

# Spirit Week

\*\*It's week 5 of quarantine. Do something each day to lift your spirits and the spirits of others.

Monday: [Crazy Hat Day](#) - Wear the craziest hat you have or just find your favorite hat and wear it.

Tuesday: [PPE Day](#) - Wear your Percy Priest gear.

Wednesday: [Glamo/Camo Day](#) - Wear your fanciest/most glamorous attire or wear camouflage.

Thursday: [Wild West Day](#) - Maybe you could have chili and make s'mores at your fire pit.

Friday: [Hawaiian/Beach Day](#) - Grab your grass skirt and shades. Dress like you are going to the beach.

## 2nd Grade Daily Schedule

<b><u>8:00-8:30</u></b>	Morning Writing Prompt
<b><u>8:30-10:00</u></b>	Reading Activities & Word Work
<b><u>10:00-10:30</u></b>	Science
<b><u>10:30-11:30</u></b>	Creative Time & Lunch
<b><u>11:30-12:15</u></b>	Math Activities
<b><u>12:15-12:45</u></b>	Social Studies
<b><u>12:45-1:45</u></b>	Chores/Free Play Time

## **Morning Writing Prompts**

Have your child complete the following writing prompts each morning. Please see the checklist below for each writing prompt.

**Monday:** Now that spring is here, many animals have come out of hibernation. Imagine you are an animal waking up after a long winter's nap. Describe your first day awake. (Remember to use details and transition words - first, next, then, after that, etc.)

**Tuesday:** Write about your favorite teacher. Why is that teacher your favorite? What makes him/her so special to you?

**Wednesday:** Spring is full of green things - green grass, green leaves, green bugs, etc. Make a list of green things. Choose at least one thing from your list and write a story about it.

**Thursday:** Write a story about a pair of magical rain boots. Where did you get them? How did you find out they were magical? What is the problem in your story, and how does the problem get solved?

**Friday:** Free Choice Friday! Write about whatever topic you like.

### **Daily Writing Checklist:**

- Did I use my neatest handwriting?
- Did I begin my writing with an introduction sentence?
- Did I include supporting detail sentences?
- Did I end my paragraph with a conclusion sentence?
- Did I include adjectives and describing words throughout my paragraph?
- Did I use correct grammar, capitalization, and punctuation throughout my paragraph?

### **Additional Writing Activities:**

1. In this time of quarantine we have a lot to be thankful for. There are many people who are helping us - some we know and some we don't know. Write a letter of gratitude to someone you are grateful for - your mom, dad, sibling, doctor, nurse, firefighter, police officer, grocery store staff, etc. Tell them why you are grateful. What have they done that has helped you?

2. April is poetry month. Take time to write some poetry of your own. You could write an acrostic poem, an autobiographical poem, or a cinquain poem (Below are examples or guidelines of these types of poems.)

### **EGGS** (acrostic poem)

**Elegantly and efficiently shaped**

**Good to eat**

**Great fun to find at Easter**

**Smooth shelled**

### **AUTOBIOGRAPHICAL:**

**Write a poem about yourself.**

**Line 1: \_\_\_ Your name**

**Line 2: \_\_, \_\_, \_\_ 3 personal characteristics or physical traits**

**Line 3: Brother or sister of \_\_\_ or son/daughter of**

**Line 4: Who loves \_\_, \_\_, and \_\_\_ 3 people, things, ideas**

**Line 5: Who feels \_\_\_ about \_\_\_ 1 emotion about 1 thing**

**Line 6: Who needs \_\_, \_\_, and \_\_\_ 3 things you need**

**Line 7: Who gives \_\_, \_\_, and \_\_\_ 3 objects you share**

**Line 8: Who fears \_\_, \_\_, and \_\_\_ 3 items**

**Line 9: Who'd like to see, \_\_\_ 1 place, or person**

**Line 10: Who dreams of \_\_\_ 1 item or idea**

**Line 11: A student of \_\_\_ your school or teacher's name**

**Line 12: \_\_\_ Nickname or repeat your first name**

### **CINQUAIN:**

**Cinquains have five lines**

**Line 1: Title (noun) - 1 word**

**Line 2: Description (adjectives) - 2 words**

**Line 3: Action (verbs) - 3 words**

**Line 4: Feeling (phrase) - 4 words**

**Line 5: Title (synonym for the title) - 1 word**

**An example is -**

**Mom**

**Helpful, caring**

**Loves to garden**

**Excitable, likes satisfying people**

**Teacher**

## **Reading Activities**

Please have your child read for *at least* 30 minutes each day. This can include books from your library at home or books read with a parent. Possible skills to work on/review before, during and after reading each day are:

