



April 2020

Hello Parents,

We hope that this letter finds you doing well and adjusting to the changes in our world. We continue to work to offer resources that provide practice of skills students have learned this school year. Attached you will find choice boards (and supporting materials) for students to choose activities to complete in Language Arts, Math, Science, and Social Studies between April 20 and May 1. In addition, you will find daily math problem practice and an answer sheet that follows. There are many activities provided, a student would not be expected to complete them all. Please remember, all activities are optional and completed work will **not need** to be returned to school for grading or credit. If you find you need more resources, please check the UCPS EmpowerED Family Portal on our website www.ucps.k12.nc.us/domain/2917.

Stay safe and healthy!

Abril 2020

Estimados Padres,

Esperamos que al recibir esta carta se encuentren bien y adaptándose a los cambios en nuestro mundo. Continuamos trabajando para ofrecer a los estudiantes recursos que les brinden práctica de las habilidades que han aprendido este año escolar. Adjunto encontrará tableros de elección (y materiales de apoyo) para que los estudiantes elijan actividades para completar en Artes del Lenguaje, Matemáticas, Ciencias y Estudios Sociales. Además, encontrarán práctica diaria de problemas matemáticos y una hoja de respuestas. Se proporcionan muchas actividades, no se espera que el estudiante las complete todas entre el 20 de Abril y el 1 de Mayo. Por favor recuerde, todas las actividades son opcionales y el trabajo que el estudiante complete **no necesita** ser devuelto a la escuela para su calificación o crédito. Si cree que necesita más recursos, consulte el Portal de la Familia EmpowerED de UCPS en nuestro sitio web www.ucps.k12.nc.us/domain/2917.

¡Esperamos que se mantengan seguros y a salvo!

2nd Grade Reading Choice Board

April 20 - May 1

Fiction - a story book

Read 20 minutes from a fiction text of your own or read the text/passage attached. Make sure to ask your child some questions about what they read. After reading, choose an activity below.

Talk About Reading	Write About Reading	Play With Words																					
<p>Discuss the following questions after you read a fiction text.</p> <p>What are the important events that happen in the story?</p> <p>What is the problem that the characters have? How do the character(s) respond to the problem?</p> <p>What helps the character(s) solve the problem?</p>	<p>Story Retell</p> <p>What Happens in the Story?</p> <table><tr><td>Beginning</td><td></td></tr><tr><td>Middle</td><td></td></tr><tr><td>End</td><td></td></tr></table> <p>Write a retell that includes a beginning, middle, and end</p>	Beginning		Middle		End		<p>Word Hunt:</p> <p>Look for words that have long vowel sounds in your book or the passage attached. Record the words that you find. See how many different patterns you notice as you read other books. Add them to the chart.</p> <p>Example:</p> <table><tr><td>-ai</td><td>-ay</td><td>-ea</td><td>-ee</td><td>-oa</td></tr><tr><td>paint</td><td>sway</td><td>sea</td><td>feed</td><td>coat</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	-ai	-ay	-ea	-ee	-oa	paint	sway	sea	feed	coat					
Beginning																							
Middle																							
End																							
-ai	-ay	-ea	-ee	-oa																			
paint	sway	sea	feed	coat																			
<p>What are the most important events that happened in the story? How do you know?</p> <p>What lesson did the characters learn in the story? Why do you think that?</p>	<p>Lesson Learned</p> <p>Think about the events in the story and write about the lesson that the character(s) learn.</p>	<p>Contractions:</p> <p>Find and record contractions in your book or the passage provided. As you read other books see what other contractions you come across and write them down.</p> <p>Examples: would’ve, you’ve, I’d, we’d, you’d.</p>																					
<p>Choose a character from your book. How would you describe the character? What happened in the story that made you think that?</p> <p>What do you think will happen next for the characters after the story ends?</p>	<p>Story Ending</p> <p>Think about how the story ends and write a different ending for the story.</p>	<p>Definition Detective:</p> <p>Find a few words that you did not know the meaning of in your story. Use the context, what you know about the word, or a dictionary to determine the meaning. Record the word and the meaning.</p>																					

Create: Cereal Box Book Report

Materials: cereal box, paper, tape or glue



Use an old cereal box to write a book report about the story. On the front of the box take a piece of paper and draw the cover of your book or a picture that illustrates the passage. Make sure to include the title. On the back of the box, draw and write about the important parts of the story (beginning, middle, and end). On one side of the box draw a picture of the character(s) in the story. On the other side, write the lesson learned from the story.

There you have it, a cereal box book report.

The CLIMB

by Wendell Riley

1 “Grandpa, look!” I cried. “It’s a ship!” I could hardly believe my eyes. There was a huge ship with tall sails, far out at sea. We waved our arms and shouted, “Help! Help!”

