



Kent County Public Schools



# 2nd Grade

Home Learning Materials



Keep these materials for ongoing learning.

# 2nd Grade Pacing Guide

## Weeks from 5/25/20-6/12/20

Please use this as a guide for completing your work.

Week #:	Work to Complete this Week:
Week 9- 5/25/20-5/29/20	<p><u>Reading/Writing:</u> Read the article, "Pedal Power" and answer the questions. Log on and use Lexia for 10-20 minutes every day.</p> <p><u>Math:</u> You will create a zoo of animals using a budget of \$100.00. You will then create a particular shape as a pen for four additional animals and describe the attributes of each shape. Log on and use Dreambox for 15-20 minutes every day.</p> <p><u>Science:</u> Learn about the life cycles of butterflies and frogs. Complete the various activities within the slides.</p> <p><u>Related Arts:</u> Choose one of the activities from the attached related arts, music, or PE/health pages.</p>
Week 10- 6/1/20-6/5/20	<p><u>Reading/Writing:</u> Read the article, "Life of a Dollar Bill and complete the activities. Log on and use Lexia for 10-20 minutes every day.</p> <p><u>Math:</u> Create your zoo grounds based on measurements of the animals you chose for your zoo. Then watch a video and create your arrays/pens based on your measurements. Log on and use Dreambox for 15-20 minutes every day.</p> <p><u>Social Studies:</u> Please complete the Social Studies Lesson on Economic Resources!</p> <p><u>Related Arts:</u> Choose one of the activities from the attached related arts, music, or PE/health pages.</p>
Week 11- 6/8/20-6/12/20	<p><u>Reading/Writing:</u> Complete the Memory Book Keepsake with information about you and your school year. Log on and use Lexia for 10-20 minutes every day.</p> <p><u>Math:</u> You have so many jobs as the zookeeper. A field trip of students came to the zoo today, but several students need help counting their money and choosing a souvenir. Complete the optional activity helping these students! Log on and use Dreambox for 15-20 minutes every day.</p> <p><u>Science:</u> Complete the PBIS butterfly activity on parts of a butterfly and it's life cycle.</p> <p><u>Related Arts:</u> Choose one of the activities from the attached related arts, music, or PE/health pages.</p>

### 2nd Grade Flexible Daily Schedule - \*please adjust the order/time to fit your needs\*

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning</b>	<b>ELA</b> (20-40 min.) <b>Lexia</b> (10-20 minutes) <b>Independent Reading</b> (15-30 minutes)	<b>Science or Social Studies</b> (20-40 minutes) <b>Lexia</b> (10-20 minutes) <b>Dreambox</b> (15-20 min.)	<b>Math</b> (20-40 min.) <b>Dreambox</b> (15-20 min.)	<b>Related arts activity</b> (20-40 min.) <b>Lexia</b> (10-20 minutes) <b>Dreambox</b> (15-20 min.) <b>Independent Reading</b> (15-30 minutes)	Additional resources, related arts, science/ss  <b>Lexia</b> (10-20 minutes) <b>Dreambox</b> (15-20 min.) <b>Independent Reading</b> (15-30 minutes)
<b>Afternoon</b>	<b>Math</b> (20-40 min.) <b>Dreambox</b> (15-20 min.)	<b>Independent Reading</b> (15-30 minutes)	<b>ELA</b> (20-40 min.) <b>Lexia</b> (10-20 minutes) <b>Independent Reading</b> (15-30 minutes)		
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>ZOOM Meeting Schedule for Academic Support</b>	Mitzel: 10:00-11:00 Zottarelli: 10:00-11:00 Fogel: 6:00-7:00 Brown: 10:00-11:00 McGee: 10:00-11:00 Lins: 10:00-11:00	Mitzel: 10:00-11:00 Zottarelli: 10:00-11:00 Fogel: 1:00-2:00 Brown: 9:00-10:00 McGee: 4:00-5:00 Lins: 10:00-11:00	Mitzel: 10:00- 11:00 Zottarelli: 10:00-11:00 Fogel: 11:00-12:00 Brown: 6:00-7:00 McGee: 10:00-11:00 Lins: 10:00-11:00	Mitzel: 6:00-7:00 Zottarelli: 6:00-7:00 Fogel: 1:00-2:00 Brown: 9:00-10:00 McGee: 4:00-5:00 Lins: 10:00-11:00	Mitzel: 10:00-11:00 Zottarelli: 10:00-11:00 Fogel: 11:00-12:00 Brown: 9:00-10:00 McGee: 10:00-11:00 Lins: 10:00-11:00



**Pedal Power**

Shared Read Genre • Expository Text

CCSS

People produce energy when they ride bikes.

**Essential Question**  
How do we use energy?  
Read about how people produce and use energy.

420

**What Is Energy?**

Energy is the ability to do work. Solar energy comes from the Sun. It's a silent source of energy, because it makes no sound. There is also energy that comes from wind and water.

Did you know that energy can come from people, too? When you pedal a bike, you produce energy. You use your legs to push the pedals. Your energy is transferred to the bike. This shift of power or energy makes the bike move.

Now imagine riding your bike to create enough power to run a computer. Some students at one school did just that! They hopped on bikes connected to generators and pedaled in place. Soon they were producing electricity. This energy is needed to run their laptop computers.

421



## Bicycle-Powered Energy

Here's how bicycle-powered energy works. When a student pedals the bike, the rear wheel spins. The wheel spins the generator. The generator produces electricity.

As long as a student pedals the bicycle, electricity **flows**, or runs, through the generator. The electricity can be used right away. This energy can also be stored in a battery. It can be used later. Teachers can **haul**, or carry, laptop computers to the battery and plug them in for power.

### Bicycle Generator



## Using Bicycle-Powered Energy

People also exercise on bicycles and produce power in gyms. People create watts as they pedal. A watt is a unit for measuring power. Small devices, such as small televisions and fans, often use less than 100 watts per hour. These things can be run by bicycle-powered electricity.

It would be a mistake to use pedal power to run a refrigerator, though. This large appliance often uses more than 700 watts per hour. The electricity for these machines comes from power lines overhead or **underground**.

Pedal power is popping up in schools, gyms, and homes. What a fun way to provide electricity!



Bicycle power can be used to power these appliances.

### Make Connections

How can people use the electricity they produce from riding bikes?

#### ESSENTIAL QUESTION

Tell about how you might use bike-powered electricity. **TEXT TO SELF**

Lesson #1: After reading the article, "Pedal Power" answer the following questions:



What information can you learn from the diagram and labels on page 422?

Reread the section titled, "What is Energy?" The main idea is energy is the ability to do work, and it can be used for many things. Write 2 details that support this main idea.

A **prefix** is added to the beginning of a word. A **suffix** is added to the end of a word.

**Prefixes**

**re-** = "again"

**un-** and **dis-** = "not" or "opposite of"

**Suffixes**

**-ful** = "full of"

**-less** = "without"

For each word, underline the suffix or prefix and tell what the word means.

1.

2.

3.

4.

**B. Read each clue. Write a word with a prefix or a suffix to match each clue.**

5. full of joy

6. not wise

7. without fear

8. visit again

9. the opposite of approve

According to the text, what appliance is it not a good idea to use pedal power for? Why?

- A **contraction** is a short form of two words.
- An **apostrophe (')** shows where one or more letters have been left out.
- Some contractions are formed by joining a pronoun with a verb.

I am   I'm   she is   she's   he is   he's   it is   it's

**A. Read each sentence. Form a contraction using the words in ( ).**

1. (I am) thinking about Earth.

2. (She is) worried about resources

3. (He is) a member of the Earth Savers Club.

4. (It is) a club that helps people recycle.

Lesson #2: Reread the article, "Pedal Power" answer the following questions:

Sequencing: Put the sentences in the correct order by placing a number (1 through 5) in each box.

Your energy is transferred to the bike.

You use your legs to push the pedals.

The energy is used to power a laptop.

This shift of power makes the bike move.

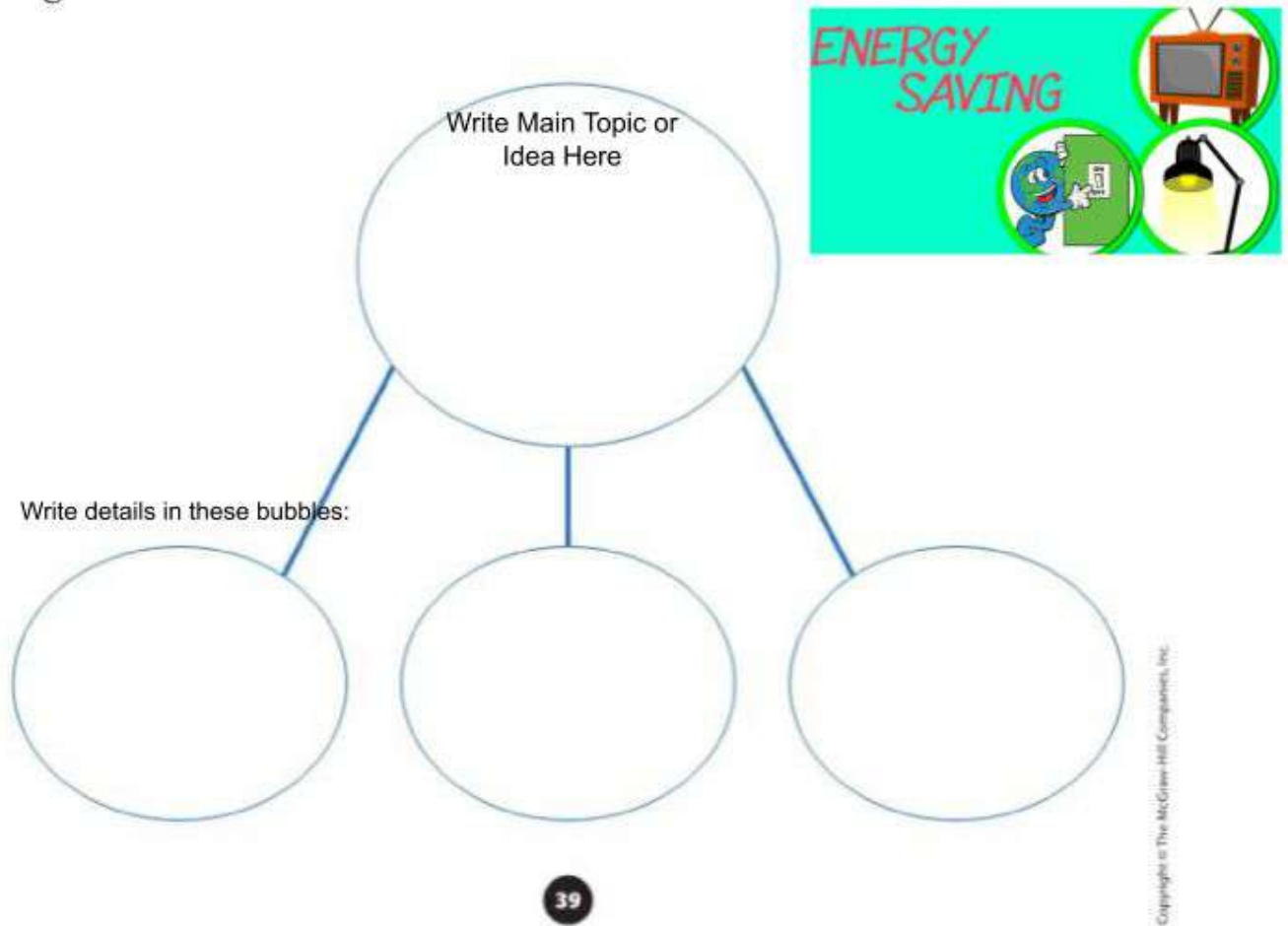
The energy is transferred to a generator.





What would you use pedal power for in your house or community?

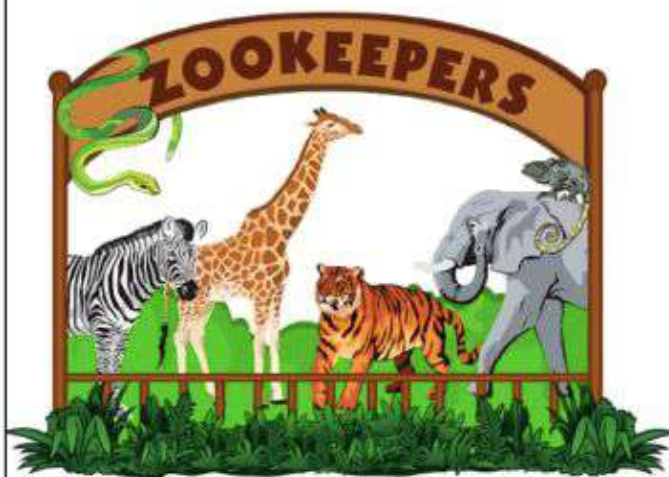
Writing: Write a report about saving energy. Use the text or ask a family member for ideas. Use the graphic organizer to help you organize your writing.



Write or type your report here:

# Let's Create a Zoo!

Congratulations! You've been selected to be the zoo keeper of a brand new zoo opening in Kent County. There is a lot of planning that goes into opening a zoo so let's use our math skills and create the best zoo in town!



# Your Animals

In order to have a zoo, we must have animals! You will have a \$100 budget. On the following page you will find your budget sheet and then you will find three pages with the animals and the cost of each. You are able to purchase as many of any type of animal, just remember you can't go over \$100. Fill in your budget sheet for which animals your zoo will have.

The Animals

Animals	Quantity	Price	Total
Alligator	Type	Here	& Here
Bear			
Cheetah			
Eagle			
Elephant			
Flamingo			
Giraffe			
Gorilla			
Hippo			
Kangaroo			
Koala			
Lion			
Lizard			
Monkey			
Panda			
Parrot			
Peacock			
Penguin			
Polar Bear			
Sloth			
Snake			
Tiger			
Tree Frog			
Turtle			
Walrus			
Zebra			
		Total:	

Zoo Animals  
Budget: \$100

		
Brown Bear: \$12	Elephant: \$22	Tiger: \$18
		
Lion: \$15	Alligator: \$10	Panda Bear: \$10
		
Gorilla: \$15	Giraffe: \$13	Flamingo: \$5



Zoo Animals  
Budget: \$100



Peacock: \$5



Monkey: \$8



Koala: \$12



Snake: \$2



Rhino: \$17



Kangaroo: \$7



Polarbear: \$13



Penguin: \$6

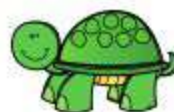


Sloth: \$7

Zoo Animals  
Budget: \$100



Tree Frog: \$7



Turtle: \$8



Walrus: \$11



Zebra: \$10



Lizard: \$17



Hippo: \$13



Eagle: \$16



Cheetah: \$12

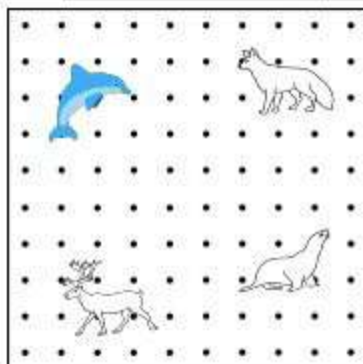


Parrot: \$4

## A New Exhibit

Wow! I have great news! The mayors of Chestertown, Millington, Rock Hall and Galena really want to help your zoo. Each mayor is giving the zoo a donation to pay for a new exhibit. There are very important rules and regulations for the exhibit that you must follow as you plan how it is set up. Each animal needs a particular shaped exhibit:

Animal	Exhibit Shape
Dolphin	Hexagon
Seal	Octagon
Arctic Fox	Pentagon
Buffalo	Quadrilateral



Draw the  
correct exhibit  
around each  
animal.

