

DAY 3

THEME:
SPORTS/GAMES

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Wellness	45
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Learning Activity:

Art

Create a pair of matching mittens.

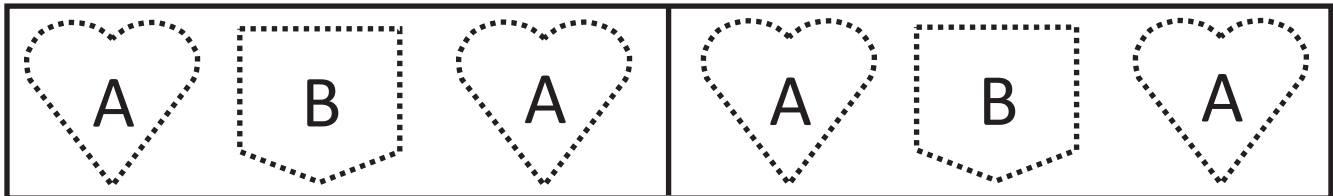


Learning Activity:

Music

Let's Create an A-B-A Pattern

To Do: Trace the A-B-A pattern



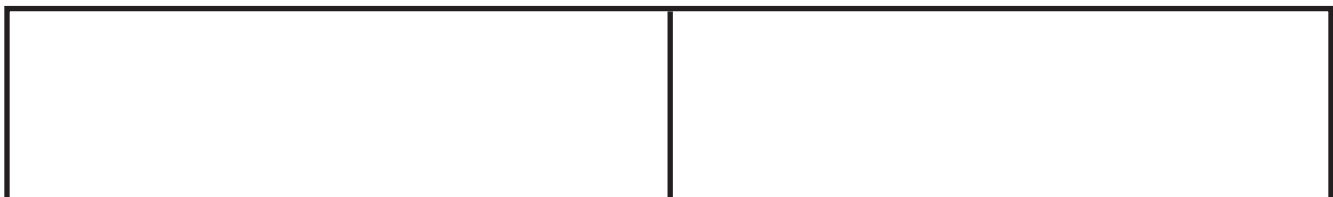
To Do: Trace the A-B-A pattern, then finish the pattern



To Do: Create your own A-B-A pattern



To Do: Create your own A-B-A pattern



Learning Activity:

Wellness

Overhand Throwing

Have fun and stay safe!

Use a rolled up sock, stuffed animal, soft ball, or anything that can be safely underhand tossed.

Use a door, wall, pillow, or anything that can safely be your target.

Practice overhand throwing for 5 minutes.

Critical Elements for Throwing:

-Side to target

-Arm back at shoulder height, elbow bent

-Step with opposite foot

-Follow through to target

Challenges:

How many in a row can you get to the target?

Step back after 5 successful throws.

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

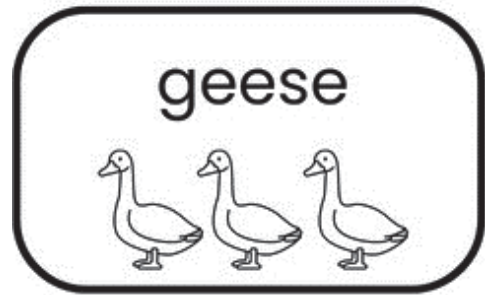
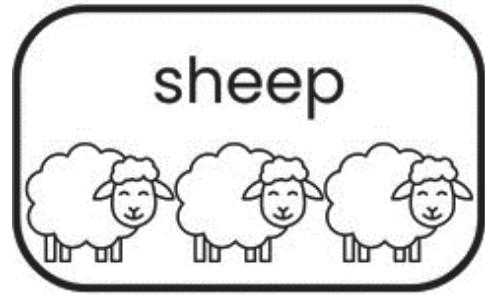
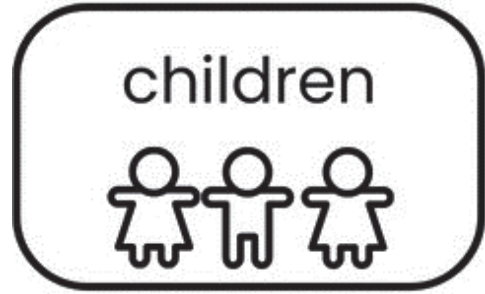


Draw a line to the correct plural for each noun.

