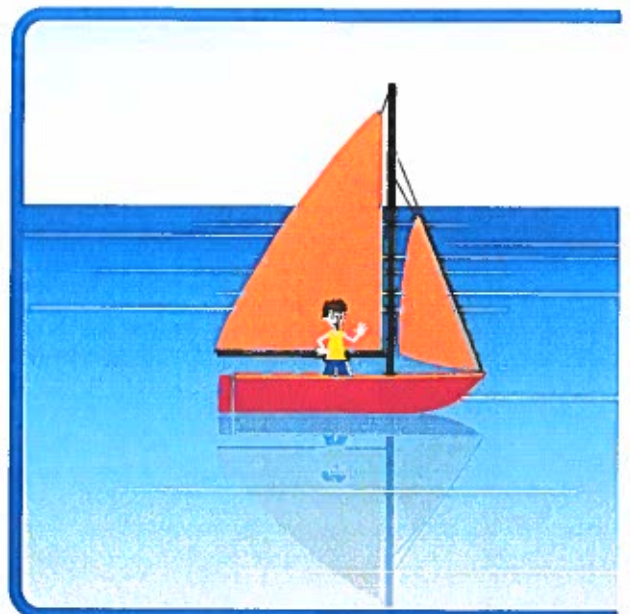
Chuck's Vacation

Look at each drawing, and write a caption for each picture.
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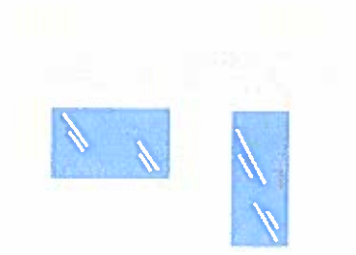








Ice Cream Shop



Write each sentence using correct capitalization and punctuation.

do you want to go to the ice cream shop

we can ride our bicycles

what is your favorite flavor

my favorite flavor is chocolate

how many scoops do you want

the ice cream is very tasty



Coffee Shop Math

Look at the menu prices. Then answer the questions below.



Chocolate sundae

50 ¢



Hot chocolate

20 ¢



Carrot cake

15 ¢



Strawberry cake

30 ¢



Milkshake

25 ¢

1. Mary ordered



and



. She gave you \$1. How much change would you give her?

2. Nancy ordered



. She gave you \$1. How much change would you give her?

3. Toby ordered



. He gave you \$1.50 . How much change would you give him?

3. Matt ordered



. He gave you \$2 . How much change would you give him?

Day 4

Reading	What is soil?
Writing	Recycling Resources
Grammar Practice	Bicycle Ride
Math	Telling Time: Five Minute Intervals



Soil

Let's study the earth by learning about the part of it that we are most familiar with—the **soil**. Soil is found on the upper-most layer of the earth's crust.

What is soil?

Soil is a mixture of four main ingredients: weathered rock, organic matter, air and water. The weathered rock can be in the form of sand, silt, clay, pebbles or larger rocks. Organic matter can be anything from old leaves, dead animals and plants, to microorganisms—tiny living things, like bacteria. The last two ingredients are air and water. Without air and water, the microorganisms found in soil cannot live, grow, or help dead matter to decay.

Why is soil so important?

Soil is important because it provides a place where organisms and bacteria can live. Plants rely on soil for nutrients, water and mineral salts. Plants in turn provide the oxygen we breathe, the food we eat, the clothes we wear, and the foundation and building materials we use to make our homes. We could not meet our basic needs without soil!

Comprehension: What is the main idea of these two passages?

Recycling Resources

Getting and processing natural resources can require a lot of energy. This can create pollution. Recycling existing goods into other materials can save energy and reduce waste.

There are many ways each of us can help. Buying less, reusing what we can, composting, and recycling are some ways to save natural resources. How can you help?

I can buy less _____

I can use less _____

I can save energy by _____

I can compost _____

I can recycle _____

I can also _____

Bicycle Ride



Write each sentence using correct capitalization and punctuation.

is it sunny outside today

have you seen my new red bicycle

i would like to ride my bicycle

do you want to ride our bicycles together

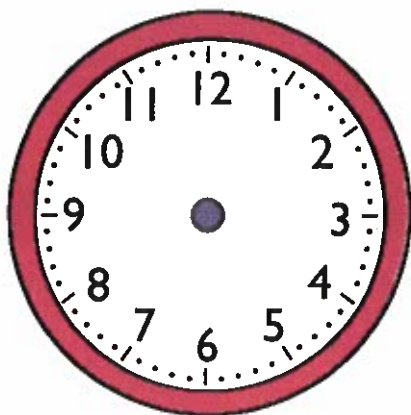
we can ride around the park

i think it will be a lot of fun

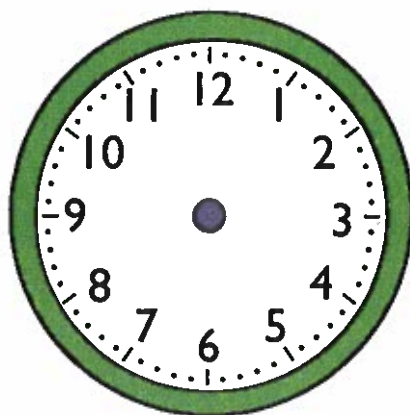
Tick-
Tock!

Telling Time : Five Minute Intervals

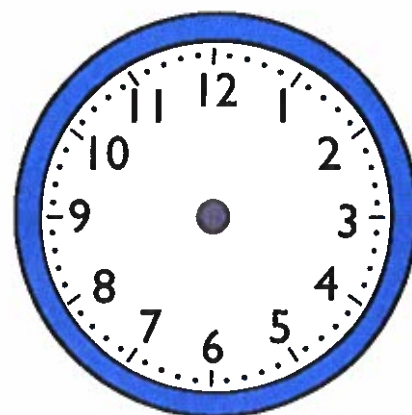
Draw the hands on the clock to show the time.



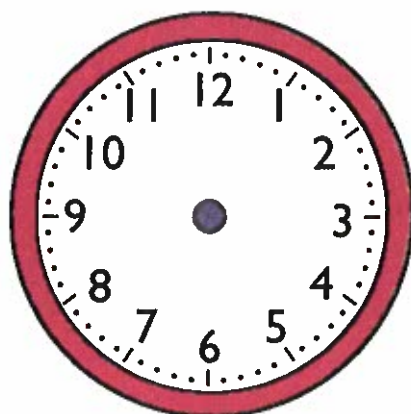
7:35



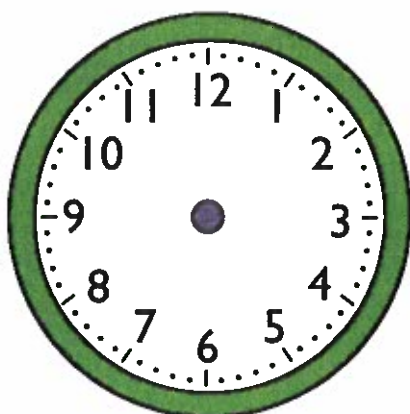
10:40



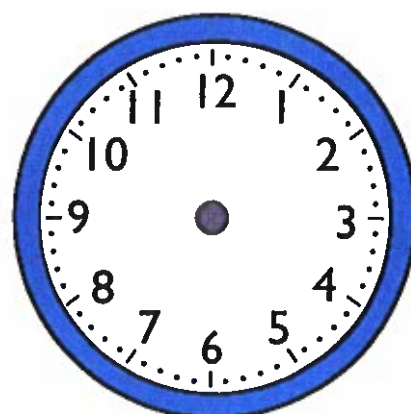
3:15



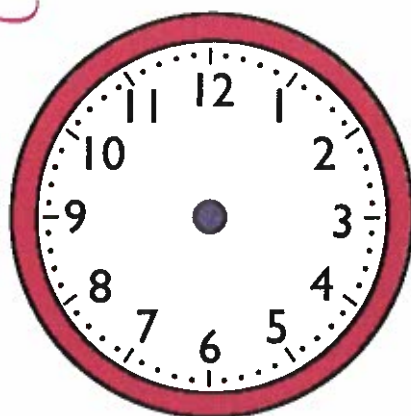
8:25



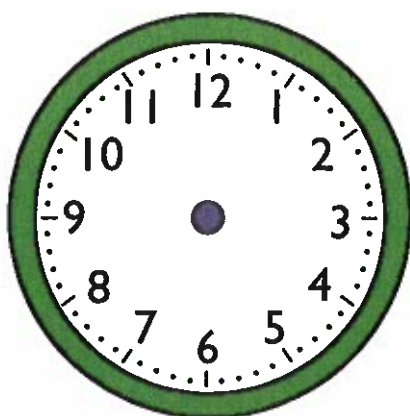
6:50



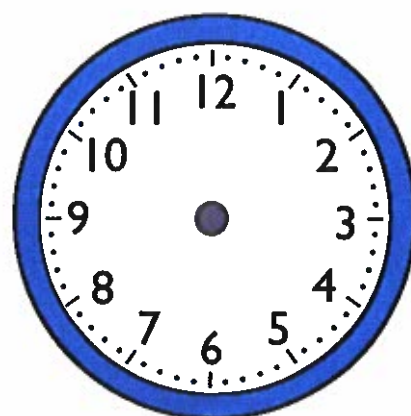
12:10



2:55



9:30



4:15

Day 5

Reading	Find the Main Idea
Writing	Recess Opinion Pre-Writing
Grammar Practice	Sentence Scramble
Math	Monster Madness



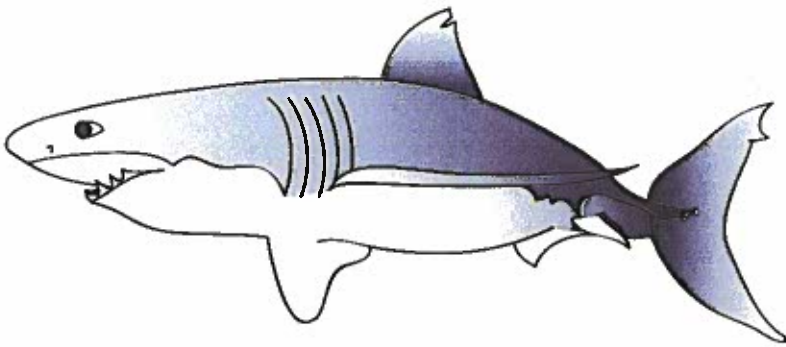
Name _____

Date _____

Reading

Find the Main Idea

Find the main idea in the paragraph below. Write the main idea in your own words in the space provided. Then, write a concluding sentence for this paragraph.



You probably know sharks have very sharp teeth, but did you know they never run out of them? If a shark loses a tooth, another tooth moves forward from within the

shark's jaw, where it keeps a nearly unlimited supply of replacement teeth. This way, it's almost impossible for a shark to end up without a full set of teeth. This is a phenomenon unique to the shark. No other animal in the world has teeth quite like the shark's. A shark can go through as many as 20,000 teeth in its lifetime!

Main idea:

Concluding sentence:

Name: _____

Date: _____

Recess Opinion Pre-Writing



In your opinion, should second graders get longer recesses? Give three reasons to support your answer, then write a concluding sentence.

My Opinion:

Reason #1:

Reason#2:

Reason#3:

Conclusion:

Sentence Starters

Introducing

In my opinion...
My favorite...
The best...
I feel...

Giving Reasons

For example...
Most importantly...
Another reason...
In particular...

Concluding

Everyone should...
As you can see...
All in all...
Clearly...

Name: _____

Date: _____

Recess



Name _____

Date _____

Sentence Scramble

First, unscramble the words to write a statement. (a)

Then use the same words to write a question. (b)

Remember to capitalize and punctuate!

come the
parade to
they will

a. They will come to the parade.

b. Will they come to the parade?



bed can
dog my on
sleep the

a. _____

b. _____



should the
postcard he
mail

a. _____

b. _____



tart eat
the I
can jam

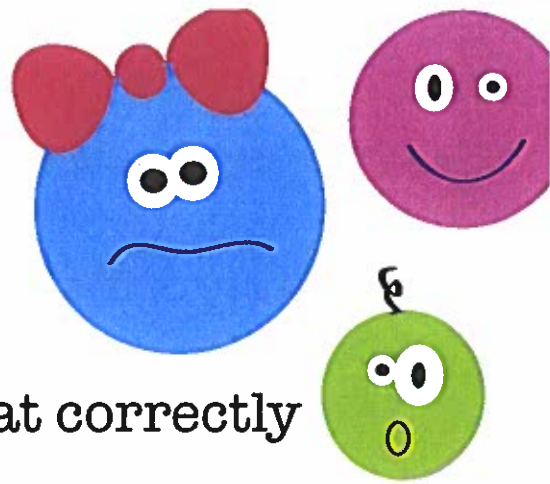
a. _____

b. _____



Monster Madness

Find the Missing Pieces!



Help Maddie the Monster and her friends find the missing numbers that correctly fit in the blank spaces provided.

10 3

7

8

2

6

5

4

7

9

11

15

$4 + \underline{\quad} < 10$

$2 + 9 = \underline{\quad}$

$\underline{\quad} + 7 = 14$

$12 - 4 < \underline{\quad}$

$8 - 2 > \underline{\quad}$

$14 + 3 > \underline{\quad}$

$6 + \underline{\quad} < 13$

$3 - \underline{\quad} < 5$

$10 - 3 = \underline{\quad}$

$15 + \underline{\quad} = 20$

$4 + \underline{\quad} > 9$

$11 - 4 < \underline{\quad}$

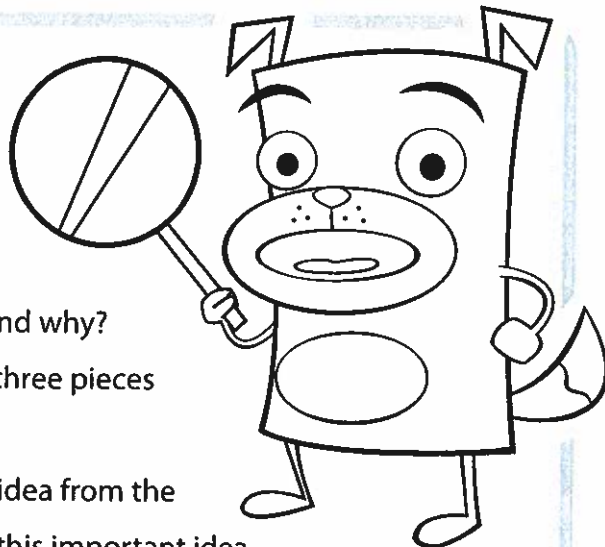
Name _____

Date _____

Text Dependent Questions for Independent Reading

Fiction Texts

- Choose a sentence that describes a character, setting, or action in an interesting way. Why did the author choose to use those particular words to tell the story? Which words in the sentence are the most important and why?
- What patterns do you notice in the story? Cite at least three pieces of evidence to support this.
- After reading a chapter, tell about the most important idea from the story. Find one or two sentences in the text that show this important idea.
- How does the author use dialogue to tell the reader what is happening? Give an example from the text.
- If you don't know what is going to happen next, make a prediction. Give at least one piece of evidence from the text about why you predict that.
- What is the **tone** of the book? (Is it serious, funny, magical, sad?) Find at least two phrases or sentences that make the reader feel this way.
- What lesson is the author trying to teach the reader? How do you know? What in the book tells you that?
- What details in the text describe one of the characters for you?
- Is there a point in the story where things make a big change? What is it?



Nonfiction Texts

- How do the **pictures** in your text help you understand what you are reading? Give an example.
- How do the **captions** in your text help you understand what you are reading? Give an example.
- Pick a diagram, chart, or graph in your book. What is it trying to teach you? What conclusions can you draw from it?
- Is there a glossary in the back of the book? What word can you find that you didn't know before? Why is that word important to understanding the book?

Name: _____

Date: _____

Guest Speaker Career Interview

Ask the speaker questions and write their answers down. If someone else asks a question on your list, write the speaker's answer down and ask a different question.

You can ask follow-up questions to get more information and details. For example:

Can you tell me more about _____?
What did you mean when you said _____?
Can you repeat that?



1. How long have you been doing this job?

2. How did you get ready for this career?

3. What is the best thing about your job?

4. What is the hardest thing about your job?

5. Write your own question to ask the speaker.

Write the speaker's answer to your question.

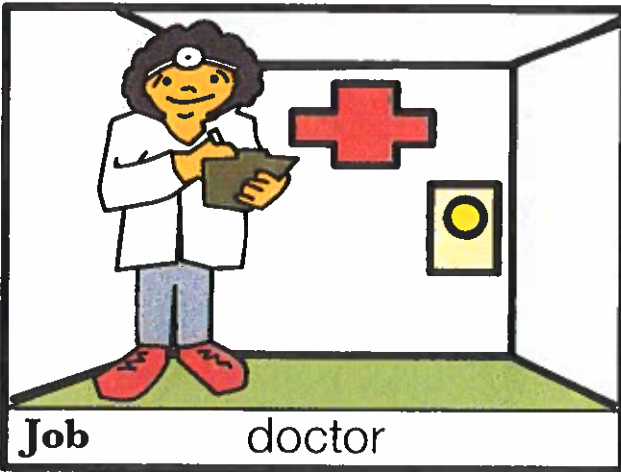
Name _____

Date _____

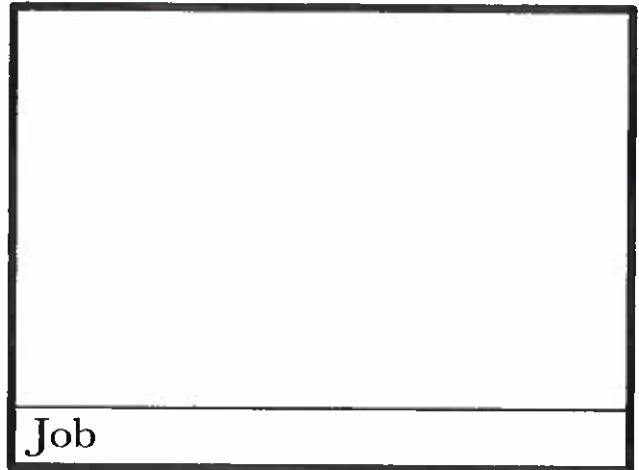
DISCOVERING DIFFERENT JOBS

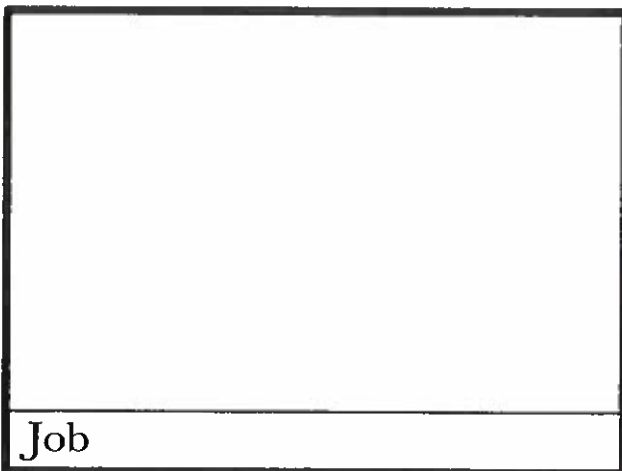
Many different people in your community work to provide goods and services to others. Goods are things that are made and sold, while services are jobs people do for others. When people work, they help the community and earn an income.

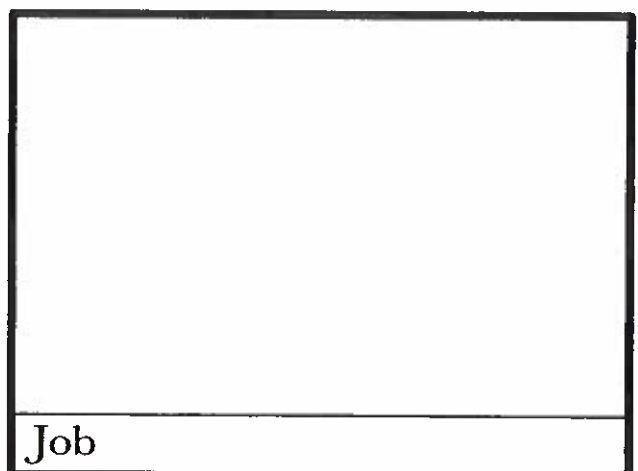
In the boxes below, draw a picture of a person working. Write the name of each job. Write a sentence about how the person is helping the community.



A doctor takes care of people
and keeps them healthy.