## A New Exhibit

You need to order windows, or sides to make the new exhibit. Here are the questions that the construction team sent over for you to answer.

Dear Zookeeper,

We are excited to work with you to build your new exhibit at your zoo. Please answer the questions below so that we can order the correct amount of windows to get started. (\*Remember the windows are the same as the sides)

- How many windows will the dolphin exhibit need? \_\_\_\_\_
- How many windows will the seal exhibit need? \_\_\_\_\_
- How many windows will the Buffalo exhibit need? \_\_\_\_\_
- How many windows will the fox exhibit need? \_\_\_\_\_
- How many windows do we need to order in all? \_\_\_\_\_

We are putting special glue on all of the corners, or vertices of the exhibits. We want to make sure we order enough.

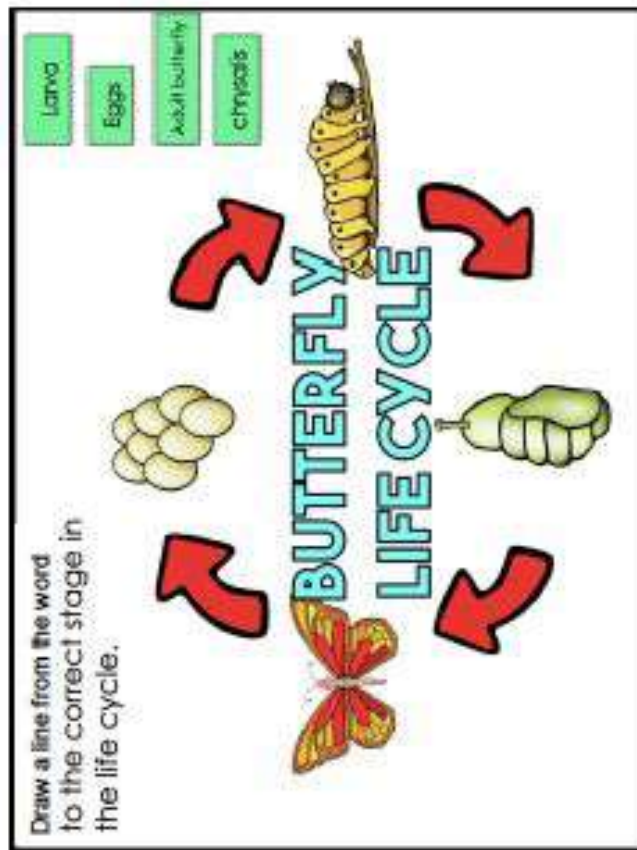
- How many vertices will the dolphin and fox exhibits have? \_\_\_\_\_
- How many vertices will the Seal and Buffalo exhibit have? \_\_\_\_\_
- How many vertices will the exhibits have in all? \_\_\_\_\_

Thank you! We will get started as soon as we hear from you.

Sincerely,  
The Construction Team

# ANIMAL LIFE CYCLES "BUTTERFLIES AND FROGS" GRADE 2 SCIENCE

KWL		
What I know	What I want to Know	What I learned
<ul style="list-style-type: none"> <li>Type here what I know about a butterfly's life cycles</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>Type here what I want to know about a butterfly's life cycles</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>Type here what I learned about a butterfly's life cycle</li> <li>•</li> <li>•</li> </ul>



## BUTTERFLY VOCABULARY

Draw a line from the definitions to match the correct vocabulary word.

EGG	CATERPILLAR	emerge from chrysalis (first stage)
CHRYSAIS	ADULT BUTTERFLY	each chrysalis grows a large arched, thin structure to help and grows a head and

Definitions:

- inside chrysalis, caterpillar changes into butterfly
- last on leaves, has a hard outer shell

# SEQUENCING

Cut out the sentences below and put the following stages into the correct sequence!

Finally, the adult butterfly lays eggs and the cycle restarts.

Then, an adult butterfly emerges from the chrysalis! The butterfly starts and grows during the stage.

After the larva, or caterpillar, fully grows it becomes a pupa, or chrysalis. Change happens inside the chrysalis and the adult is transforming and getting legs, wings and feet.

First, the female butterfly lays her eggs on a plant for them.

Next, the larva, or caterpillar, is eating, crawling, and quickly growing. It sheds its skin about four times.

# COMPARE

Fill in the Venn Diagram to show similarities and differences between a caterpillar and a butterfly.

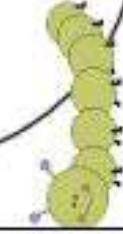
CATERPILLAR

• • • • •

• • • • •

• • • • •

BUTTERFLY



# BUTTERFLY PHOTOS

Butterflies can come in all shapes, sizes, and colors. Find at least some real-life pictures of butterflies and draw them below.

# SEQUENCE IT

All organisms, or living things, have different life cycles. However, they all have in common birth, growth, reproduction, and death. Put these four changes in order from beginning to end on the line.

reproduction

death

growth

birth

Beginning

End



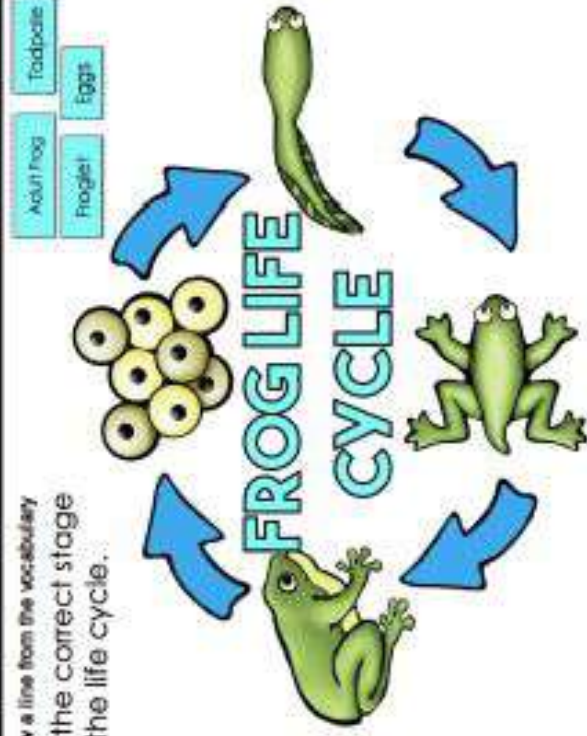
# Reflection

Now that you have learned about a butterfly's life cycle, go back to your KWL chart, and fill in the L part of your chart!



KWL		
What I know	What I want to Know	What I learned
<ul style="list-style-type: none"> <li>Type here what I know about a frog's life cycles.</li> </ul>	<ul style="list-style-type: none"> <li>Type here what I want to know about a frog's life cycles.</li> </ul>	<ul style="list-style-type: none"> <li>Type here what I learned about a frog's life cycles.</li> </ul>

Draw a line from the vocabulary to the correct stage in the life cycle.



## FROG VOCABULARY

Draw a line from the definitions to match the correct vocabulary word.

EGG	TADPOLE
FROGLET	ADULT FROG

has lungs to breathe and  
no tail

lays eggs, can eat and  
live out of the water

breathe through skin,  
swim, eat, and grow

laid in water at wet  
place.

# SEQUENCING

Cut out the sentences below and put the following stages into the correct sequence.

Then, the tadpole changes into a froglet when its legs begin to form and its tail starts to shrink.

Finally, the adult frog laid eggs and the cycle continues again.

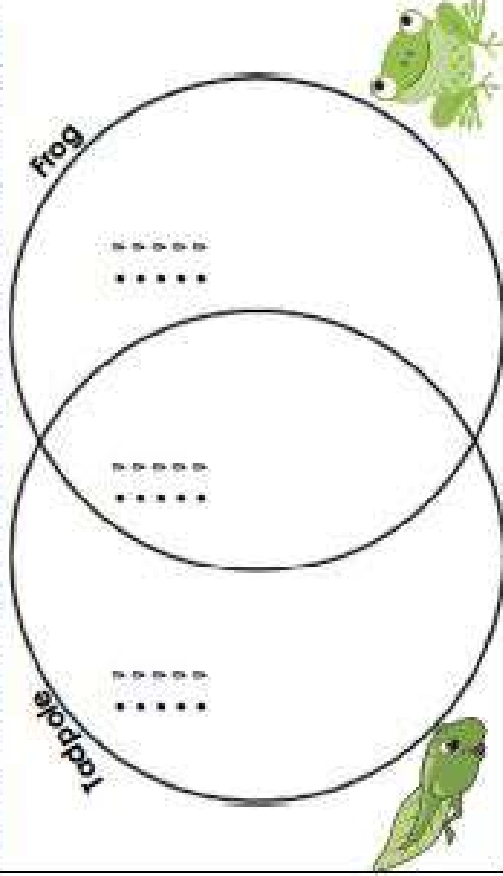
Next, tadpoles hatch from the eggs and live in a pond. They breathe water.

The froglet becomes an adult frog. It begins to breathe air and when its tail is finally absorbed.

First, the frog lays the large and sticky egg in water or somewhere wet.

# COMPARE

Fill in the Venn Diagram to show similarities and differences between an adult frog and tadpole.



# FROG PHOTOS

Frogs can come in all shapes, sizes, and colors. Find at least five real-life pictures of frogs and draw them below.

# SEQUENCE IT

All organisms, or living things, have different life cycles. However, they all have in common birth, growth, reproduction, and death. Put these four changes in order from beginning to end on the line.

reproduction

death

growth

birth

Beginning

End

# Reflection

Now that you have learned about a frog's life cycle, go back to your KWL chart, and fill in the L part of your chart!

# REFLECT

Answer the questions below about life cycles.

What is a life cycle?

Write here

What are the four stages that all life cycles have in common?

Write here

Name an animal's life cycle and name the four steps.

Write here





# Second Grade Packet

## Week 10

Please read the article ***The Life of a Dollar Bill*** and complete the activities .



# The Life of a Dollar Bill



## Essential Question

How do we use money?

Read to learn about how a dollar bill circulates.

## The Dollar Bill Is Printed

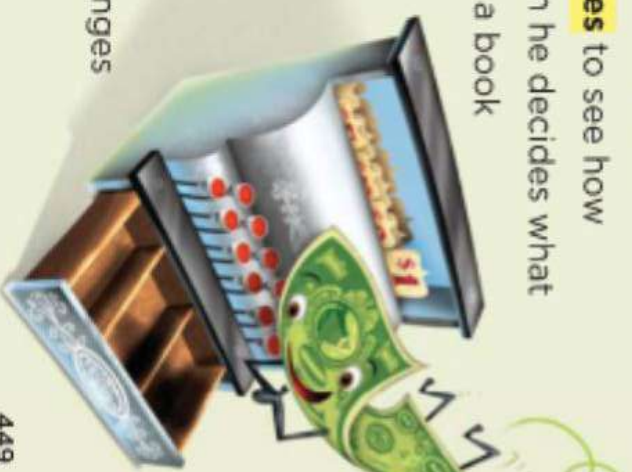
One day, a dollar bill is printed at the United States Bureau of Engraving and Printing. The bill is printed on a machine that was **invented**, or created, to save time. It prints many bills at a time.

Let's follow the dollar bill. It gets sent to a big bank and then a local bank. A family visits this neighborhood bank to get **money**. The dollar bill goes to a boy for his allowance.

The boy brings the dollar bill to the bookstore. He checks **prices** to see how much the books cost. Then he decides what he can **purchase**. He finds a book to buy, but is it **worth** the price? He's not sure. The boy reads the back of the book and thinks about the price. The boy decides the book is a good **value**, so he exchanges his money for the book.



The U.S. Bureau of Engraving and Printing prints millions of dollar bills each day.





## The Dollar Bill Travels

Later, a girl buys a birthday card at the bookstore. She gets the dollar bill as change. She takes the dollar bill home and saves it in her piggy bank.

When the girl wants to see a movie, she takes money out of her piggy bank, including the dollar bill. She uses it to pay for the ticket. Then the dollar bill travels on.

Almost two years pass and now a man gets the dollar bill. It is worn out and torn. The man is not sure if it's usable. What happens to the ripped bill? The man takes it to his local bank and trades it in for a new dollar bill.

## The Average Life Span of U.S. Bills

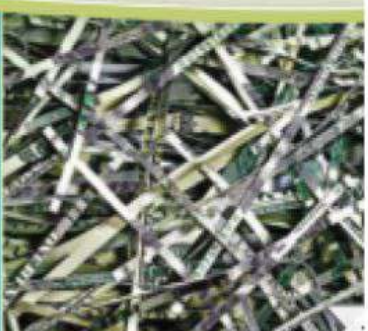


## The Dollar Bill Is Replaced

The old dollar bill is returned to the big bank where workers decide that it can't be used again. They destroy the bill by shredding it. They cut it into tiny pieces.

Back at the U.S. Bureau of Engraving and Printing, a new dollar bill is printed to replace the old one. Workers use a **record** to keep track of how many bills are printed and destroyed. They make sure there are enough bills in the **system** so people can buy and sell things.

The next time you hold a one-dollar bill, think of where it has been and where it is going. Each dollar bill has a busy, useful life.



A machine shreds over 6 billion worn-out bills a year.

## Make Connections

Why is a dollar bill important?

ESSENTIAL QUESTION

What can you do with a one-dollar bill? **TEXT TO SELF**



Non-fiction texts often include text features that help the reader understand the information better. In the **Life of a Dollar Bill**, the author included some text features to help you learn about the dollar bill. Place an “X” in the box of those text features the author included and explain how that text feature helped you. Be specific. For example: the diagram and labels showed me the parts of the heart so I could understand where each of them were found and how they worked together.

Did you find these text features in your reading?

	headings	
	map	
	captions	
	table of contents	
	graph	
	bold print	
	photos	
	labels	

Drag the correct vowel team into the box to make a real word.

r\_\_\_\_\_sin

t\_\_\_\_\_ster

p\_\_\_\_\_der

pl\_\_\_\_\_off

bec\_\_\_\_\_se

newsb\_\_\_\_\_

v\_\_\_\_\_el

sees\_\_\_\_\_

br\_\_\_\_\_ler

misc\_\_\_\_\_nt

s\_\_\_\_\_son

ou

ay

ai

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aw

ow

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oa

Name \_\_\_\_\_

Look at this example of **context clues** in a paragraph. The underlined words help explain what *subtract* means.

