

# DAY 1

THEME:  
**WEATHER**

✓ ACTIVITY	PAGE(S)
<b>Art</b>	2
<b>Music</b>	3
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<b>Language Arts Reading</b>	5-8
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Learning Activity:

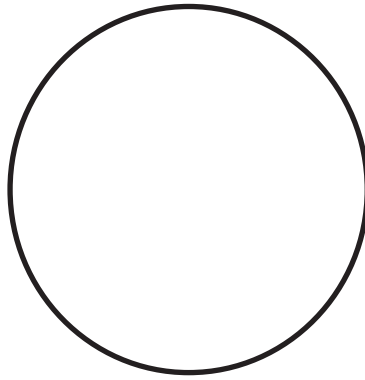
**Art**

Create your own emoji faces and label their mood.

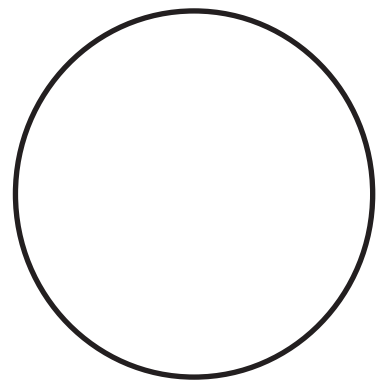


Curious

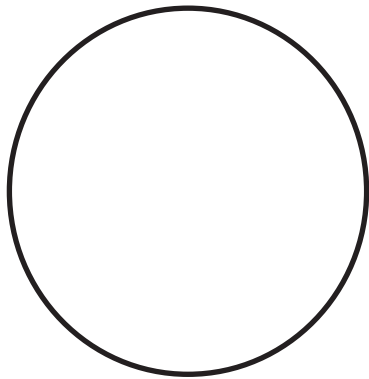
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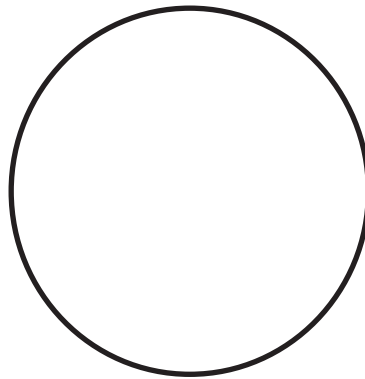
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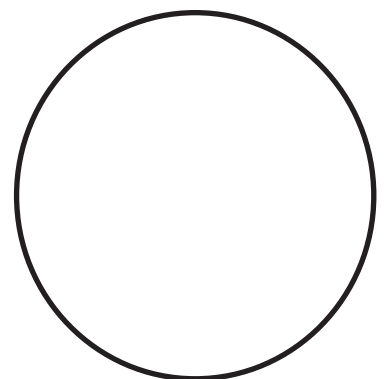
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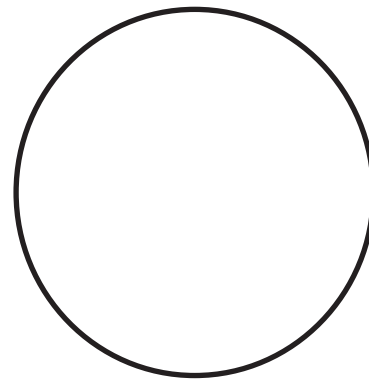
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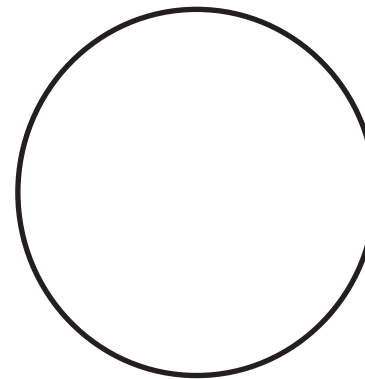
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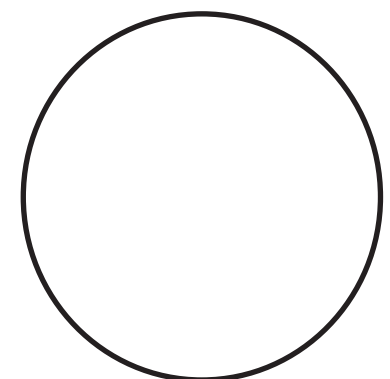
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Learning Activity:

**Music**

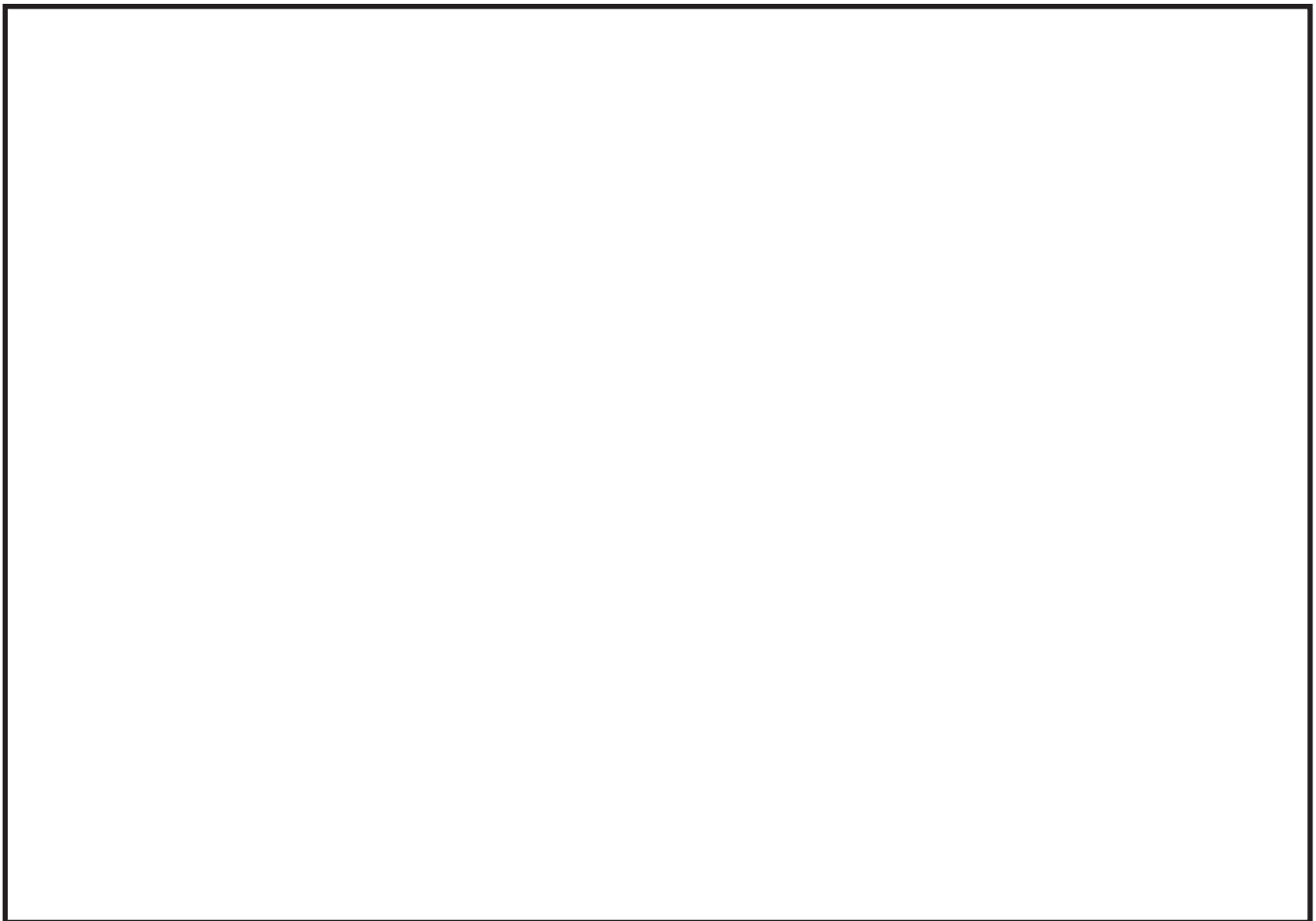
# Snow Day!

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



Read the following story and answer the questions below.

“Do you hear that wind?” said Alex. “The newspaper said this storm might set a record! It could be the biggest in ten years!” “Oh, no way. It’ll probably be just a few snowflakes,” said Alex’s sister Sally. She went back to playing. This put Alex in a bad mood. Alex was the youngest of five siblings, and he never felt like his brothers and sisters were thankful for what he did.

“Alex is right,” said Papa. “Alex, go to old Mr. Olson’s before the snow really starts falling and help him get his cows in the barn.” Alex ran down the lane to Mr. Olson’s house where he found the old farmer having a hard time opening the door. “I need to open this so I can get the cows in,” Mr. Olson said.

Alex ran to the shed where Mr. Olson kept his tools. He found a screwdriver and took it to Mr. Olson. After lots of tries, the door opened. The cows mooed as if in thanks. “Thanks for your help, Alex,” said Mr. Olson. He gave Alex a present, a little carved wooden cow. Alex ran home, feeling proud, just as the snow started to fall.