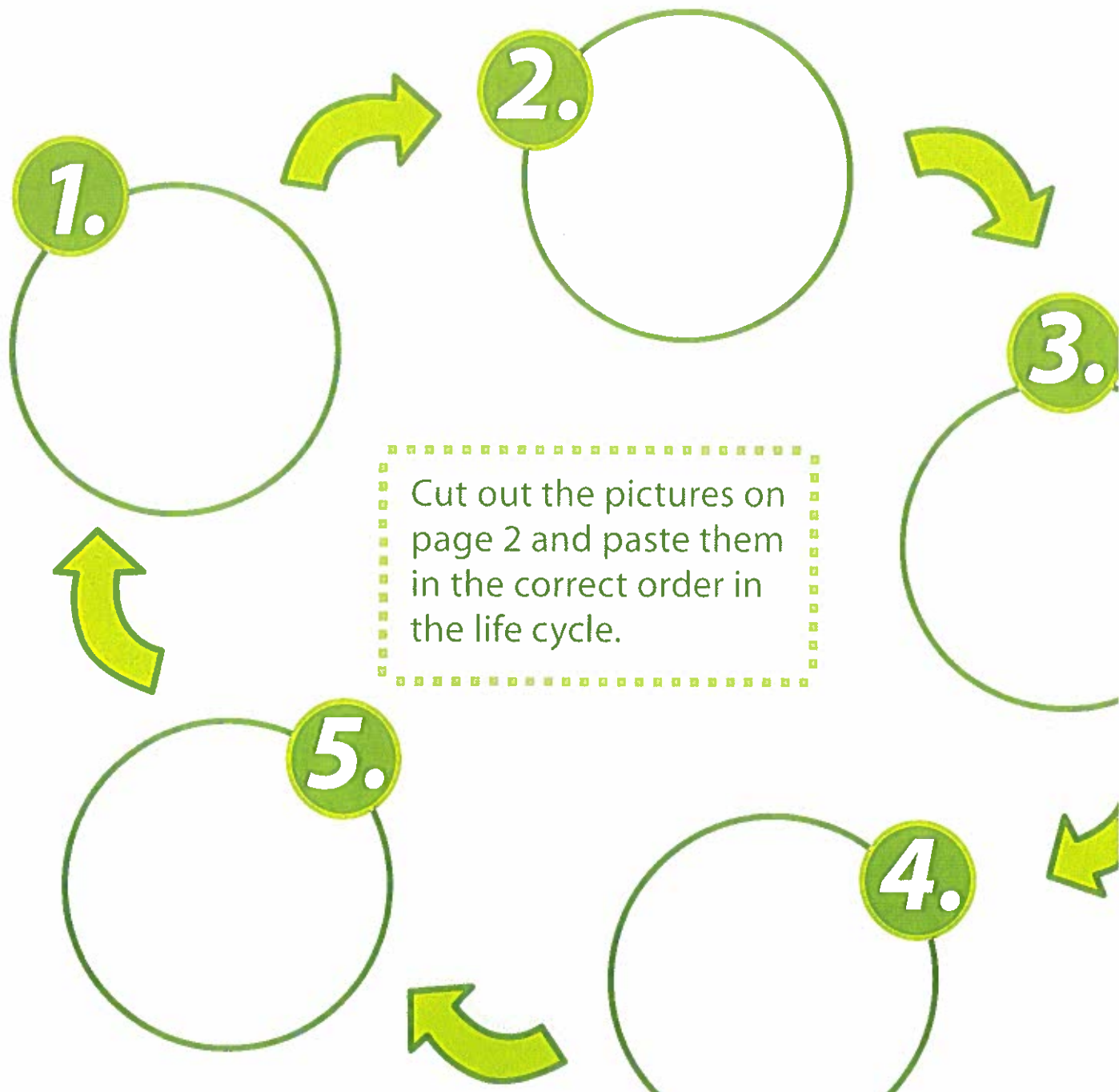






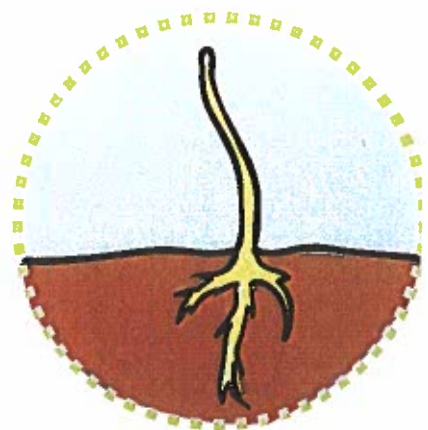
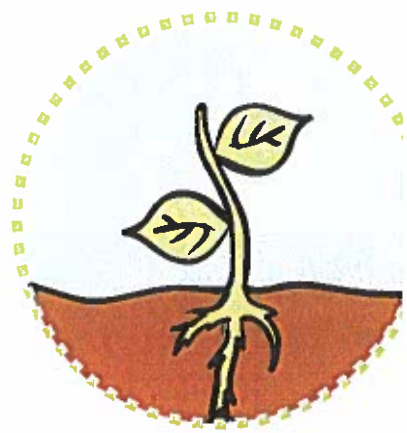
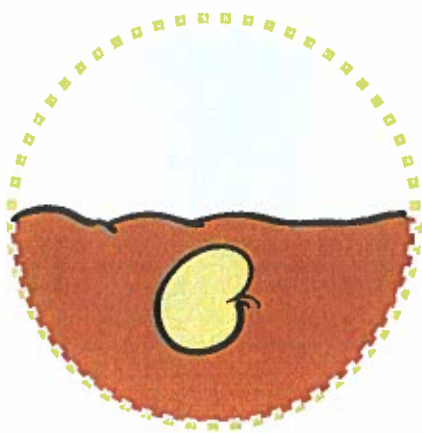
Life cycle of a Plant

Plants are living organisms. They use light from the sun to make their food in the form of a sugar called *glucose*. This process is called *photosynthesis*. Plants also get nutrients from the soil through their roots. They breathe in carbon dioxide and they breathe out oxygen.



Life Cycle of a Plant

A plant starts out as a **seed** buried in the ground. As water falls on the soil and the sun warms it, its hard shell opens and it starts to grow out its **root**. As the plant grows, its **stem** bursts through the soil. Then, **leaves** start to grow out of the stem. As the plant gets bigger it will begin to grow buds which later sprout into **flowers**, and sometimes those flowers turn into seeds. As bees feed on the nectar, they *pollinate* the plants, allowing more seeds to be made and scattered to grow again.



What is a Solid?

A solid has a certain size and shape. Can you circle all of the solids?

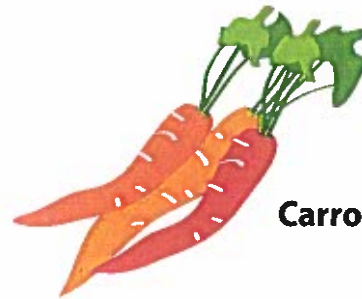
Ice cubes



Helmet



Coconut juice



Carrots



Bird nest



Smoke



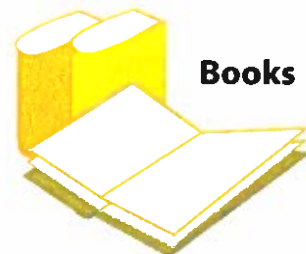
Flowers



Tea



Paint



Books

What is a Liquid?

Liquids change shape depending on their container.
Circle all of the liquids.



Tears

Soda



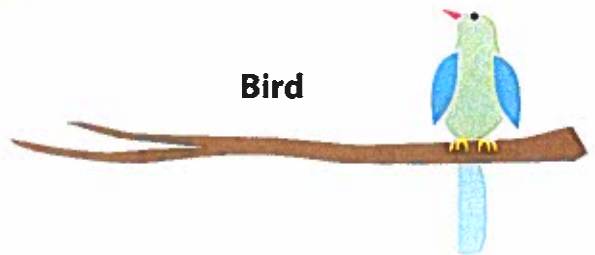
Fried chicken



Watercolor paint



Mushroom



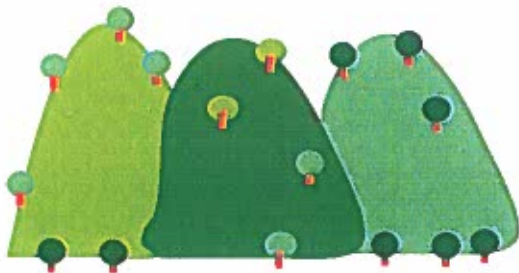
Bird



Milk



Honey



Mountain



Sand

What is a Gas?

Gas has no shape or size. Circle all of the gases.



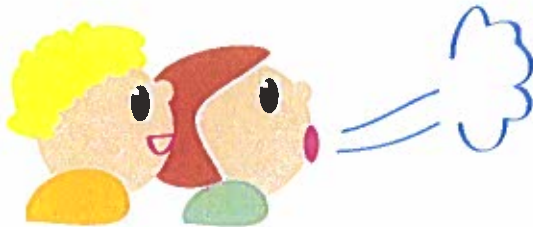
Glove



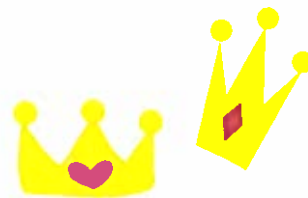
Hamburger



Rain



Air



Crowns



Fruit punch



Duck



Bag



Smoke



Nuts and bolts



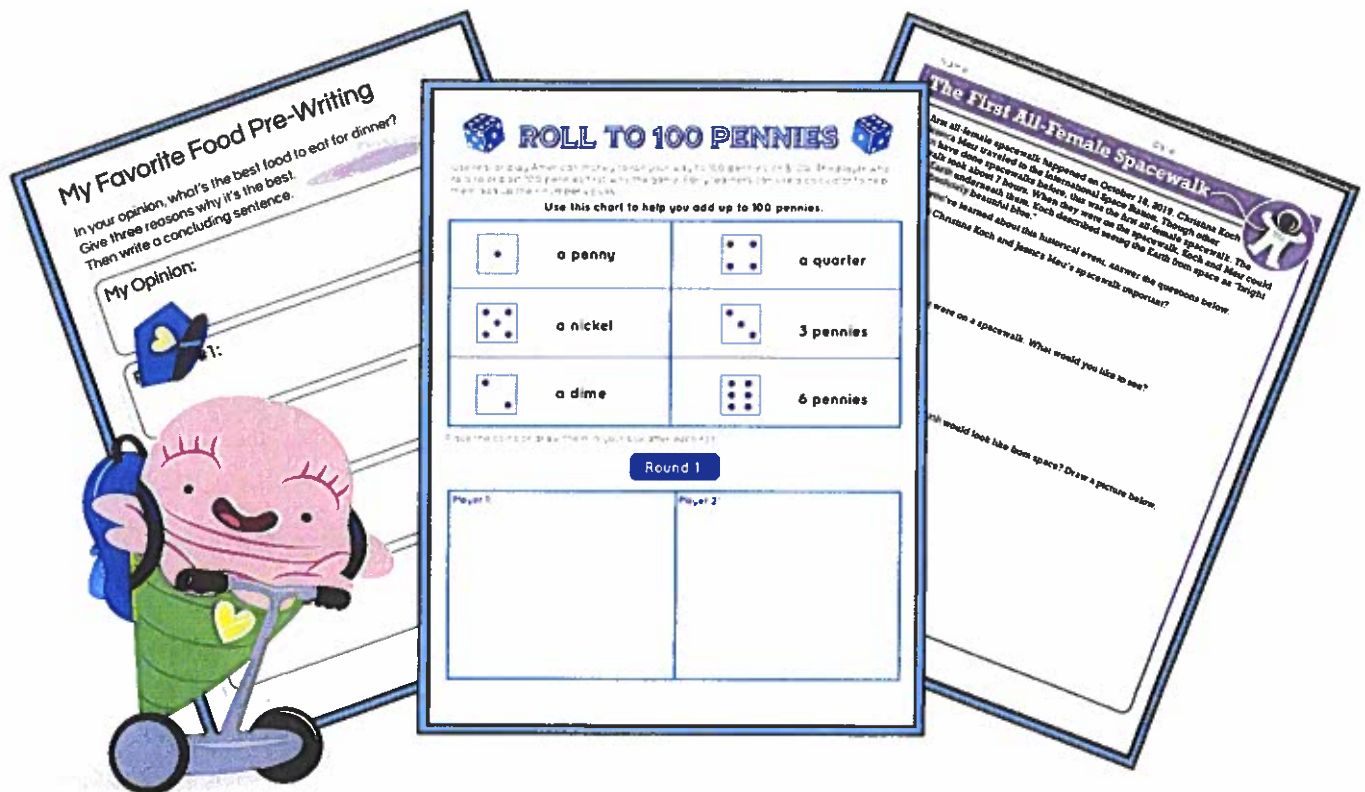
Steam

Week 2

2nd
Grade

Independent Study Packet

 Education.com



**5 MORE Days of
Independent Activities in
Reading, Writing,**

Helpful Hints for Students and Families

Materials You Will Need:

- Pencils
- Extra paper or a notebook/journal. You may put everything into one notebook if you like.
- Colored pencils, markers, or crayons for some of the activities
- Internet access for online research
- You will need extra "found" supplies for the Design Challenges
- Dice


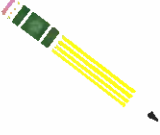






Directions & Tips



- There is a schedule for each day. You may complete the activities in any order.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the activity menu.
- Make sure an adult signs the activity menu before you bring it back to school.

Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading 	Read for 20 minutes and answer three of the questions from the reading log on another piece of paper or in a journal. Challenge: Try not to repeat a question!				
	The First All-Female Spacewalk	Jesse Owens	Historical Heroes: Jesse Owens	The Ant and the Grass-hopper	Grandpa's Boat
Writing 	All About Me	Favorite Food Opinion Writing	Personal Narrative	Interactive Story Writing	Personal Narrative Problem & Solution
Grammar Practice 	Verbs with -ing	Homophones: See the Sea	Homophones: Same Sounds	Punctuation: The Fox and the Crow	Punctuation: The Sun and the Wind
Math 	Roll to 100 Pennies	Tidy Sum 100	Hundreds Board Challenge #1	Hundreds Board Challenge #2	Hiking Buddies Pictograph
Social Studies 	All about reading maps				
Science 	Two super-cool design challenges!				

Parent/Guardian Signature: _____

Reading Log

1. Read a fiction or nonfiction book on your own or with a grown-up.
2. Put your name and the title of the book at the top of a new page.
3. Choose one of the prompts from the chart and write the letter at the top of the page in the title of the book.
4. Write 3–5 sentences about your book. Remember, not all of the questions make sense for every book!



a. What details in the text describe one of the characters? Draw a sketch of the character.	b. Which words in the book were tricky? What strategy did you use to help you understand them?	c. What lesson is the author trying to teach the reader? How do you know?
d. What is your favorite part of the text? Why?	e. What is the most important part of the story? Why?	f. What did the author want you to learn? How do you know?
g. How does the main character feel in this book? How do they change?	h. What is the most interesting part of the text? Why?	i. What are three facts you learned from reading this book?
j. How do the pictures in the text help you understand what you are reading? Give an example.	k. Where does the story take place (the setting)? How does the author describe it?	l. What information was surprising in the text? Why?
m. What is the character's main problem, and how did they solve it? How would you have solved it?	n. How is this book like another you have read? How is it different?	o. What was a major event in the story? Why was it important to the story?

Day 1

Reading	Learn about this momentous trip.
Writing	Complete the page that's all about you.
Grammar Practice	Fill in the sentence with the right -ing words.
Math	First, roll the die and use the key to help figure out how many pennies to add. Then, be the first to make it up to or past 100 pennies!



Name _____

Date _____

The First All-Female Spacewalk



The first all-female spacewalk happened on October 18, 2019. Christina Koch and Jessica Meir traveled to the International Space Station. Though other women have done spacewalks before, this was the first all-female spacewalk. The spacewalk took about 7 hours. When they were on the spacewalk, Koch and Meir could see the Earth underneath them. Koch described seeing the Earth from space as "bright and an absolutely beautiful blue."

Now that you've learned about this historical event, answer the questions below.

1. Why was Christina Koch and Jessica Meir's spacewalk important?

2. Imagine that you were on a spacewalk. What would you like to see?

3. What do you think the Earth would look like from space? Draw a picture below.

About Me

My Name is _____

I was born in _____

My Favorite Colors are _____

My Favorite Hobbies are _____

My Favorite Foods to Eat are _____

My favorite place to visit is _____

My Favorite Movie is _____

My favorite book is _____

I laugh and smile when _____

I will make the world a better place by _____

My dream is to _____

Learning about Verbs with "ing"



You've probably seen a lot of verbs with "ing" at the end. Verbs are action words and a verb ending with "ing" is one that is used to talk about an ongoing action. Here is an example:

My friend Kitty is reading a story about a princess and a frog.

Add "ing" to the verbs so that they describe the continuing actions in the following sentences. Sometimes you may have to leave off the "e" on the end of the verb before you add the "ing."

1. I am _____ for the bus with my friend.
2. My cousin is _____ for the airport in an hour.
3. My mom is _____ my favorite song.
4. He is _____ a surprise birthday party for his father.
5. Our class is _____ a book drive.
6. My brother is _____ to find his sweater.
7. The girl is _____ a picture.
8. Do you need help _____ your room?
9. The children are _____ a fun game.
10. They are _____ a tree house.
11. My teacher is _____ our tests right now.

wait

leave

sing

throw

organize

try

draw

clean

play

build

grade

Name _____

Date _____


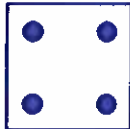
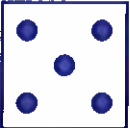


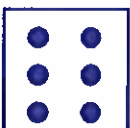


ROLL TO 100 PENNIES



Use real or play American money to roll your way to 100 pennies, or \$1.00. The player who rolls to or past 100 pennies first wins the game. Early learners can use a calculator to help them add up their number values.

Use this chart to help you add up to 100 pennies.

	a penny		a quarter
	a nickel		3 pennies
	a dime		6 pennies

Place the coins or draw them in your box after each roll.

Round 1

Player 1:

Player 2:



Name _____

Date _____



ROLL TO 100 PENNIES



Round 2

Player 1:

Player 2:

Round 3

Player 1:

Player 2:

Who won the most rounds?

How much money did each player get in all the rounds?

Day 2

Reading	Who was Jesse Owens? Learn about this famous runner.
Writing	Write a paragraph about your favorite food.
Grammar Practice	Homophones sound the same but mean different things. Practice telling the difference!
Math	Using a deck of cards, make addition problems that add up to 100.





Famous Olympic Athletes

Jesse Owens



Jesse Owens in the 1936 Olympics in Berlin, Germany

Born in 1913 in Alabama, Jesse Owens' family moved to Ohio when he was young. He began running in junior high school. In high school, Jesse tied the world record for the 100 yard dash and the long jump.

Jesse attended Ohio State University. He was a track and field star there. In one meet in 1935 he broke three world records and tied another.

During the 1936 Olympics in Germany, Jesse won four gold medals. He broke the Olympic record for the 100 meters and broke the world record for the 200 meters. The 4x100 meters relay team, which included Jesse, also broke the world record.

Jesse's wins in 1936 also proved to the world that African American athletes could compete and win against the best in the world. German leader Adolf Hitler and his Nazi Party had wanted the Olympics to show that white German athletes were better than everyone else. Jesse and his teammates proved this wrong.

Olympic Achievements

Country: United States

Sport: Track and field

Year: 1936 Summer Olympics

Berlin, Germany

Total of 4 gold medals:

100 meters

200 meters

Long jump

4x100 meters relay

Secret Code Word

Use the secret code to find a word about Jesse Owens. Write the letter in the blank that matches the number from the code.

18 5 3 15 18 4

Secret code

1 = A	7 = G	13 = M	19 = S	25 = Y
2 = B	8 = H	14 = N	20 = T	26 = Z
3 = C	9 = I	15 = O	21 = U	
4 = D	10 = J	16 = P	22 = V	
5 = E	11 = K	17 = Q	23 = W	
6 = F	12 = L	18 = R	24 = X	

Q&A

Where was Jesse born?

What year did Jesse participate in the Olympics?

What Olympic record did Jesse break?

How many gold medals did Jesse win at the Olympics?

Name: _____

Date: _____

My Favorite Food Pre-Writing

In your opinion, what's the best food to eat for dinner?

Give three reasons why it's the best.

Then write a concluding sentence.

My Opinion:

Reason #1:

Reason#2:

Reason#3:

Conclusion:

Name: _____

Date: _____

My Favorite Food



See the Sea

Circle the correct **homophone** to complete the sentence.

Homophones are words that sound the same but have different spellings and meanings.

1. The (sea / see) is very salty.



2. I have a giant (not / knot) in my shoelace.



3. Kelly (threw / through) the ball to John.



4. The flower has a wonderful (sent / scent).



Use the lines below to write two sentences using two of the words you did not circle.

TIDY SUM

CARD PUZZLE II

Use the cards Ace through Nine of a suit. Place the cards so that the correct sum is formed. Find all the possible answers.

+

100

Day 3

Reading	Read a short passage about Jesse Owens' life and answer the questions.
Writing	Use the personal narrative graphic organizer to help organize your writing about something that happened to you.
Grammar Practice	Choose the correct word for each sentence.
Math	Read and solve each clue, then shade in the answers on the hundreds board



Name _____

Date _____

Historical Heroes: Jesse Owens

Directions: Read the passage below, then answer the questions that follow.

James Cleveland Owens was born in Oakville, Alabama, in 1913. He was nine years old when his family moved to Cleveland, Ohio. That is where he got the nickname Jesse. His new teacher asked his name. He shared that his name was "J.C." He had a Southern accent, and the teacher did not hear him correctly. She heard him say "Jesse." The nickname stuck.



As a boy, Owens was on the track and field team. He also took what odd jobs he could find. He had an after-school job. Owens's coach let him practice before school. That way, he could keep his job at a shoe repair shop.

After high school, he went to Ohio State University. He was on the track team, where he set three world records and tied a fourth. Even though he was a star on the track team, he still faced racism that was everywhere. He was forced to live off campus with other African American athletes. When the team traveled, he was made to stay in hotels designated as "black only."

Despite those circumstances, he focused on his training and competition. He went on to win four gold medals in the 1936 Olympic Games in Germany.

Questions

1. Jesse Owens was on the _____ team in school.

2. Why did Jesse Owens practice track and field before school?

3. What college did Jesse Owens attend?

4. How many records did Jesse Owens set when he was in college?

5. How did Jesse Owens show that he was a hard worker?

Personal Narrative Graphic Organizer

Name: _____ Date: _____

Think about your event as a watermelon and details as seeds.
Fill in the beginning, middle, and end with quick notes and add a detail about each.

The graphic organizer is shaped like a watermelon. The top half is a rectangular section labeled "Event:" with a horizontal line for writing. The bottom half is a semi-circular section containing six teardrop-shaped areas, each labeled with a part of a narrative: "Beginning", "Detail #1", "Middle", "Detail #2", "End", and "Detail #3".

Name: _____ Date: _____

Think about your event as a watermelon and details as seeds.
Fill in the beginning, middle, and end with quick notes and add a detail about each.

Event: Our Beach Trip

Beginning
built sand castle
with brother

Detail #1
sand castle
had shells
and a moat

Middle
ate picnic
lunch

Detail #2
seagull
stole a piece
of bread!

End
splashed
in waves

Detail #3
wet feet covered
in sand

Same Sounds

Circle the correct **homophone** to complete the sentence.

Homophones are words that sound the same but have different spellings and meanings.