**Subtract** the expenses from the income. The amount that is left is money you can spend on things you want.

**Read each paragraph. Write the meaning of the word in bold print. Underline the context clues that helped you.**

1. You get some money, but you spend it all and have nothing left. What can you do to take control? You can make a budget to **manage** your money.  
\_\_\_\_\_
2. A **budget** is a plan to keep track of money coming in and money going out. The government has a budget. Many families have a budget. You can have a budget, too.  
\_\_\_\_\_
3. First, think about money you get. Where does the money come from? You might get an allowance, you might earn money from a job, or you might get money as a gift. All the money you get is called **income**.  
\_\_\_\_\_
4. Now think about money you need to spend. Where does the money go? You might have to buy lunch or pay for music class. The money you spend is called **expenses**.  
\_\_\_\_\_



Reread the article The Life of a Dollar Bill. Answer these questions in complete sentences.

Why didn't the boy purchase the book right away?

I can tell that a dollar bill does not last very long , because the author

Use the graph to answer the following questions:

Which US bill has the longest life span? Why do you think that it lasts the longest?

If you were a US bill , which one would you not want to be and why?

Below create a comic strip about the life of the dollar bill. Please use the text to help you with the events. You will need to print this page or use a sheet of paper to do this activity. Send a picture of your cartoon to your teacher.

Name: \_\_\_\_\_

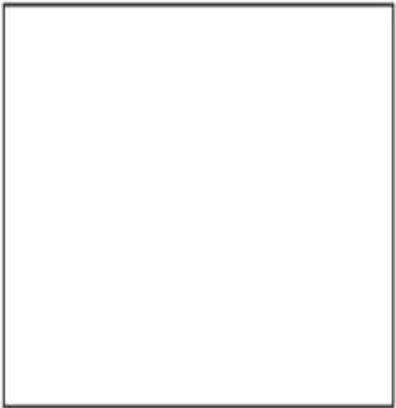
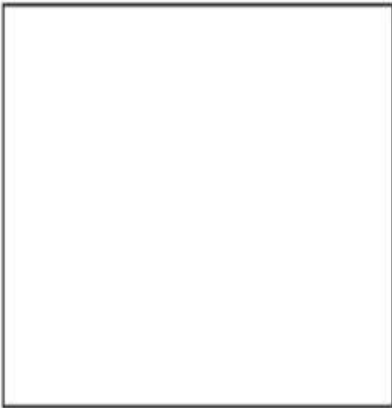
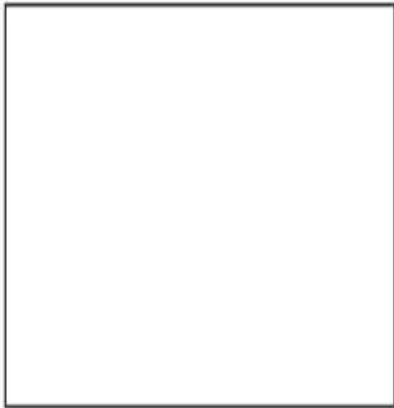
Date: \_\_\_\_\_



# - Make Your Own Comic Book #1 -



Title: \_\_\_\_\_





From what you have learned from the text,  
pretend you are a dollar bill and write a funny story about a day in your life.



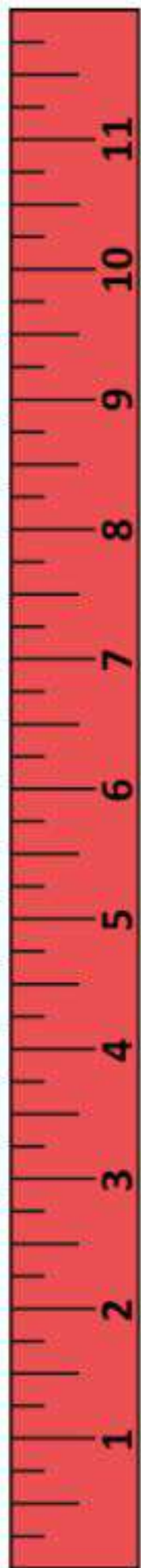
# The Zoo Grounds

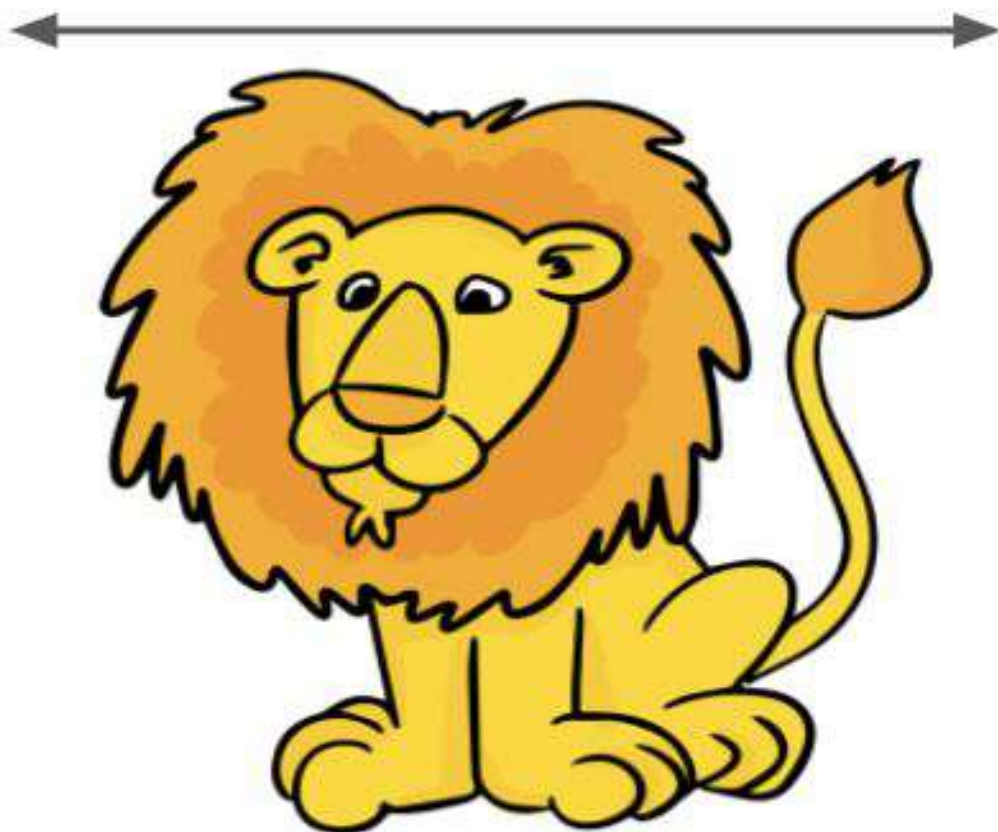
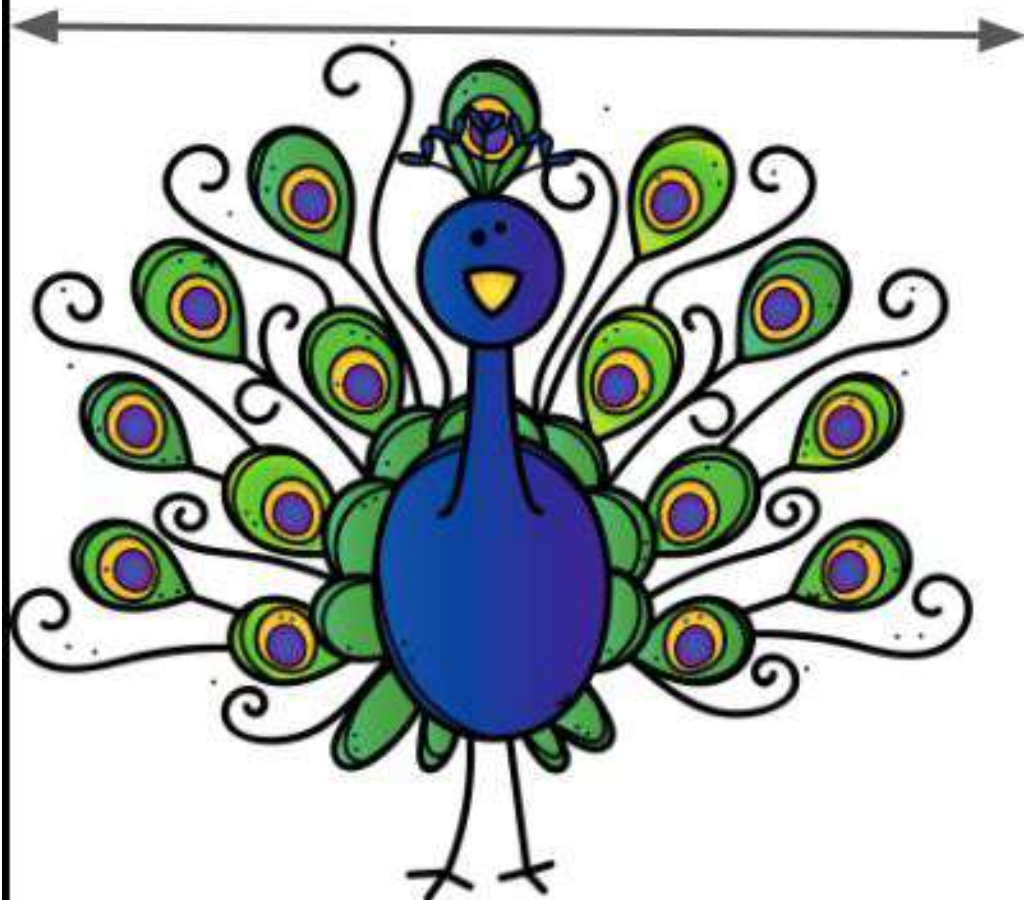
This week we are going to design the Zoo grounds for your animals. Measure the animals you chose to be at your zoo with a one inch ruler. Extension: measure all animals if want more practice.

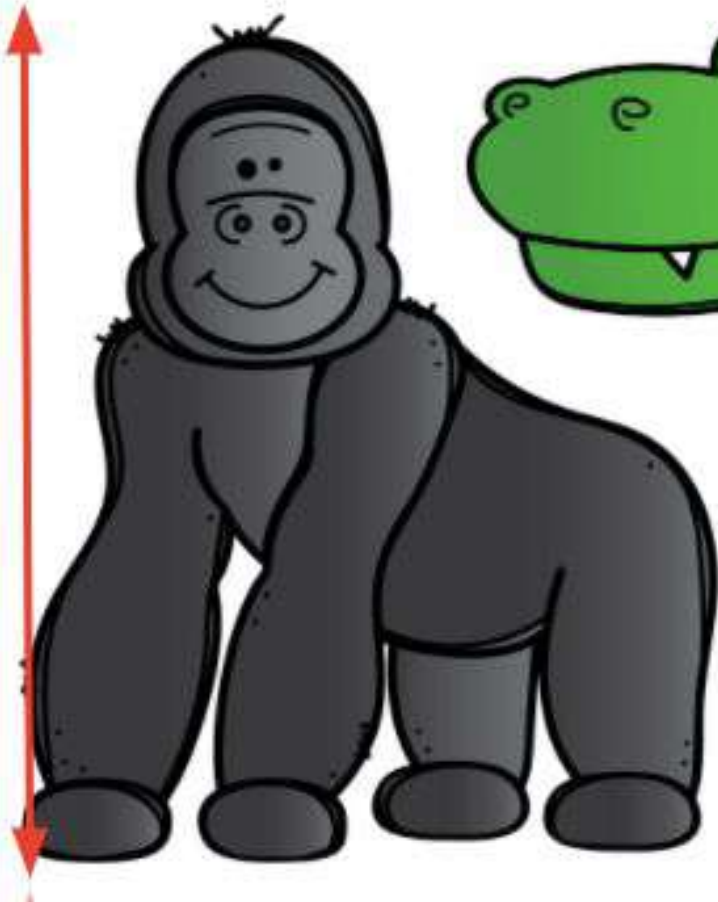
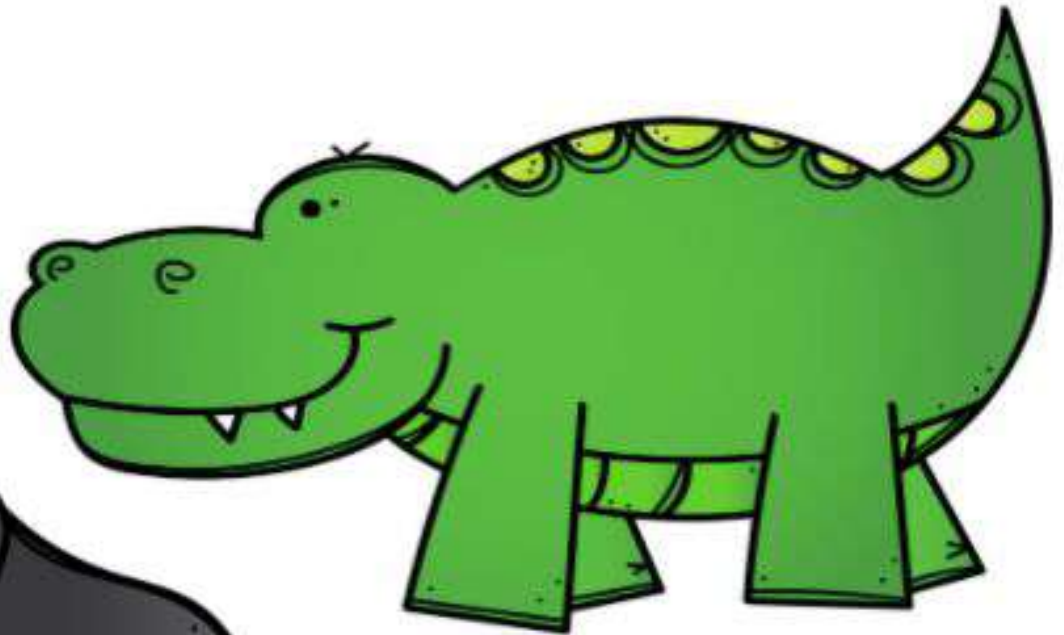
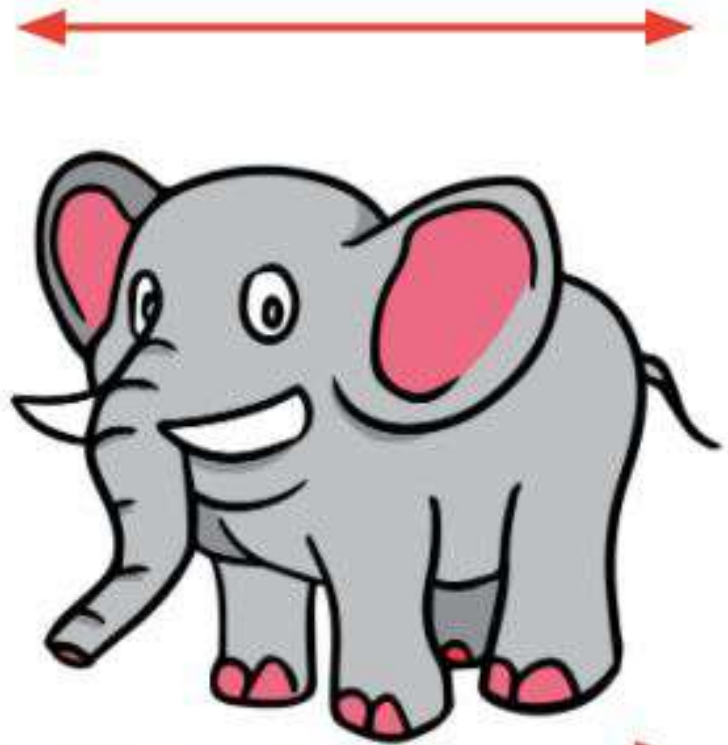
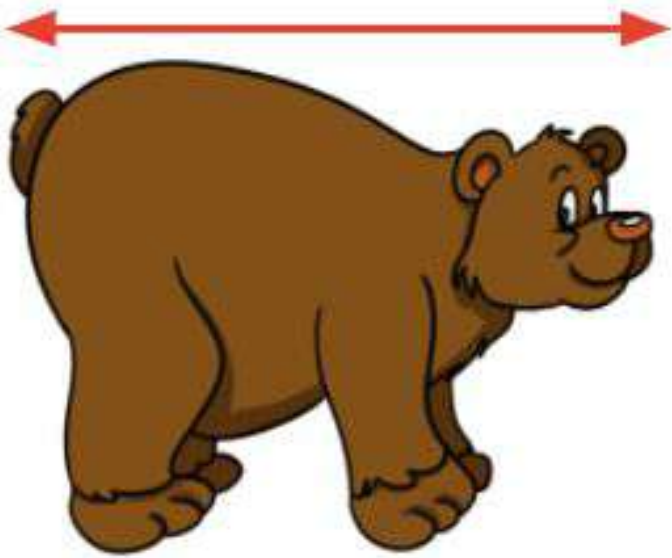
Animals	How many inches?	Animals	How many inches
Alligator		Monkey	
Bear		Panda	
Cheetah		Parrot	
Eagle		Peacock	
Elephant		Penguin	
Flamingo		Polar Bear	
Giraffe		Sloth	
Gorilla		Snake	
Hippo		Tiger	
Kangaroo		Tree Frog	
Koala		Turtle	
Lion		Walrus	
Lizard		Zebra	