Singular



Plural



Learning Activity:
Language Arts Reading



Draw a line to the correct plural for each noun.

Singular

goose

sheep

child

woman

Plural

women

children

sheep

geese

Learning Activity: Language Arts Reading



Circle the correct noun to complete each sentence.

1. The (**goose/geese**) flew south for the winter.
2. The (**moose/meese**) walked across the road.
3. The (**childs/children**) played soccer.
4. The football players had stinky (**feet/foots**).
5. The hockey players lost their (**tooths/teeth**).

Learning Activity:
Language Arts Reading



Write 3 sentences using the following irregular plural nouns:

Sheep

Handwriting practice lines for the word 'Sheep'. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are two such sets of lines provided for writing practice.

Teeth

Handwriting practice lines for the word 'Teeth'. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are two such sets of lines provided for writing practice.

Children

Handwriting practice lines for the word 'Children'. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are two such sets of lines provided for writing practice.



Read these sentences.

He is kicking the soccer ball.

She ran quickly.

They will replay the game.

His shoe came untied.



Read the following story.

Clark Shark

Clark Shark's pals had not seen him in a long time.

"I shall find Clark," said his friend Barb. Off swam Barb.

Barb swam and swam. Then sweet tunes filled the sea. Barb swam to see what made those sweet tunes.

There was Clark playing a harp in the deep, dark sea. Barb had never seen a harp.

"Clark!" said Barb. "I didn't know you played the harp!"

"I had seen a harp and started playing. I kept playing each day," said Clark.

Then Clark plucked at a few strings. Those few notes made sweet tunes.

He made soft plucks. He plucked loudly. He played and played.

Barb swam back to tell her pals. Then they darted off to see Clark play.

Clark was a huge star. Clark played, and his shark pals sang. Clark's pals asked him to teach them to play.

"It's not hard," said Clark, "but you must play each day. You must not give up."

So Clark and his pals played and sang each day. They filled the sea with sweet tunes.



Read the following story.

The Camping Trip

"Let's go camping," said Zeke. "We'll spend the weekend at Mule Bay."

"I think that'd be great!" I said. "I'll bring food."

"I'll bring the tent," Zeke said. "But don't bring too much! It's a long way to the campsite."

At sunrise the next day we drove to Pinecone Road. We headed up the trail. We felt fine. We talked and sang. But as the sun rose, it got hot. Then the trail got steep. Up and up it went. We were puffing and sweating.

"Did you know it'd be this steep?" I asked.

"No," Zeke groaned. "The map made it seem flat!"

We came around a bend. At last we could see Mule Bay. "The first thing we're doing is leaping into that bay," Zeke grunted.

But by the time we got there, it was raining! We set up the tent and sat inside, wet and not speaking.

Then Zeke handed me a peach. I thanked him. We laughed.

"We've had bad luck," said Zeke. "But we're here. So let's get out the raingear!"

I waited before I asked him, "What raingear?"



Read the following story.

Brook's Plants

"It looks like a nice day again," said Dad.

"Let's go for a bike ride along the path near the woods," said Brook.

Brook and Dad got on the bikes and took a ride.

When Dad and Brook got back, Brook looked for Gert.

"Let's go and see Gert in her yard," said Brook.

Brook looked at Gert. Gert stood up.

"I'm planting seeds," said Gert. "Green bean plants and green pea plants will grow."

"Can we plant seeds, Dad?" asked Brook. "It looks like fun."

Gert gave them some seeds.

"Growing these plants is fun and work. If you work hard, you will get a good prize," said Gert.

Brook and Dad took the seeds and went home. Dad got a book about seeds.

First, Brook made holes in the dirt. Then she put seeds in them. Dad put dirt over the seeds that Brook planted.

Brook and Dad had to water their plants and pull up weeds. They did it together. Brook and Dad watched their plants grow.

"Look!" yelled Brook. "Look at these big plants! What can we do with them?"