1. I just (eight / ate) a lot of (meat / meet) for dinner.



2. I can't (wait / weight) to receive your letter in the (male / mail)!



3. My mom bought (two / to) pounds of delicious (beats / beets).



4. Jack is spending the (weak / week) with his (aunt / ant).



5. We (won / one) (hour / our) first basketball game!



6. Would you like to (where / wear) a (pear / pair) of my mittens?



7. Mr. Smith's (son / sun) is an (l / eye) doctor.



8. (Their / There) is an (acts / ax) over by the tree.



Name _____

Date _____

Hundreds Board Challenge 1

Directions: Read each clue. Solve for the clue and shade in the answer(s) on the hundreds board.

1. Shade the numbers between 4 and 7.
2. Shade the number that is 7 times 2.
3. Shade the number that is between 10 and 20 whose digits add up to 8.
4. Shade the number that is 22 less than 45.
5. Shade the number that is $2 \times 10 + 8$.
6. Shade the number that is 30 more than 2.
7. Shade the number that is one less than 40.
8. Shade the number that is half of 86.
9. Shade the number that is 2 less than the value of 2 quarters.
10. Shade the number that is 6×9 .
11. Shade the number that is $5 \times 10 + 7$.
12. Shade the numbers between 64 and 67.
13. Shade the value of 3 quarters.
14. Shade the number that is $2 \times 30 + 16$.
15. Shade the value of 1 dollar – 16 cents.
16. Shade the value of 8 tens and 7 ones.
17. Shade the numbers between 90 and 101 excluding 94, 95, 96 and 97.

Name _____

Date _____

Hundreds Board Challenge

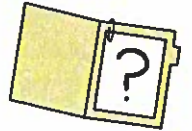
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Day 4

Reading	Learn all about the fable, <i>The Ant and the Grasshopper.</i>
Writing	Finish the story about Donovan.
Grammar Practice	Add in the correct punctuation to this fable.
Math	Read and solve each clue, then shade in the answers on the hundreds board.



The Ant and the Grasshopper



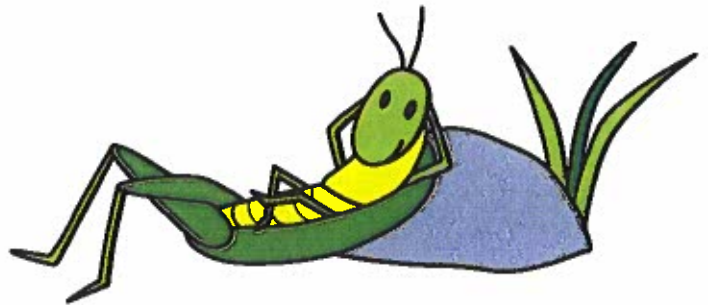
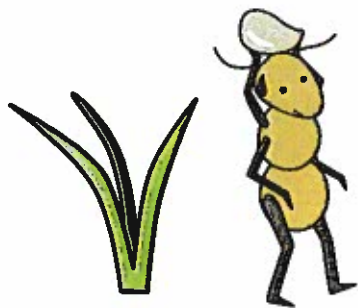
Mission:

Read the story below. Can you predict what will happen next?

Once there was an ant and a grasshopper who lived in a field.

Every day, Ant got up early and walked far to gather seeds. She balanced one seed on her head at a time, walked it back to her home, and then went again to the field to gather more. She was very small, so the walk was very long. She worked the whole day, without ever stopping to rest.

As Ant worked, Grasshopper spent his days playing music, lazing in the sun. "Why do you work so hard, Ant?" he laughed. "Summer is here! Why waste the sunshine gathering seeds.



What do you think Ant will do?

What do you think Grasshopper will do? Why?

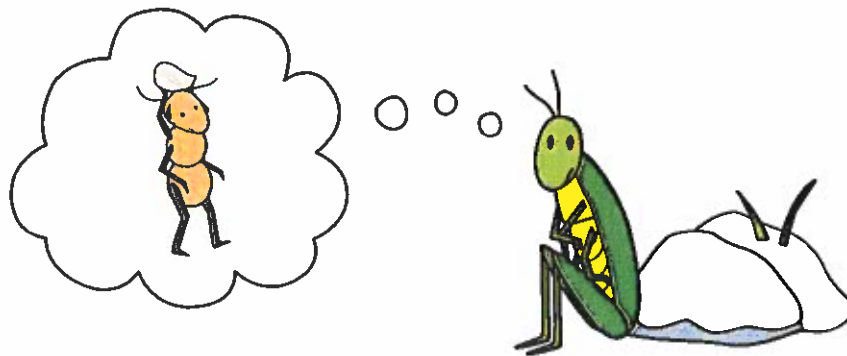


Keep reading...

Ant ignored Grasshopper's teasing and continued gathering, which only made Grasshopper laugh even more. "You are a silly little ant," he said.

Autumn came, and then winter. The days were short. Snow fell on the farmer's field, burying the plants and seeds that had been so easy to get.

Grasshopper had no food to eat. "What will I do? I am hungry," Grasshopper said to himself. Then, he remembered how many seeds Ant had stashed away during the summer.

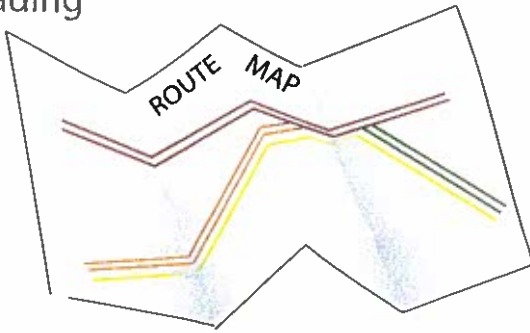


Grasshopper hurried to Ant's home. He knocked on her door. "Ant," he said, "Give me some seeds?"

Ant looked at Grasshopper. "I worked hard all summer long, while you laughed at me," Ant said. "You should have worked in the summer instead of singing and dancing. Then you would have a full belly now."

What was the moral of the story?

Reading



A Wrong Turn

Complete the story by writing in the empty boxes below.

One sunny Saturday, Donovan decided to visit his cousin in a nearby town. "You're old enough now to take the train on your own," Donovan's mother told him. "Just be careful, and be sure to get off at Mountainview Station."



Donovan looked out the train window just as it pulled away from the station. He realized too late that he'd missed his stop! He glanced around and noticed a friendly-looking train conductor walking up the aisle.



As Donovan stepped off the train at Mountainview Station, he breathed a sigh of relief. "Next time," he told himself, "I'll bring my own map!"

Train



Fill in the missing periods and quotation marks.



The Fox and the Crow

A fox was walking through the forest when he saw a crow sitting on a tree branch with a fine piece of cheese in her beak. The fox wanted the cheese and decided he would be clever enough to outwit the bird.

What a noble and gracious bird I see in the tree! proclaimed the fox, What exquisite beauty! What fair plumage! If her voice is as lovely as

her beauty, she would no doubt be the jewel of all birds.

The crow was so flattered by all this talk that she opened her beak and gave a cry to show the fox her voice.

Caw! Caw! she cried, as the cheese dropped to the ground for the fox to grab.

The End



Name _____

Date _____

Hundreds Board Challenge 2

Directions: Read each clue. Solve for the clue and shade in the answer(s) on the hundreds board.

1. Shade the value of a dime and 2 pennies.
2. Shade the number that is 7 times 2.
3. Shade the numbers between 16 and 20.
4. Shade the number that is double 11.
5. Shade the number that is one penny less than a quarter.
6. Shade the number that is $10 + 10 + 8$.
7. Shade the number that is two more than 30.
8. Shade the number that is $15 \times 2 + 4$.
9. Shade the number that is 2 less than the value of 4 dimes.
10. Shade the numbers between 41 and 45.
11. Shade the number that is 2 less than 50.
12. Shade the number that represents the value of 5 dimes and 2 pennies.
13. Shade the number that is 9×6 .
14. Shade the number that is 100 less than 158.
15. Shade the value of 12 nickels and 2 pennies.
16. Shade the number that is 12 less than 76.
17. Shade the number that is $7 \times 10 - 2$.
18. Shade the number that is 21 less than 93.
19. Shade the number that is one penny less than 3 quarters.
20. Shade the numbers between 76 and 80.

Name _____

Date _____

Hundreds Board Challenge

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

Day 5

Reading

Answer the questions after you read *Grandpa's Boat*.

Writing

Sketch out your ideas and then write your personal narrative on a different piece of paper.

Grammar Practice

Add in the correct punctuation to this fable.

Math

Use the information to answer questions and determine who hiked the most.



Read & Review

Read the story and fill in the best answer for each question below.

GRANDPA'S BOAT

Jamie spent a beautiful Saturday with her grandpa on his fishing boat. He picked her up at her house very early in the morning. They stopped for breakfast on the way to his favorite fishing spot, Lake Francisco.

Once they arrived at the lake, Grandpa put a worm on Jamie's hook, then showed her where to cast her line. While they waited for the fish to bite, Grandpa told Jamie stories about his childhood in Italy.

Suddenly, Jamie's fishing pole bobbed down sharply. She quickly began reeling in her catch as Grandpa reached for the net. A few moments later, Jamie lifted the trout out of the water into the net. Grandpa was so proud of Jamie that he took a picture of her holding her prize!

On what day did Jamie and Grandpa go fishing?

- ☐ Sunday
- ☐ Monday
- ☐ Saturday

Where did Grandpa spend his childhood?

- ☐ France
- ☐ Italy
- ☐ Lake Francisco

What is the name of Grandpa's favorite fishing spot?

- ☐ Lake Francis
- ☐ Lake Francisco
- ☐ Lake Franco

What kind of fish did Jamie catch?









- ☐ A trout
- ☐ A bass
- ☐ A salmon

Name: _____

Date: _____

Personal Narrative Problem & Solution

Think about a time when you had a problem. What caused the problem? How was it solved?
Who solved it? How did it make you feel?

Problem			
 Why was it a problem?	 Who solved it?	 Solution	 How did you feel?
   			



Fill in the periods at the end of each sentence.



The Sun and the Wind

The wind and the sun argued one day over which one was the stronger. Spotting a man traveling on the road, they made a challenge to see which one could take the coat from the man's back the quickest.

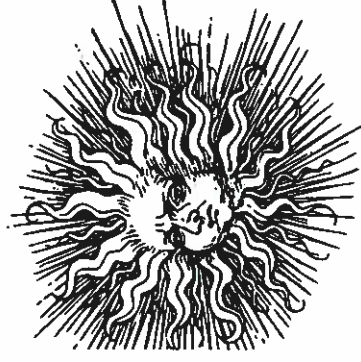
The wind began. He blew strong gusts of air, so strong that the man could barely walk against them. But the man clutched his coat tight against him. The wind blew harder and longer, and the harder the wind blew, the

tighter the man held his coat against him. The wind blew until he was exhausted, but he could not remove the coat from the man's back.

It was now the sun's turn. He gently sent his beams upon the traveler. The sun did very little, but quietly shone upon his head and back until the man became so warm that he took off his coat

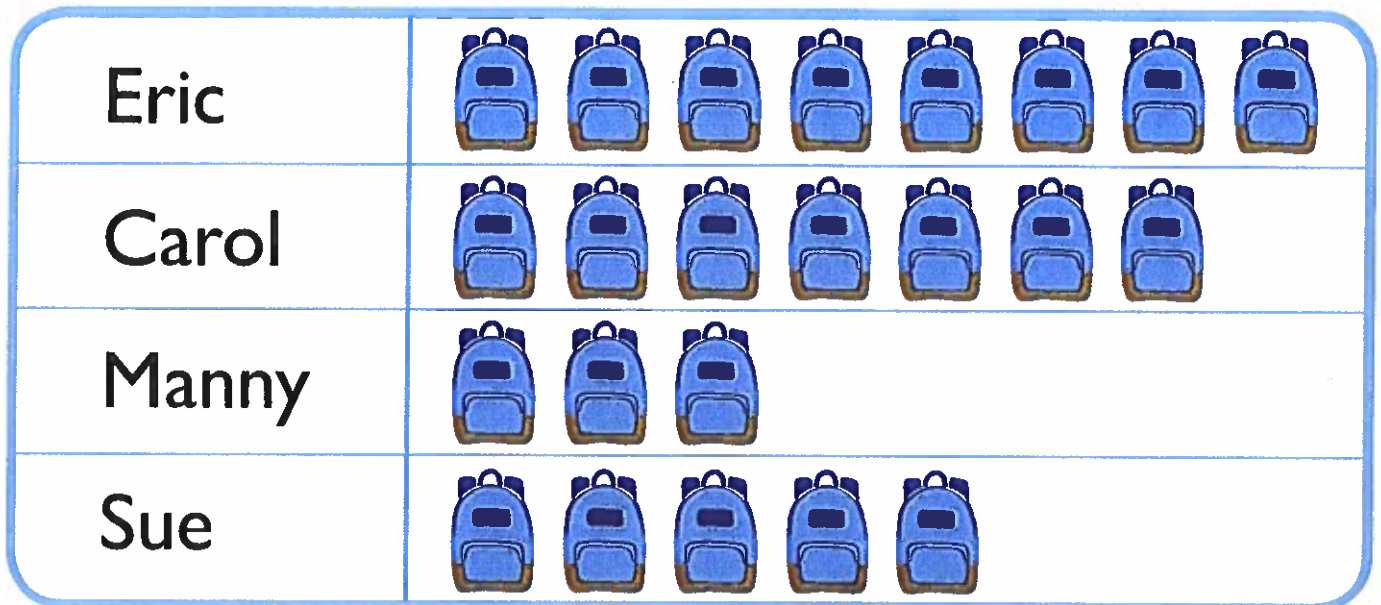
and headed for the nearest shade.

The End



Hiking Buddies Graph

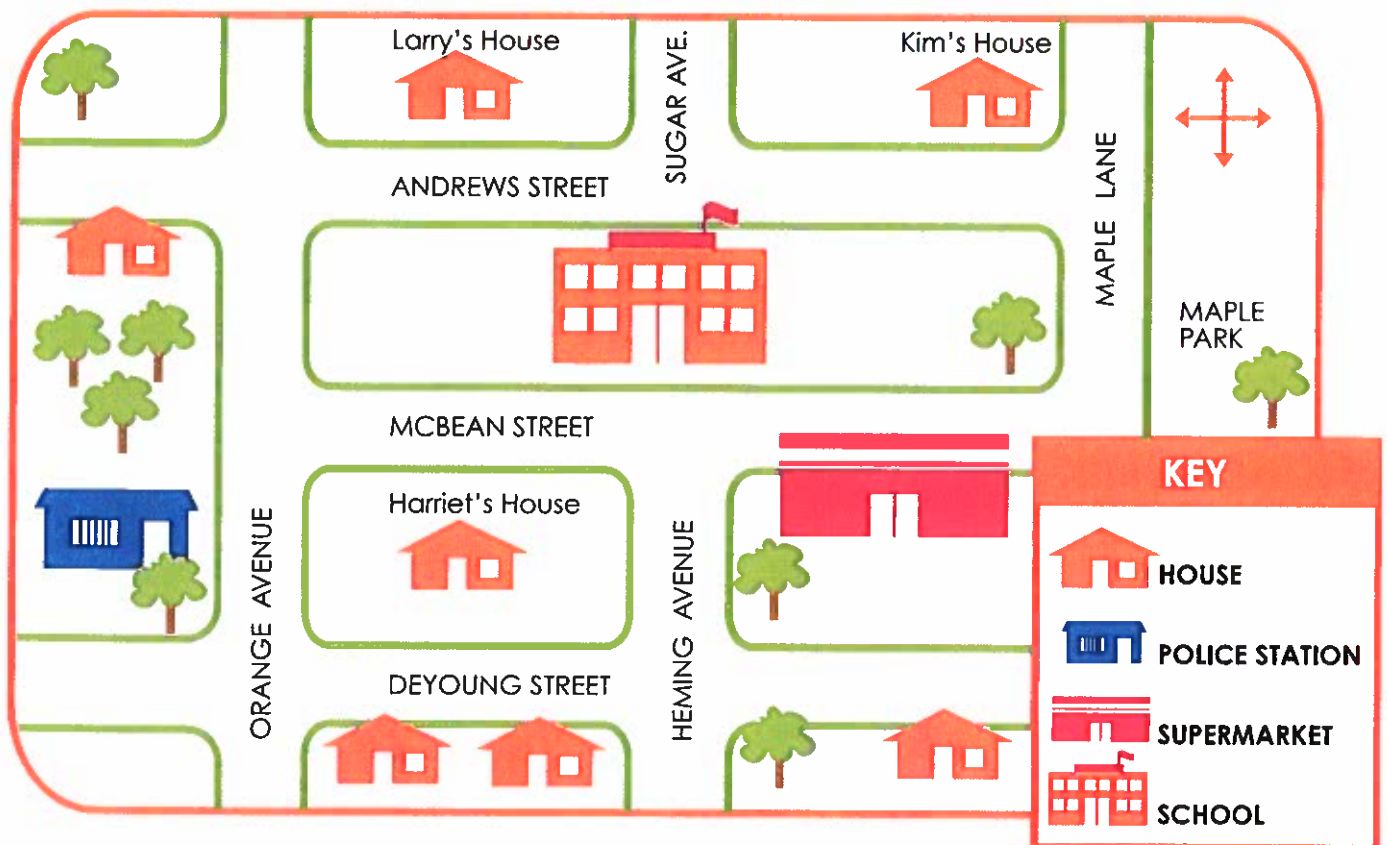
Eric, Carol, Manny and Sue all like to go hiking.
This pictograph shows how many hikes they went on this month.



= one hike

- 1) Who went on the most hikes?
- 2) Compare Eric and Carol. How many more hikes did Eric go on?
- 3) How many hikes did Sue take?
- 4) How many fewer hikes did Manny go on than Sue?
- 5) Who hiked the least?
- 6) How many hikes did they take in total?

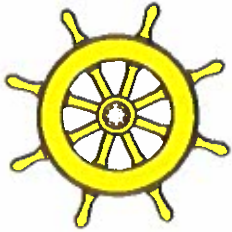
TOWN MAP



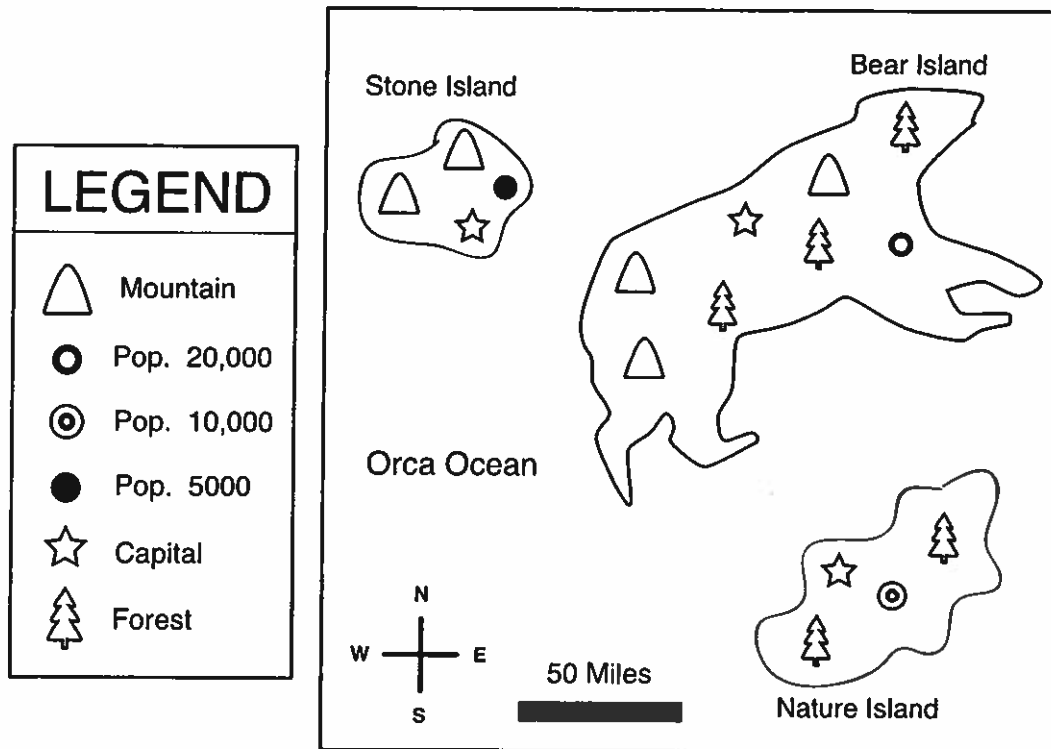
LABEL the compass rose with N, S, E, W.

Write NORTH, SOUTH, EAST OR WEST to complete each sentence.

1. Harriet heads _____ to go to school.
2. Larry goes _____ to go to Harriet's house.
3. Kim heads _____ to go to the supermarket.
4. A police officer would go _____ to the supermarket.
5. Kids at school head _____ to play at the park.
6. Harriet's dad is a police officer. He heads _____ to work.
7. Larry heads _____ to go to school.
8. Kim heads _____ to visit Larry.



Find Your Way Around a Map!



Color it in!

