

Dear Second Grade Families,

These are uncharted times for us all. We have been working diligently to create a plan to continue learning during the mandated school closure.

Included in this packet are instructions for the activities required for all students to complete over the next few weeks. Spring break will go on as usual for students March 21st- 29th. The students are expected to complete the at home learning activities March 17th- 20th and March 30th- April 3rd. Please look at the daily checklist of assignments and only complete what is assigned.

Teachers will be available to correspond through messages during regular school hours March 31st through April 3rd.

Once school resumes, students need to turn in all assignments.

If your child would like to complete additional activities during this mandated school closure, take advantage of other online resources such as Freckle, Brain Pop Jr., and links found on the Bissell Internet Resources webpage. Please refer to the online resources username/password document that you should be receiving in the mail later in the week.

Thank you for your understanding and flexibility during this uncharted time.

Sincerely,

The Second Grade Team

Name _____

Day 1

☐ Vocabulary Word Introduction

☐ Force- a push or pull that makes something move or be put into motion

☐ Gravity- a force that pulls things toward the center of the earth

☐ Read Science Book Lesson 1: Pushes and Pulls pages F4, F6-F9

☐ Complete Science Outline

Lesson 1

☐ Raz- Kids or Read a book of your choice (15+ minutes)

☐ Daily Math Review Packet

Daily Response: How can you make something move?

Ohio Learning Standards:

2.PS.1 Forces change the motion of an object

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topics or subject area

W.2.8 Recall information from experiences or gather information from provided sources to answer a question

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems

2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.8 Solve problems with money.

Name _____

**Lesson
Outline**
Lesson 1

Pushes and Pulls

Use your book to help you fill in the blanks.

What makes things move?

1. Things cannot move on their _____.
2. A push or a pull makes something move or _____ direction.
3. A push or a pull is called a _____.
4. A force that pulls things toward Earth is called _____.
5. Gravity _____ you on Earth.
6. You can see the pull of _____ when you let go of an object.

Name _____

Lesson Outline

Lesson 11

How do objects move?

7. Objects can move in _____ ways.

8. You can tell about how objects move by the
_____ they make.

9. The train in the picture moves in a
_____ line.

10. The roller coaster in the picture has a
_____ path.

11. The swing ride in the picture moves in
_____.

12. The path of the ball moves in a _____.

13. A path with short, sharp turns from one side to another
is a _____.

- ☐ Vocabulary Word Introduction
 - ☐ Friction- a force that slows down moving things

- ☐ Read Science Book Lesson 2: Forces and Change pages F10, F12-F17

- ☐ Complete the Science Outline Worksheet for Lesson 2 (pages 279-280)

- ☐ Complete the Push and Pull Chart

- ☐ Daily Math Review Packet

- ☐ Spelling Menu Activity
 - ☐ Choose 10 of your Foundations Review Words listed below and complete one activity today

Foundations Review Words

floss strong child scold	stranded crashing himself until	invite inside grumpy relaxing	yardstick reported dirty returned	painless replay thirteen spoiled
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ASK PERMISSION: Write your words in salt on a table OR write your words outside in sidewalk chalk.	Rainbow write your words using at least 3 different colors.	Write each of your words and then write a rhyming word next to each word. Try to think of REAL words...if not, you may write a nonsense rhyming word.
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Ohio Learning Standards: 2.PS.1 Forces change the motion of an object RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 2.MD.8 Solve problems with money.

Forces and Change

Use your book to help you fill in the blanks.

What slows things down?

1. Friction is a force that _____ down moving things.
2. Friction happens when two things _____ together.
3. There is more friction on _____ surfaces than on smooth ones.
4. It is _____ to push or pull something over a rough surface than over a smooth surface.

What happens when you change a force?

5. When a force _____, the way a thing moves changes too.
6. More force can make a golf ball move _____ and farther.

What happens when you change a force?

7. It takes more _____ to move some things than it does to move others.
8. The _____ something is, the more force you need to move it.

How can force change motion?

9. When something moves, it is in _____.
10. _____ can change the motion of things.
11. Speeding up, slowing down, and stopping are _____ in motion.
12. Pushing or pulling _____ make these changes in motion.

Name _____

Push or Pull?

Complete the following table for things that you make move. Check the correct box or boxes. Don't forget that some things can be pushed and pulled.