Then, think about the animals you chose to have in your zoo. You need to plan out what the zoo ground will look like- each animal needs the correct amount of space. For example, if an animal is 4 inches long, they'll need an exhibit space that's 4 inches long as well. Also, if you bought more than one animal, they each need their own space. For example if you have two flamingos, they will each need a space that is 3 inches. Remember to leave room for walkways for the zoo visitors.

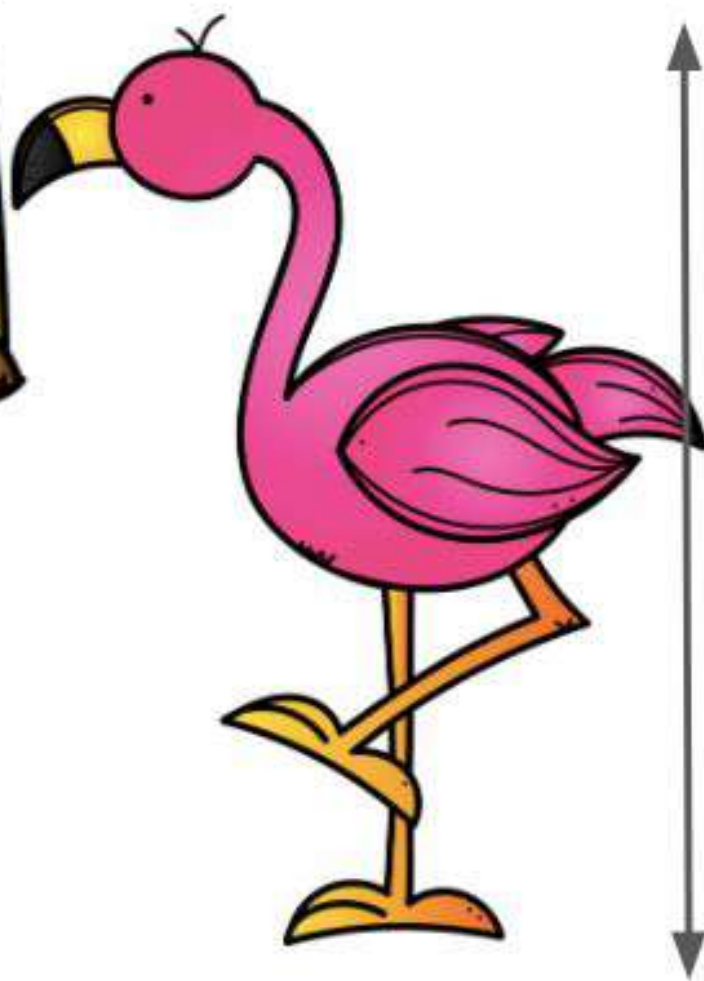
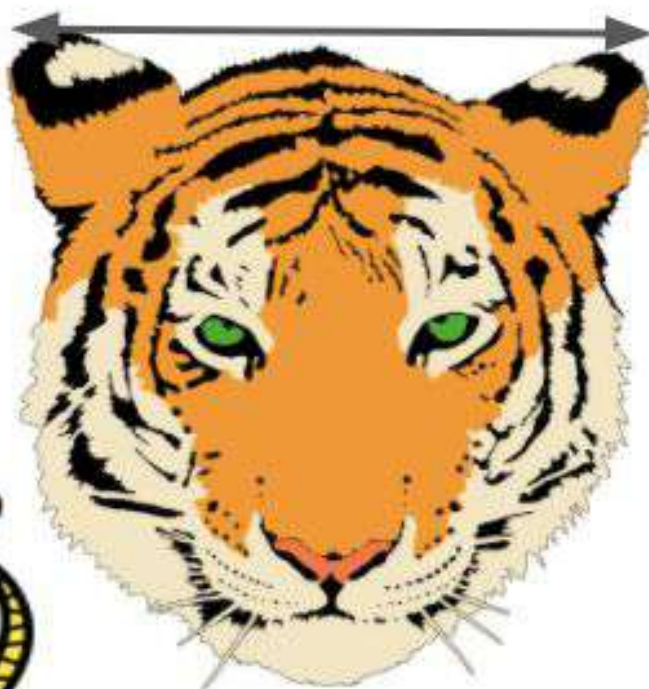
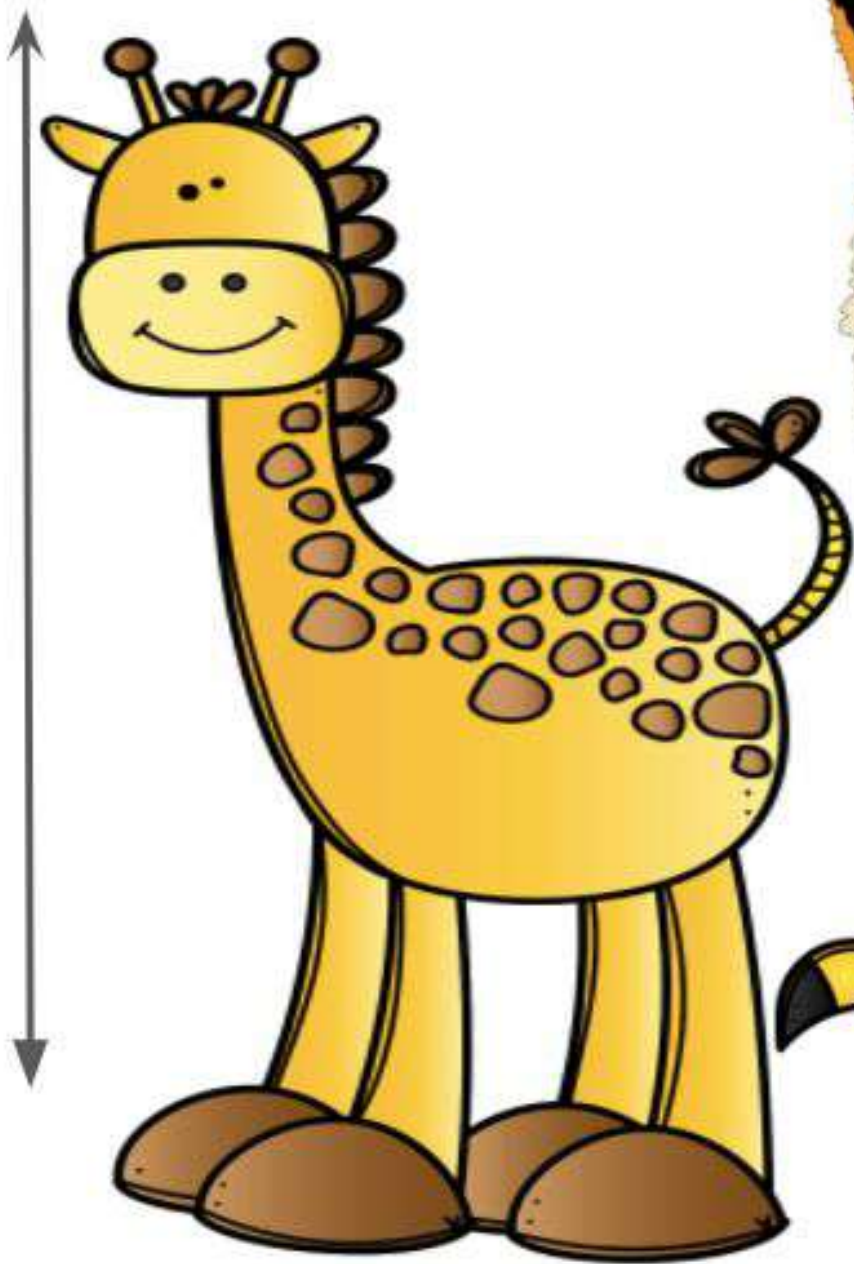
Cut out the Ruler on the Right side to help you take measurements.

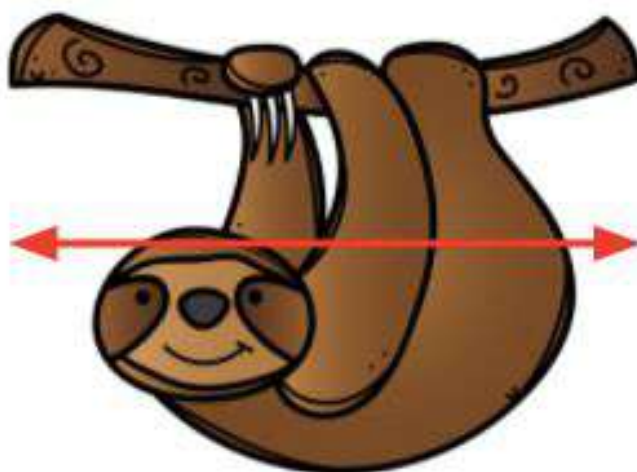
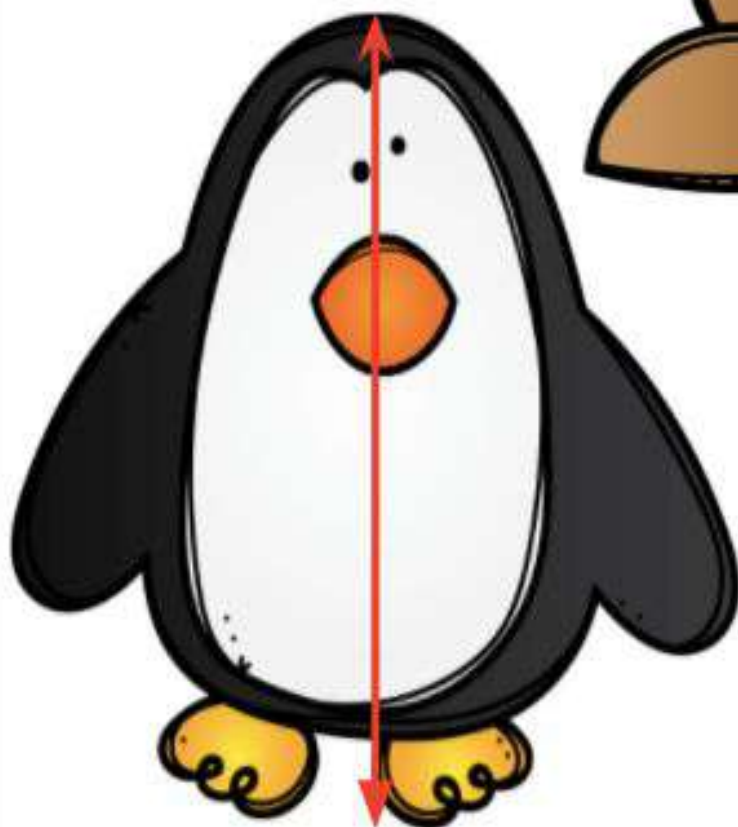
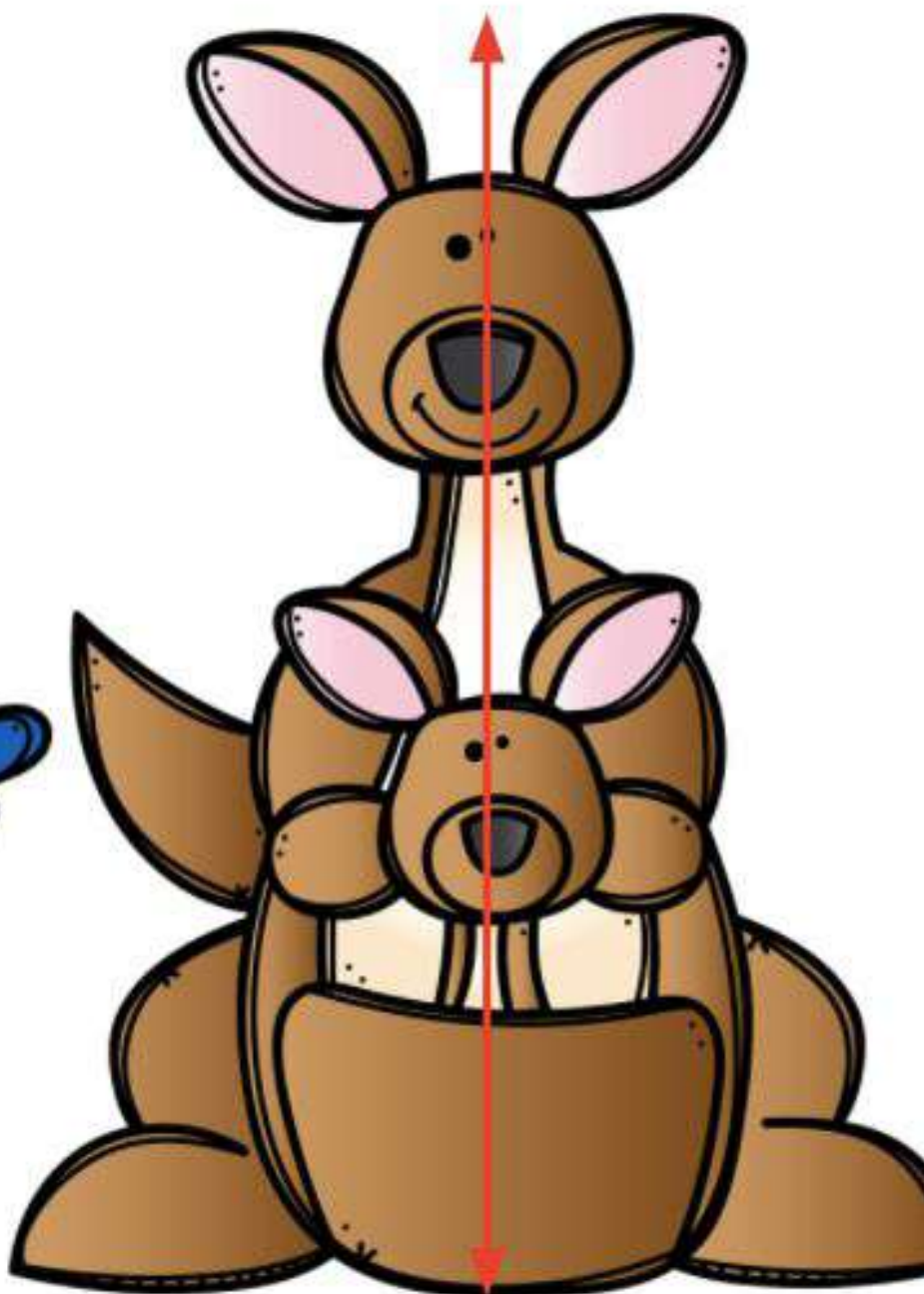
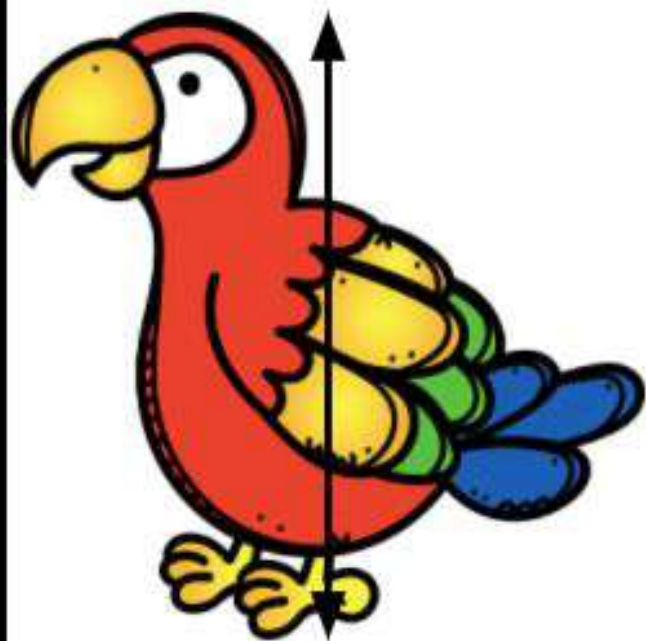
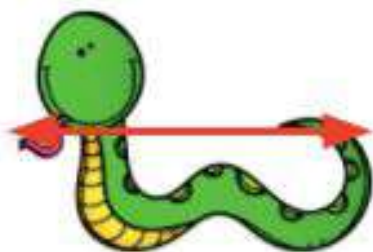