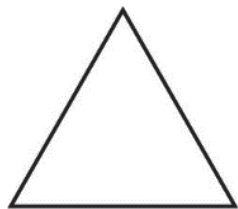
"We can cook them and eat them," said Dad.

"Such good prizes!" said Brook. "This is work and fun!"

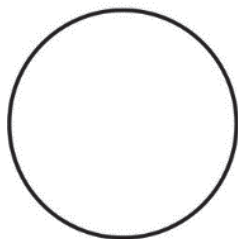
Learning Activity: Math



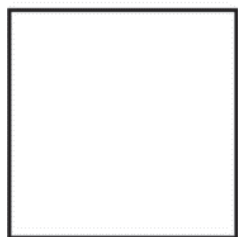
1. Draw a line from the picture of the shape to its correct name.



circle

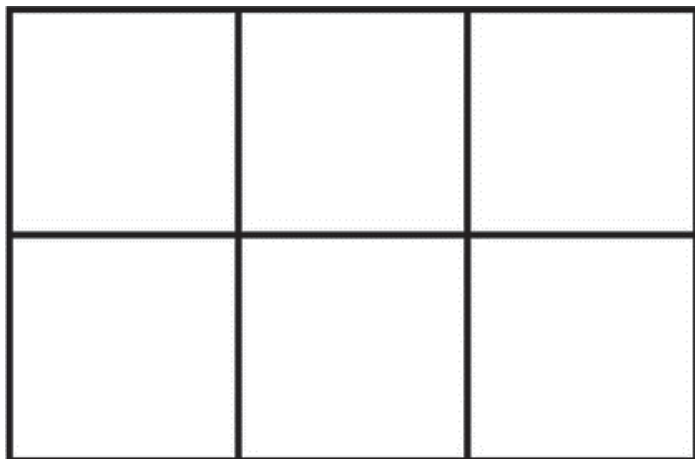


square



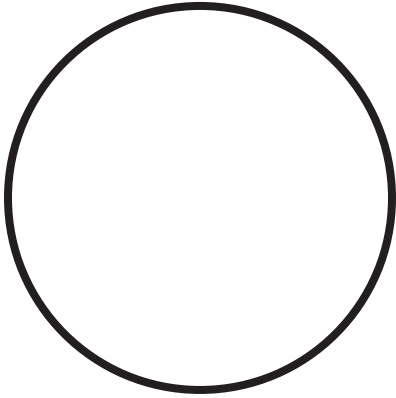
triangle

2. Count the number of squares in the rectangle.

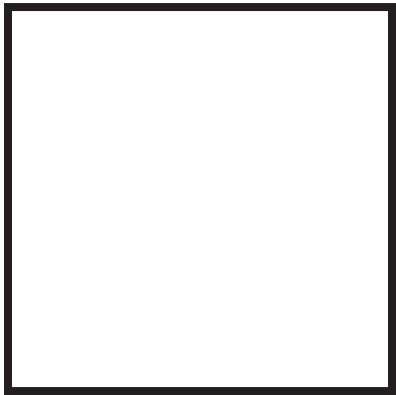


There are _____ squares in all.

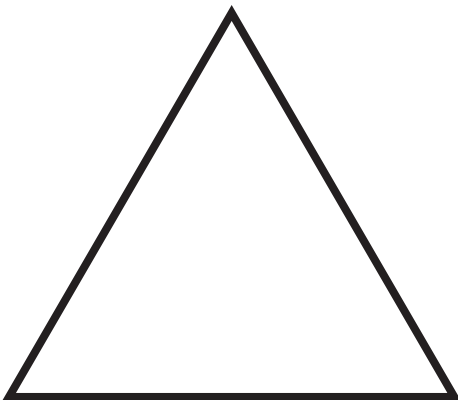
3. Draw a line on this circle to make 2 equal halves.