[illegible]

- ☐ Listen to Slow Down, Sara!: Found in Google Classroom
 - ☐ To Log into Google Classroom, go to the Bissell Internet Resources webpage and find Google Classroom
 - ☐ Students will need to go to their teacher's Google Classroom- not the Computer Lab classroom
- ☐ Complete the Slow Down, Sara! Vocabulary Activity Worksheet
- ☐ Raz- Kids or Read a book of your choice (15+ minutes)
- ☐ Daily Math Review Packet

Daily Response Journal: Tell about one of the experiments that Sara did in the story. How did it help her learn to build her car?

Ohio Learning Standards:

2.PS.1 Forces change the motion of an object

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topics or subject area

W.2.8 Recall information from experiences or gather information from provided sources to answer a question

SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally)

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies

2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems

2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

2.MD.8 Solve problems with money.

Name _____

Directions: Use the words from the word bank to complete the sentences below.

<u>WORD BANK</u>			
friction	impressed	lubricants	congratulate

1. Ben ran over to _____ Sara after she won the race.
2. Ben was _____ that Sara had slowed down and still won.
3. There is less _____ when an object is rolls on a **smooth floor** than a carpet.
4. Cream, or lotion, and oil are good examples of _____.

Directions: Use the words from the word bank to complete the sentences below.

<u>WORD BANK</u>			
drag	wobbled	shrugged	coasted

5. Sara built her first car too fast and the wheels _____ and fell off.
6. Ben didn't know the answer to Sara's question so he _____ his shoulders in response
7. When Sara was swimming with her arms out, she caused a lot of _____ and couldn't swim very fast.
8. Sara and Ben did an experiment about friction in which they _____ their bikes down a hill to see how different types of tires affected their speed.

Directions: Circle the words complete the sentences below.

9. There is **less** friction on a (smooth / rough) surface.
10. (Smooth / Rough) surfaces have **more** friction and slow objects down.

- ☐ Listen to Slow Down, Sarai- Found in Google Classroom
- ☐ Complete Slow Down, Sarai Comprehension Question Worksheet
- ☐ Daily Math Review Packet
- ☐ Spelling Menu Activity
 - ☐ Choose 10 of your Foundations Review Words listed below and complete one activity today

Foundations Review Words

floss strong child scold	stranded crashing himself until	invite inside grumpy relaxing	yardstick reported dirty returned	painless replay thirteen spoiled
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ASK PERMISSION: Write your words in shaving cream.	Write all of your words in capital letters.	Pyramid write or staircase all of your words S St Ste Ster stern
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Ohio Learning Standards:

- 2.PS.1 Forces change the motion of an object
- RL.2.3 Describe how characters in a story respond to major events and challenges
- RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.2.4 Read with sufficient accuracy and fluency to support comprehension.
- SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats
- 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems
- 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
- 2.MD.8 Solve problems with money.

Name _____

Directions: *Color in the circle of the correct answer.*

1. I tried to **nudge** Sara with my elbow. But there was no Sara to **nudge**. I looked around. She was gone.

Choose the meaning of the bolded word as it is used in the sentences above.

- ☐ to get someone's attention by kicking
- ☐ to get someone's attention by jumping
- ☐ to get someone's attention by poking

2. Sara built a race car in one day that fell apart.

Choose the event that happened right after she built the first car.

- ☐ Sara won the soap box derby race
- ☐ Sara slowed down and researched information on the computer
- ☐ Sara rushed and did not follow directions on an art project

3. Throughout the story, Sara is always faster than Ben until she decides to experiment with friction. **In what two races does Ben beat her?**

- ☐ a coasting bike race, diving contest
- ☐ a coasting bike race, soap box car race
- ☐ a coasting bike race, a swimming race

4. When Ben beat Sara he was excited but then he realized that she had let him win. **How did he feel about this?**

- ☐ He understood why she let him win and was not bothered by it.
- ☐ He felt that she made fun of him and he was mad at her.
- ☐ He was angry and wanted a rematch so he could try to beat her.

Directions: *Answer the following questions in complete sentences.*

5. Sara tried 2 experiments. Describe **one** of her experiments. How did it help her?

6. Give a detail from the story that shows Ben acted like a good friend to Sara.

- ☐ Listen to Slow Down, Sara!- Found in Google Classroom
- ☐ Complete the sequencing activity below
- ☐ Daily Math Review Packet
- ☐ Raz- Kids or Read a book of your choice (15+ minutes)

Slow Down, Sara! Sequencing Activity

Directions: Put the following events from the story in order from 1-8.