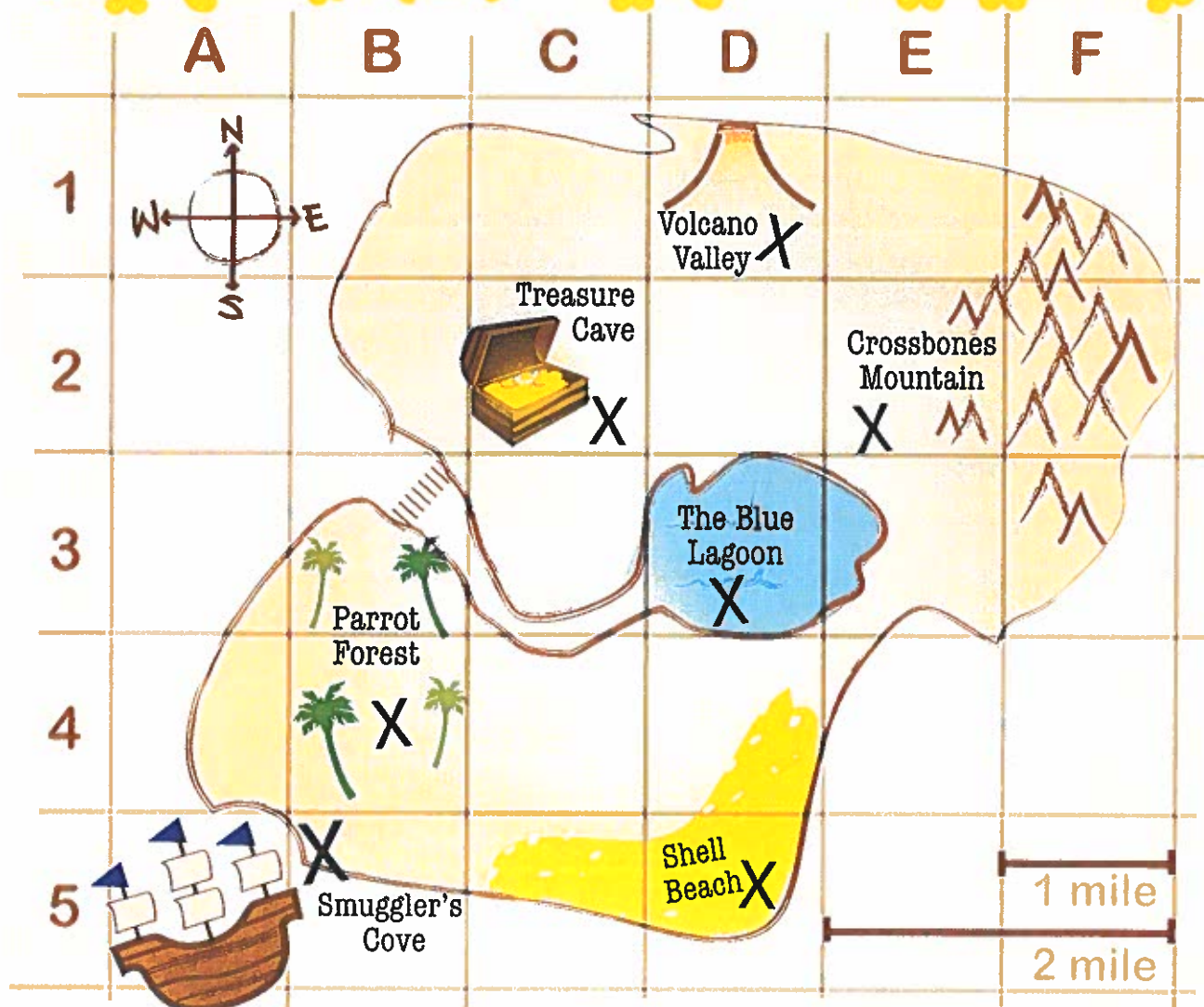
Color the mountains purple.
Color the water blue.

Color the capitals yellow.
Color the forests green.

Use the map and legend to answer the questions below.

1. What is the population of Bear Island?
2. What is the population of Stone Island?
3. Use the compass on the map to find out which direction you would travel to go to Bear Island from Nature Island.
4. Use the distance meter on the map to find out how many miles you have to travel to go from the capital of Bear Island to the capital of Nature Island.
5. How many more mountains are there on Bear Island than Stone Island?
6. Are there more forests on Bear Island or Nature Island?

TREASURE MAP



YOU HAVE LANDED ON TREASURE ISLAND. Each landmark on the map lies within a square that's named after the column and row that make its sides. For Example, you have landed on Smugglers Cove. It is located under column B row 5, which means it is in square B5. Fill out the location of the other landmarks below.

Parrot Forest _____

The Blue Lagoon _____

Volcano Valley _____

Crossbones Mountain _____

Shell Beach _____

Treasure Cave _____

Design Challenge: Making Floating Sea Creatures

Cuz-Cuz spends most of his time flying, but he has never been swimming! Because Birdee does not know much about the ocean, he is fascinated by how different ocean creatures swim and float in the water. Help Birdee learn more about how the designs of sea creatures cause them to float or sink differently in the water.

In this interactive design challenge your child will learn the basics of buoyancy while making small sea creatures. Your child will use a variety of recycled materials and their knowledge of how different objects float to create different sea creatures that, when placed in a bucket of water, float on top, sink to the bottom, or stay in different locations throughout the bucket.



What You Need

- Large, clear tub (preferably on the taller side so there is more room vertically)
- Various recycled materials (preferably some that will float on water)
 - Toothpicks
 - Corks
 - Skewers
 - Pipe cleaners
 - Ping pong balls
 - Tinfoil
 - Paper clips
 - Lego blocks
 - Magnets or other small, heavy objects
- Long spoon or tongs for extracting creations from the tub
- Tape (for marking different heights along the tub of water)
- Tape or glue (for sticking pieces of your child's creature together; glue will probably work better when exposed to water)
- Scissors
- Pen and paper for notetaking
- Camera (optional)

What You Do

1. First, prepare for the activity. Fill a tall bucket or tub with water. Mark different heights on the bucket using tape. (These can be general such as halves and quarters, or more specific heights such as one inch, five inches, and so on.) Place the bucket in a location that can get wet such as an outside area, in a bathtub, or in a large sink. Then, have your child help you collect the materials they would like to use to make their creatures. (This materials list above is merely a suggestion to help you and your child get started with ideas on what to use.)
2. Now, discuss the concept of buoyancy with your child. Do they know what the word means? Does it remind them of any other words (buoy)? Explain that if something is "buoyant" on water it means that it floats. Explain to your child the concept of density

- b. Has your child ever dropped a toy in a bathtub? Which toys sink and which float?
 - c. Can they think of any objects that, when placed in a bath or other body of water, stay in the middle? What is different about these objects?
3. Next, explain the challenge. Explain that they must use the different materials to create "sea creatures" that float, sink, or are neutrally buoyant in a bucket of water. Show them the different heights that you have marked on the bucket. Before starting the challenge, allow your child to place different objects in the water to test if they sink or float. Make sure to have your child write down their observations from this initial experiment.
4. Before your child begins building, instruct them to brainstorm a few ideas. Remind your child to look at their notes from the initial tests that they completed to come up with several ideas. Encourage your child to write or draw any designs that come to mind and make sure that they have ideas for each different height.
5. After your child has finished brainstorming, ask them to choose the design they think will work best for each challenge. Emphasize the purpose of their design: to float, sink, or remain neutrally buoyant at different heights in a bucket of water.
 - a. This is an important step of the design thinking process because it teaches your child to prioritize the functionality of their design over personal preferences, and it prevents them from getting too emotionally attached to one design.
6. Now it's time to build! Give your child room to explore with the materials and make changes to their design as they test what works and what doesn't work. Try to let your child build on their own, but make sure to step in and offer assistance if they seem to be struggling. Ask your child to write down notes about what they are doing and why as they change their design during the building process.
7. Once your child has completed building their creature, it's time for final testing of what they've made. Ask your child to place their creatures in the bucket and observe where they sit in the water. If desired, take pictures for data collection.
 - a. If your child's creatures stay in the desired part of the bucket, congratulate them on successfully completing the challenge!
 - b. If your child's creatures do not have the anticipated outcome, discuss with your child what they might change about their design. Remind your child that setbacks like these are one of the most important parts of the design thinking process and they should use their mistakes to create even better creatures. Encourage your child to go back to the brainstorming stage or try a different one of their ideas from the first round of brainstorming.

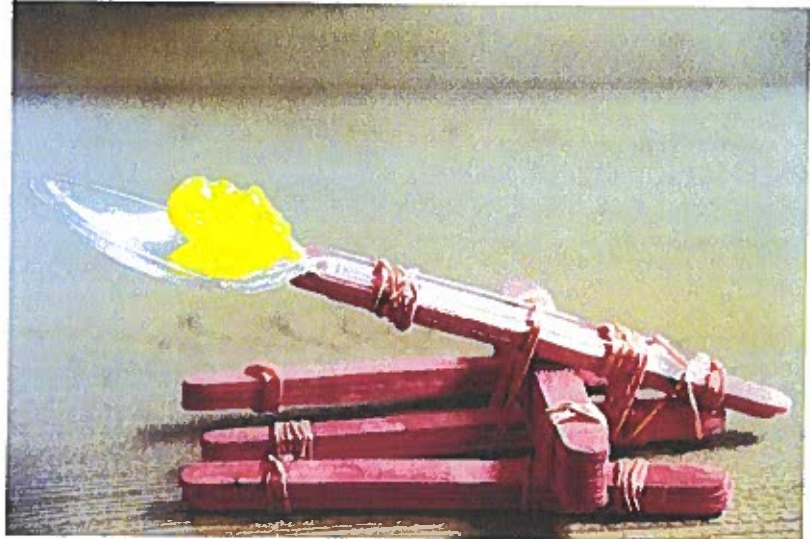
Design Challenge: Making a Catapult

In this activity, your child will be challenged to use three simple materials to create a launcher for an action figure or small toy. This prompt is intentionally open-ended so that your child can be creative about how they use the materials.

The purpose of this activity, like many design challenges, is for your child to gradually develop skills of empathy, persistence, and resilience. We have given instructions that you can use to guide your child through each step of the design thinking process. Make sure to complete each step in the instructions so that your child can fully experience the design thinking process, which includes phases of brainstorming, prototyping, testing, reflecting, and modifying. However, feel free to go beyond what we have written, and have fun with this activity!

What You Need:

- One paper cup
- A rubber band
- One plastic spoon
- An action figure or similarly-sized toy
- Pen and paper for note-taking



What You Do:

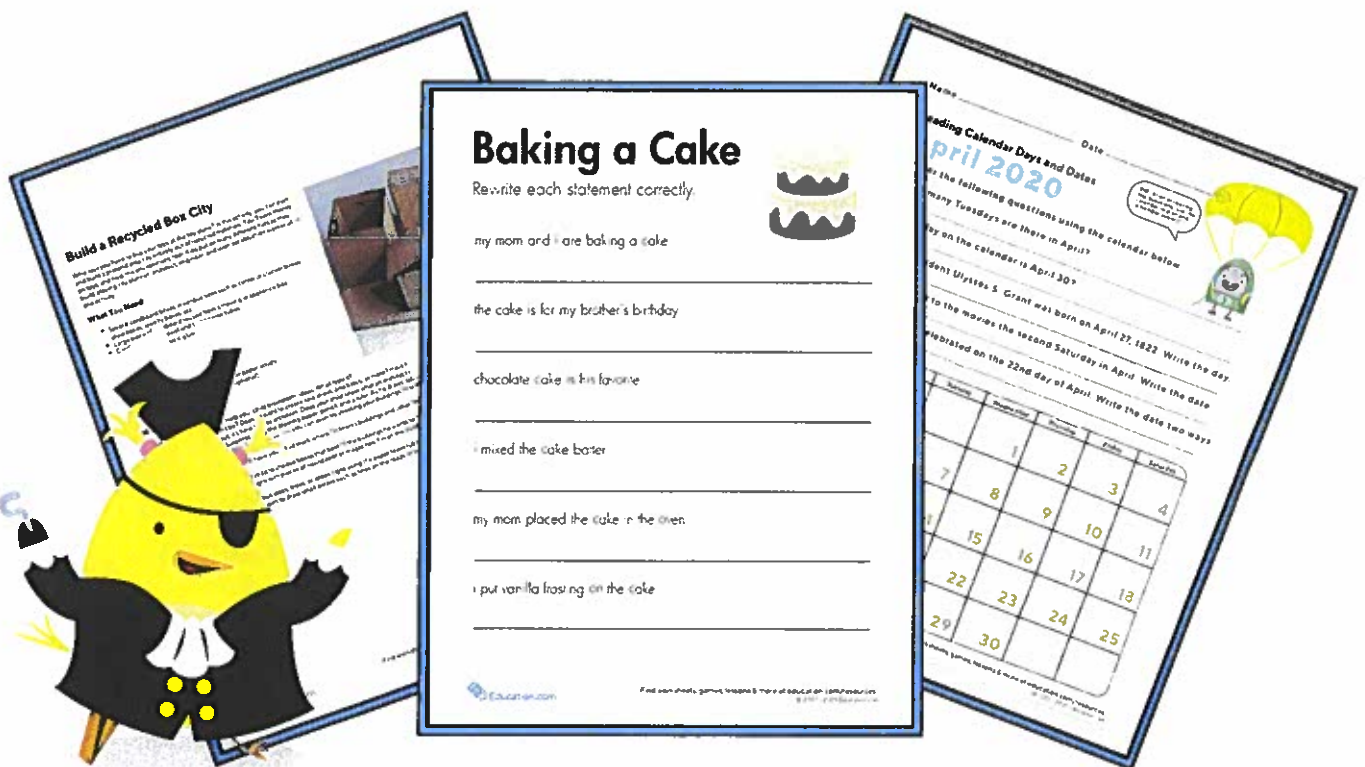
1. First, explain the prompt of this challenge to your child. Tell them that the purpose of this activity is for them to come up with a creative way to use a cup, a rubber band, and a spoon to create a catapult for their action figure or toy.
2. Mention that there isn't only one way to go about this challenge: It's open-ended, and your child should know that they can come up with several different ideas.
3. Once your child has a clear understanding of the prompt, it's time for them to **brainstorm** different ways they can use their materials. Feel free to show your child the materials you're providing, but don't let them start building quite yet.
4. Ask your child to write or draw all their ideas on a piece of paper so that they can refer back to them. Alternatively, you can ask your child to explain their ideas to you while you write and draw them on a piece of paper.
5. After your child has brainstormed for a few minutes or can no longer come up with any ideas, ask them to choose the idea they think will work best. This is an important step of the design thinking process because it teaches your child to prioritize the functionality of their design over their personal preferences. Also, this will help prevent your child from getting emotionally attached to a single design.
6. Now that your child has decided which design they think will work best, allow them to start **building**! In order to develop resilience, it's important that your child learns to work through challenges independently. However, depending on the capabilities (and age) of your child, you may need to assist them as they put their prototype (design) together.
 - a. Generally, we recommend that you intervene only if you have a safety concern or if you feel that your child absolutely can't make any progress without your assistance.
7. After your child has finished building their prototype, it's time to **test** it out! Allow them to try launching their action figure and observe the process.
 - a. If the catapult successfully launches the toy, congratulate your child on their success.
 - b. If the prototype doesn't work, make sure your child doesn't feel discouraged. It's important to encourage your child to identify why their design didn't work, and help them go back to the beginning of the design thinking process to create a better one. Before your child starts over, you may want to ask them the following questions so that they can think about what they should change in their next design: "What worked with your design? What didn't work with your design? Which part of your design do you think you should change next time?"
8. Continue repeating this process until your child has created a catapult they are proud of!
9. In order to have your child reflect on the design thinking process, ask them some of the following questions:
 - a. What was the best part about your final design?
 - b. What could you have improved in your final design?
 - c. What was the most challenging part of this activity?
 - d. What did you learn?

Week 3

2nd
Grade

Independent Study Packet

 Education.com

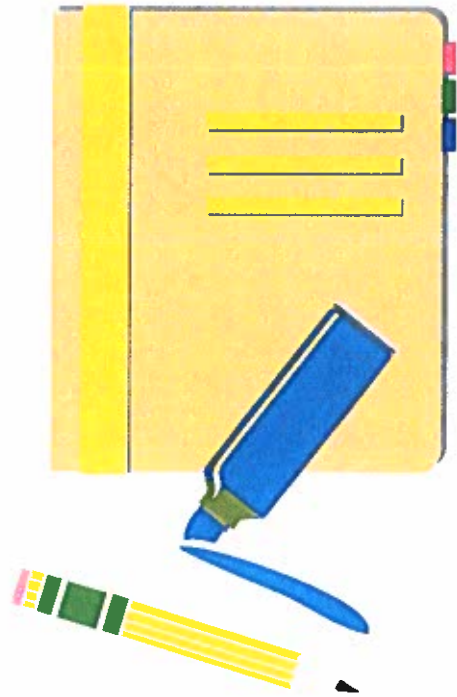


5 MORE Days of
Independent Activities in
Reading Writing

Helpful Hints for Students and Families

Materials You Will Need:

- Pencils
- Extra paper or a notebook/journal. You may put everything into one notebook if you like.
- Colored pencils, markers, or crayons for some of the activities
- Internet access for online research
- You will need extra "found" supplies for the Design Challenges
- Cards or slips of paper numbered 0-9


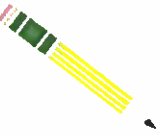







Directions & Tips



- There is a schedule for each day. You may complete the activities in any order.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the activity menu.
- Make sure an adult signs the activity menu before you bring it back to school.

Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading 	Read for 20 minutes and answer three of the questions from the reading log on another piece of paper or in a journal. Challenge: Try not to repeat a question!				
	Reading Comprehension: Map That Story!	Make Your Own Inferences	It's Time to Retell	Fact or Opinion: Howler Monkeys	All About Jane Goodall
Writing 	Creative Writing Exercise	Comparing Communities	My Exciting Ending Creative Writing Prompt: Restaurant	Community Compassion	Personal Narrative Organizer: Surprise!
Grammar Practice 	Singular or Plural?	Find the Adjectives	Noun Sort	Fix the Sentences: Baking a Cake	Bigfoot: Punctuate the Story
Math 	Mystery Shape Riddles	Greater Than, Less Than, Equal To Game: Two-Digit Numbers	Place Value Fill-In Practice Place Value: Fill in the Blank I	Place Value Number Riddles What Is the Place Value?	April 2020 Calendar: Days and Dates Favorite Cities Bar Graph
Social Studies 	What is a community? Learn about communities, cities, and neighborhoods. Mapping Coordinates: Build a City Build a Recycled Box City Compare and Contrast: Rural and Urban Grid Basics: Help The Mayor Three Types of Communities Community Mobile				
Science 	Learn how plants grow. Plant Life Cycle Flash Cards Life Cycle of a Plant Plant Resources How Does It Grow? Apple Tree Plants Form Water				
Fun Stuff 	Here are some extra FUN things about cities you can do! Your Community Map Build a City: Building Build a City: Store Build a City: Police Car Build a City: House				

Parent/Guardian Signature: _____

Reading Log

1. Read a fiction or nonfiction book on your own or with a grown-up.
2. Put your name and the title of the book at the top of a new page.
3. Choose one of the prompts from the chart and write the letter at the top of the page in the title of the book.
4. Write 3–5 sentences about your book.
Remember, not all of the questions make sense for every book!



a. What details in the text describe one of the characters? Draw a sketch of the character.	b. Which words in the book were tricky? What strategy did you use to help you understand them?	c. What lesson is the author trying to teach the reader? How do you know?
d. What is your favorite part of the text? Why?	e. What is the most important part of the story? Why?	f. What did the author want you to learn? How do you know?
g. How does the main character feel in this book? How do they change?	h. What is the most interesting part of the text? Why?	i. What are three facts you learned from reading this book?
j. How do the pictures in the text help you understand what you are reading? Give an example.	k. Where does the story take place (the setting)? How does the author describe it?	l. What information was surprising in the text? Why?
m. What is the character's main problem, and how did they solve it? How would you have solved it?	n. How is this book like another you have read? How is it different?	o. What was a major event in the story? Why was it important to the story?

Day 1

Reading	Pick a book and make a story map for it.
Writing	Build a story by choosing from different ideas.
Grammar Practice	Learn the difference between singular and plural nouns.
Math	Solve the riddles and reveal the mystery shapes.



Name: _____

Date: _____

Map That Story!



Let's think about the story you just read! Fill out each part of the map below.

Name of book: _____

Who are the Characters
in the Book? Draw and
label three of them.



Character's name: _____

What happens at the beginning?	What happens in the middle?	What happens at the end?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Draw your favorite part of the book.

Name _____

Date _____

WRITE A CREATIVE STORY

A fantastic way of expressing or sharing your ideas with others is **creative writing**. Every day, writers communicate their feelings by using **characters** and interesting **settings**, exploring ideas that can be difficult to share. Use the **creative story exercise** below to share your own ideas on paper.

Write a number between 1 and 4 on each line below. Then make a new sentence. Match the numbers you chose with the numbers in the boxes.

Example

Box 1

Box 2

Box 3

Sentence

3

+

2

+

2

=

A floppy teddy bear skipped into a rose bush.

Box 1	Box 2	Box 3
1. A big brown dog	1. danced	1. over the rainbow.
2. A magical unicorn	2. skipped	2. into a rose bush.
3. A floppy teddy bear	3. pranced	3. across the chilly pond.
4. A girl with long hair	4. leapt	4. through the jungle.

Box 1

Box 2

Box 3

Sentence

+

+

=

Write a short story, beginning with the sentence you just made.
If your story is long, use extra sheets of paper.

Name: _____

Date: _____



Singular or Plural?

Look carefully at the nouns in the sentences below.

Are they **singular** (one) or **plural** (more than one)? Write **one** or **two** on each line.

The first one is done for you.

1. I put one cherry on top of my ice cream. Samson put two cherries on his.

2. I picked up _____ leaf. Sarah picked up _____ leaves.

3. _____ children walked by my house. _____ child stopped to tie his shoe.

4. The baby has _____ tooth. Her twin sister has _____ teeth.

5. I bought _____ scarves as presents and _____ scarf for myself.

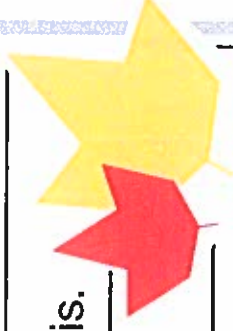
6. I saw _____ goose in the grass and _____ geese in the water.

7. _____ blind mice ran outside, while _____ mouse sniffed for cheese.

8. _____ people were already at the party. _____ person was walking to the party.