4. Draw a line on this square to make 2 equal halves.



5. Draw a line on this triangle to make 2 equal halves.



Learning Activity:

Math



1. Using the word bank label each picture.

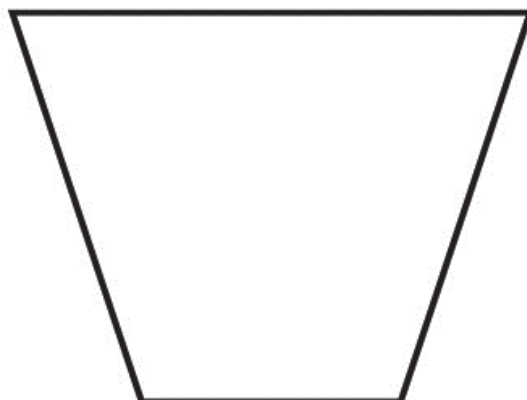
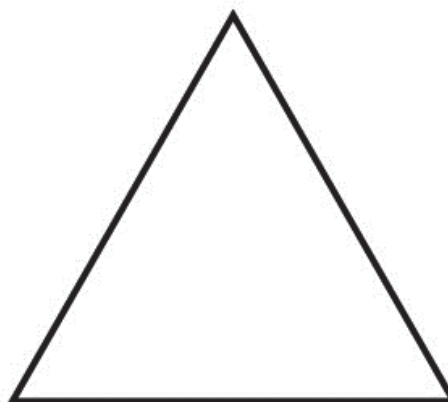
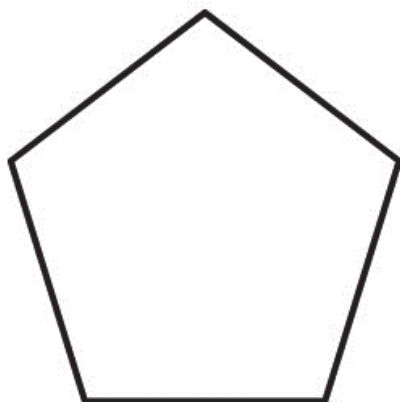
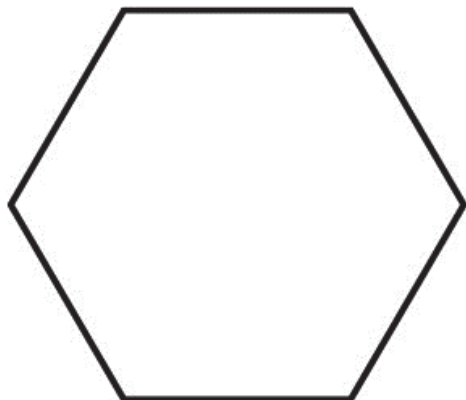
triangle

quadrilateral


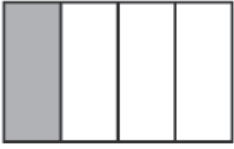


pentagon

hexagon

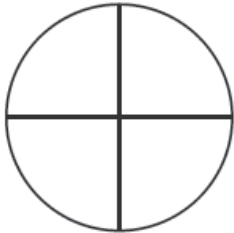
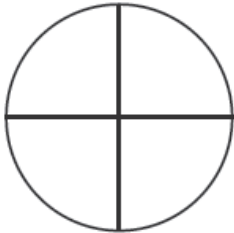


square



2. What part of each rectangle is colored? Circle the correct fraction.

<p>a</p>  <p>$\frac{1}{3}$ $\frac{2}{2}$ $\frac{1}{2}$ $\frac{3}{4}$</p>	<p>b</p>  <p>$\frac{1}{4}$ $\frac{2}{4}$ $\frac{1}{3}$ $\frac{3}{6}$</p>
<p>c</p>  <p>$\frac{2}{3}$ $\frac{1}{2}$ $\frac{3}{4}$ $\frac{1}{3}$</p>	<p>d</p>  <p>$\frac{3}{4}$ $\frac{2}{4}$ $\frac{3}{3}$ $\frac{5}{4}$</p>