- ____ Sara and Ben raced their bikes down Park Hill.
- ____ Ernie and Amy's cars skidded out during the Soapbox Derby race.
- ____ Ben beat Sara in a swimming race at the pool.
- ____ Sara wins the Soapbox Derby.
- ____ Sara researches friction on the internet.
- ____ Ben realizes that Sara had used him to figure out how to make her soapbox car faster.
- ____ Sara and Ben read the sign in the park about the soap box derby.
- ____ Sara built her soapbox racer in one day.

Ohio Learning Standards:

- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats
- 2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems
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Name _____

Day 6

- ☐ Experiment: How Far Can Different Things Move?- found on page F5 in science book (use any 3 objects you have at home)

Object	How far did it move?

Which object moved the farthest? Why do you think so?

- ☐ Math: Go Math Lesson 11.1 Workbook Pages 706-707: 3-Dimensional Shapes
- ☐ Math: Practice Math Facts (10+ minutes)
- ☐ Spelling Menu Activity
- ☐ Choose 10 of your Foundations Review Words listed below and complete one activity today

Foundations Review Words

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ASK PERMISSION: Write your words in washable marker on a window or sliding glass door OR type words on computer 3 times.	Write your words backward and then forward.	Write all of the consonants in blue and all of the vowels in red for each of your words.
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Ohio Learning Standards:

2.PS.1 Forces change the motion of an object

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

2.G.1 Recognize and identify triangles, quadrilaterals, pentagons, and hexagons based on the number of sides or vertices. Recognize and identify cubes, rectangular prisms, cones, and cylinders

2.OA.2 Fluently add and subtract within 20 using mental strategies.

- ☐ Experiment - Find a ball, a toy car, or something that rolls. Make a ramp out of materials at home (books, cardboard box, etc.). Try the ramp on 3 different surfaces (carpet, tile floor, grass, cement, etc.). Fill in the blanks below to tell about your experiment:

1. The item rolled the farthest on the _____ surface.
2. The item rolled the shortest distance on the _____ surface.
3. What do you think would happen if the ramp was taller?

- ☐ Math: Go Math workbook page 709-710 3-Dimensional Shapes
- ☐ Math: Scavenger Hunt worksheet
- ☐ Raz- Kids or Read a book of your choice (15+ minutes)

Daily Response Journal: What happens to an object when the force on it gets stronger?

Ohio Learning Standards:

2.PS.1 Forces change the motion of an object

RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

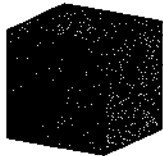
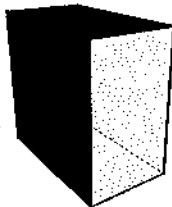

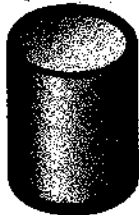

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Shape Scavenger Hunt

Directions: Look around your house and find objects that are the shapes listed in the chart below. Fill in the chart with the name of the object you found.

Shape	Household Objects
Cube 	
Rectangular Prism 	
Sphere 	
Cylinder 	
Cone 	

- ☐ **Race Track Map** - Create a map of your own race track - be sure it is a "bird's eye view" from above. Include a map title at the top of the page and at least 5 symbols on your map key (example: snack stand, trees, bleachers, etc.). Please items on your map and color.
- ☐ **Math: Using shapes**, draw a race car that could beat Sara's car. Remember to think about force, friction, and drag.
- ☐ **Math: Practice Math Facts** (10+ minutes)
- ☐ **Spelling Menu Activity**
 - ☐ Choose 10 of your Foundations Review Words listed below and complete one activity today

