

# DAY 1

THEME:  
**WEATHER**

✓ ACTIVITY	PAGE(S)
<b>Art</b>	2
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<b>Wellness</b>	4
<b>Language Arts Reading</b>	5-6
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Learning Activity:

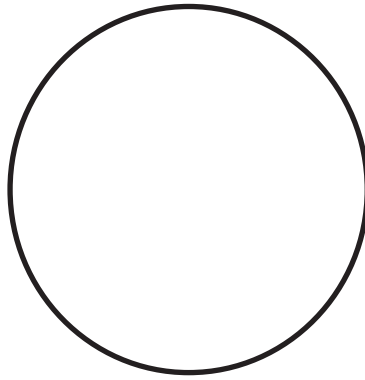
**Art**

Create your own emoji faces and label their mood.

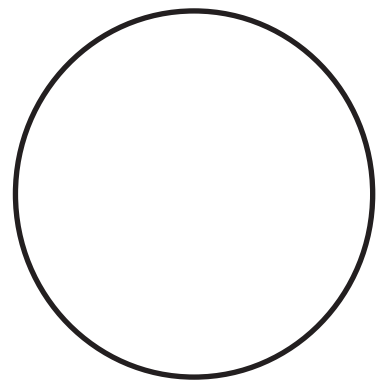


Curious

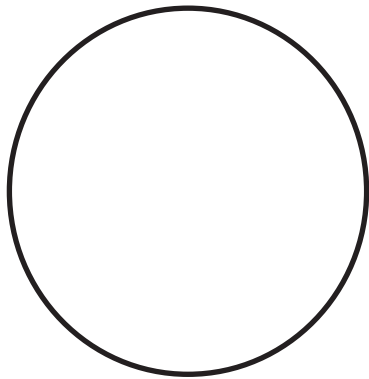
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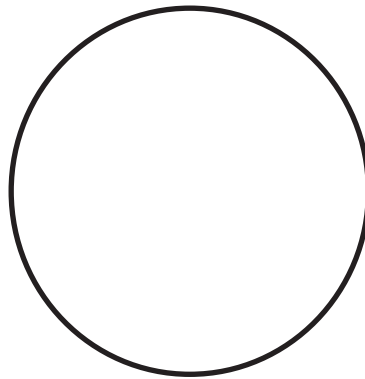
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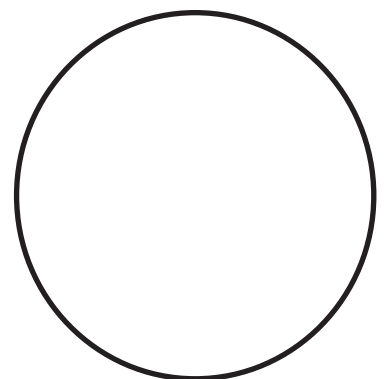
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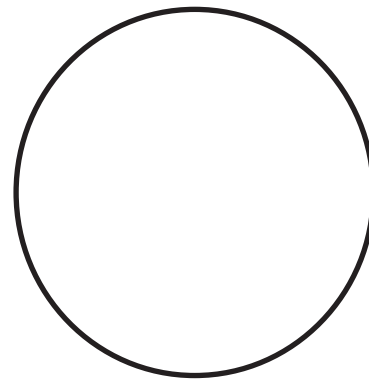
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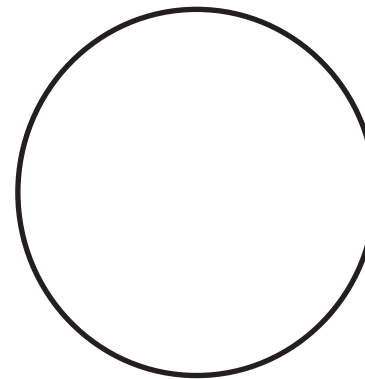
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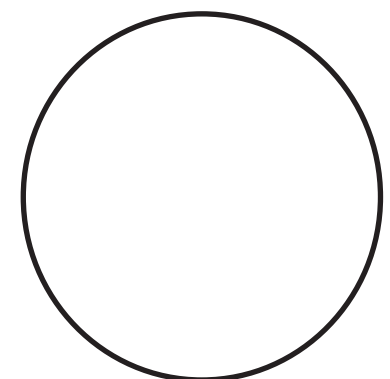
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Learning Activity:

**Music**

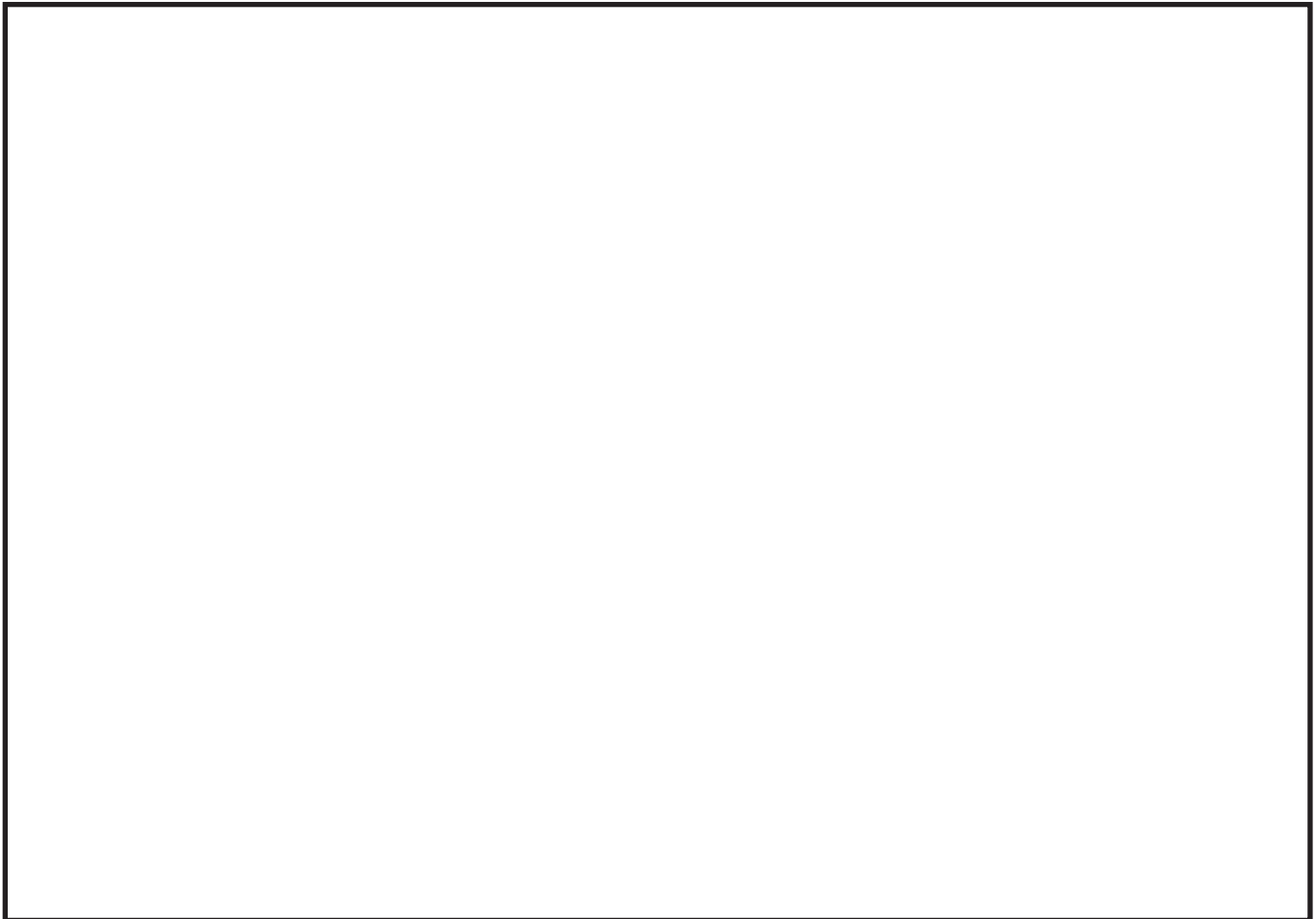
# Snow Day!

To Do: Read the poem, “Snow Day!”, clapping, tapping a pencil, or patting your knees to the beat.

Poem:

It snowed, it snowed a lot last night,  
I’m going out to play!  
There is no school, I get to have  
a great big fun snow day!

To Do: Draw a picture to show how you would spend a Snow Day.