3. Read each fraction and color in that part of the shape.

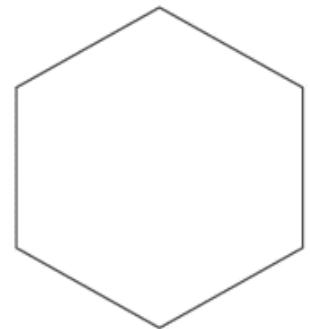
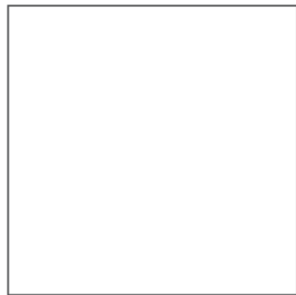
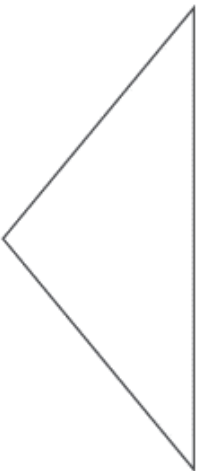
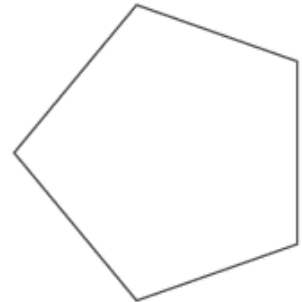
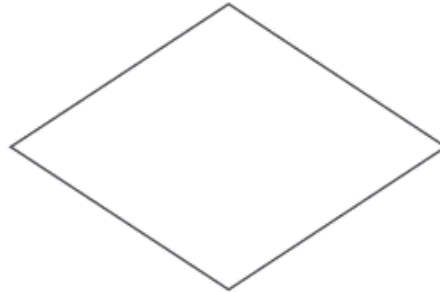
<p>a</p>  <p>$\frac{2}{4}$</p>	<p>b</p>  <p>$\frac{3}{4}$</p>
<p>c</p>  <p>$\frac{1}{6}$</p>	<p>d</p>  <p>$\frac{3}{6}$</p>

Learning Activity:





Math



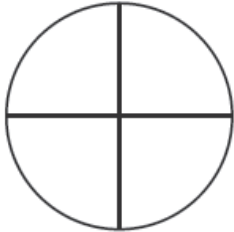
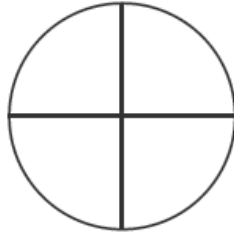

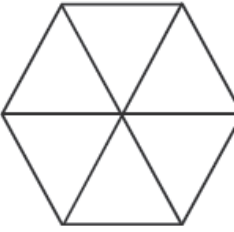
1. a) A triangle is a closed shape with three sides. Circle all the triangles.
b) A quadrilateral is a closed shape with four sides. Cross out all the quadrilaterals.
c) A pentagon is a closed shape with five sides. Draw a box around all the pentagons.
d) A hexagon is a closed shape with six sides. Put a dot on all the hexagons.



2. What part of each rectangle is colored? Circle the correct fraction.

<p>a</p>  <p>$\frac{1}{3}$ $\frac{2}{2}$ $\frac{1}{2}$ $\frac{3}{4}$</p>	<p>b</p>  <p>$\frac{1}{4}$ $\frac{2}{4}$ $\frac{1}{3}$ $\frac{3}{6}$</p>
<p>c</p>  <p>$\frac{2}{3}$ $\frac{1}{2}$ $\frac{3}{4}$ $\frac{1}{3}$</p>	<p>d</p>  <p>$\frac{3}{4}$ $\frac{2}{4}$ $\frac{3}{3}$ $\frac{5}{4}$</p>