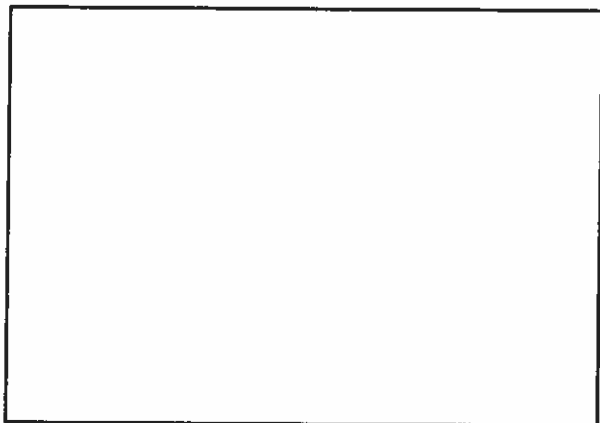
9. _____ shelf contained books and the other _____ shelves contained toys.

10. My aunt baked _____ loaves of bread. We ate _____ whole loaf in only a day!

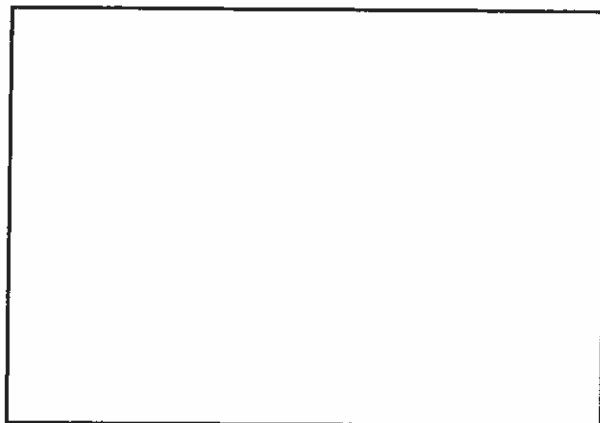


My Shape Riddles

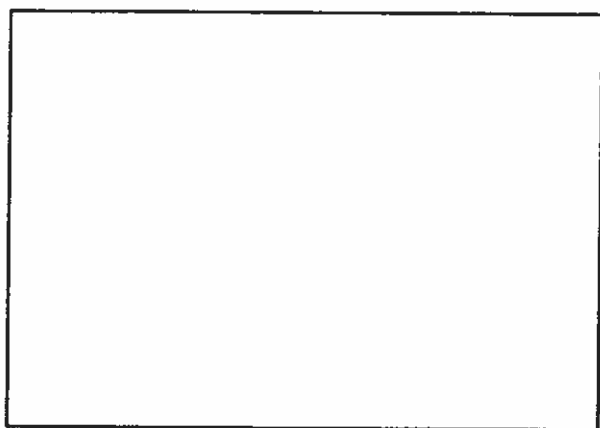
Use the clues to figure out the mystery shape, then draw each shape.



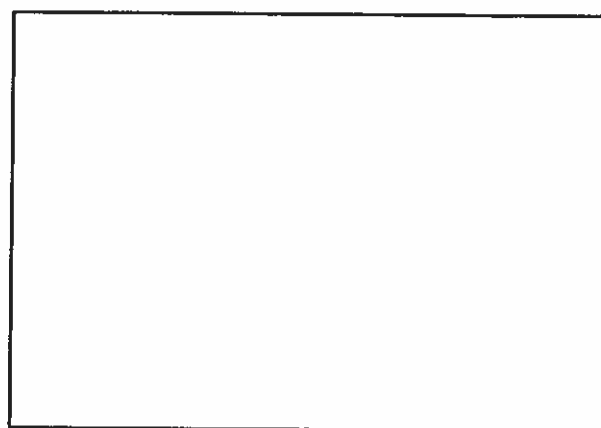
I have 3 sides and 3 angles. I am a polygon. What shape am I?



I have no corners and no sides. One half of me is exactly like the other.



I have 6 sides and 6 corners. What am I?



I have 4 sides and 4 corners, but I am not a square. 2 sides are short and 2 sides are long.

Write your own!

I have _____ sides and _____ corners.

I am a _____.

Day 2

Reading	Learn to make inferences from information.
Writing	Compare two different types of communities.
Grammar Practice	Can you find all the adjectives?
Math	Play this greater than and less than game.





Name: _____



Date: _____



Make Your Own Inferences

Use each sentence below to make a reasonable inference.

Sentence	Your Inference
Example: Min smiled when she received her graded math test.	Min got a good grade on the test.
1. John glanced out the window, then grabbed his umbrella.	
2. Paul felt the sand between his toes.	
3. Ms. Lambert has a bike helmet on her desk.	
4. Idera sneezed as she picked flowers.	
5. Evan fell asleep during Read Aloud.	

Name _____

Date _____

COMPARING COMMUNITIES

People live in all sorts of different communities. Their lives depend on the people and environment that they call home.

Look at the pictures of the kids below in their communities. Write a story about what life is like for each kid.



City



Fishing Village

Home Run Adjectives

DIRECTIONS:

Circle the adjective in each sentence. Underline the noun that it describes.

EXAMPLE:

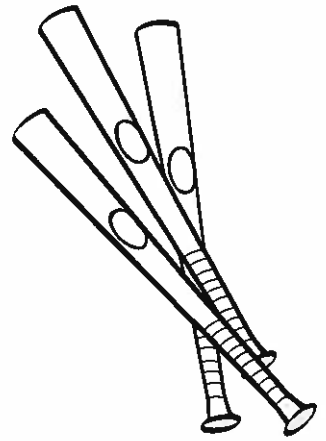
The white ball flew over the fence.

In this example, the word “white” is an adjective. It describes the noun, “ball.”

Note: There may be more than one adjective in a sentence.



1. We went to an exciting baseball game on Saturday.
2. The stadium was filled with happy fans.
3. The stadium was so large we had a hard time finding our seats.
4. Once we found our seats, we ordered delicious hot dogs.
5. The hot dogs were so hot they burned our mouths.
6. To cool our mouths down we ordered some ice-cold lemonade.
7. By the time we finished our tasty lemonade the game had started.
8. To the left and right of us, fans were eager for the first pitch of the game.
9. As the game went on the noisy fans never calmed down.
10. The players were just as happy about the game as the fans were.
11. I have never experienced such a lively game in my life.
12. My favorite part of the game was the foul ball that I caught with my old glove.
13. My dad bought me fluffy cotton candy to celebrate my great catch.
14. That game was one of the best baseball games I ever saw.



Name _____

Date _____

Greater Than, Less Than, Equal To Game: Two-Digit Numbers

Directions: For each round, each player chooses 2 number cards and tries to make the biggest number possible. Remember what you know about place value! Hint: The bigger number should go in the tens place.

- Each player will record their number and compare it to their partner's number. Then, decide which symbol ($<$, $>$, $=$) to write in the middle.
- The winner is the player with the bigger number.
- Move on to the next round.



Round	Player 1	Symbol < > =	Player 2	Winner
Example	53	<	74	Cuz-Cuz
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Day 3

Reading	Retell the main events of the story.
Writing	Write a story about if you owned a restaurant. Plan out your story and make sure something exciting happens at the end!
Grammar Practice	Cut out and sort these nouns.
Math	Practice place value with these two activities.



It's Time to Retell

Name: _____

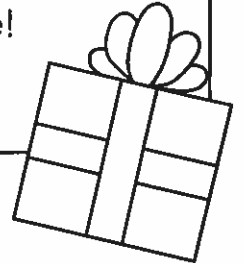
Date: _____

Read the story. Then retell the story using your own words.

For his 5th birthday, Ty wanted a bicycle more than anything in the world. He hoped and hoped for a bicycle, asking his mom for one nearly every day. Ty couldn't wait for his birthday party.

When it came time for his birthday party, Ty looked at all the presents. None of them looked big enough to be a bicycle. Ty was so sad. He thought that his mom didn't get him a bicycle after all.

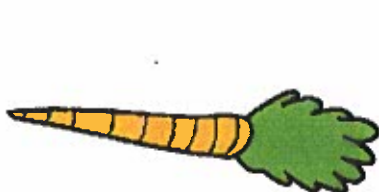
When Ty opened all of his presents, he found toys, books, and clothes. But no bicycle. He was disappointed. But then he saw something hidden in the corner of the room. It was his bicycle! Ty was so happy that his dream had come true.





Creative Writing

Imagine you have your own restaurant! What food do you serve? What does it look like inside? And where is it located? Be creative!



Name: _____

Date: _____

My Exciting Ending

Think about how your characters would respond to the problem in your story. Fill in the boxes to organize your ending.

My story's title: _____



The **problem** in my story is...

What was the idea for the **solution**?

Who or **what** caused the problem?

Did the solution **work**?

Who tried to solve the problem?

Why or why not?

Story ending:

Name: _____

Date: _____

Noun Sort



Cut out the nouns below and paste into *singular* (one) or *plural* (more than one).

Singular

Plural



birthdays

pizzas

people

babies

baby

man

berries

person

birthday

berry

pizza

men





Fill in the missing number.

Read the place value in words and fill in the missing number.

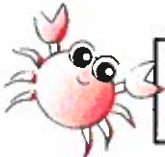
Thousand Hundreds Tens Ones

One thousand, five hundreds, two tens, and three ones.

=

1		2	
---	--	---	--

Five hundreds, three tens, and six ones.

= 


			6
--	--	--	---

One thousand, eight hundreds, and three ones.

=

	8		
--	---	--	--

Nine hundreds, four tens, and two ones.

= 

			2
--	--	--	---

One thousand, seven hundreds, five tens, and nine ones.

=


1		5	
---	--	---	--

One thousand, nine hundreds, two tens, and six ones.

=

	9		
--	---	--	--

Seven hundreds and five ones.

= 

			5
--	--	--	---

One hundred, four tens, and three ones.

= 


	4		
--	---	--	--

One thousand, nine hundreds, nine tens, and nine ones.

=

1			
---	--	--	--

Eight hundreds, seven tens, and two ones.

= 

	7		
--	---	--	--



Practice Place Value: Fill in the Blank I

Write down the numbers in words using the place values in the table below.

thousands hundreds tens ones

	5	3	8
7	0	6	4
3	2	0	0
4	7	2	5
	9	3	6
5	6	5	1
2	4	8	3
1	0	9	7
8	1	4	9

= Five hundreds, three tens, and eight ones.

= _____

= _____

= _____

= _____

= _____

= _____

= _____

= _____

Day 4

Reading	Decide between fact or opinion while learning about howler monkeys.
Writing	Brainstorm some ways you'd like to build compassion in your community.
Grammar Practice	Fix these yummy sentences.
Math	Solve some riddles about place value.



Name: _____

Date: _____

Fact or Opinion: Howler Monkeys

Directions: Read the sentences and circle **fact** or **opinion**.



Howler monkeys are among the largest monkeys in South and Central America.

Fact

Opinion

These monkeys are known for their loud howls, which can travel 5 km through the rainforest.

Fact

Opinion

Howler monkeys have extremely cute faces.

Fact

Opinion

Group males howl to communicate with other groups.

Fact

Opinion

The males make very funny noises several times throughout the day, especially at morning and night.

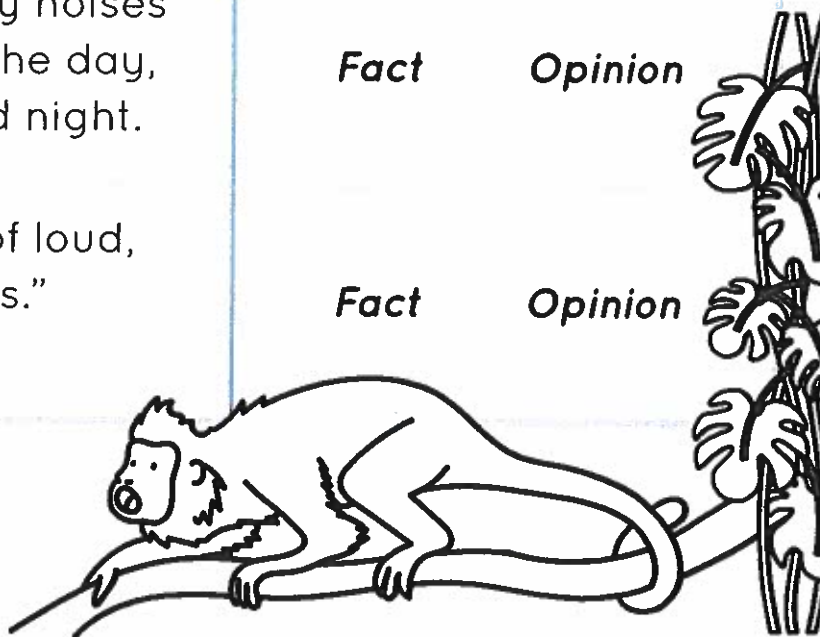
Fact

Opinion

The main vocals consist of loud, deep growls or "howls."

Fact

Opinion



Name: _____

Date: _____

Fact or Opinion: Howler Monkeys

Directions: Read the sentences and circle **fact** or **opinion**.



Howlers have a yucky diet of mostly leaves.

Fact

Opinion

Along with leaves, they eat fruit, flowers, nuts, and sometimes eggs.

Fact

Opinion

Howler monkeys can smell fruit and nuts up to 2 km away.

Fact

Opinion

Their tails can be equally as long or longer than the rest of their bodies.

Fact

Opinion

Howler monkeys are amazing because they can use their tails to grasp trees and other objects.

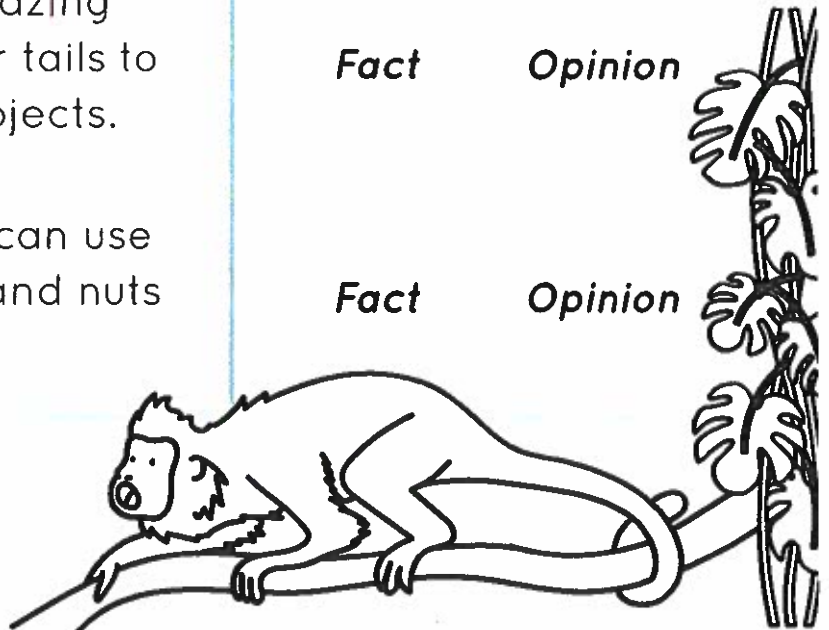
Fact

Opinion

Like many monkeys, they can use their tails for picking fruit and nuts from trees.

Fact

Opinion



Name _____

Date _____

Community Compassion

"We rise by lifting others." -Robert Ingersoll

Directions:

1: Brainstorm ways you would like to share care and compassion in your home or community:

- ★ _____
- ★ _____
- ★ _____
- ★ _____
- ★ _____

2. Choose one thing you would like to do this week to show compassion and write it below. Then make it happen!

3. Write a reflection on what you did and how you felt sharing compassion for others:

Baking a Cake

Rewrite each statement correctly.



my mom and i are baking a cake

the cake is for my brother's birthday

chocolate cake is his favorite

i mixed the cake batter

my mom placed the cake in the oven

i put vanilla frosting on the cake

Number Riddles

Solve the riddle and circle the correct answer.

I have a 1 in my thousands place,
6 in my hundreds place, 4 in my
tens place and 9 in the ones place.
What number am I?



I have a 4 in my hundreds place,
9 in my tens place and 3 in the
ones place.
What number am I?

a. 1,729

b. 376

a. 493

b. 1,254

c. 23

d. 1,649



c. 899

d. 65

I have a 4 in my ones place. I am
more than 22 but less than 30.
What number am I?



I have a 2 in my hundreds place,
7 in my tens place and 5 in the
ones place.
What number am I?

a. 34

b. 98

a. 390

b. 1,230

c. 204

d. 24



c. 64

d. 275

I have a 6 in the tens place and
7 in the ones place. I am greater
than 200 but less than 400.
What number am I?



I have a 6 in my tens place. I am
greater than 60 but less than 70.
What number am I?

a. 115

b. 367

a. 78

b. 60

c. 920

d. 471



c. 67

d. 13

WHAT IS THE PLACE VALUE?

Look at the value of each digit in the number 1,675:

Thousands	Hundreds	Tens	Ones
1	6	7	5
1000	600	70	5

What is the value of each underlined digit?

462 400

1357 _____

149 _____

1894 _____

783 _____

623 _____

204 _____

1042 _____

541 _____

922 _____

What is the digit in the hundreds place?

735 _____

912 _____

515 _____

What is the digit in the ones place?

185 _____

857 _____

222 _____

What is the digit in the tens place?

610 _____

772 _____

358 _____

Day 5

Reading

Read and learn
about Jane Goodall.

Writing

Write about a time you were
surprised. Use this sheet to help
plan out your writing.

Grammar Practice

Put the right
punctuation in the story.

Math

Interview the month of April
and complete a bar graph
about cities.



Name _____

Date _____

All About Jane Goodall



Jane Goodall was born in London, England in 1934. As a child, she loved animals. She was curious about animals. She spent hours watching the animals in her backyard to learn about them. Jane dreamed of traveling to the continent of Africa. She wanted to learn all about animals. When Jane was 22 years old she traveled to Kenya. There she met and was hired by Dr. Louis Leakey, an archaeologist and paleontologist. She was sent to Gombe Stream National Park in Tanzania to learn about chimpanzees.

Dr. Louis Leakey asked Jane to observe a group of chimpanzees to learn about their behaviors. At first the chimpanzees were very shy, but later Jane was able to observe them closely. She learned that chimpanzees use tools, just like people! She made many other important discoveries about chimpanzees at Gombe. She wrote her first book called *The Chimpanzees of Gombe: Patterns of Behavior* to share what she learned. Jane wrote many books and became an animal conservationist. A conservationist is someone who works to preserve natural resources and environments. She helps to save chimpanzees around the world through research and education.

Name _____

Date _____

All About Jane Goodall

Directions: Answer the questions about the text.

1. What was Jane interested in as a child?

2. What does it mean to be a conservationist?

3. What is one thing that Jane learned about chimpanzees?

4. What else would you like to know about Jane Goodall? Share your ideas with a friend.



Personal Narrative: surprise

Name: _____ Date: _____

Think about a time you were surprised by someone or something. Think of the surprise as a watermelon cut into three slices: the beginning, middle, and end. Think of dialogue (what people say) and details to go into each seed.

Beginning

A large triangular slice of a watermelon, representing the beginning of a narrative. It contains three seed-shaped areas for writing. The top seed is labeled 'Dialogue', the middle seed is labeled 'Detail', and the bottom seed is labeled 'What happened?'.

End

A large triangular slice of a watermelon, representing the end of a narrative. It contains three seed-shaped areas for writing. The top seed is labeled 'What happened?', the middle seed is labeled 'Dialogue', and the bottom seed is labeled 'Detail'.

Middle

A large triangular slice of a watermelon, representing the middle of a narrative. It contains three seed-shaped areas for writing. The top seed is labeled 'What happened?', the middle seed is labeled 'Dialogue', and the bottom seed is labeled 'Detail'.





Read the story and fill in the proper punctuation.



Bigfoot

Matt and his brother David
were going on a camping trip in
the Sierra Mountains

You set up the tent said Matt
and I will gather the firewood

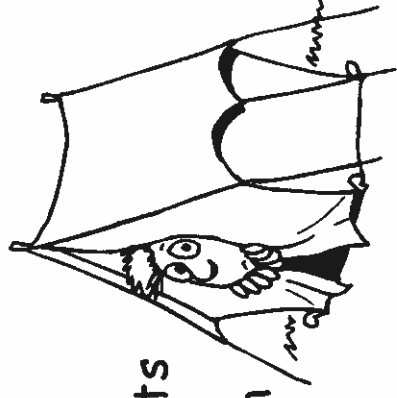
Later that night they woke
to the sound of foot steps What
is that asked David

The sound grew louder Do you
think it is a bear asked Matt

I think it is Bigfoot yelled
David They got their flashlights
and went outside to investigate
Everything was quiet and still

The next morning when they
left the tent they suddenly froze
In the mud surrounding their tent
were the most

gigantic foot prints
they had ever seen



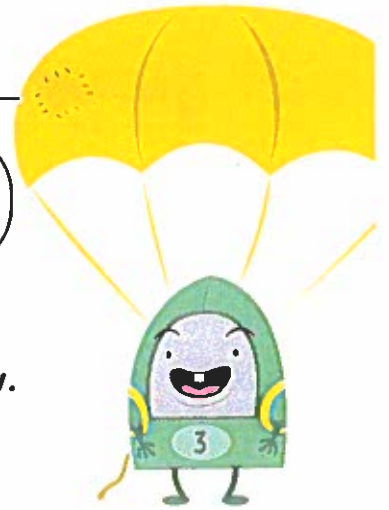
The End

Name _____ Date _____

Reading Calendar Days and Dates

April 2020

TIP: After answering the questions, use the calendar to plan and remember events!



Answer the following questions using the calendar below.