# Fitness Challenges

Complete each task one by one.

Place an 'X' next to the box when the exercise is completed.

Have fun and stay safe!

Jog in place for 30 seconds

Reach up high with both arms and hold for 10 seconds

Do arm circles for 30 seconds.

Hold a plank position for 30 seconds

Do as many mountain climbers as you can in 30 seconds

Sit and touch your toes, hold for 10 seconds

Lie on your back and lift your legs and back off the ground, hold for 10 seconds

Do 15 jumping jacks

Physical Education Standard 1:  
The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Congratulations!**  
**You did it!!!**

Grades: 2-3

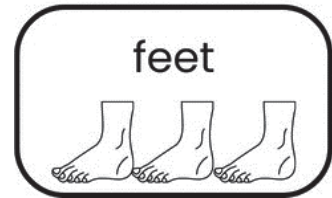
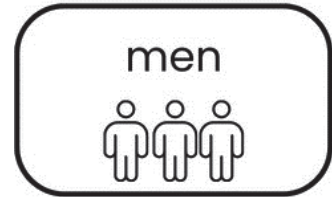
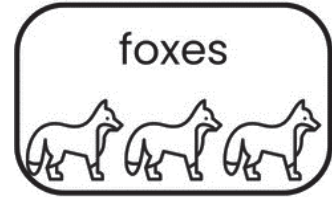
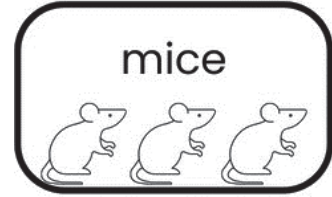
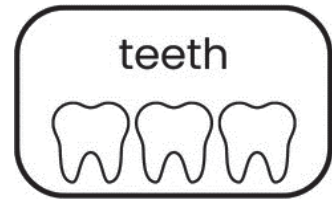
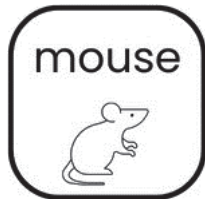
Learning Activity:  
**Language Arts Reading**



Draw a line to match the singular to the plural noun.

Singular

Plural



# Learning Activity:

## Language Arts Reading



Some nouns change their spelling to name more than one.

one child    two children

Two (child, **children**) find a shell.

➤ **Write the correct noun to finish each sentence. Reread each sentence to make sure that it makes sense.**

1. Two \_\_\_\_\_ take a walk. (child, children)
2. I soaked both my \_\_\_\_\_. (foot, feet)
3. One \_\_\_\_\_ is in the pond. (goose, geese)
4. Many \_\_\_\_\_ stand near the hole. (man, men)
5. Four \_\_\_\_\_ ran under the porch. (mouse, mice)
6. A \_\_\_\_\_ stood at the bus stop. (person, people)
7. Two \_\_\_\_\_ waited in line. (woman, women)
8. I lost a \_\_\_\_\_. (tooth, teeth)
9. Six \_\_\_\_\_ flew over us. (goose, geese)
10. I hurt my left \_\_\_\_\_. (foot, feet)



Read these sentences.

It is snowing.

It is colder outside.

I dislike the cold.

I unmade my bed, and I  
went back to sleep.

Learning Activity:  
**Language Arts Vocabulary**



Read the following story.

## Fun at the Beach

Lee and I meet at the beach each week. We jump and yell and run. It's fun!

Lee is my best friend. He is six. So am I. My hat is green. Lee's cap is green, too. We eat sweet peaches at the beach. Yum, yum, yum!

Lee and I dig holes in the sand. Dig, dig, dig! The sea runs in them. The holes fill up fast. We need wet sand.

We make a huge heap of wet sand. We use it to make a neat sand beast.

The sand beast is long like an eel. Maybe it's a snake! We scream and leap over it.

Then Lee and I sit by the sea. My feet get wet. Lee's feet get wet, too. Splash, splash, splash! We don't go in the sea. It's fun to just get wet feet.

We take a walk. Lee and I hunt for shells. We keep about five shells each.

Then Lee has to go home. So do I. We had so much fun. Will I see Lee at the beach next week? Yes! Will I be there? Yes!





Read the following story.

## **A Great Time at Gram's**

Joan can't wait to go to Gram's. She knows she'll have fun with Gram. So far, they've cut rows of paper dolls. What's next?