2 We had been stranded on the island for weeks. I was out fishing with Grandpa one day when the weather suddenly changed. A storm blew our fishing boat off course and onto a rocky island. Grandpa steered the best he could, landing us on the shore. But our boat was ruined. We had no way back to the little seaside town we called home.

3 The huge ship was the first we’d seen—and it was sailing right past us! “It’s no use, Sara,” Grandpa said. “They can’t see us.”

4 “But they could if I was up there,” I said. I pointed to the top of a high, rocky hill. Grandpa looked worried, but he knew there was no other way. I had to climb the rocks quickly but carefully—and not look down! When I got to the top, I shouted, and flashed a small mirror. I was about to give up, when a light flashed back. We were saved!

Close Reader Habits

What questions can you ask about the story? **Underline** the details that help you answer your questions.

SAVING the TRAIN

by Annika Pedersen



1 Owen and Amy walked along the Green River. They had never seen the water so high. A storm the day before had brought heavy rain. As they walked around a bend in the river, they could hardly believe their eyes. The railroad bridge over the river had fallen into the rushing water!

2 "The noon train will be here soon!" Owen said to his sister. "It'll crash right into the river. We've got to go tell someone!"

3 "There's no time to get anyone," Amy said. "We'll have to stop it ourselves. I have an idea!" she shouted, as she turned and sped home.

4 When she got there, Amy took a big white tablecloth from the table. She grabbed a can of red paint and a brush. Then she painted the words "STOP! BRIDGE OUT!" on the cloth.

5 Amy dashed as fast as she could back to Owen. They could hear the train coming! They held the painted cloth between them and waved. But the train flew by. Had no one seen their warning?

6 A second later the train's brakes screeched, and its whistle blew loudly. It came to a full stop. Amy and Owen had saved the train!

Close Reader Habits

Underline key details about important parts of the story. These are details that answer *who*, *what*, *when*, *where*, and *why* questions.

2nd Grade Reading Choice Board

April 20 - May 1

Non-Fiction - a teaching text

Read 20 minutes from a nonfiction text of your own or read the text/passage attached. Make sure to ask your child some questions about what they read. After reading, choose an activity below.

Talk About Reading	Write About Reading	Play With Words															
<p>What is the topic of this text?</p> <p>What did you already know about the topic? What did you learn about ____ (topic)? What other questions do you have about the topic?</p> <p>What important facts did you learn?</p> <p>Summarize what you learned about the topic.</p>	<p>3-2-1</p> <p>Write three things you learned about the topic, two new words you learned, and one interesting thing you want to share.</p> <p>Nonfiction Notepads (Activity 1)</p> <p>After reading your nonfiction book complete the notepads to show what you learned and the questions you still have.</p>	<p>Word Patterns:</p> <p>Recognize and use ending word patterns: -ack, -act, -eck, -end, -ond</p> <p>Create a chart like the one below. See how many words you can write with these different word patterns. Be on the lookout for these words in your books as you read.</p> <table><tr><td>-ack</td><td>-act</td><td>-eck</td><td>-end</td><td>-ond</td></tr><tr><td>track</td><td>fact</td><td>deck</td><td>bend</td><td>pond</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	-ack	-act	-eck	-end	-ond	track	fact	deck	bend	pond					
-ack	-act	-eck	-end	-ond													
track	fact	deck	bend	pond													
<p>What are some of the important text features? How did they help you learn more about the topic?</p> <p>Why do you think the author included these text features?</p>	<p>Summarize</p> <p>Write a summary including important facts about the text you read. Choose different text features to help your reader know more about the topic.</p>	<p>Word Hunt:</p> <p>Look for words that have long vowel sounds in your book or the passage attached. Record the words that you find. See how many different patterns you notice as you read other books. Add them to the chart.</p> <p>Example:</p> <table><tr><td>-ay</td><td>-igh</td><td>-ie</td><td>-ow</td><td>-aCe</td></tr><tr><td>clay</td><td>sight</td><td>pie</td><td>show</td><td>cane</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	-ay	-igh	-ie	-ow	-aCe	clay	sight	pie	show	cane					
-ay	-igh	-ie	-ow	-aCe													
clay	sight	pie	show	cane													
<p>How did the illustrations fit with what you read?</p> <p>Why do you think the author included the picture or illustration?</p>	<p>Be a Fact Collector</p> <p>Create a poster using the facts that you collected as you read. Include illustrations to go with the facts.</p>	<p>Definition Detective:</p> <p>Find a few words that you did not know the meaning of in your book. Use the context, what you know about the word, or a dictionary to determine the meaning. Record the word and the meaning. Draw a picture to help you remember the word.</p>															