1. How many Tuesdays are there in April?

2. What day on the calendar is April 30?

3. U.S. President Ulysses S. Grant was born on April 27, 1822. Write the day.

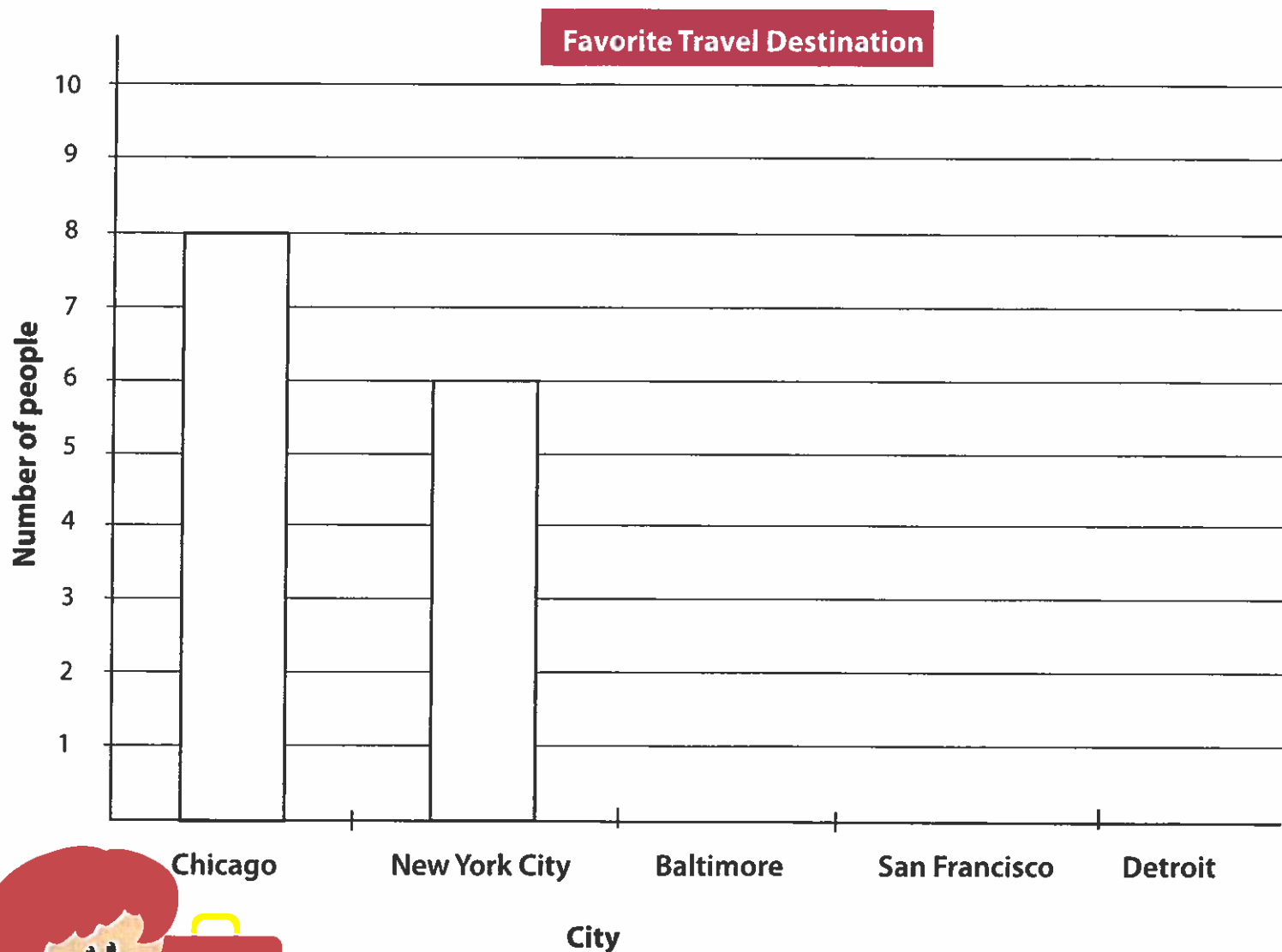
4. Ava is going to the movies the second Saturday in April. Write the date.

5. Earth Day is celebrated on the 22nd day of April. Write the date two ways.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			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		

Complete A Bar Graph

Read the sentences below and complete the bar graph by drawing and coloring bars. Then answer the questions.



8 people like Chicago

6 people like New York City

7 people like Baltimore

10 people like San Francisco

7 people like Detroit

1. Color the two cities that received the same number of votes red.

2. Which city is the most popular?

3. Which city is the least popular?

4. What is the difference in votes between San Francisco and New York City?

Social Studies

What is a community? Learn about communities, cities, and neighborhoods.

Mapping Coordinates: Build a City

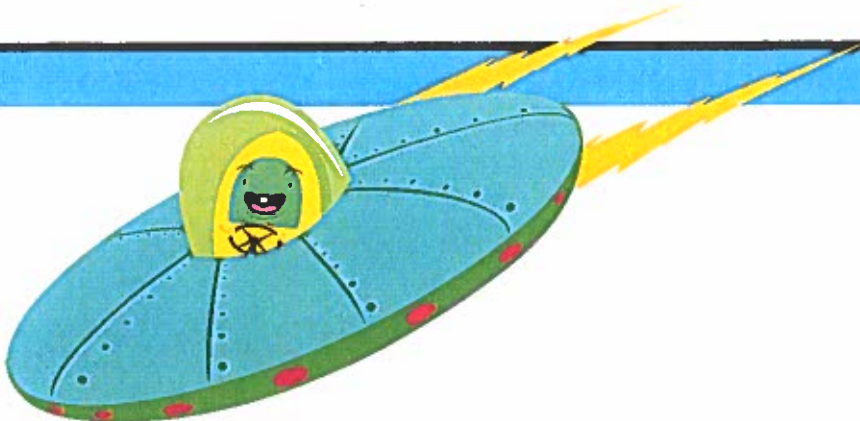
Build a Recycled Box City

Compare and Contrast: Rural and Urban

Grid Basics: Help The Mayor

Three Types of Communities

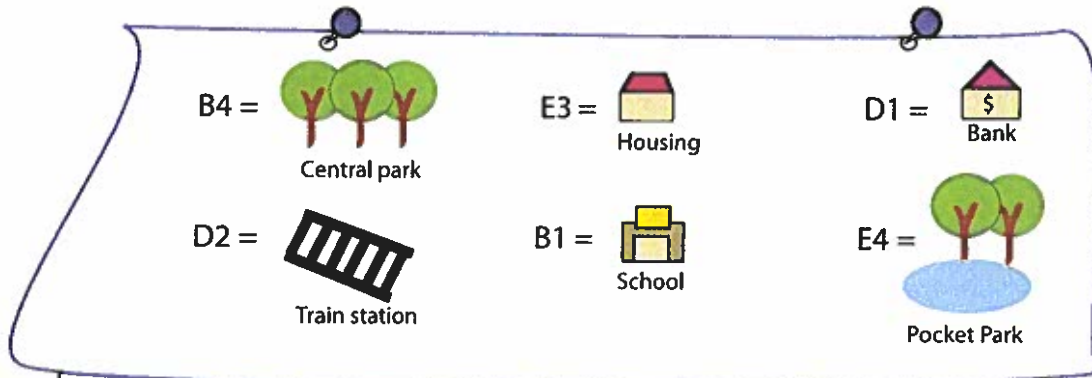
Community Mobile



Build a City

Practice
Marking
Location

Help Cindy the city planner do her job by drawing pictures on the map according to the key below.



5					
4					
3					
2					
1	A	B	C	D	E

Build a Recycled Box City

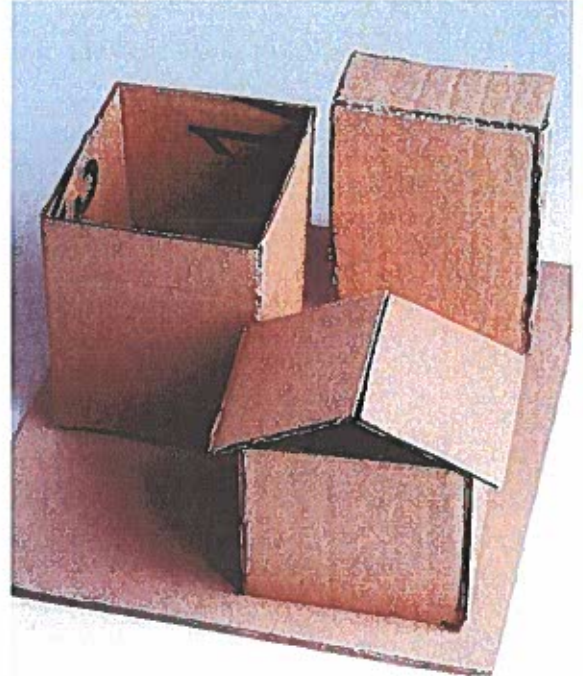
Who says you have to buy your toys at the toy store? In this activity, you can plan and build a pretend play city entirely out of recycled materials. You'll save money on toys, and help the environment, too! Kids put on many different hats as they build, playing city planner, architect, engineer, and even construction worker all in the activity.

What You Need:

- Several cardboard boxes in various sizes such as cereal or cracker boxes, shoe boxes, jewelry boxes, etc.
- Large piece of cardboard reused from a moving or appliance box
- Cardboard paper towel and toilet paper tubes
- Clear drying, non-toxic glue
- Tape
- Scissors
- Ruler
- Pencil
- Markers
- Drawing paper
- Old newspapers, magazines, and other paper scraps
- Tempera paints and paint brushes (optional)

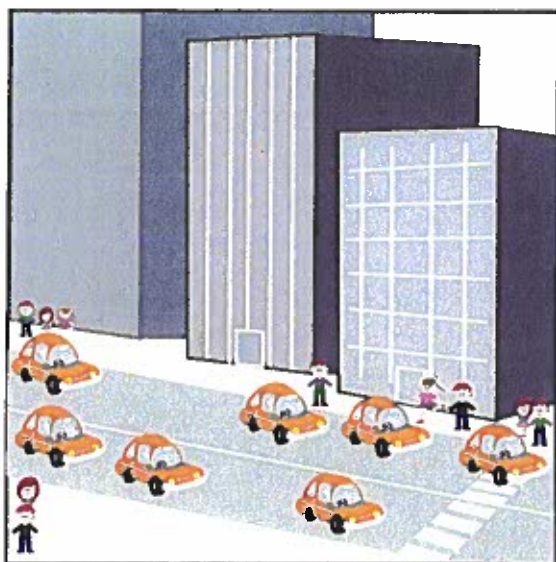
What You Do:

1. Start by creating a city plan. Help your child brainstorm ideas. What type of city is it, and how large will it be? Do they want to create one street, one block, or more? Have them sketch out their ideas.
2. Once their city is planned out, it's time to play architect. Does your child know what an architect does? Ask them to design their buildings by drawing up blueprints using the drawing paper, pencil, and a ruler. As they draw, talk about form and function and how math factors into building design. If you like, you can even try creating your buildings to scale using the ruler (1 inch could equal 1 foot, for example).
3. On the large sheet of cardboard, have your child mark where their town's buildings and other features (like streets, trees, parks, etc.) will go.
4. Now it's time to build. Ask your child to choose boxes that best fit the buildings they want to make. Have them cut out windows and doors and add decorations or signs with pieces of newspaper or magazines. Finish the buildings by painting them with tempera paint, if using.
5. Add other city features such as bus stops, trees, or street signs using the paper towel tubes and extra pieces of cardboard.
6. Have your child use markers or paint to draw small details such as lines on the roads or sidewalk seams and any other finishing touches.



Urban & Rural

The picture on the left side shows an urban setting. The picture on the right shows a rural setting. Write two sentences comparing and contrasting these areas on the lines below.



Urban



Rural

Differences

Similarities



Help The City Mayor

The city is finally built! But the mayor lost all the building's signs. Help him label the buildings with the correct names. Read the chart below.

	A	B	C	D
4				
3	Hoorayville 			
2				
1				

A4: Sun Park

A1: Lake Morris

C2: Moorwood

B1: Lakeville

A3: Hoorayville

D4: The Villa

C3: Moon High School

D2: St. Murgatroyd's Hospital

Name: _____

Date: _____

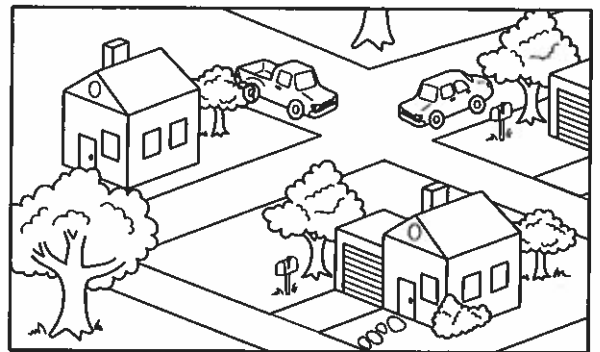
Three Types of Communities

Directions: Use the word bank to complete the sentences.

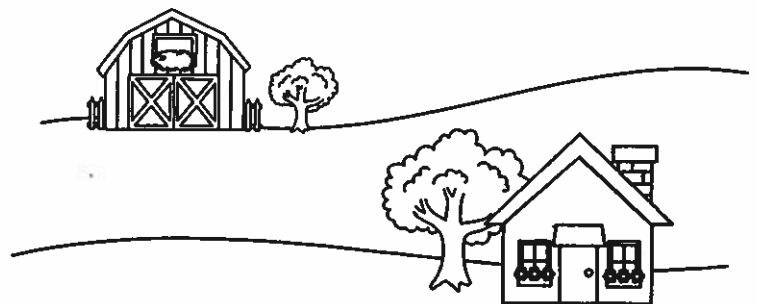
An _____
community is filled with people,
_____, and
different types of transportation.



A _____
community is a smaller
town near a larger
_____.



A _____
community has open space
and few homes in the
_____.



Word Bank

suburban city urban buildings rural country

Community Mobile

Sometimes we can feel lonely and isolated. At these times, we can remember the importance of being connected to others and living in a community. In this social emotional learning activity, you and your child will read a story and create a community mobile that describes aspects of healthy relationships (such as listening, gratitude, appreciation, teamwork, etc.) in order to explore with it means to live in a supportive community.

What You Need:

- [Creating a Community Story & Mobile](#) worksheet
- Pencils
- Crayons
- Scissors
- Markers
- String or ribbon
- Hanger
- Stapler or glue
- **OPTIONAL BOOK:** [Community Soup](#) by Alma Fullerton, or another book about communities



What You Do:

1. Ask your child what the word "community" means to them.
2. Read the book *Community Soup*, and ask your child to notice the different aspects that make up this Kenyan community.
3. Ask, "How do the characters support each other when there is trouble?"
4. After reading the story, ask your child again what community means to them. Ask them to connect their response to themes from the story (togetherness, sharing talents, helping each other, belonging, care, listening to all, love, freedom, respect, mindfulness).
5. Ask your child, "How can mindfulness (paying careful attention to what is happening in the moment) be helpful in community? How does this help us?"
6. Work with your child to complete the [Creating a Community Story & Mobile](#) worksheet. Use this as a guide when creating your child's community mobile.
7. After creating the mobile, brainstorm with your child different ways they can bring these things into their home life and community.
8. Ask your child some reflection questions: "Why is it important to care for others? Speak kindly to others? Hear all voices? Respect and listen to others (friends, family, teachers)? How can this help us? Help others? Help our community?"
9. Find a place in your home with your child to hang the mobile as a reminder of the different parts of community.

Name _____

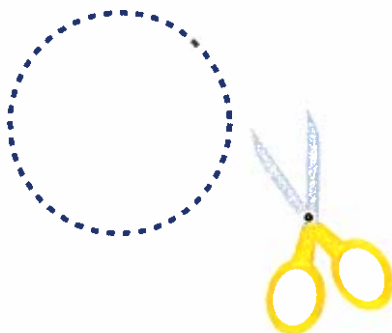
Date _____

Creating a Community Story and Mobile

Instructions: After reading through *Community Soup* by Alma Fullerton, think about words that remind you of community (support, listening, sharing gifts, mindfulness, love, etc.) Write down the words in the circles below. Then, follow the directions to create your Community Mobile.

1

Write, draw, cut. After you write the words on one side of each circle, illustrate each word by drawing a picture on the other side. Then, cut out each circle for your mobile.



2

Cut lengths of string or ribbon for each shape. You should have eight lengths of string, one for each shape, and each piece of string should be slightly different in size from the others.

* As an estimate, make one piece of string 1 foot (30 cm) long and each additional piece 2 inches (5 cm) longer or shorter.

* You can use yarn, twine, fishing wire, ribbon, thread, or any other string for this step. Thicker options, like yarn and ribbon, might last longer.



3

Staple your shapes to the string. Center each piece of string on the top center of one shape. Staple in place.

* Alternatively, you can punch holes into each shape using a metal hole puncher. If using this approach, tie the string through the holes instead of stapling it on.



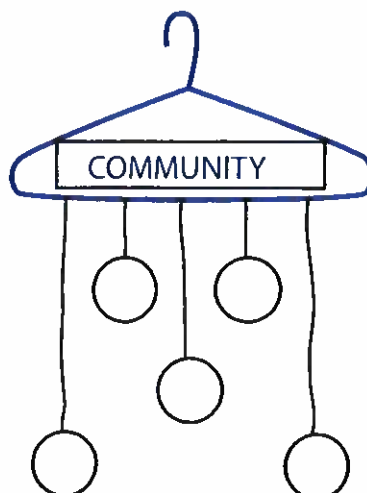
4

On construction paper the size of your hanger, write the word "Community". Glue and place the construction paper over the clothes hanger to title your mobile.



5

Tie each ribbon from each circle onto the hanger, so that your circles that display images of community hang freely.



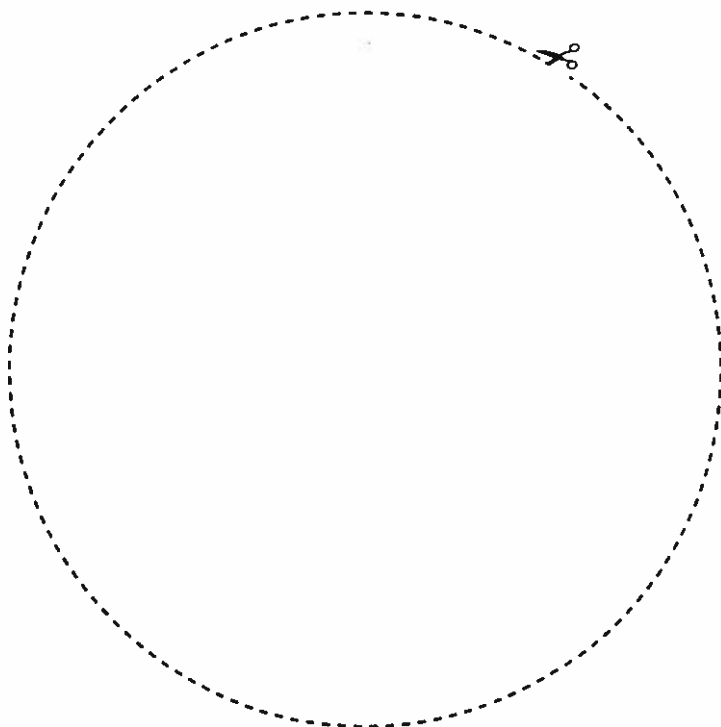
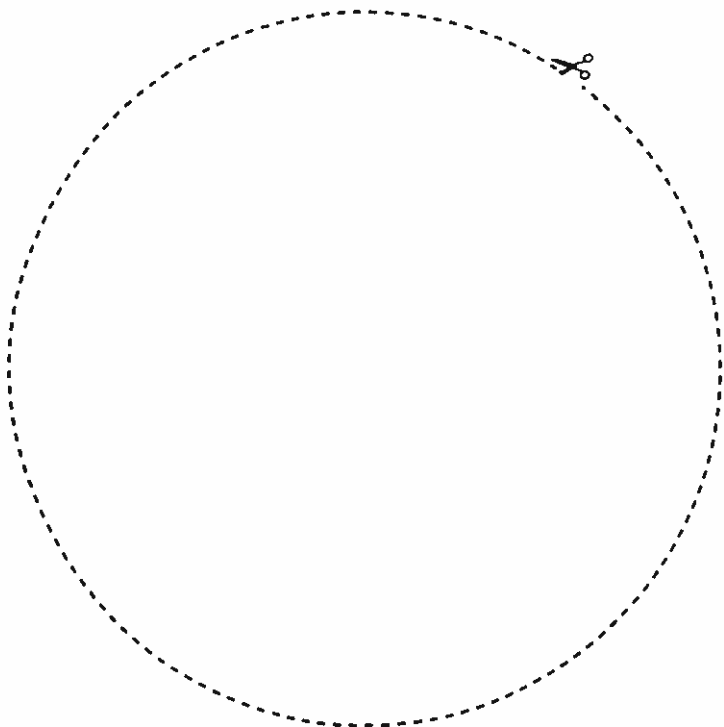
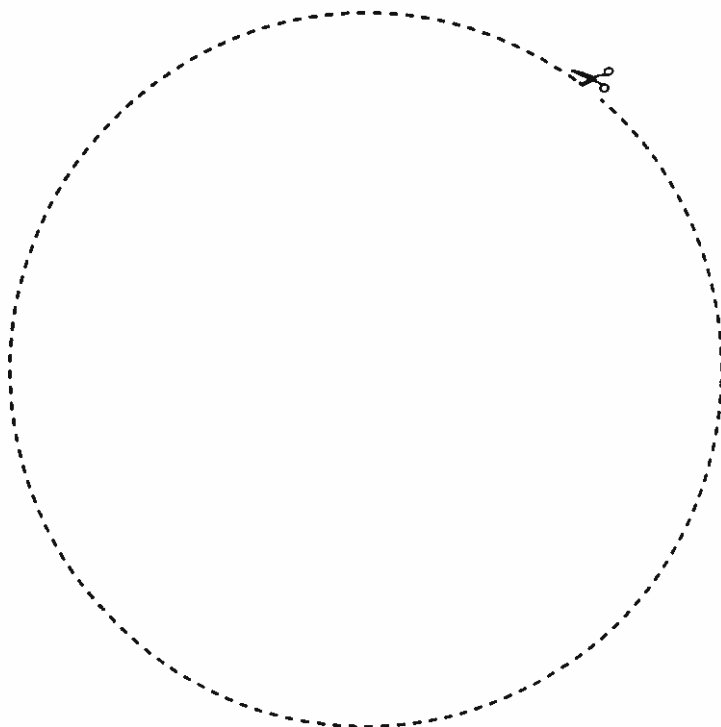
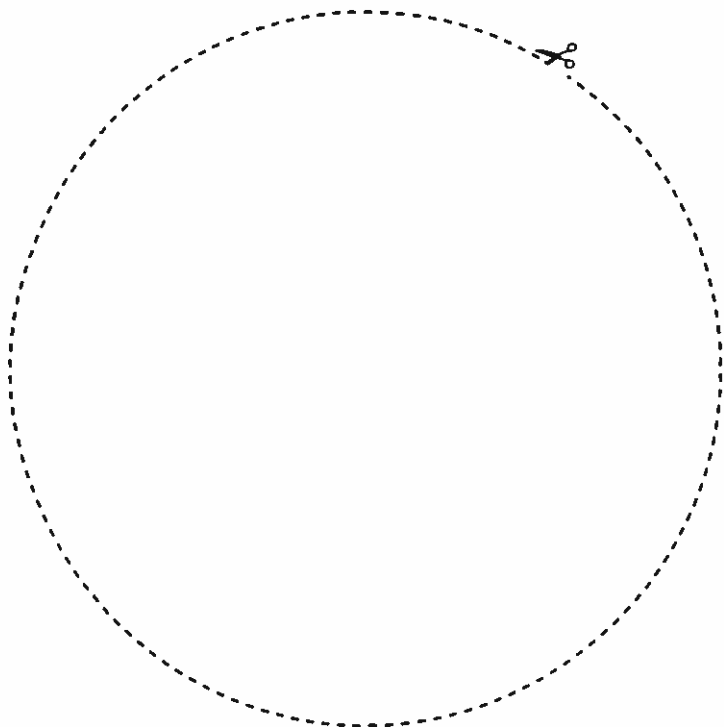
6

Hang your mobile!