1. Using the context clues, **circle** the correct meaning for the word “record”:
  - a) To write down
  - b) A disk with sounds copied on it
  - c) The most of something
2. Using the context clues, **circle** the correct meaning for the word “present”:
  - a) Right now, current
  - b) A gift
  - c) To show others

# Learning Activity:

## Language Arts Reading



**Read the following story and answer the questions below.**

“Do you hear that wind?” said Alex. “The newspaper said this storm might set a record! It could be the biggest in ten years!” “Oh, no way. It’ll probably be just a few snowflakes,” said Alex’s sister Sally. She went back to playing. This put Alex in a bad mood. Alex was the youngest of five siblings, and he never felt like his brothers and sisters were thankful for what he did.

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1. Find “*present*” in the story. Underline the context clues that help you determine the meaning of “*present*”.

2. Using the context clues, what does the word “*present*” mean?

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3. Find “*record*” in the story. Underline the context clues that help you determine the meaning of “*record*”.

4. Using the context clues, what does the word “*record*” mean?

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# Learning Activity:

## Language Arts Reading



Read the following story and answer the questions below.

There were many factors that caused the storm in Minnesota that year. Some said it was the cold wind from the north that brought the snow, and others said it was the moist weather from the east. The truth is, it was both. “Do you hear that wind?” said Alvin. “The newspaper said this storm might set a record! It could be the biggest in ten years!” “Oh, you exaggerate. It’ll probably be just a few snowflakes,” said Alvin’s sister Eliza. She went back to tending a pot over the sooty fire. This put Alvin in a bad mood. Alvin was the youngest of five siblings, and he rarely felt like his brothers and sisters appreciated anything he did. “Alvin is correct,” said Papa. “Alvin, go to old Mr. Olson’s before the snow really starts falling and help him get his cows secure in the barn.” Alvin ran down the lane to Mr. Olson’s blue house where he found the old farmer struggling with a frozen latch on the barn door. “I need to open this so I can get the cows in,” Mr. Olson said. Alvin knew what to do. He ran to the shed where Mr. Olson kept his tools. Standing on a footstool, he reached for the screwdriver on a high shelf. He brought it to Mr. Olson. After some struggle with the screwdriver and latch, the crooked door finally opened. The cows mooed and stomped their hooves as if in thanks. “I appreciate your help, Alvin,” said Mr. Olson. He gave Alvin a present, a little carved wooden cow. Alvin ran home, feeling proud, just as the snow started to fall.

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1. Find “*exaggerate*” in the story. Underline the context clues that help you determine the meaning.

2. Using the context clues, what does “*exaggerate*” mean?

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3. Find “*present*” in the story. Underline the context clues that help you determine the meaning of present.

4. Using the context clues, what does “*present*” mean?

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# Learning Activity:

## Language Arts Reading



Read the following story and answer the questions below.

There were many factors that caused the storm in Minnesota that year. Some said it was the cold wind from the north that brought the snow, and others said it was the moist weather from the east. The truth is, it was both. "Do you hear that wind?" said Alvin. "The newspaper said this storm might set a record! It could be the biggest in ten years!" "Oh, you exaggerate. It'll probably be just a few snowflakes," said Alvin's sister Eliza. She went back to tending a pot over the sooty fire. This put Alvin in a bad mood. Alvin was the youngest of five siblings, and he rarely felt like his brothers and sisters appreciated anything he did. "Alvin is correct," said Papa. "Alvin, go to old Mr. Olson's before the snow really starts falling and help him get his cows secure in the barn." Alvin ran down the lane to Mr. Olson's blue house where he found the old farmer struggling with a frozen latch on the barn door. "I need to open this so I can get the cows in," Mr. Olson said. Alvin knew what to do. He ran to the shed where Mr. Olson kept his tools. Standing on a footstool, he reached for the screwdriver on a high shelf. He brought it to Mr. Olson. After some struggle with the screwdriver and latch, the crooked door finally opened. The cows mooed and stomped their hooves as if in thanks. "I appreciate your help, Alvin," said Mr. Olson. He gave Alvin a present, a little carved wooden cow. Alvin ran home, feeling proud, just as the snow started to fall.

1. Find "exaggerate" in the story. Underline the context clues that help you determine the meaning.
2. Using the context clues, what does "exaggerate" mean?

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3. Now write your own sentence using the word "exaggerate". Make sure to include context clues.

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4. Find "present" in the story. Underline the context clues that help you determine the meaning of present.
5. Using the context clues, what does "present" mean?

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6. Now write your own sentence using the word "present". Make sure to include context clues.