- **Making Predictions:** Your child may make predictions for what he/she thinks will happen before and during reading a story. Check to see if any predictions come true.
- **Questioning:** Good readers ask questions as they read to help further their understanding.
- **Summarizing/Sequencing:** Be able to summarize the major events of a story and discuss the sequence of the story from beginning to end.
- **Compare/Contrast:** Compare and contrast characters in stories or compare and contrast events from two different stories. We use a Venn diagram to compare and contrast.
- **Story Structure:** Write and/or detail the setting, plot and main characters in a story. This can also involve sequence the events of a story in order.
- **Author's Purpose:** Discuss why the author wrote the story (think PIE: to persuade, to inform, or to entertain)
- **Nonfiction Text Features:** When reading a nonfiction book, have your child discuss the different text features in the book and explain their purpose (ex: table of contents, labels, captions, glossary, index, photographs, etc.).
- **Main Idea & Support Details:** Read a story and discuss the main idea and details that support the overall main idea

## Technology Reading Activities

There are a variety of free online resources to help with your child's reading development.

- **Epic:** Epic is a fantastic online resource with thousands of books for students to read. The login may or may not work at home.
  - Go to <https://www.getepic.com/>
  - Click "login" in the top right-hand corner
  - Click "Students & Educators"
  - Type in our class code: qag5735
  - Find your child's name and click on it
  - Read, read, read!
- **IXL:** Students can practice any English Language Arts skills through logging into IXL. If you have any questions about logging into IXL or need your child's username or password, please let me know.
- **Storyline Online:** Storyline online is a great resource where the world's best storytellers read stories aloud online.
  - Go to <https://www.storylineonline.net/>
  - Choose any story and listen to the actor/actress read it to you
- **Starfall:** Starfall includes math and reading activities and games.
  - Go to <https://www.starfall.com/h/index-grades123.php>
  - Chose Grade 2-3 English
  - Click on the available activities
- **Scholastic:** Learn at home throughout this break with Scholastic
  - Go to <https://classroommagazines.scholastic.com/support/learnathome.html> to explore more

## Daily Word Work

### Weekly Spelling Words: (oo, ew, ue, ou)

1. knew
2. broom
3. scoop
4. review
5. routine

6. gloom
7. spoon
8. stoop
9. cougar
10. flew
11. youth
12. Interview

### **Daily Word Work Activities:**

Monday: Sort your words by the letter pattern they follow - oo, ew, ue, ou. Write your words in cursive.

Tuesday: Write riddles for each of your spelling words. (Ex. I have a handle and I can help clean up a mess. What am I? broom)

Wednesday: Write your spelling words in shaving cream. (Get a piece of aluminum foil and squirt some shaving cream on it. Spread the shaving cream and write your words.)

Thursday: Write a fictional story using at least 8 of your spelling words. Illustrate your story.

Friday: Quiz

## **Science Activities**

**Sound:** Singing Glasses - Get two glasses and put water in each. (The amount of water does not have to be the same.) Dip your finger in the water and rub your finger around the rim of the glass. Do the same thing to the second glass. Do they have the same pitch? How can you get them to have the same pitch?

Additional activities: 1. Put a toothpick or long match stick in one glass. Push the two glasses together. Dip your finger in the glass without the stick and rub the rim. What happened to the stick? Did it vibrate? What can you do to make it vibrate if it did not?

2. Get several glasses and put different amounts of water in each one. What did you notice about the pitch? Can you change the volume?

- **pitch:** The property of a sound that is changed by the speed of vibrations that produce the sound; the faster an object vibrates, the higher the pitch.
- **sound:** A vibration that travels as a wave through a material.
- **volume:** A measure of loudness from the intensity of a sound wave.

**Explanation:** As you rub your finger on the rim, your finger first sticks to the glass and then slides. This stick and slide action occurs in very short lengths and produces a vibration inside the glass, which in turn produces a sound. As soon as the first few vibrations are produced, the glass resonates. That means you're causing the

water in the glass to vibrate and create one clear tone. You can change the pitch (highness or lowness of the sound) by adding to or subtracting from the amount of water in the glass. The volume (loud or quiet) can be changed only a little bit by increasing or decreasing the pressure from your finger.