Foundations Review Words

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ASK PERMISSION: Write your words in salt, shaving cream or sidewalk chalk.	Have someone give you a spelling test. Grade it and write any misspelled words 3X each.	Spelling City for 10 minutes or complete a word search using ten of your words.
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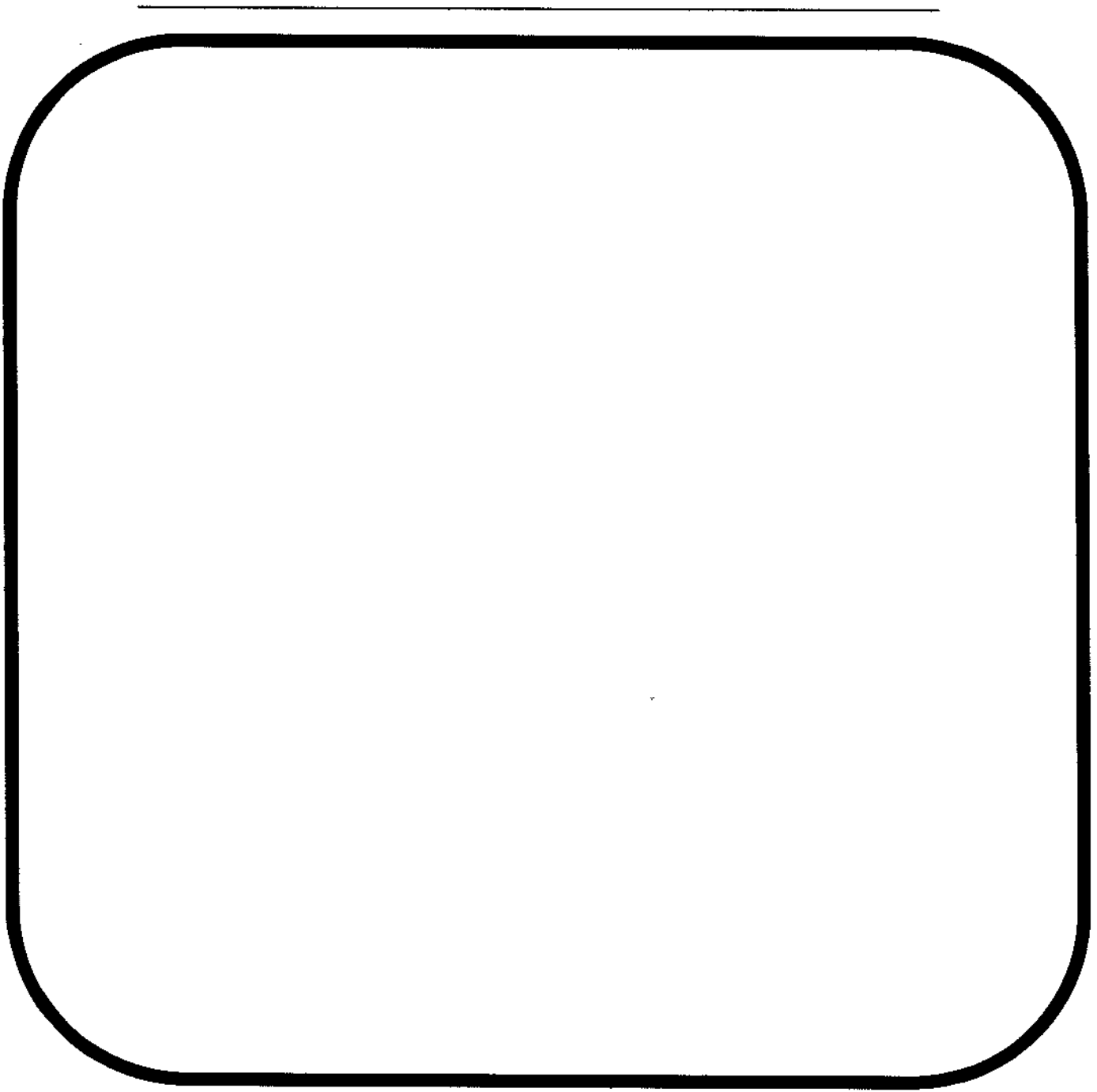
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2.OA.2 Fluently add and subtract within 20 using mental strategies.

5. Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.