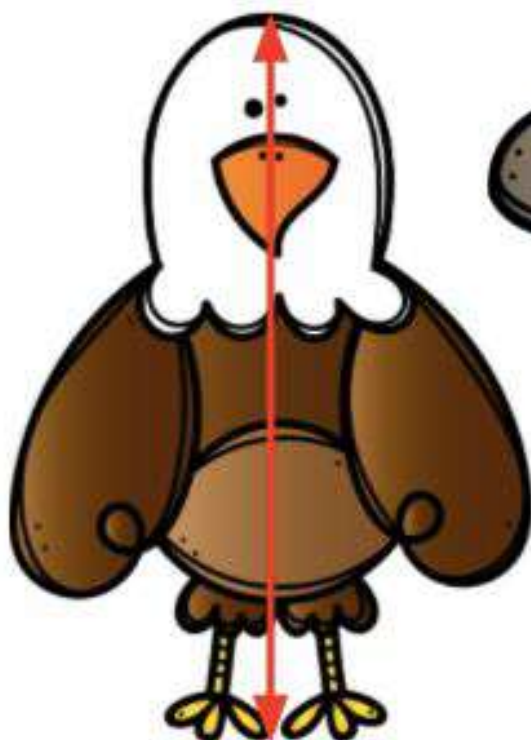
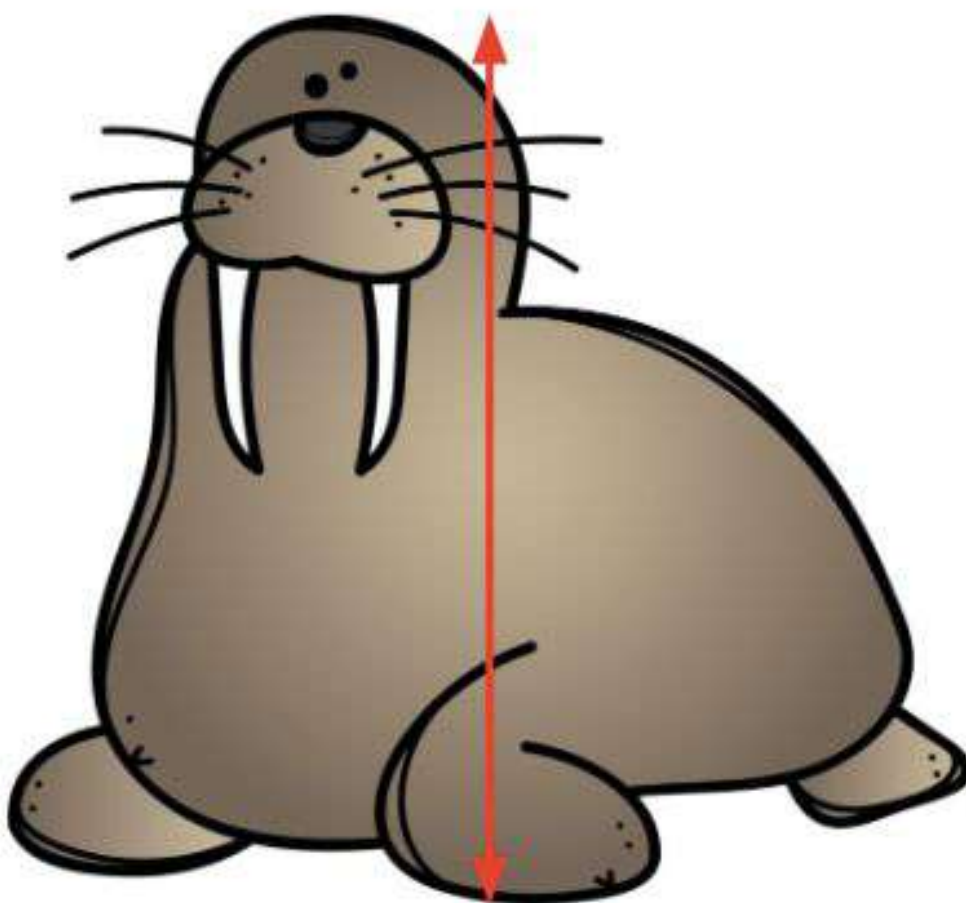
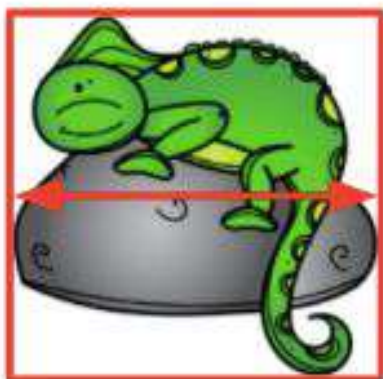
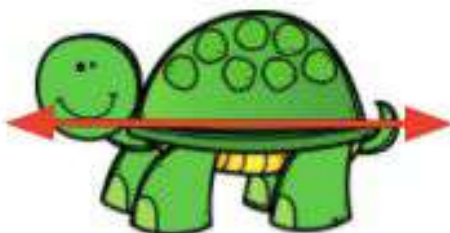




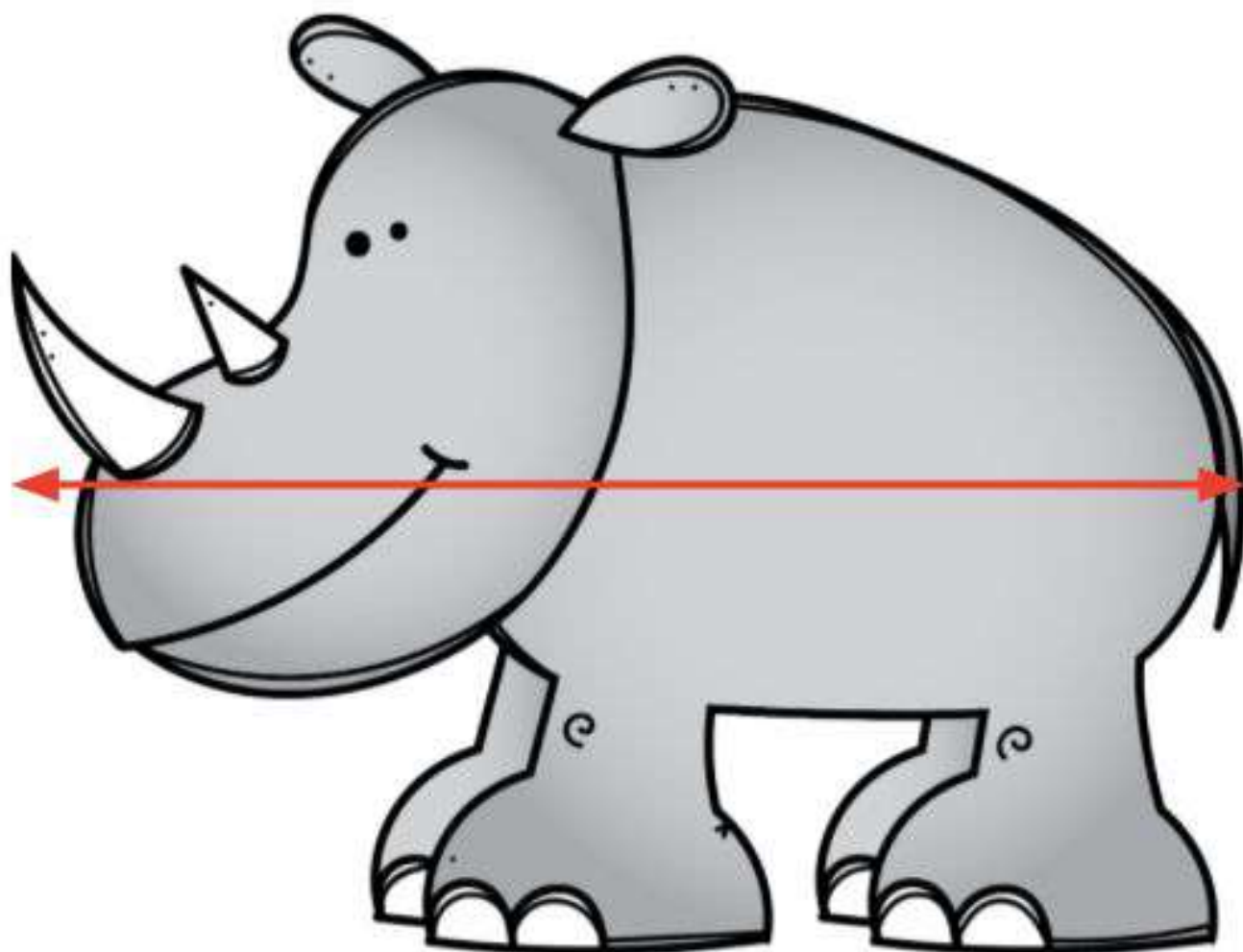
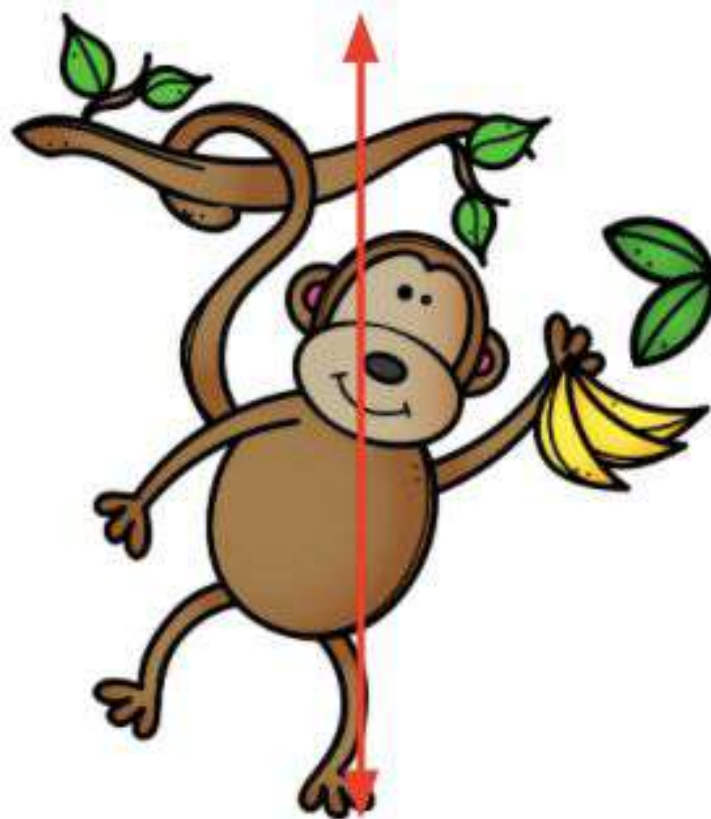