**\*\*Watch The Magic School Bus - In the Haunted House - (Sound)**

### **Forces and Interactions:**

- Create a **Marshmallow Shooter** - You'll need a cheap o' plastic cup, a balloon, mini-marshmallows. Cut the bottom off the cup. Cut the top off the balloon and tie a knot in the part of the balloon that you blow in. Stretch the balloon over the opening of the cup (not the end you cut, but the part you drink out of). Drop the mini-marshmallow into the cup. Pull back the knotted part of the balloon and launch. What happens if you use a little force? What happens when you use a lot of force? **\*\*Get a tape measure and measure how far your marshmallows travel.**
- Students can also practice skills on IXL. Choose 2<sup>nd</sup> Grade Science.
  - Section G: Force and Motion
  - Section H: Magnets

### **Soil and Erosion:**

- Beach Erosion - Create a beach in a pan. **A paint pan works best for this activity.** What you'll need: a pan, sand, water, blue food coloring, a plastic bottle. Get five cups of sand and put them in a pan. If you do not have sand, you can make your own with cornmeal, salt, and water. Make sure the sand is built up on a slope. Next put water in your plastic bottle. Add 4-5 drops of blue food coloring into the bottle of water and shake the bottle to mix. Next pour the water into the deepest part of the pan - opposite the sand. Then add some more water. Use the empty bottle to press up and down in the water to make waves. How does the water affect the sand? What happens if the waves move faster or slower? When would you see severe beach erosion?
- Students can also practice skills on IXL. Choose 2<sup>nd</sup> Grade Science.
  - Section P: Earth Events

### **Lifecycles: \_**

- Explore the website <https://kids.sandiegozoo.org> . Research an interesting animal you do not know much about. Make a poster of the animal. Your poster should include a drawing of your animal and interesting facts you learned.
- Students can also practice skills on IXL. Choose 2<sup>nd</sup> Grade Science.
  - Section I: Classification
  - Section J: Animals
  - Section K: Plants

- Section L: Traits

## **Creative Time**

We encourage you to use this time as a “brain break” to let your child be creative and play. Some ideas for creative exploration/play are:

- Craft time
- Play/build with LEGOS, blocks, and other toys
- Free drawing or drawing tutorials (Art Hub for Kids on YouTube is great! Children’s author, Mo Willems is also doing Lunch Doodles each day on YouTube.)
- Puzzles
- Play a board game
- Go on a family walk
- Do yoga
- Play outside
- Practice a sport or instrument
- Play card games
- Draw with chalk

## **Math Activities**

We have covered so many topics in math this year. These topics include: number sense (skip-counting), addition and subtraction with and without regrouping, measurement, geometry, fractions, time and money.

- **Go Math Workbook:** A great way to practice skills already learned in math is by utilizing the Go Math workbook (Volumes 1 & 2 have been sent home)
- **IXL:** Students may also use IXL to practice math skills. Students may login to IXL and choose “Math”--then click on the “Diagnostic” icon at the top. By taking a daily diagnostic via IXL, the program will work at each child’s instructional level for math (please note: this will also work for reading/language arts skills as well).

- **Epic:** search for any of the math topics listed below. Epic has several great books on each topic that will enhance learning.
- **Number Sense:**
  - On pieces of notebook paper, index cards, or scraps of paper write the numbers 0-9 three times. Put the numbers into a bag. Pull out 3 numbers. Write the 3 digit number down on a piece of paper. Pull out 3 more numbers. Use that number and the first number and make a greater than, less than or equal to math sentence (ex.  $361 < 804$ ). Repeat.
  - Use the same numbers in the bag. Pull out 4 numbers. Make the largest number you can using those 4 numbers. Make the smallest number you can. How did you know how to make the largest and smallest number? How do you say the number you made?
  - Pull out 3 numbers. Make the smallest number. Count on or write on by 2's, 5's, or 10's to 500, 800, 1000, etc.

### **Addition & Subtraction:**

- Danny has \$5. He wants to buy a candy bar for \$1.53 and a drink for \$2.89. Does Danny have enough money? Explain using a math problem. \*\*If he has enough, how much change should Danny get back? Show your work. (Remember the trick for subtracting with zeros!)
- Hillary has 451 Legos. Ben has 89 fewer Legos than Hillary. How many Legos do they have all together?
- Rebecca sold 57 cups of lemonade on Monday. She sold 63 cups of lemonade on Tuesday. It rained on Wednesday, so her lemonade stand was closed. On Thursday, she sold 49 cups of lemonade and 86 cups on Friday. How many cups of lemonade did Rebecca sell in all?
- Grace bought 2 cups of lemonade for 39 cents each. Erin bought 3 cups of lemonade for 43 cents each. How much money did Grace and Erin spend all together?
- Liz spent \$3.74 at the candy store. Patrick spent \$5.59. How much more money did Patrick spend than Liz? How much money did they spend in all?
- **Measurement:**
  - Measure scavenger hunt - inside and outside your houses. (If you don't have a ruler, you can print one or use non-standard units, such as paper clips, cereal, dried pasta, etc.). Find these items and measure them. .toothbrush, cereal box, stuffed animal's arm or leg, your leg, your dad's arm, the arm of a chair, a blade of grass, the kickstand on your bike, a jump rope, a leaf, the gate to your backyard, etc.
  - Recipe for playdough. . . ingredients needed. . .  $\frac{1}{2}$  c. salt, 1 c. flour,  $\frac{1}{2}$  water, and food coloring. Mix all the ingredients together. If it is too dry, add water. Once it is all mixed together, knead it with your hands. If it is too sticky, add flour. Divide the dough into fourths. Make a well in the center of each section. Add 5-10 drops of food coloring and knead the