Gram and Joan have a nice snack. When they're done, Gram tells Joan her plan.

"I know where we can have fun. Let's go up. You're going to like this!"

Gram shows Joan a huge oak trunk. It's loaded with things. Joan sees coats and hats and a dress.

"Gram," she asks, "where did you get the green silk dress?"

"It's from Pops. Put it on." Gram and Joan laugh.

Gram's dress is too big. The silk floats all around Joan, but she looks nice. Gram's face glows when she sees Joan.

Joan sees a green silk hat. She puts it on. It fits!

"You've got fun things," Joan tells Gram.

Just then Mom and Ray come in. Gram tells Ray to see what Pops left in the trunk. Ray sees a big tan hat and a gray vest.

Joan and Ray laugh. "We're playing dress up! When we're at Gram's, we know we'll have a great time!"



Read the following story.

## Races at the Park

June and Teddy lugged their heaviest box of cars to the park. They each chose two different racecars.

Teddy picked a racecar with black and white stripes. June picked next. She picked a blue car. It had heavier wheels than Teddy's.

Then Teddy picked a plain green racecar. June chose a much fancier red car. She hoped it was faster, too. Speedier cars win!

It was easiest to line the cars up at the top of a hill. In the first race, June's blue car raced Teddy's striped car.

June's car zipped faster than Teddy's. Teddy's car was much slower. June's car raced fast enough to win. June felt like the luckiest girl!

In the next race, Teddy's green car raced June's red car. This time, Teddy's car zoomed faster. It was fast enough to win. That made Teddy happier than June.

Teddy and June had one last race. June's speedy blue car raced Teddy's fast green car.

Which car would be faster?

June and Teddy were surprised that both cars raced at the same speed. So they were happy to race one more time!

Using one of the following prefixes (re-, un-) add at least one sentence to the story.

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# Learning Activity:


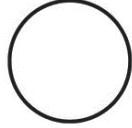
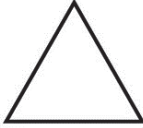
## Math



1. There were 3 apples on the table. Jan put 6 more apples on the table. How many apples were on the table in all? Show your work.

There were \_\_\_\_\_ apples on the table in all.

2. Make a picture that is worth 24¢. You can only use these shapes. Label your picture. Prove that it is worth 24¢.

Square - 5¢ 	Circle - 4¢ 	Triangle - 3¢ 
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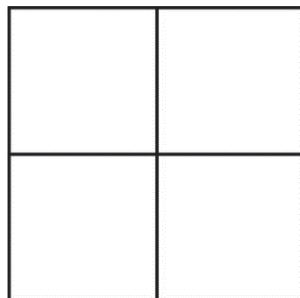
3. Fill in the missing numbers. Then color in the count-by-twos numbers, starting with 2 (2, 4, 6, 8, and so on).

1			4					9	
	12			15					20
			24			27			
		33			36		38		

4. **Circle** a number sentence that matches this picture.

$2+2=4$

$3+4=5$



# Learning Activity:

## Math



1. Gus had some fish. He got 6 more fish at the pet store. Now he has 11 fish. How many fish did Gus have to start with? Show your work.

Gus started with \_\_\_\_\_ fish.

2. Fill in the missing numbers. Then color in the count-by-twos numbers, starting with 2 (2, 4, 6, 8, and so on).

1			4					9	
	12			15					20
			24			27			
		33			36		38		

3. Add:

$6 + 2 = \underline{\quad}$

$2 + 10 = \underline{\quad}$

$24 + 2 = \underline{\quad}$

$2 + 12 = \underline{\quad}$

$18 + 2 = \underline{\quad}$

$30 + 2 = \underline{\quad}$

$14 + 2 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

4. Choose the correct repeated addition equation that matches this array.

$5+5+5=15$

$3+12=15$

$4+4+4=15$


# Learning Activity:

## Math



1. Lin got a t-shirt for 7 dollars and a teddy bear for 4 dollars. He gave the clerk a 20-dollar bill. How much money did he get back? Show your work.

Lin got \_\_\_\_\_ dollars back.