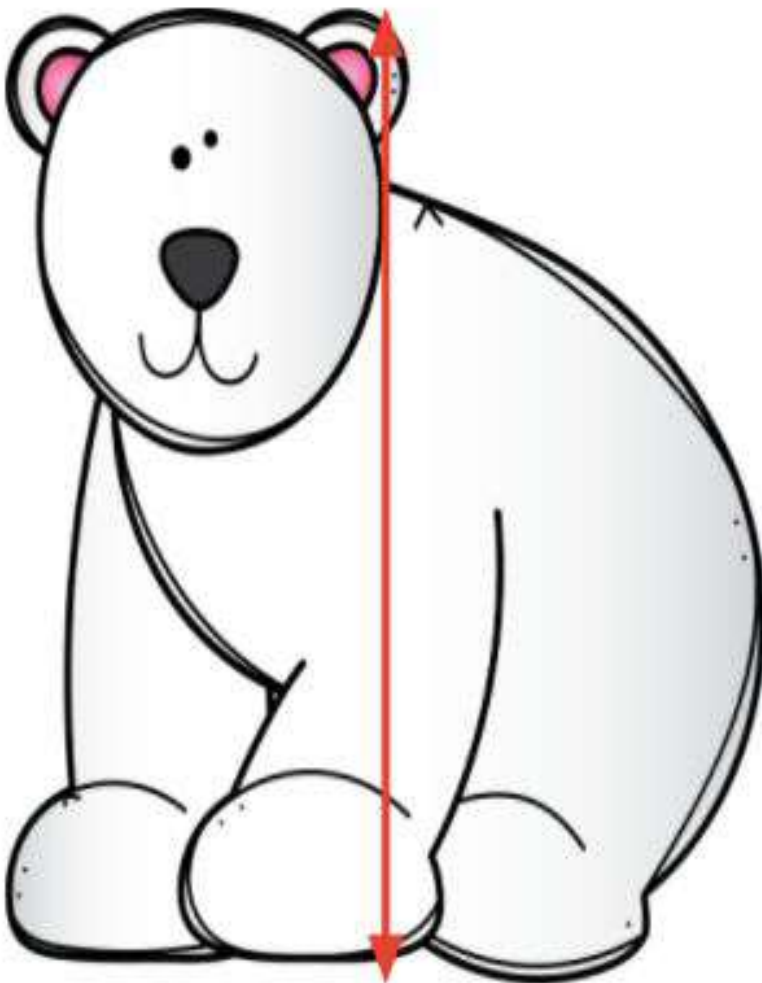
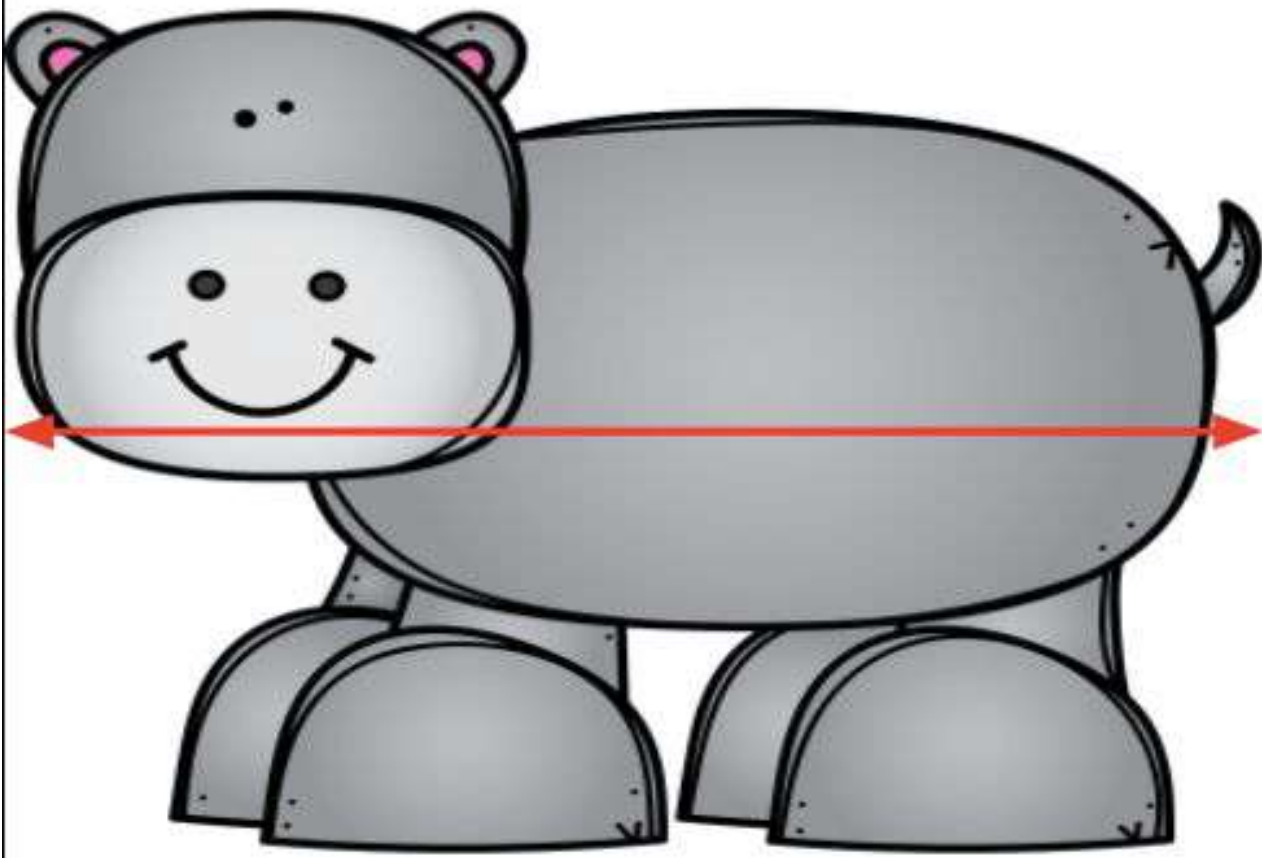


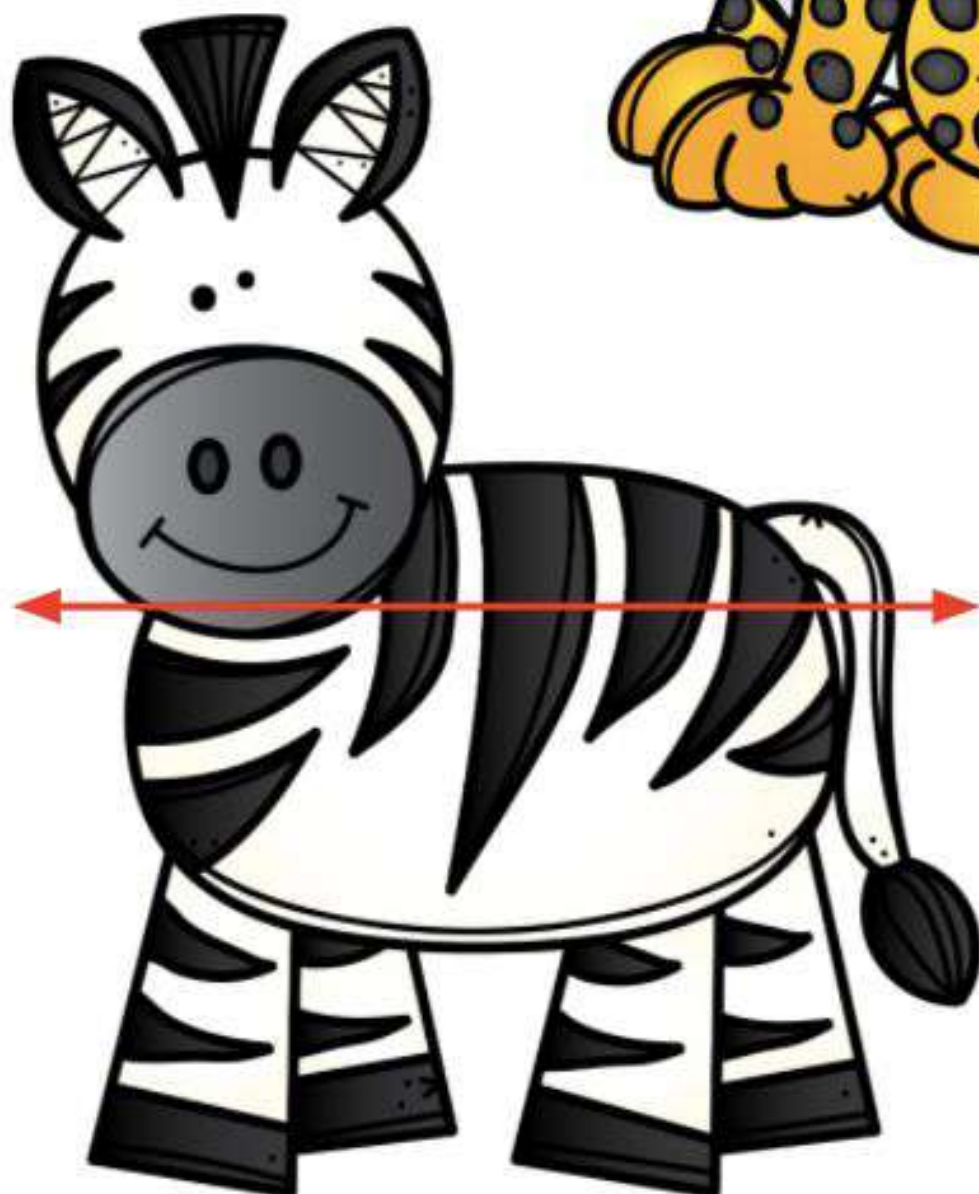














Now you will create a map of the zoo grounds using arrays. Below is an example of a zoo grounds.

**the Zoo grounds** **EXAMPLE** 1 sq. ft. = 100 sq. ft.

	Cheetah			Kangaroo
Flamingos (2)		Walrus		
			Polar Bear	Alligator
Lion				
		Koalas (2)		
			Penguins (3)	



## ECONOMIC RESOURCES NATURAL, HUMAN, AND CAPITAL

### NATURAL RESOURCES

Natural resources come from our Earth. They are things from nature that we can use, such as trees, animals, oil, wind, and water.



### HUMAN RESOURCES

Human resources are people who work to provide goods and services for other people. They are needed to make, grow, or sell a service or product.



Veterinarian



farmer



military



teacher



Food services

### CAPITAL RESOURCES

Capital resources are the goods people use or produce to make other goods. They are human made and do not occur naturally in nature. Examples of capital resources are tools, machines, equipment, and even money!





SORT EACH PICTURE INTO THE CORRECT CATEGORY.

Human Resources	Capital Resources	Natural Resources



We use many different resources throughout the day.  
Here are some resources I use almost every day!

Natural resources: eggs, water, sun (for growing plants in my garden)

Capital resources: Computer, stove, dishwasher

Human resources: Amazon delivery person, mail carrier

What resources do YOU use almost every day?

Natural resources:

Capital resources:

Human resources:

EXIT TICKET: CIRCLE YOUR ANSWER.

- Firewood is an example of:
  - a natural resource
  - a human resource
  - a capital resource
- Capital resources are:
  - jobs that people do
  - made in nature
  - man-made

"SEA" What I  
Learned This Year  
in 2nd Grade!  
2019-2020



\_\_\_\_\_ 's  
memory book for this  
amazing year!

## "SEA" About My School!

My School: \_\_\_\_\_

City/State: \_\_\_\_\_

My school's colors: \_\_\_\_\_

My school's mascot: \_\_\_\_\_

My Teacher: \_\_\_\_\_

My Principal: \_\_\_\_\_

## "SEA" All About Me!

My full name is \_\_\_\_\_

My birthday is \_\_\_\_\_

Two adjectives to describe me: \_\_\_\_\_

Something important about me: \_\_\_\_\_

I feel I improved the most in \_\_\_\_\_ because \_\_\_\_\_

The best thing about me in this grade was \_\_\_\_\_

The hardest thing about me being in this grade was \_\_\_\_\_

One academic goal I have for next year: \_\_\_\_\_

One personal goal I have for next year: \_\_\_\_\_

When I grow up, I want to be \_\_\_\_\_

## My favorite's list:

My favorite color: \_\_\_\_\_

My favorite subject: \_\_\_\_\_

My favorite friend: \_\_\_\_\_

My favorite book: \_\_\_\_\_

My favorite holiday: \_\_\_\_\_

My favorite television show: \_\_\_\_\_

My favorite song: \_\_\_\_\_

My favorite singer: \_\_\_\_\_

My favorite food: \_\_\_\_\_

My favorite sport: \_\_\_\_\_

My favorite video game: \_\_\_\_\_

My favorite movie: \_\_\_\_\_





Something funny that happened this year:

My favorite project from this year:

My favorite memory from this year:



# The Souvenir Shop

You have so many jobs as the zookeeper. A field trip of students came to the zoo today, but several students need help counting their money and choosing a souvenir.



Binoculars  
\$2.50



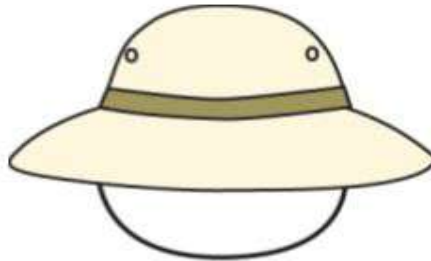
Stuffed Panda Bear  
\$1.25



Camera:  
4.00



Stuffed Monkey  
\$1.50



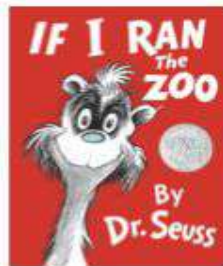
Safari Hat  
\$2.00



Giraffe Hat.  
\$3.50



Zoo T-shirt  
\$5.00



If I Ran the Zoo Book  
\$4.25



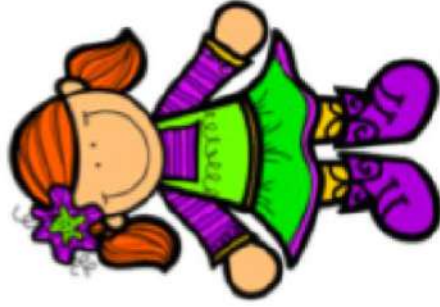
Zoo Pencils  
\$0.90



I want to buy the safari hat. It cost \$2.00

1. How much money does Jayce have?  
Type your answer here
2. What other coins does Jayce need to be able to buy the hat?

List coins here.



I want to buy the zoo pencils. They cost .90cents

How much money does Anna have?

Can she buy the pencils?

How much change will she get back?





Charlie wants to buy the binoculars.

How much money does Charlie have?

Does he have enough to buy the binoculars?

What can he buy instead?

Sam wants to buy the stuffed panda. The panda costs \$1.25.