dough. (This can be messy. Wash your hands in between each color.) The play-dough can be stored in a zip-loc bag. \*\*If you wanted to double the recipe so you would have bigger pieces of play-dough, how much flour, water, and salt would you need?

- **Geometry:**
  - Use the playdough you made along with toothpicks or popsicle sticks to make 2D and 3D shapes. Does your shape have a side or edge. How many corners or vertices does your shape have?
  - I know you are doing a lot of snacking while you have been home. Can you find any 2D or 3D shapes in the food you are eating?
- **Fractions:** Order or make a pizza. Keep track of how many slices of pizza each family member eats. What fraction of the pizza did each person eat? Who had the smallest portion of the pizza?
- **Time:**
  - Create an obstacle course or exercise routine that you and your family can complete. Time each member and see who can get the best time.
  - Go on a walk with your family. Check the time before you leave and then again when you return home. How long did you and your family walk?
  - You eat breakfast at 8:45. What is another way to say 8:45?
  - If you start breakfast at 8:45 and you finish at 9:00, how long did it take you to eat breakfast?
  - You start reading a book at 9:30 and finish half an hour later, what time did you finish? How many minutes are in half an hour?
  - I eat lunch at 12:15. What is another way to say 12:15?
- **Money:** Get a bag of change/coins.
  - Make 84 cents with the fews coins possible; 39 cents with the fews coins possible.
  - How many quarters do you need to equal 75 cents? \$1.00?
  - Make \$1.27 without using quarters.
  - Put all the coins in a bag. Close your eyes and pull out 5 coins. How much money do the 5 coins equal?
  - You and your friend ordered a pizza that cost \$10.14. If you each paid half, how much did you have to pay?

## **Social Studies Activities**

Students can practice Social Studies skills through **IXL**. Have your child login to IXL and choose 2nd Grade Social Studies. Scroll down and have students work on any of the Social Studies sections A through F:

- Section A: Geography
- Section B: Historical Figures

- Section C: Government
- Section D: American symbols, landmarks, and monuments
- Section E: Cultural Celebrations
- Section F: Economics

**History and Culture:** Create a family tree. Find family photos of your relatives. Call or email members of your family and ask them to tell you some important events that have happened in their lives. Include that information with their photo on your family tree.

**Geography: See the Library Resources attachment . . .** Take a 360-degree virtual tour and explore one of America's National Parks. Locate the state (where the national park is located) on a map . Which direction would you have to travel if you were leaving from TN to go to that park? What region is the park in? Email Miss Stuart and tell her something you learned from watching the virtual tour.

**Government and Civics:** Read the book **So You Want to Be President? By Judith St. George** - You can watch and listen to it on Limitless Library- BookFlix/People and Places. . .

- What qualities did the great presidents have? How old must you be to be president? Did you notice facts in the book that were not true? What were some of the silliest facts that were told in the book?
- Write a speech you would give to convince people to vote for you. (See the attachment if you need help writing your speech.)
- Read over your speech after you write it. Practice saying it a few times. Present it to your family. Have them video you and send it to your teacher.

## **Economics:**

We had plans to read The Lemonade War by Jacqueline Davies together during the 4th quarter. We have found a free read aloud of the chapters, but feel free to purchase the hard copy if you'd rather. We have attached the PDF of the activities that go along with the book. If you do not have a printer, feel free to do the activities on plain paper.

Chapter 7: <https://www.youtube.com/watch?v=9vZPEcrL100>

Chapter 8: <https://www.youtube.com/watch?v=KECRmvCvk0Y>

Chapter 9: <https://www.youtube.com/watch?v=fJ9lRjSsBGw>

## **Clean the House/Free Time**

Your child can help you and provide a service to the family by helping to clean in any way needed.

Monday: Make your bed when you get up. Take the trash out.

Tuesday: Make your bed when you get up. Set the table for dinner and take your plate to the sink when you finish.

Wednesday: Make your bed. Clean your bedroom.

Thursday: Make your bed. Clean up your bathroom

Friday: Make your bed. Ask Mom and Dad how you can help them.