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# Learning Activity: Language Arts Vocabulary



## Rules for Capitalizing Titles

1. Always capitalize the first and last words of the title
2. Always capitalize nouns, verbs, adjectives, pronouns, and adverbs.
3. Always capitalize other words in the title that are more than four letters long.

Use 3 lines to underline the words that need to be capitalized in the following book titles.

1. what is today's weather?
2. how does weather change?
3. groundhog weather school
4. can lightning strike the same place twice?
5. shouting at the rain

# Learning Activity: Language Arts Vocabulary



## Rules for Capitalizing Titles

1. Always capitalize the first and last words of the title
2. Always capitalize nouns, verbs, adjectives, pronouns, and adverbs.
3. Always capitalize other words in the title that are more than four letters long.

**Rewrite each of the following book titles with the correct words capitalized.**

1. what is today's weather?

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2. how does weather change?

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3. groundhog weather school

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4. can lightning strike the same place twice?

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5. shouting at the rain

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# Learning Activity: Language Arts Vocabulary



## Rules for Capitalizing Titles

1. Always capitalize the first and last words of the title
2. Always capitalize nouns, verbs, adjectives, pronouns, and adverbs.
3. Always capitalize other words in the title that are more than four letters long.

**Rewrite each of the following book titles with the correct words capitalized.**

1. what is today's weather?

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2. how does weather change?

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3. groundhog weather school

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4. can lightning strike the same place twice?

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5. shouting at the rain

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**Now come up with 3 of your own book titles about weather and capitalize them correctly.**

- 1.

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- 2.

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- 3.

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Learning Activity:  
Math (Set 1)



1 Fill in the missing numbers in the make ten addition facts.

$5 + \underline{\quad} = 10$

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

$6 + \underline{\quad} = 10$

$10 = \underline{\quad} + 8$

$0 + \underline{\quad} = 10$

$9 + \underline{\quad} = 10$

$10 = \underline{\quad} + 7$

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

2 Fill in the missing numbers in the equations below.

$2 + \underline{\quad} = 4$

$16 = \underline{\quad} + 8$

$6 = 3 + \underline{\quad}$

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

$5 + \underline{\quad} = 10$

$\underline{\quad} + 6 = 12$

$8 = \underline{\quad} + 4$

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

3 Fill in the missing numbers to complete the subtraction facts.

$$\begin{array}{r} 1\ 5 \\ - \quad \square \\ \hline 8 \end{array}$$

$$\begin{array}{r} 1\ 3 \\ - \quad 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 1\ 8 \\ - \quad \square \\ \hline 9 \end{array}$$

$$\begin{array}{r} 1\ 1 \\ - \quad \square \\ \hline 4 \end{array}$$

$$\begin{array}{r} 1\ 6 \\ - \quad 9 \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ - \quad 3 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 1\ 7 \\ - \quad \square \\ \hline 9 \end{array}$$

$$\begin{array}{r} 1\ 2 \\ - \quad 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 1\ 1 \\ - \quad 2 \\ \hline \square \end{array}$$

$$\begin{array}{r} 1\ 2 \\ - \quad \square \\ \hline 9 \end{array}$$

$$\begin{array}{r} \square \\ - \quad 2 \\ \hline 1\ 2 \end{array}$$

$$\begin{array}{r} 1\ 3 \\ - \quad \square \\ \hline 8 \end{array}$$





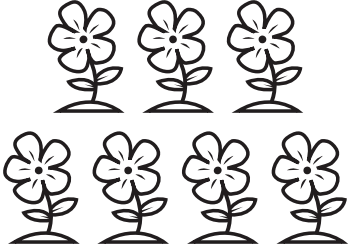

CHALLENGE

4 What is one way the equations in problem 2 are alike?

Learning Activity:  
Math (Set 2)



Answer each question below. Write an addition or multiplication equation to show how you figured it out.

Picture	Answer the question.	Write an equation.
<p><b>example</b></p> 	<p>There are 3 flowers. How many <i>leaves</i>?</p> <p style="text-align: center;">6</p>	<p style="text-align: center;"><math>2 + 2 + 2 = 6</math> or <math>3 \times 2 = 6</math></p>
<p><b>1</b></p> 	<p>There are 3 flowers. How many <i>petals</i>?</p>	
<p><b>2</b></p> 	<p>There are 7 flowers. How many <i>leaves</i>?</p>	
<p><b>3</b></p> 	<p>There are 4 flowers. How many <i>petals</i>?</p>	

# Learning Activity: Math (Set 2)



**1** Fill in the bubble next to the equation that will help you solve each word problem.

**a** Marco wants to buy a T-shirt for each of his 4 cousins. Each T-shirt costs \$12. How much will Marco spend on the T-shirts in all?