3. Read each fraction and color in that part of the shape.

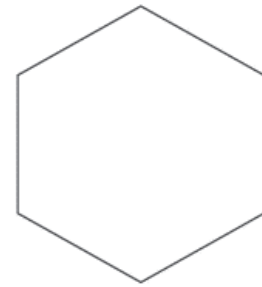
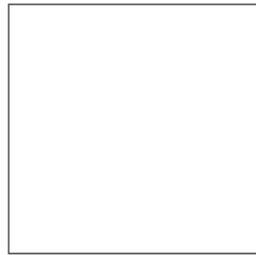
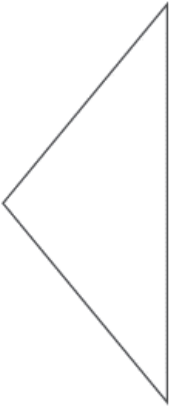
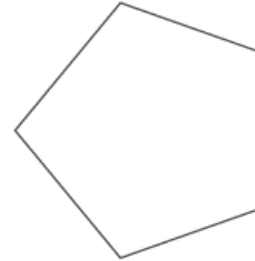
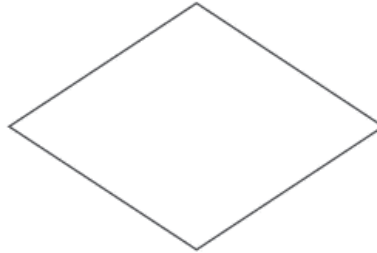
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<p>c</p>  <p>$\frac{1}{6}$</p>	<p>d</p>  <p>$\frac{3}{6}$</p>

Learning Activity:

Math

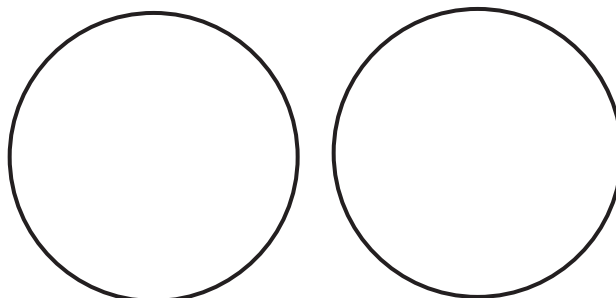


1. A triangle is a closed shape with three sides. Circle all the triangles.
A quadrilateral is a closed shape with four sides. Cross out all the quadrilaterals.
A pentagon is a closed shape with five sides. Draw a box around all the pentagons.
A hexagon is a closed shape with six sides. Put a dot on all the hexagons.



2. Next, draw a new set of shapes.

3. David and Sara each got a mini-pizza exactly the same size. David cut his pizza into 4 equal pieces. Sara cut her pizza into 6 equal pieces. Who had bigger pieces? Draw on the circles below to help solve this problem.



_____ had bigger pieces.

4. David ate 3 of his pieces. Sarah ate 4 of her pieces. Who ate more pizza? Use pictures, numbers, and/or words to explain your answer.

_____ ate more pizza.

Learning Activity:

Science

Engineering Design

Answer the following questions.

1. Why is there no school today?
2. How is having no in-person school a problem?
3. Where could you get more information about the weather?

1. _____

2. _____

3. _____

On the next page, draw a picture to show how you are spending your day.

Draw a picture to show how you are spending your day.

Learning Activity:

Social Studies

Fact vs Opinion

A fact is something that you can prove to be true or false.

An opinion tells what someone thinks, feels, or believes. You cannot prove whether an opinion is true or false.

Read each sentence. Circle if it is a fact or opinion.

Football is the best sport. **Fact** **Opinion**

Basketball is played with a hoop. **Fact** **Opinion**

Sports are fun. **Fact** **Opinion**

Volleyball has a net. **Fact** **Opinion**

Write one fact about a sport or game of your choice.


Write one opinion about a sport or game of your choice.

Learning Activity: Second Step

PRINT

Grade 2, Unit 2 Lesson 9: Showing Compassion

Home Link

	<p>What Is My Child Learning? Your child is learning that people can show their compassion for others by saying something kind or doing something helpful.</p>	<p>Why Is It Important? Learning about how to show compassion for other people helps children take action on their feelings of empathy.</p>
	<p>Ask your child: How do you show compassion for others at school?</p>	
<p>Read Together When you have empathy for others, you can say or do many things to show your care and concern. Showing care or concern for others is called <i>compassion</i>. Saying something kind or doing something helpful for others are examples of showing compassion.</p>		

Practice Together: Compassion at Home

1. Work together to write examples of things you have done or said or could do or say to show compassion to others at home. There are examples to get you started.
2. Talk about how showing compassion made you feel in those situations.

Compassion Looks Like	Compassion Sounds Like
Helping a family member bring in some heavy groceries.	Telling family members you care about them when you notice they are feeling sad.