How much money does Sam have?

How much extra money does Sam have?





Hmmmm...what can I buy?

How much money does Maci have?

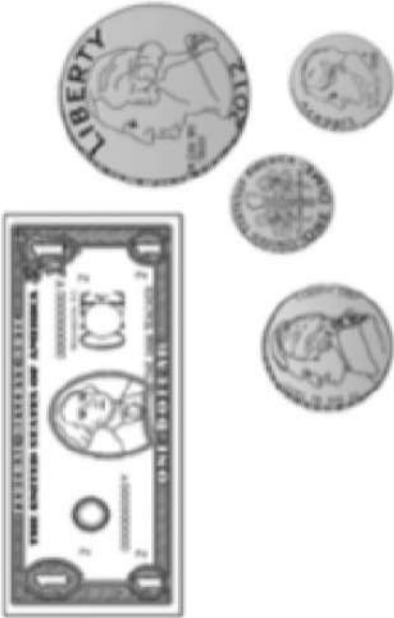
What can she buy with the money she has?




I want to buy two things!

How much money does Jeron have?


What are two things Jeron could buy?



# Read and complete activities on the life cycle of a butterfly.

 MENU

MY WORK

 GLOSSARY

PAGE 1 OF 11

Butterfly Life Cycle

Butterflies




Have you ever seen a butterfly?


A butterfly is a colorful flying insect. Butterflies can be found all over the world! Today we are going to learn about a type of butterfly called a **Painted Lady**.

Watch the video to see what a Painted Lady looks like!

&gt;

 MENU

MY WORK

 GLOSSARY

PAGE 2 OF 11

Butterfly Life Cycle

Butterfly Senses

An adult butterfly has special body parts that help her to sense the world around her.



Antennae

A butterfly uses **antennae** to smell.

Eyes

A butterfly has big eyes that help her see.



Legs

A butterfly can taste the leaves she stands on using her legs.



Wings

Wings aren't just for flying!  
Butterflies use their wings to hear.



## Butterfly Life Cycle

### Proboscis



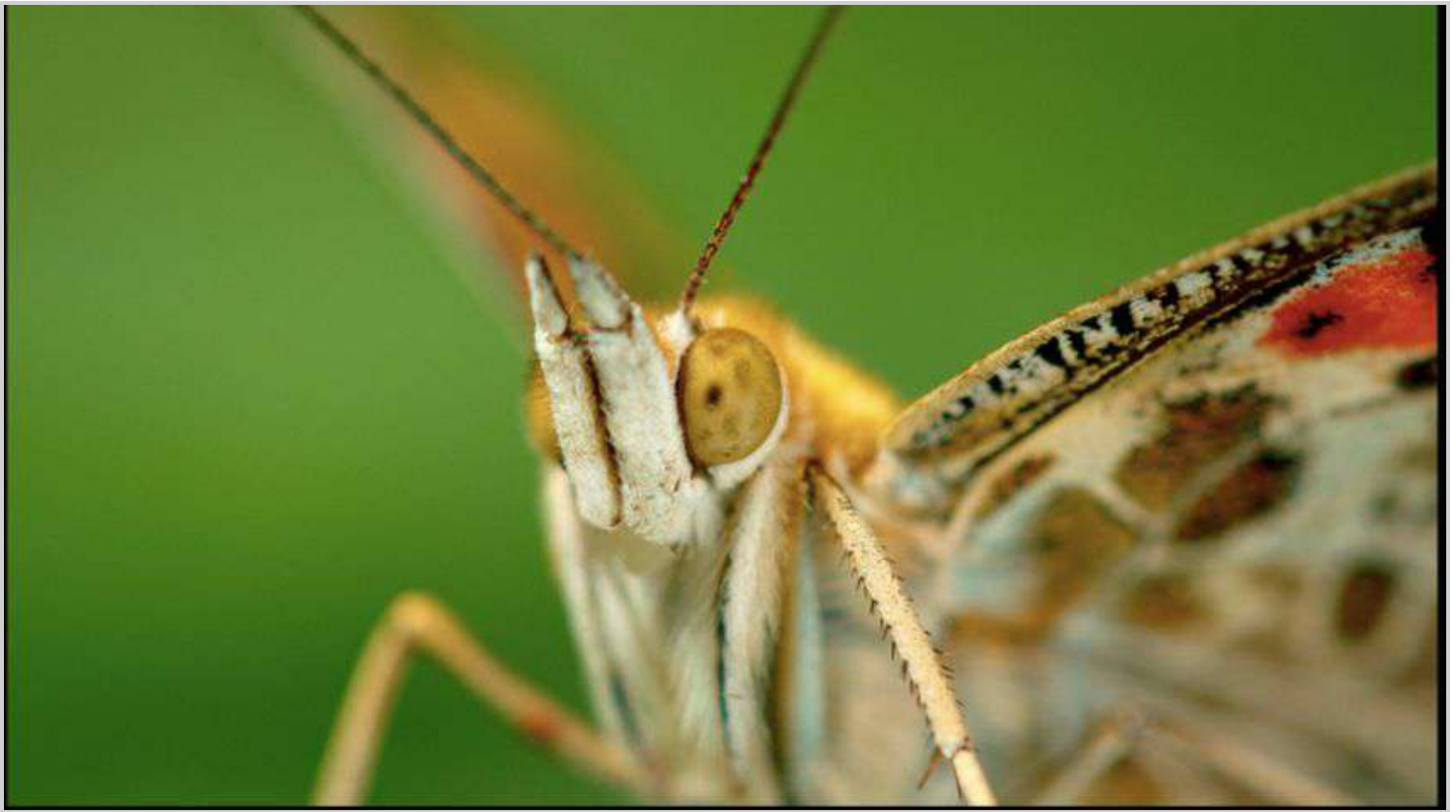
Butterflies have another special body part called a **proboscis**. A butterfly uses her proboscis to drink.

Watch the video to learn more!

What does a proboscis look like?  
Click on the Visualize It! button below and draw a proboscis on the butterfly.

 VISUALIZE IT!

What does a proboscis look like? Draw a proboscis on the butterfly below.

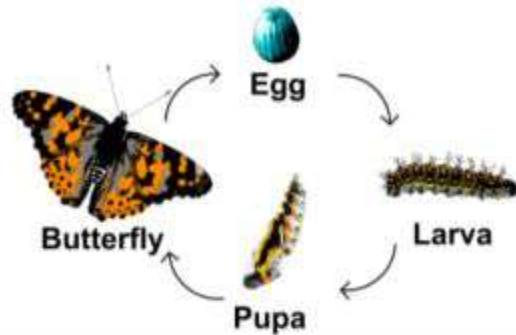


## Butterfly Life Cycle

### Butterfly Life Cycle

Butterflies are amazing creatures! As butterflies become adults, they go through many changes. This **transformation** is known as **metamorphosis**.

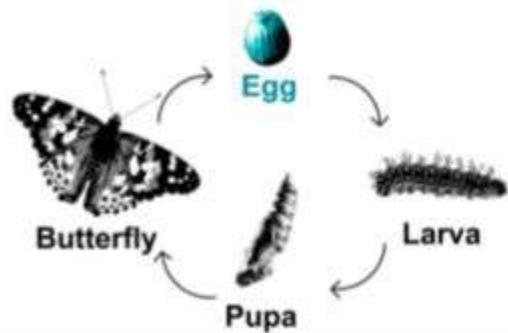
Butterflies have four stages in their **life cycle**. Each stage is very different.



## Butterfly Life Cycle

### Eggs

A butterfly starts as a very small egg. A mother butterfly lays her eggs on leaves.

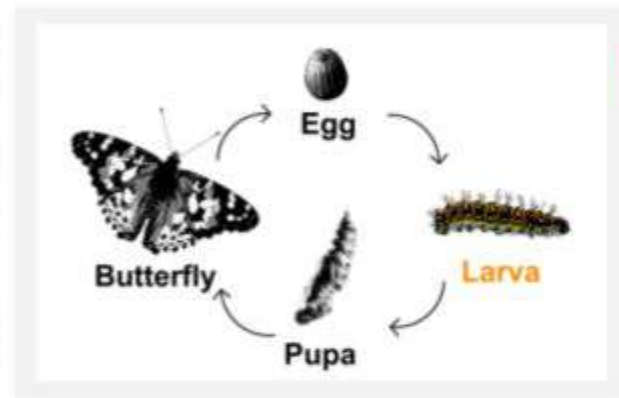


## Butterfly Life Cycle

### Larva

Next is the **larva** stage. Butterfly larva are called **caterpillars**. When they hatch, caterpillars are very small.

Watch the video to learn more!



## Butterfly Life Cycle

### Caterpillars



Caterpillars eat lots of leaves to help them grow.

In the larva stage, a caterpillar goes through many transformations called **instars**.



Draw a lines from each box to the matching picture to show how a caterpillar changes over time.



1



2



3



4



5



MENU

MY WORK

GLOSSARY

PAGE 8 OF 11

## Butterfly Life Cycle

### Eating and Growing

A caterpillar's most important job is to eat and grow!

What do caterpillars like to eat?

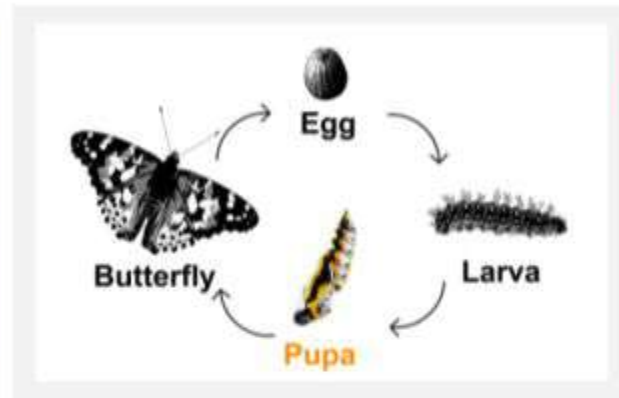


What does a caterpillar like to eat? Draw a caterpillars favorite food!

## Butterfly Life Cycle

### Pupa

When a caterpillar reaches her last instar, she finally stops eating and forms herself into a **chrysalis**, also known as a butterfly **pupa**.



## Butterfly Life Cycle

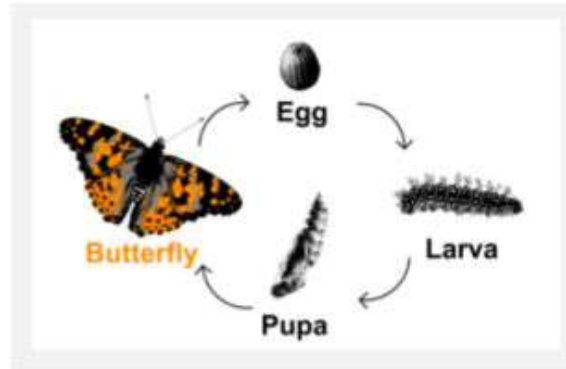
### Inside the Chrysalis



From the outside, it looks as if the caterpillar may just be resting, but inside the chrysalis the caterpillar is changing.

## Butterfly Life Cycle

Once the butterfly is ready, the chrysalis splits open. The cycle is complete – and ready to start all over again!



**Your Turn! Draw and write the life cycle of a butterfly!**

Draw the picture in the boxes in the correct order

Write each phase in the smaller boxes.

Butterfly

Egg

Larva

Pupa





## *Music - Grades PK-2 Tempo/Dynamics Review*

Be creative and have fun! Any questions? Want to share?

Contact Mrs. Frison (HHGES/RHES) email - [kfrison@kent.k12.md.us](mailto:kfrison@kent.k12.md.us)

Mr. Thai (GALES/RHES) email - [cthais@kent.k12.md.us](mailto:cthais@kent.k12.md.us)

Mrs. Frison's office hours are 8:45AM - 4:05PM Monday - Friday

Mr. Thai's office hours are 8:45AM - 4:05PM Monday - Friday

### **Review of Tempo and Dynamics**

In past lessons we have learned that music can have different rates of speed, called TEMPO and different levels of volume called DYNAMICS. We will review some of those elements of music using a song called "The Old Gray Cat."

**BEFORE** listening to the song, **predict** the **TEMPO** of the actions by putting an X in either the **fast** or **slow** box.

**Also, predict** the **DYNAMICS** level of the actions by putting an X in either the **loud** or **soft** box.

Then, **watch** the video or **listen** to the song. See if your predictions were accurate. Make changes as necessary.

	T E M P O			D Y N A M I C S	
Animal movement	Fast	Slow		Loud (Forte)	Soft (Piano)
Cat - sleeping					
Mice - creeping					
Mice - nibbling					
Mice - sleeping					
Cat - creeping					
Mice - scamper					

1. The Old Gray Cat <https://www.youtube.com/watch?v=DXzSfrBUCpc>
2. Play the song again, and sing along using the appropriate voice dynamics level.
3. Now create movements to dramatize the action between the cat and the mice.

## ***Music - Grades PK-2 Tempo/Dynamics Review***

Be creative and have fun! Any questions? Want to share?

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### **Cinco de Mayo**

Cinco de Mayo means the "fifth of May" in Spanish and is the name of a holiday in Mexico that celebrates an important event. Mexico won its independence from Spain in 1861. In 1862 the French invaded to collect money Mexico owed them. The Mexicans defeated the French invaders and have celebrations in Mexico and other parts of the world to commemorate this victory. We will be singing "Y ahora vamos a cantar" to celebrate Spanish heritage and spring.

1. First, listen to the song, "Y ahora vamos a cantar" which means, "now we all are going to sing." (CD 19:14)
2. As you listen, count how many times "cantar" is repeated. Write the number on the blank.  
\_\_\_\_\_
3. Listen again, patting the steady beat on your legs.
4. Listen one final time, acting out the activities/motions in the song.
5. Have someone quiz you to see which meanings you can remember.

<b>Spanish</b>	<b>English</b>
A cantar	To sing
A bailar	To dance
A aplaudir	To clap
A saltar	To jump
A marchar	To march
A correr	To run
A galopar	To gallop
A caminar	To walk

# *Music - Grades PK-2 Tempo/Dynamics Review*

Be creative and have fun! Any questions? Want to share?

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In the past we have studied form in music. We have learned that there are sections of music that can be arranged in a variety of patterns.

AB Form means there are two sections of music. They are different from each other.

ABA Form means there are three sections. The 1st and 3rd sections are the same, but the 2nd section is different.

Theme and Variations ( A A1 A2 A3 etc.) is a form that has many sections. It begins with a main melody or tune, which is called the theme. In the other sections, the theme is changed or altered in an important way. A drawing representing Theme and Variation could start with one balloon. The next balloon could be a different color. The next balloon could have stripes. The next balloon could have polka dots. The next balloon could be smaller or larger.

Create drawings to represent the different forms below.