- $4 + 12 = ?$         $4 \times 12 = ?$         $12 - 4 = ?$         $12 \div 4 = ?$

**b** Kaylee has 4 erasers. Imani has 12 erasers. How many more erasers does Imani have than Kaylee?

- $4 + 12 = ?$         $4 \times 12 = ?$         $12 - 4 = ?$         $12 \div 4 = ?$

**c** Lucia had 12 marbles. Her sister gave her 4 more. How many marbles does Lucia have now?

- $4 + 12 = ?$         $4 \times 12 = ?$         $12 - 4 = ?$         $12 \div 4 = ?$



## CHALLENGE

**2** Use what you know about multiplication strategies to solve the problems below.

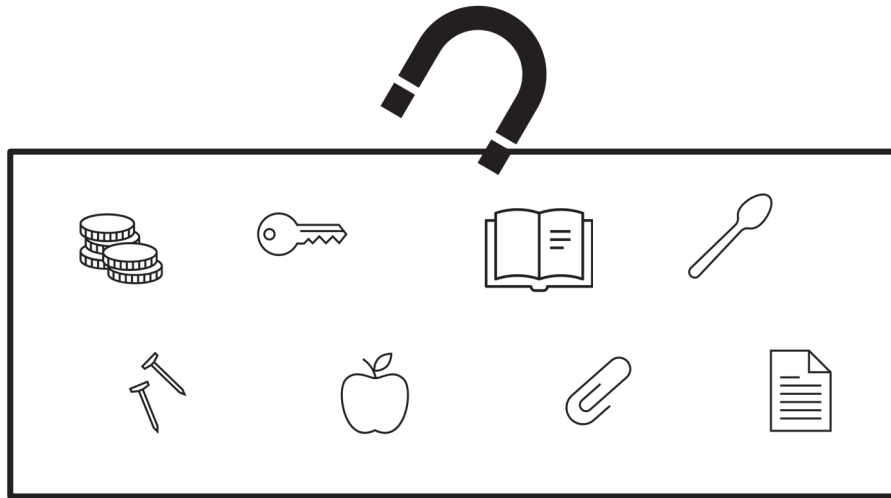
$\begin{array}{r} 20 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 396 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 30 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 768 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 300 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 40 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 40 \\ \times 5 \\ \hline \end{array}$
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$\begin{array}{r} 42 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 42 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 365 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 999 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 60 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 53 \\ \times 10 \\ \hline \end{array}$	$\begin{array}{r} 428 \\ \times 10 \\ \hline \end{array}$
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# Learning Activity:

## Science

Look at the tray of items below. Circle the items that are magnetic (attracted to the magnet).



Draw or write one additional item that would be attracted to the magnet and one that would not.

Magnetic	Not Magnetic

Choose one item that you circled from the tray at the top and explain how you know it is magnetic.

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**How would extreme weather (tornadoes, flooding, droughts, blizzards) impact the journey (process) of milk getting to the ice cream shop?**

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline, repeated down the page.

# Learning Activity: Second Step

PRINT

## Grade 3, Unit 2 Lesson 5: Identifying Others' Feelings

Home Link



**What Is My Child Learning?**  
Your child is learning to identify other people's feelings based on physical, verbal, and situational clues; and that people can have different feelings about the same situation.

**Why Is It Important?**  
Identifying how others feel and understanding that feelings can differ will help children have empathy for others.

**Ask your child: What clues on someone's face or body, or in the situation, would help you tell that the person feels *embarrassed*? What about *excited*?**

### Read Together

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

People can have different feelings from you about the same situation—and that's natural! Noticing other people's clues and understanding how they might be feeling will help you have empathy for them.

### Practice Together: Same or Different?

1. Read the scenarios below together, and write how each of you would feel for each scenario.
2. Compare the two feelings for each situation. Check off whether you feel the same or different.
3. Are your feelings usually the same or different? \_\_\_\_\_

Scenario	Child Feels	Adult Feels	We Feel
You are getting on an elevator to go to the top of a very tall building.			<input type="checkbox"/> the same <input type="checkbox"/> different
There is a big storm outside, and you have to stay home from school or work.			<input type="checkbox"/> the same <input type="checkbox"/> different
You are asked to introduce a new person at school or work to everyone else.			<input type="checkbox"/> the same <input type="checkbox"/> different
You are listening to ghost stories.			<input type="checkbox"/> the same <input type="checkbox"/> different
You are invited to go to the circus.			<input type="checkbox"/> the same <input type="checkbox"/> different