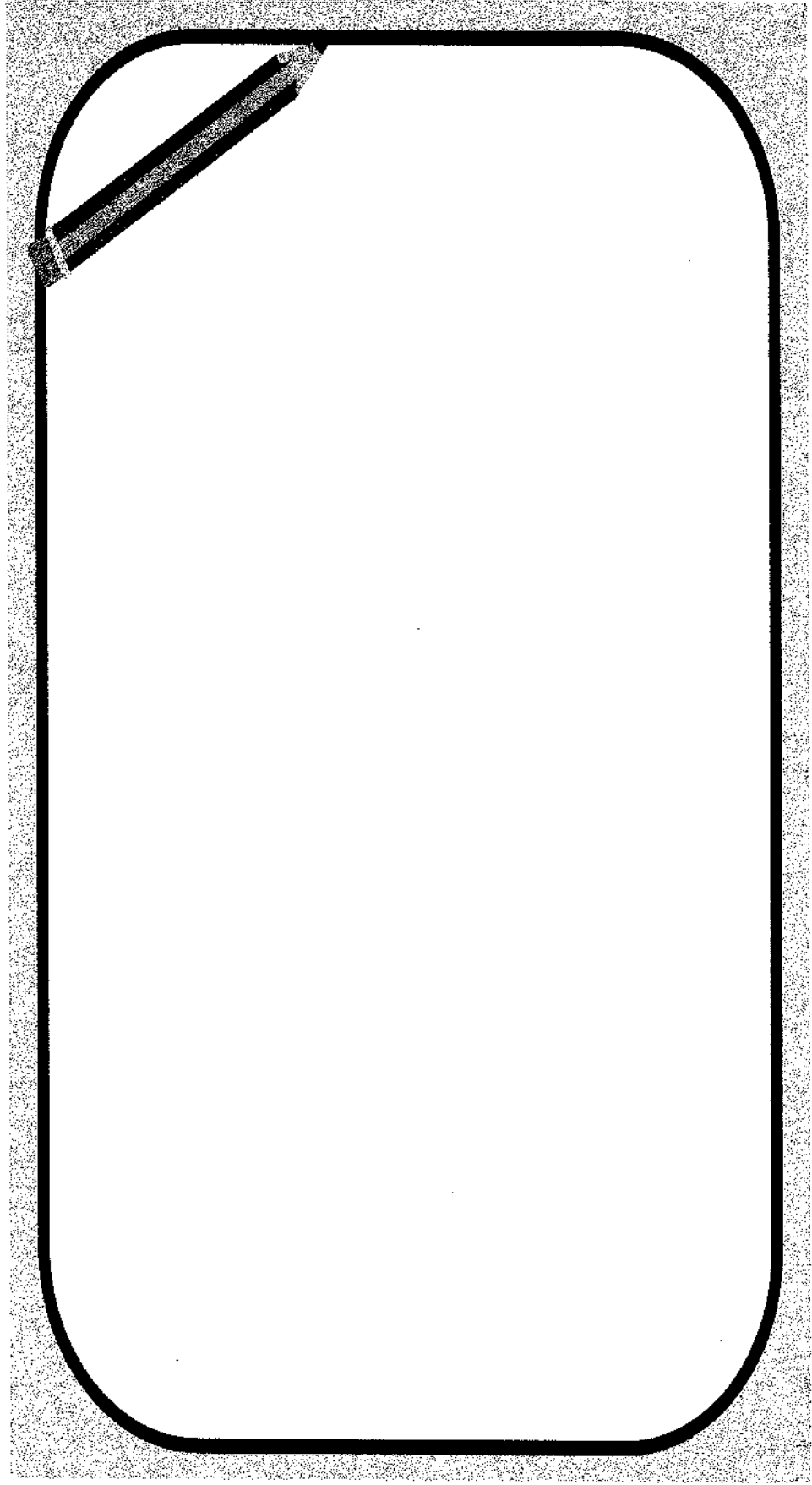
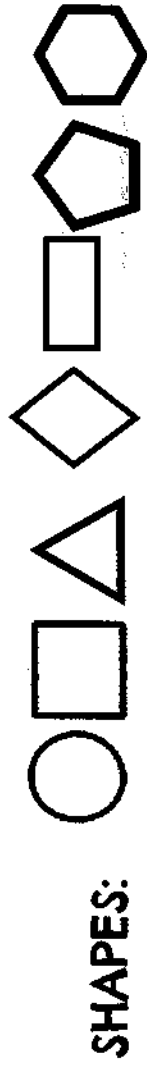
Map Key



Name: _____

My "Shapes" Race Car

Directions: Using any of the shapes below, design your own race car that could beat Sara's car from Slow Down Sara! Use the details from the book to help with your design. You may color and decorate your car anyway you'd like!



- ☐ Watch the Science Max video- Found in Google Classroom
- ☐ Write down at least 3 facts you learned from the Science Max video.
 1. _____
 2. _____
 3. _____
- ☐ Math: Read a Farmer's Job: Page 693-698 in your Go Math workbook. Complete pages 699-700.
- ☐ Raz- Kids or Read a book of your choice (15+ minutes)

Daily Response Journal: What was your favorite part about learning at home? What did you miss about school? Be sure to include specific details in your answer.

Standards:

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