Name _____

Date _____

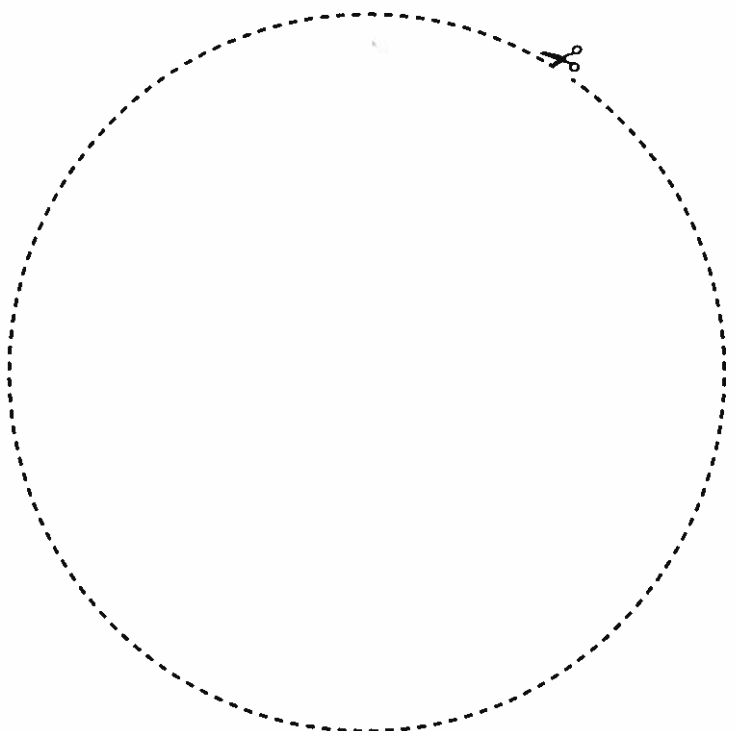
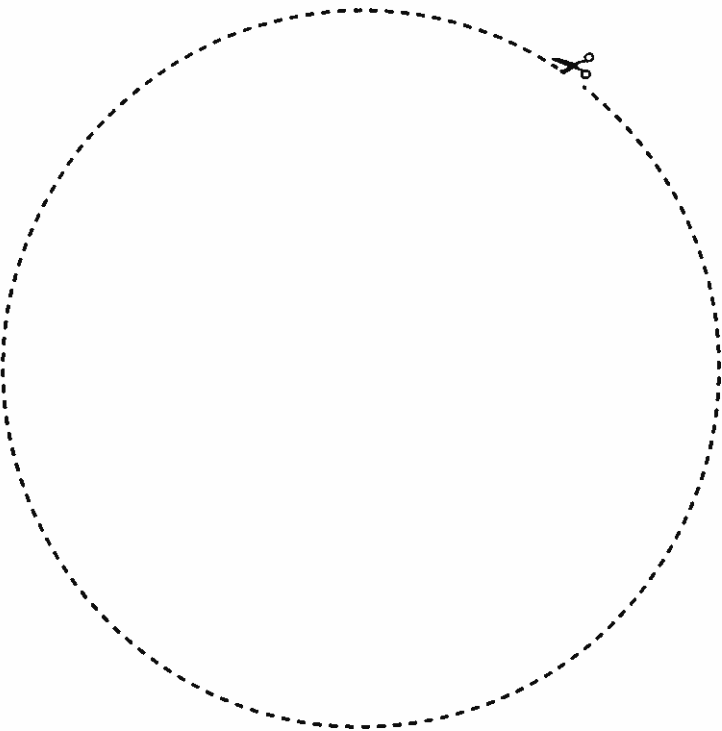
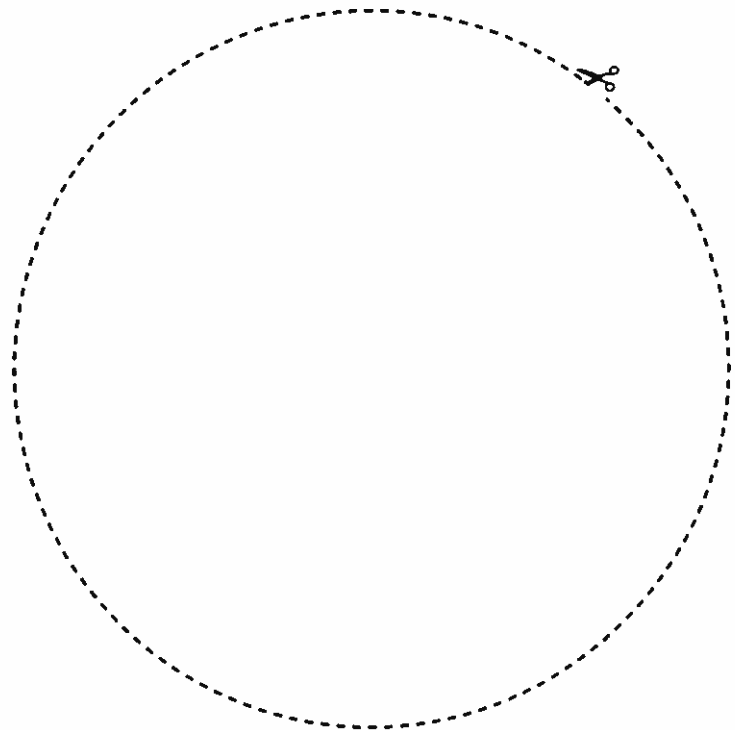
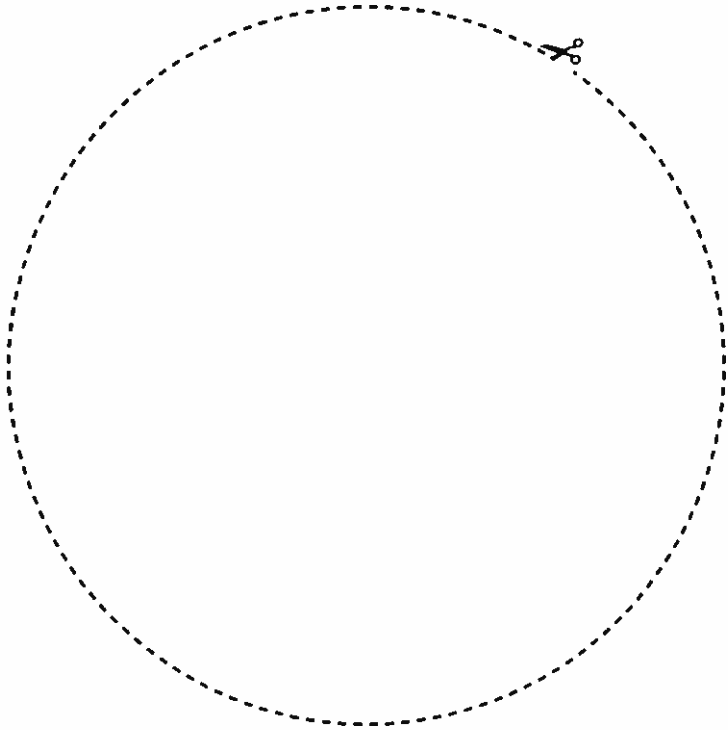
Creating a Community Story and Mobile



Name _____

Date _____

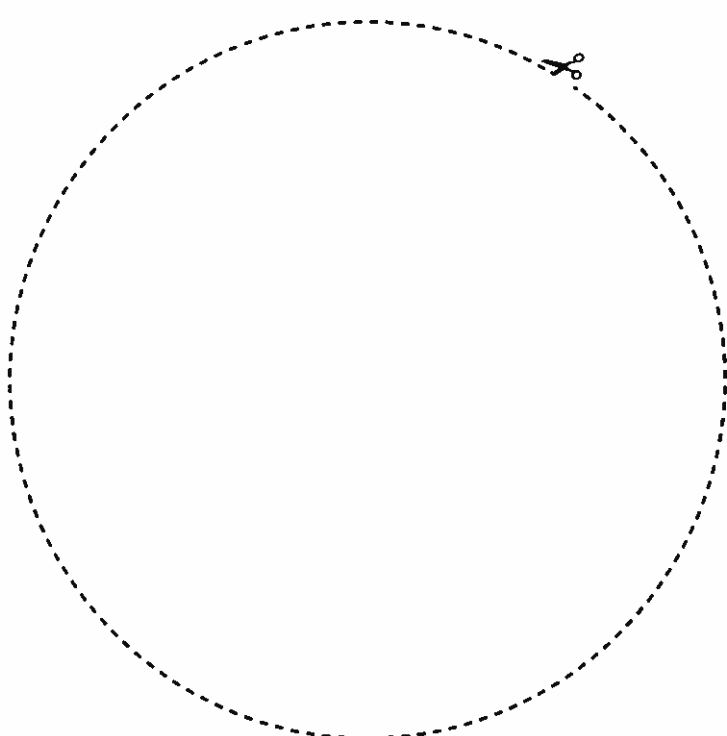
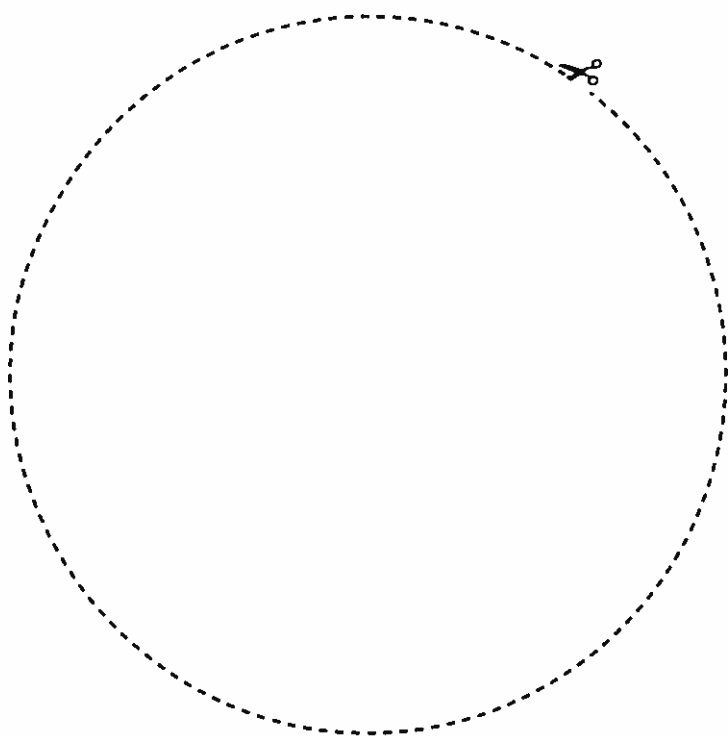
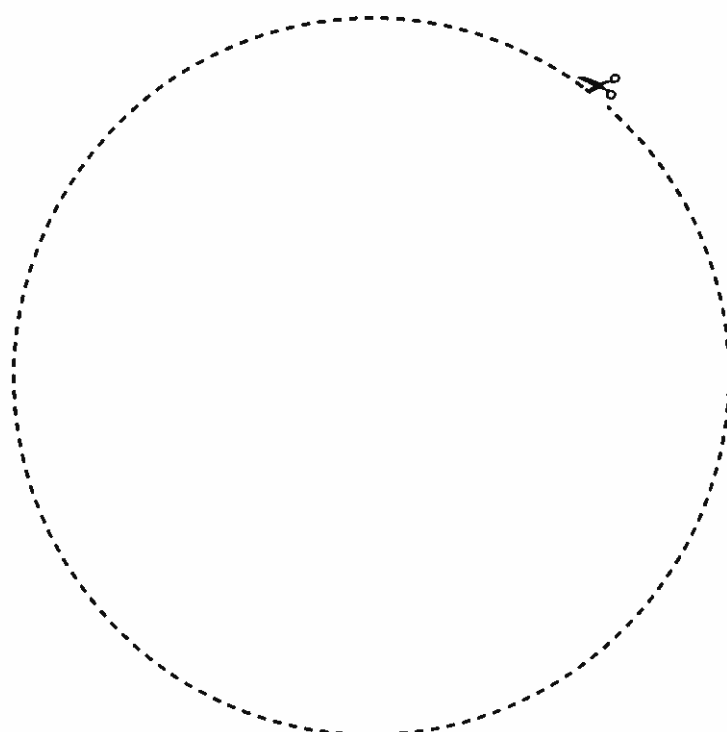
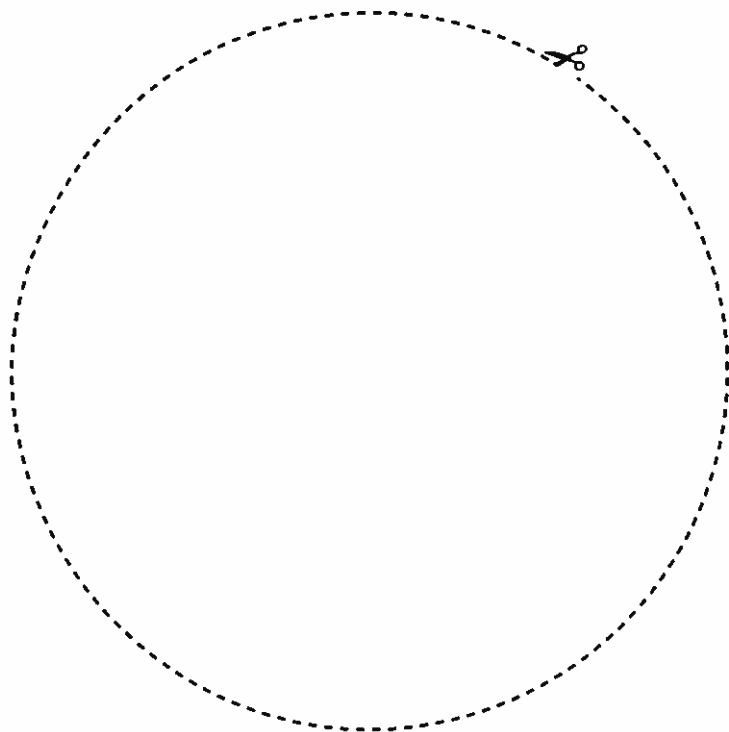
Creating a Community Story and Mobile



Name _____

Date _____

Creating a Community Story and Mobile



Science

Learn how plants grow.

Plant Life Cycle Flash Cards

Life Cycle of a Plant

Plant Resources

How Does It Grow? Apple Tree

Plants Form Water



PLANT LIFE CYCLE

HOW DO PLANTS GROW ?

Cut out the flash cards with the help of a parent. Then, paste them in the correct sequence on the next page.



SPROUT



WATER



SOIL



SUNLIGHT



PLANT



SEEDS

PLANT LIFE CYCLE

HOW DO PLANTS GROW ?

Paste the cut flash cards in these boxes in the correct sequence.

1

2

3

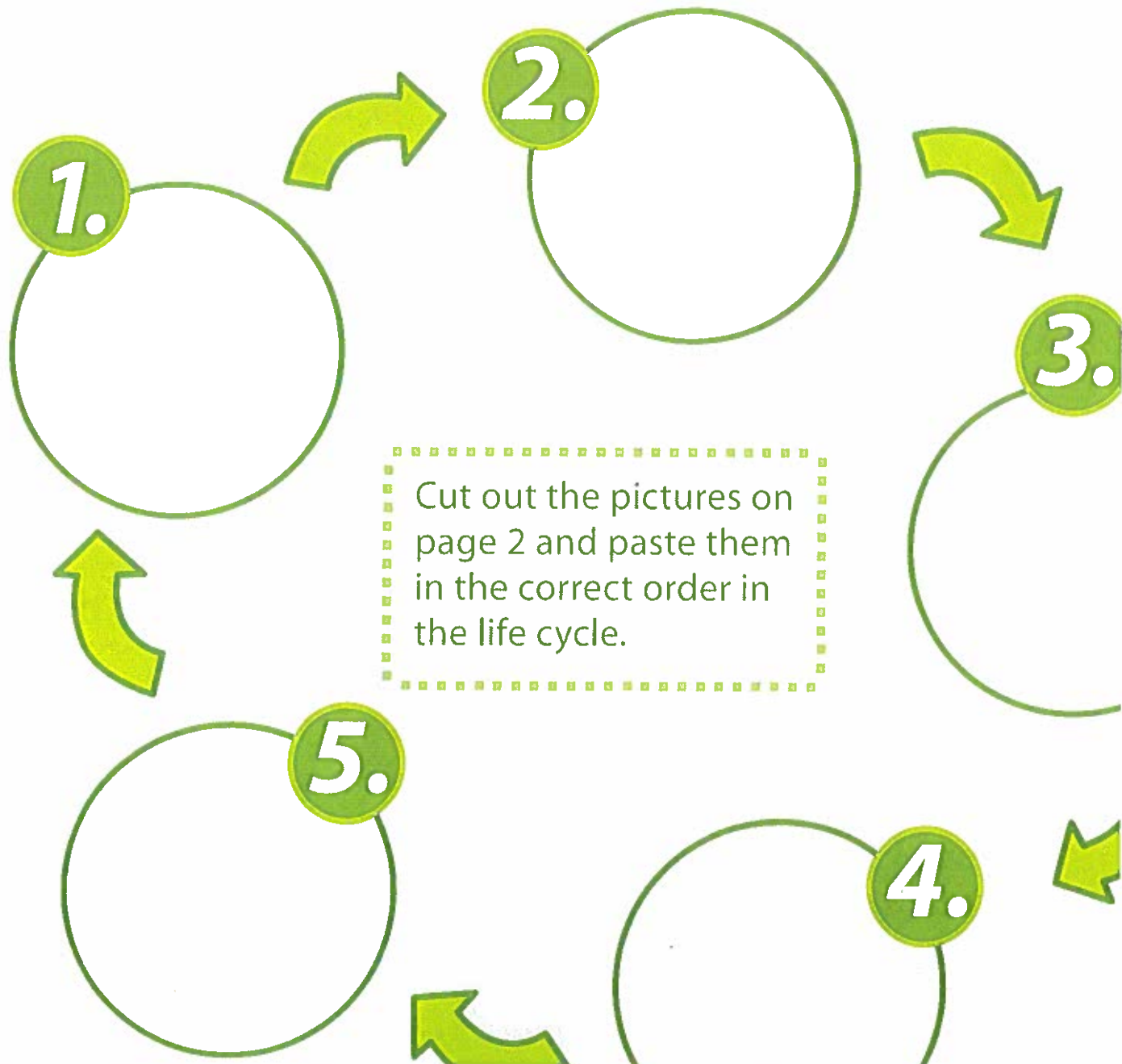
4

5

6

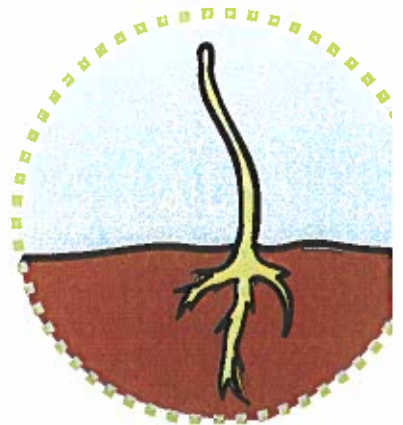
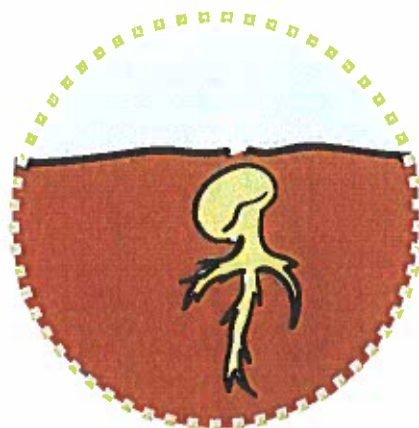
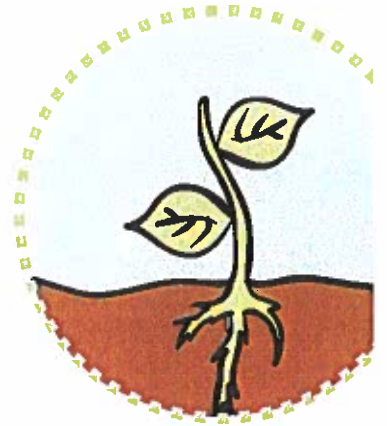
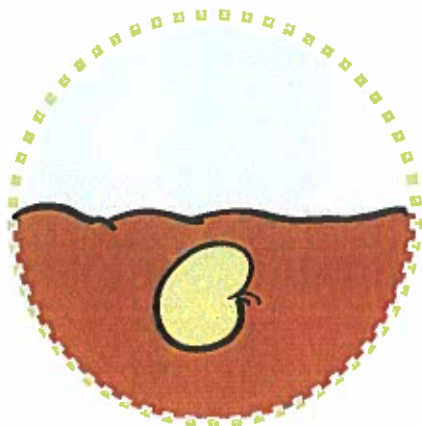
Life cycle of a Plant

Plants are living organisms. They use light from the sun to make their food in the form of a sugar called *glucose*. This process is called *photosynthesis*. Plants also get nutrients from the soil through their roots. They breathe in carbon dioxide and they breathe out oxygen.