AB Form

--	--

ABA Form

--	--	--

Theme and Variation (A A1 A2 A3)

--	--	--	--

Ah! vous dirai-je, Maman <https://www.youtube.com/watch?v=QN4Ilr3Pq9I>

Listen to 3 minutes of this music showing Theme and Variations. What familiar tune do you hear?

---

If you can't get Youtube, listen to Theme and Variations on America by Charles Ives.



# PREK-5TH ART CHOICE BOARD

Choose one Art assignment from the choices below to complete each week (5/25, 6/1, 6/8).

Be creative and have fun! Please submit in Google Classroom or by email.

Contact Mrs. Boumiea (HHGES/GALES) email [aboumiea@kent.k12.md.us](mailto:aboumiea@kent.k12.md.us)

Mrs. Jetton (RHES/GALES) email [tjetton@kent.k12.md.us](mailto:tjetton@kent.k12.md.us)

Questions for us? Our Office Hours are 8:45 - 4 PM everyday by email OR visit us on Zoom:

PreK-2nd Grade every Tuesday from 10-11 AM, 3rd-5th Grade every Thursday from 10-11 AM

Zoom links are posted in the Grade level Google Classrooms and through email requests.

## Let's talk about Henri Matisse!

The artist, **Henri Matisse** (1869-1954) was known for making colorful works of art. He was a French artist who used a variety of materials in his work, including paint and charcoal, but he is most famous for 'drawing with scissors'. As Matisse became older, he began to work with brightly colored paper and would cut out shapes, animals, leaves, dancers and flowers and then arrange them.

See this film footage of Henri Matisse at work:

<https://www.youtube.com/watch?v=GN0okQg8Hyc>

One of Matisse's most famous works is called *The Snail*.

### *Does the spiral pattern of shapes remind you of anything?*

He made this collage in 1953. It is made up of cutout paper shapes glued down. It is a square shape about 9.5 feet tall and wide. This is taller than most ceilings!

When you first look at it, it shows Matisse's interest in bright colors.

He used complementary colors

(colors across from each other on the color wheel). When an artist uses these colors together, (green next to red, and blue next to orange) the colors pop-out and attract attention.

Then if you look closely at the shapes, you can see he arranged them in a spiral like a snail shell. The lilac shape in the top left corner shows a snail shape too.



Listen to Henri's Scissors by Jeanette Winter:

<https://www.youtube.com/watch?v=RfvcogH8fRA>

## Now let's try Drawing with Scissors!

1. Gather your supplies: scissors, glue, a variety of paper, and a pencil (in case you want to draw first)
2. Cut out shapes from your paper. They can be any shapes you want; organic (curved shapes without names) or geometric (square, rectangle, triangle). Use your imagination!
3. When you have a pile, take a larger sheet of paper and arrange your shapes on top of it. Think about your composition and how the pieces interact with each other. Experiment with your shapes! Overlap to make new shapes.
4. Glue your shapes down.

Matisse would listen to music as he worked. To get your creative juices flowing listen to some music as you cut.

**Share your collage with your art teacher!**

## Choose **one** of the following Drawings to complete.

*Be creative and make it your own idea!*

Use the entire piece of paper and include a background with details. Start with pencil and then color your drawing using a medium of your choice (crayons, colored pencil, markers, etc.).

Refer back to the video posted in Google Classroom about Art Supplies to get more unconventional ideas for supplies.

## -Create a Landscape

This could include a Farm, Fields, Trees or Flowers

## -Create a Cityscape

This could include Buildings, Traffic or Busy Streets

## -Create a Seascape

This could include an Ocean, Sea creatures, Boats

## -Create a Waterscape

This could include a Pond, Creek, or River

Be sure to share your picture and which "scape" you picked with a sibling or adult.

**Send a picture to your art teacher or visit us on Zoom to explain your art!**



**Sean Kenney** is an artist that creates elaborate sculptures out of Legos.

Check out this video to learn more about his process:  
[https://www.youtube.com/watch?v=DJwkPKqSvx4&feature=emb\\_logo](https://www.youtube.com/watch?v=DJwkPKqSvx4&feature=emb_logo)



To view his current exhibits, click here:  
<https://seankenney.com/exhibits/>

### ***Think like an Artist or Engineer!***

**Problem:** Create a 3-D Structure-Must stand on its own  
**Imagine** What theme or design do I want to focus on?

Brainstorm multiple ways to build your design.

**Plan** What material do I want to use (see below for ideas)?  
What limitations does my material have?

**Create** Follow your plan and create something! Test it out to see if it will work how you were envisioning.

**Improve** Make changes to your design to improve it. Does it meet the requirements?

#### **Ideas for Materials to use:**

Legos  
Megabloks  
Magnet Tiles  
Interlocking Blocks  
Bristle Blocks  
Wooden Blocks  
Pattern Blocks  
Cardboard  
Foam Pieces  
Popsicle Sticks  
Game pieces (dominoes, cards, etc.)  
Paper, straws, tape, paper clips  
Marshmallows and Toothpicks

→Was your design successful?

→What was one challenge you had to work through?

→What was your inspiration?

**SHARE** your art and responses with others.  
Don't forget to take a picture for your art teacher!



### ***Let's make Maracas***

A maraca is a musical instrument that you shake. These were first created by the native Indians of Puerto Rico.

To make your maraca you will need:  
2 or 4 toilet paper rolls, heavy tape like duct tape, dry rice or beans, scissors, and a way to decorate the outside like markers or paint.

**This video will show you how to make these super easy maracas:**

[https://www.youtube.com/watch?v=FVXGIGAKDzI&disable\\_polymer=true](https://www.youtube.com/watch?v=FVXGIGAKDzI&disable_polymer=true)  
[https://www.youtube.com/watch?v=FVXGIGAKDzI&disable\\_polymer=true](https://www.youtube.com/watch?v=FVXGIGAKDzI&disable_polymer=true)

Play some music while you make your maraca. If you can, make one for yourself and one for a member of your family. Then, you can play music together.

After you create the maraca, think about how you will decorate your maraca.

*Will you create a pattern, use text, symbols?*

*How will you decorate the one for someone else?*

*Will it be the same as yours or different?*

**Use markers or paint or stickers**  
**Be creative with color, line and shape**

Prepare to show off your maracas and talk about the designs. Can you shake along to a musical beat?

**Watch this video and try to find the maracas and shake your maraca to the beat:**

<https://www.youtube.com/watch?v=y0hcTSDFScg&feature=youtu.be>

Send a picture or video to your art teacher! :)



**Quilling** is an art form that involves the use of strips of paper that are rolled, shaped, and glued together to create decorative designs.

We will use these skills along with old magazines or any colorful paper to make a silly face or something else of your choice.

**You will need:** scissors, glue, any colorful paper, a pencil to roll the paper strips around, and a background heavy paper. You can cut a cereal box to make a square background.

Take a moment and watch this video:

<https://www.youtube.com/watch?v=W2BSnkXuxII>

I am cutting strips of paper from an old magazine and rolling it around my pencil then securing the roll with a dot of glue. Please watch my short video:

<https://youtu.be/PSqh15-zJaE>



Here is my finished quilling project.

My face is stylized and reminds me of masks found in different cultures. Sometimes the art we have seen before influences our artistic choices. Maybe you will be influenced by other artists!

Check out this modern Quilling Artist, Yulia Brodskaya:

<https://www.artvulia.co.uk/>

When your quilling project is complete, ask yourself these 3 questions:

1. Was I influenced by art from a different culture or current pop culture?
2. What does my art say about me and my culture?
3. How is my piece of art I made at home different than it would have been if we made it in school?

Write down your answers to the questions, then send them with a picture of your quilling to your art teacher.



Drawing a **boat** can make us think about summertime and relaxing outside. There are many different types of boats. You can draw from a picture or by looking at a real boat. You can draw a boat using your imagination. However you choose to draw a boat, think about how it is powered. Does it use wind to move like a sailboat or does it have an outboard motor or a motor inside the boat?

*Try drawing a sloppy copy of the sailboat below. Add the water and sky. Add color or other details like people.*



*The second boat is a fishing boat with lots of details. How is it powered? Does it use wind to move the boat or a motor? Try drawing a sloppy copy of a fishing boat.*

Do you see any boats when you take a walk outside? Have you ever seen a boat on a trailer? Have you ever seen a kayak?

**Draw any kind of boat-Add details and color!**

Be sure to send a picture of your final copy to your art teacher. Thank you!

Things to think about:

Why are some boats on trailers?

Why do some people have sailboats and some people have motor boats?

What would you do with a kayak that you can't do with a big sailboat?

What kind of boat did Captain Jack Sparrow have?





# PreK – 5<sup>th</sup> PE/Health Choice Board

## May 26 – June 12

Choose (1) PE activity and (1) Health activity per week from the choices below. Each activity can only be chosen once.

Be creative & have fun! Questions? Want to share a challenge? Contact your teacher:

Mr. Williams (HHGES): [dbwilliams@kent.k12.md.us](mailto:dbwilliams@kent.k12.md.us)

Mr. Walters (RHES): [wawalters@kent.k12.md.us](mailto:wawalters@kent.k12.md.us)

Mr. Pritzlaff (GALES): [rpritzlaff@kent.k12.md.us](mailto:rpritzlaff@kent.k12.md.us)

### PHYSICAL EDUCATION

#### Yoga

Choose yoga poses from the cards below and hold each move for 10 seconds or choose one of the two YouTube videos below:

Pokémon Yoga!

<https://www.youtube.com/watch?v=tbCjkPlsaes>

Trolls Yoga!

<https://www.youtube.com/watch?v=U9Q6FKF12Qs>



**Cross-Legged**



**Cat**



**Tall Mountain**



**Tree 2**



**Plank**



**Chair**



**Cobra**



**Down Dog**



**Goddess**

### HEALTH

#### Shoe Tying



Listed below are 4 videos showing different shoe tying techniques.

Make it a goal for your child to be able to tie his or her own shoes by the end of the summer! If your child already knows how, then great!

Technique #1

<http://safeshare.tv/v/bh9f201K90w>

Technique #2

<https://safeshare.tv/x/ss56e32fad97f8d>

Technique #3

[https://safeshare.tv/x/eN9LcG\\_4B74](https://safeshare.tv/x/eN9LcG_4B74)

Technique #4

<https://safeshare.tv/x/ss56e3302a0034f>

# PreK – 5<sup>th</sup> PE/Health Choice Board

## May 26 – June 12

### PHYSICAL EDUCATION

#### Just Dance

Make up a dance to any of your favorite songs or visit YouTube, search “Just Dance Kids” and choose a song to dance.



### HEALTH

#### Healthy vs. Unhealthy Choices

Look at the options below and decide if it is a healthy choice or an unhealthy choice. Discuss your choices with an adult.

Taking medicine that a doctor gave you	Washing your hands	Staying up late every night	Using the oven alone	Eating yogurt for a snack
Using a tissue to blow your nose	Riding your bike without a helmet	Going for a jog	Keeping your feelings bottled up inside.	Having ice cream sometimes as a treat
Using sunscreen	Getting enough sleep	Taking medicine a friend gave you	Eating fruits and Vegetables	Riding a bike with a helmet
Wearing a life jacket when in a boat	Putting a magnet in your mouth	Eating candy for breakfast every day	Cleaning your body only on Thursdays	Riding your bike with a helmet
Going to the doctor for a regular check-up	Playing with knives	Watching hours of TV everyday	Finding a way to stay active while doing something you enjoy.	Practicing yoga

### PHYSICAL EDUCATION

See if you can complete all of these this week!



Do \*3 Rounds\*

- 15 burpees
- 50 jumping jacks
- 15 crunches

### HEALTH





#### Family & Furry Four-legged Friends



Who or what do you enjoy spending time with...a family pet, a parent, a sibling,

# PreK – 5<sup>th</sup> PE/Health Choice Board

## May 26 – June 12

	<ul style="list-style-type: none"><li>• Arm Stretch</li><li>• Leg Stretch</li><li>• Sprint up &amp; down your sidewalk or around your house 10 times after each lap do 10 push ups</li></ul>	or a friend? Spend 15-20 minutes giving this special person or four-legged friend some love and attention. Snuggle, play, and enjoy connecting.
	<ul style="list-style-type: none"><li>• Hop on left foot 10x's</li><li>• Hop on right foot 10x's</li><li>• 10 log rolls</li><li>• 10 bear crawls</li></ul>	
	Roll up a sock and shoot it or throw it at a trash can, hamper.	
	Learn a dance from the 70s, 80s or 90s.	
<p>Try these links for your new dance moves: Here are some fun links to try:</p> <p><b>70s: Night Fever</b> <a href="https://www.youtube.com/watch?v=ATQmb6UC63A">https://www.youtube.com/watch?v=ATQmb6UC63A</a></p> <p><b>80s: MC Hammer Dance</b> <a href="https://www.youtube.com/watch?v=T_7Ln_NrP3s&amp;feature=youtu.be">https://www.youtube.com/watch?v=T_7Ln_NrP3s&amp;feature=youtu.be</a></p> <p><b>90s: Cha Cha Slide</b> <a href="https://www.youtube.com/watch?v=9JXHs5mM8b0">https://www.youtube.com/watch?v=9JXHs5mM8b0</a></p>		
<b><u>PHYSICAL EDUCATION</u></b>		<b><u>HEALTH</u></b>
<b>Card Fitness</b>		<b>Mindful Movement: These Feet Were Made for Walking</b>



# PreK – 5<sup>th</sup> PE/Health Choice Board

## May 26 – June 12



Take a deck of cards, flip the top card. Complete exercises based on the suit & number on the card.

Face cards are worth 15.

	Spades-jumping jacks
	Clubs-squats
	Hearts-mountain climbers
	Diamonds-Your choice.

Do 10 cards worth.



Go for a walk around your neighborhood with your parent. Spend this time outside observing your surroundings. Notice the flowers, trees, rocks, sky, and other details. Play “I spy” as you walk to look around and notice his or her environment.

### PHYSICAL EDUCATION

## Thermometer Fitness 1.0

**Directions:** Perform the exercises indicated by each thermometer.



**Side To Side Reach**



**Elbows To Knees**

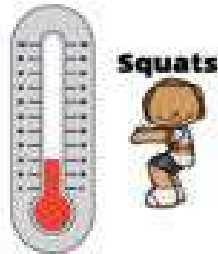


### HEALTH



Plan out family meals for 3 days. Work together to have a mixture of fruits, veggies, and proteins.

PreK – 5<sup>th</sup> PE/Health Choice Board  
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PHYSICAL EDUCATION

## FRACTION FITNESS

Complete each exercise the indicated number of times based on the fraction of each number given.

$\frac{1}{2}$  Of 50  
2



$\frac{1}{2}$  Of 20  
2



$\frac{1}{2}$  Of 40  
2



$\frac{1}{2}$  Of 40  
2



HEALTH



Develop a list of healthy coping skills for every letter in the alphabet to use when you're stressed out or having a bad day.