2. Fill in the missing numbers. Then color in the count-by-twos numbers, starting with 2 (2, 4, 6, 8, and so on).

1			4					9	
	12			15					20
			24			27			
		33			36		38		

3. Add:

$6 + 2 = \underline{\quad}$

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$24 + 2 = \underline{\quad}$

$2 + 12 = \underline{\quad}$

$18 + 2 = \underline{\quad}$

$30 + 2 = \underline{\quad}$

$14 + 2 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

4. Subtract:

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

$12 - 2 = \underline{\quad}$

$16 - 2 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

$28 - 2 = \underline{\quad}$

$36 - 2 = \underline{\quad}$

$24 - 2 = \underline{\quad}$

$40 - 2 = \underline{\quad}$

5. Write a repeated addition equation that matches this array.




# Learning Activity:

## Math



1. Lin got a t-shirt for 7 dollars and a teddy bear for 4 dollars. He gave the clerk a 20-dollar bill. How much money did he get back? Show your work.

Lin got \_\_\_\_\_ dollars back.

2. Two 8-legged spiders landed on a 4-legged turtle. Then three 2-legged birds landed on the turtle. How many legs in all (counting the turtle)? Show your work.

There were \_\_\_\_\_ legs in all.

3. Fill in the missing numbers. Then color in the count-by-twos numbers, starting with 2 (2, 4, 6, 8, and so on).

1			4					9	
	12			15					20
			24			27			
		33			36		38		

4. Add:

$6 + 2 = \underline{\quad}$

$2 + 10 = \underline{\quad}$

$24 + 2 = \underline{\quad}$

$2 + 12 = \underline{\quad}$

$18 + 2 = \underline{\quad}$

$30 + 2 = \underline{\quad}$

$14 + 2 = \underline{\quad}$

$8 + 2 = \underline{\quad}$

5. Subtract:

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

$12 - 2 = \underline{\quad}$

$16 - 2 = \underline{\quad}$

$10 - 2 = \underline{\quad}$

$28 - 2 = \underline{\quad}$

$36 - 2 = \underline{\quad}$

$24 - 2 = \underline{\quad}$

$40 - 2 = \underline{\quad}$

6. Fill in the blanks.

 <p><b>a</b> 9 leaf cutter ants How many antennae in all? <u>                    </u></p>	 <p><b>b</b> 12 butterflies How many wings in all? <u>                    </u></p>	 <p><b>c</b> 7 elephants How many ears in all? <u>                    </u></p>
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7. Write a repeated addition and multiplication equation that matches this array.


# Learning Activity:

## Science

### Engineering Design

Draw a snowman. Label your drawing using words from the word bank:

head	bottom	eyes
hat	middle	buttons
arms	nose	scarf

Use words to describe why the snowman stands.

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**Optional Challenge:** If snowballs couldn't be round, what shape would you choose for them to be to make the most solid snowman? Why?

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# Learning Activity: Second Step

PRINT

## Grade 2, Unit 2 Lesson 5: Identifying Feelings

Home Link

	<p><b>What Is My Child Learning?</b> Your child is learning to identify others' feelings based on physical, verbal, and situational clues.</p>	<p><b>Why Is It Important?</b> Identifying how others feel will help children have empathy for them.</p>
	<p><b>Ask your child: How do you show <i>interested</i> on your face and body? What about <i>worried</i>?</b></p>	

**Read Together**

There are many different feelings. Some are comfortable, and some are uncomfortable. All feelings are natural. You can focus your attention on someone's face or body and on the situation for clues about how that person is feeling.

**Feelings Photography Scenarios**

Show me how you would feel if you:

- Tripped and spilled juice on the floor
- Got a hug from a family member
- Left your favorite book on the bus
- Received a birthday card in the mail
- Had an argument with your friend
- Got an invitation to a party
- Broke a family member's favorite mug

**Practice Together: Feelings Photographer**

Take turns pretending you're a feelings photographer!

1. Choose a scenario and read it to the person you are going to photograph.
2. Have that person show a feeling using his or her face and body.
3. Pretend to take a photo.
4. Name the feeling of the person whose photo you took, and say how you can tell.
5. Have the person who showed the feeling tell you if you're right.

Now have your child choose a feeling and write it in one of the boxes below, while you do the same. Then draw a picture of yourself showing your feeling above the word you wrote, and have your child do the same.

Child

Adult

I feel \_\_\_\_\_.

I feel \_\_\_\_\_.