Life Cycle of a Plant

A plant starts out as a **seed** buried in the ground. As water falls on the seed and the sun warms it, its hard shell opens and it starts to grow out its roots. As the plant grows, its **stem** bursts through the soil. Then, **leaves** start to grow out of the stem. As the plant gets bigger it will begin to grow branches which later sprout into **flowers**, and sometimes those flowers turn into seeds. As bees feed on the nectar, they *pollinate* the plants, allowing more seeds to be made and scattered to grow again.



WHAT GROWS AROUND US!

PLANT RESOURCES

Plants are natural resources that people and animals use. Below are examples. Write down more examples and draw a picture of your favorite one.



Cotton plants provide material for clothing.



Bamboo provides flooring material for houses.



Flowers provide bees with nectar that they make into honey and we use honey to sweeten our food.

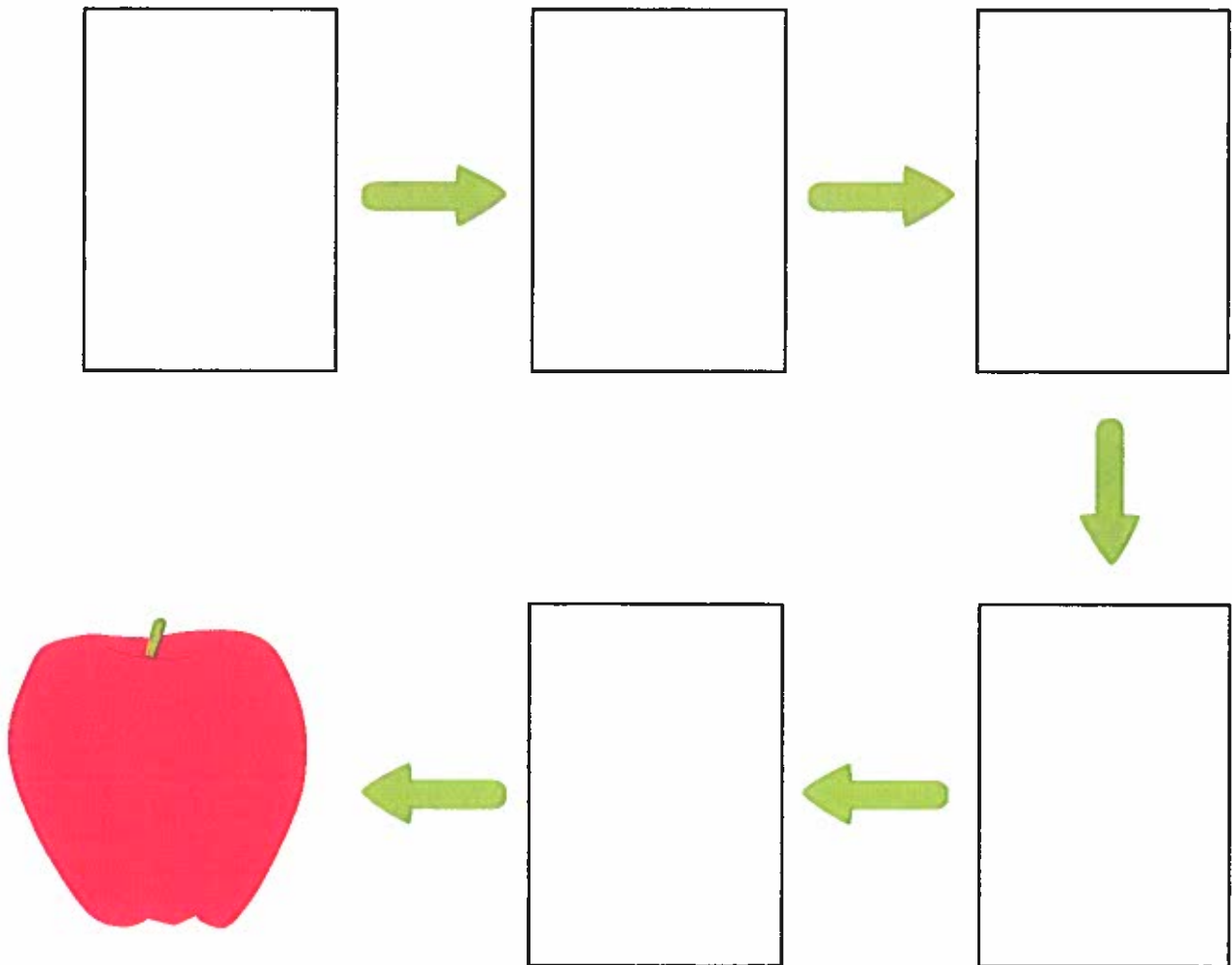


Trees are ground into pulp to make paper.

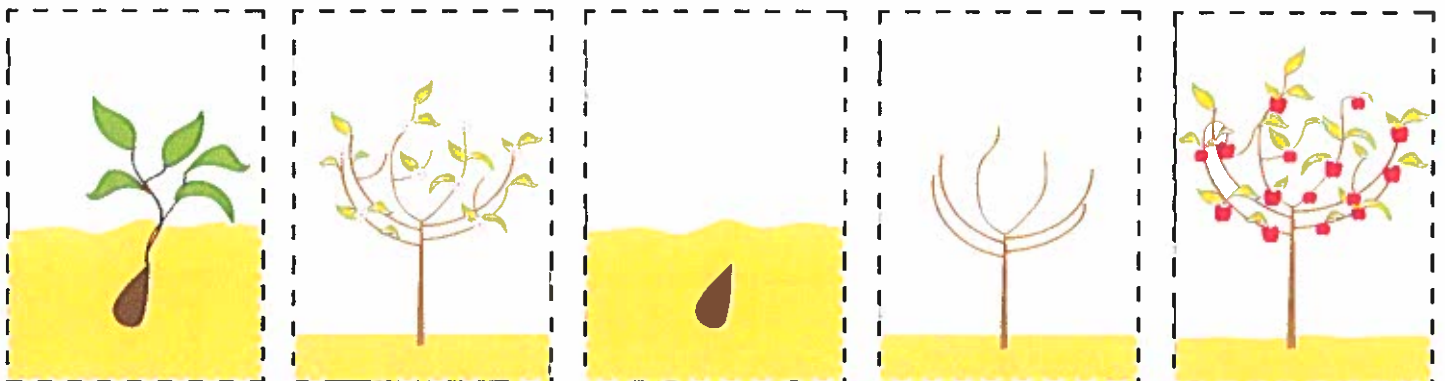


How Do Apples Grow?

Some apple trees will grow over 40 feet high and live over 100 years!



CUT OUT THE PIECES AND PASTE THEM IN ORDER OF GROWTH



Plants Form Water

Grade Level: 1st – 3rd; **Type:** Botany

Objective:

To demonstrate that plants give off water.

Research Questions

- Do plants produce water that can be consumed by people?
- How do plants produce water?

The leaves of plants contain small pores called stomates. During the process of photosynthesis, plants give off water through the stomates in their leaves. This water can be collected and consumed in a survival situation.

Materials:

- potted plant
- sandwich-size plastic bag
- string

Experimental Procedure:

1. Gather the necessary materials.
2. Carefully cover a leaf of the plant with the small plastic bag. Secure the bag with the string being careful to not close too tightly.
3. Be sure the soil of the plant is moist. Place the plant in a partly sunny window. Wait one hour.
4. After one hour, check the plastic bag on the leaf. Record the results.
5. Continue checking the plastic bag on the leaf every hour for five hours. Record the results.
6. At the end of the 5 hours, sample the water. Record your conclusion.

Terms/Concepts:

transpiration: the process by which plants produce water through their leaves

photosynthesis: the process of plants using carbon dioxide and water and light absorbed by chlorophyll; a plant uses sunlight and carbon dioxide from the air to produce food. It also produces water.



FUN Stuff

Here are some extra FUN things about cities you can do!

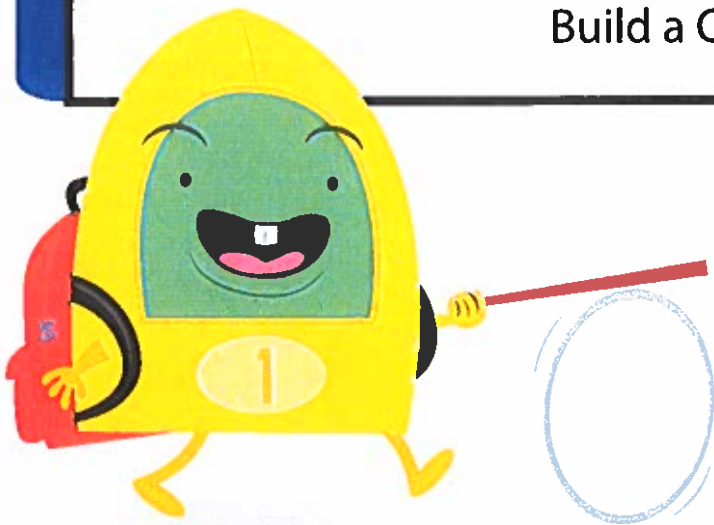
Your Community Map

Build a City: Building

Build a City: Store

Build a City: Police Car

Build a City: House



BUILD A CITY

OFFICE BUILDING

Street _____

City _____

State _____

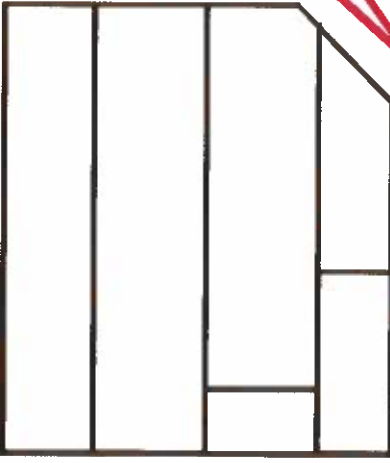
Zip Code _____

TAPE
BUILDING
HERE

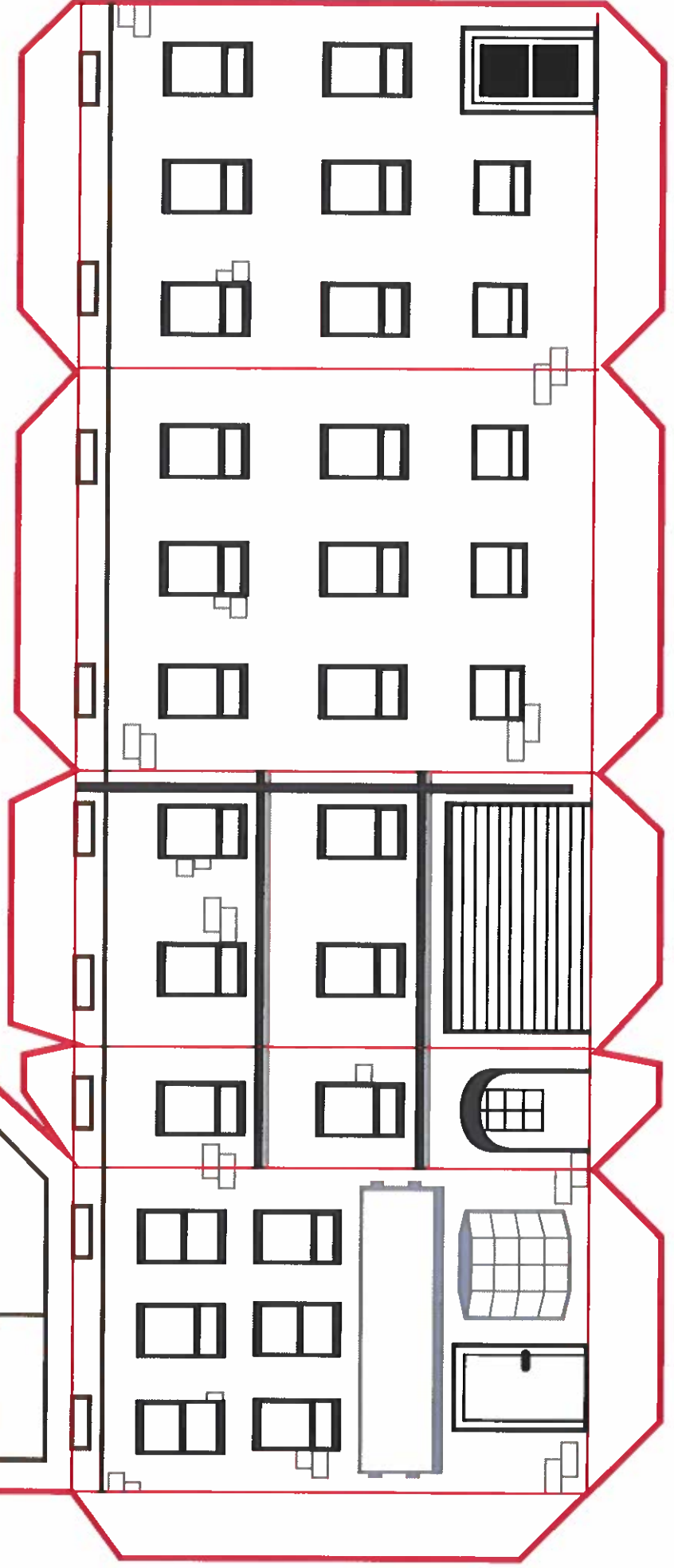
BUILD A CITY

BUILDING

1. COLOR IN THE BUILDING.
2. CUT OUT & FOLD THE BUILDING.
3. GLUE AND PASTE TOGETHER ALL FLAPS.



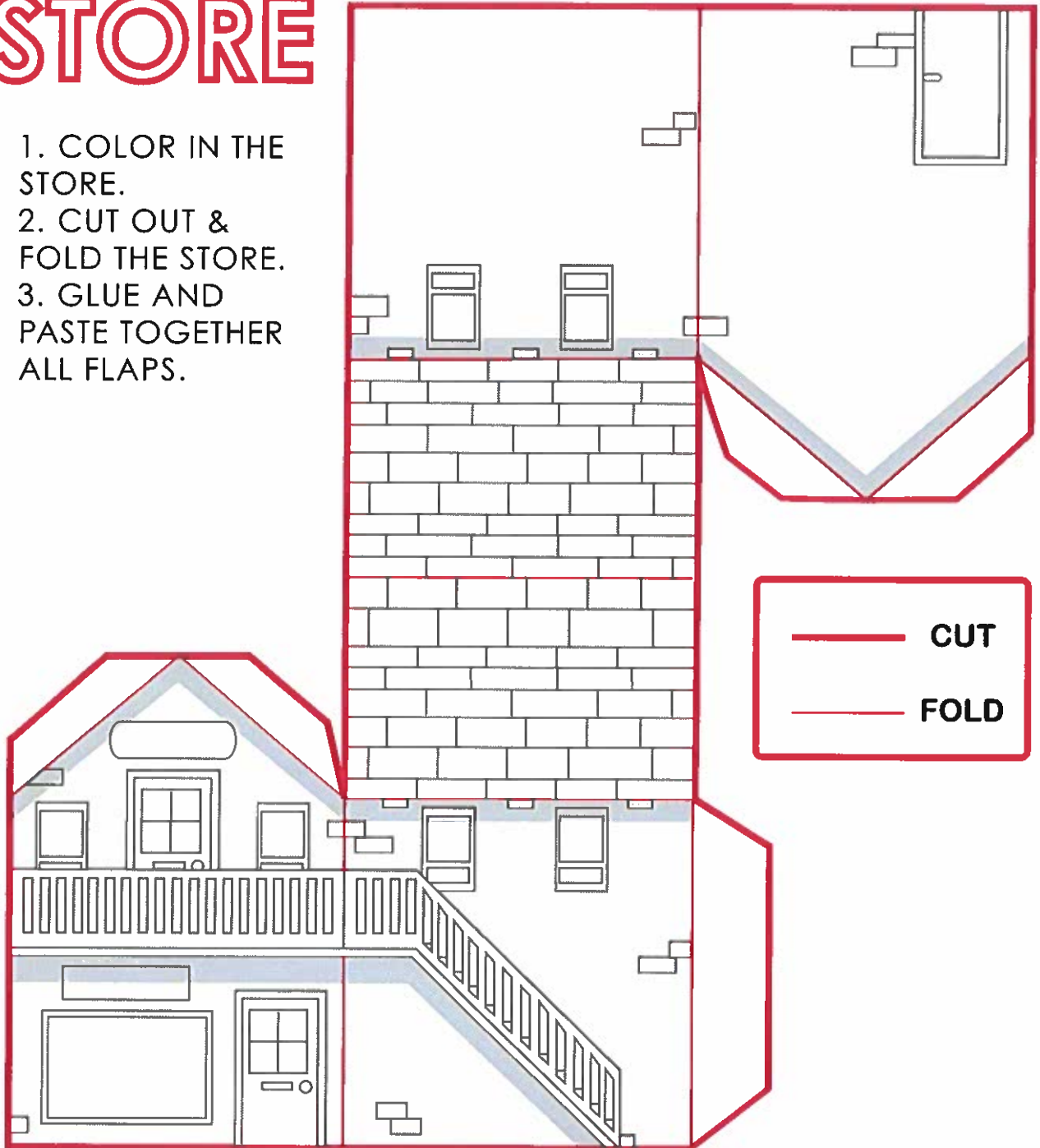
CUT
FOLD



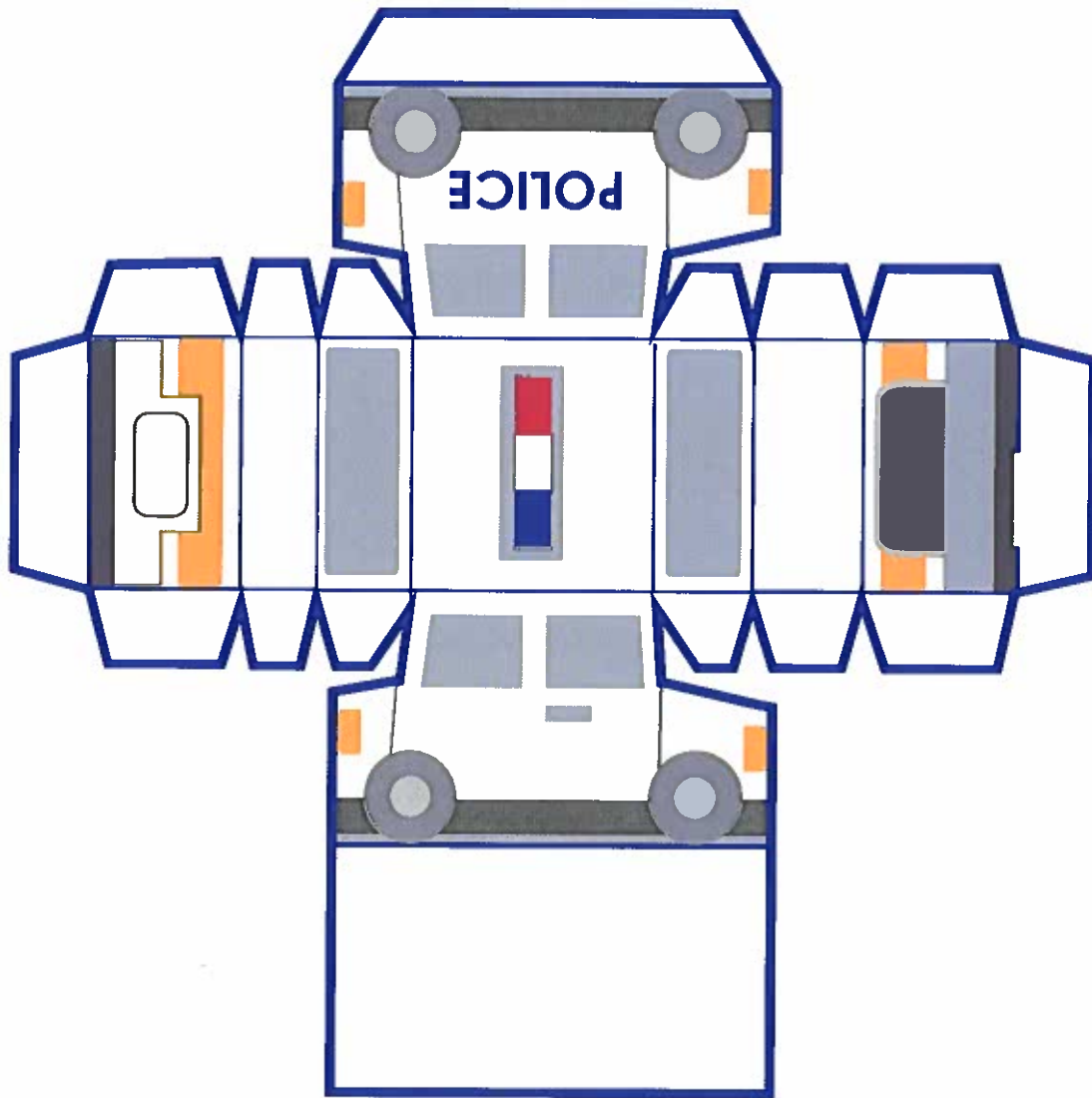
BUILD A CITY

STORE

1. COLOR IN THE STORE.
2. CUT OUT & FOLD THE STORE.
3. GLUE AND PASTE TOGETHER ALL FLAPS.



BUILD A CITY



POLICE CAR

1. COLOR IN THE POLICE CAR.
2. CUT OUT & FOLD THE POLICE CAR.
3. GLUE AND PASTE TOGETHER ALL FLAPS.

— CUT
— FOLD

BUILD A CITY

HOUSE

1. COLOR IN THE HOUSE.
2. CUT OUT & FOLD THE HOUSE.
3. GLUE AND PASTE TOGETHER ALL FLAPS.