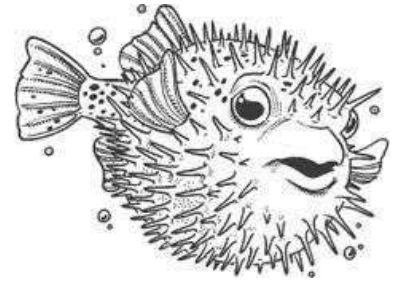
Create: Nonfiction Book**Materials: 3 pieces of paper and a stapler**

Think about a topic that interests your child. Have your child research the topic and record important facts and information learned. Use the facts that you learned to create a book about the topic. To make the book, fold the paper in half. On each page write different information that you learned. Make sure to include text features and illustrations. After the book is finished, share it with family.

**Who Wants a Spiny Snack**

Readworks.org

A hungry shark looks for its next meal. It spots a small fish. As the shark gets close, PUFF-PUFF-PUFF! The fish puffs out into a big ball. And it's covered with sharp spines! Ouch! The shark swims away. The small pufferfish is safe for now.

**Staying Alive**

Animals that hunt other animals are called **predators**. Pufferfish have their own way to stay safe from predators. A pufferfish can turn into a spiny ball in a few seconds. Then only the biggest animals can eat it. If a predator gobbles up a puffer before it inflates it won't enjoy the snack. The pufferfish has a bad taste.

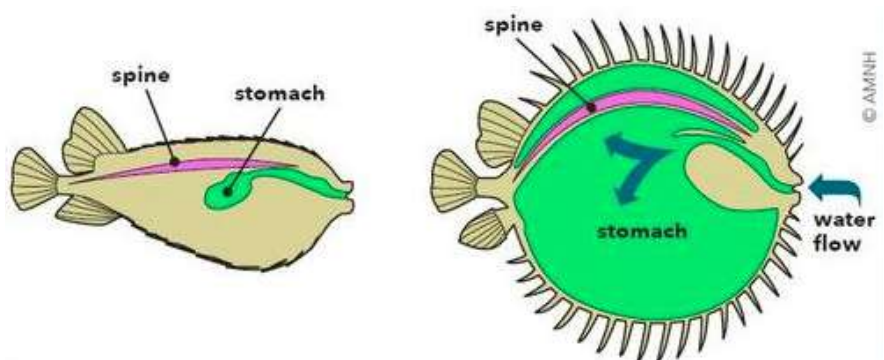
Animals have special ways to stay alive. These are called **adaptations**. An adaptation is a body part or action that helps an animal live. Adaptations like sharp spines and puffing up help keep the pufferfish safe from predators. Pufferfish also have good eyesight that helps them see predators far away.

Swelling Up

When a predator gets close, the pufferfish swells up like a big balloon. Some people call it a balloon fish. But this fish is not soft and smooth like a balloon. Its skin is hard and covered with sharp spines. When the fish puffs up, the spines stick out in all directions.

How does the puffer "puff" up? It's not filled with air like a balloon. It's full of water. The fish gulps lots of water into its stomach. Filled with water, its stomach becomes almost one hundred times bigger.

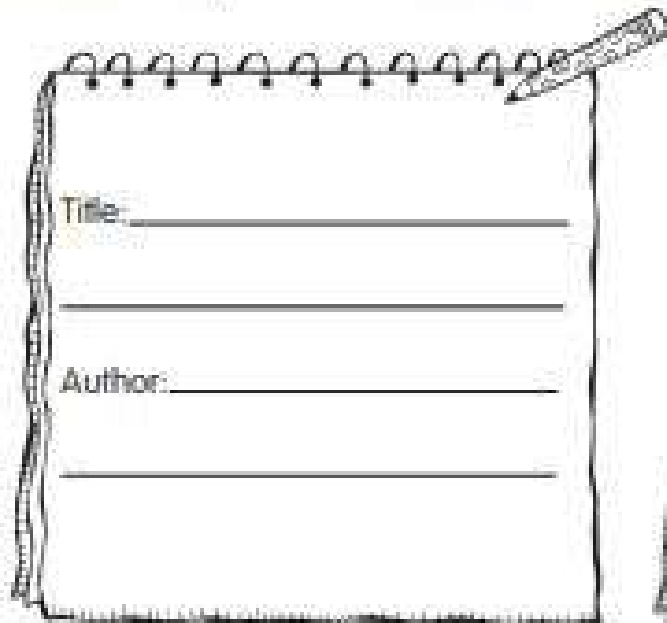
Pufferfish have special ways that they stay safe in the ocean. They swim slowly, but their bodies help keep them safe from predators.



Nonfiction Notepads (Activity 1)

Nonfiction Notepads

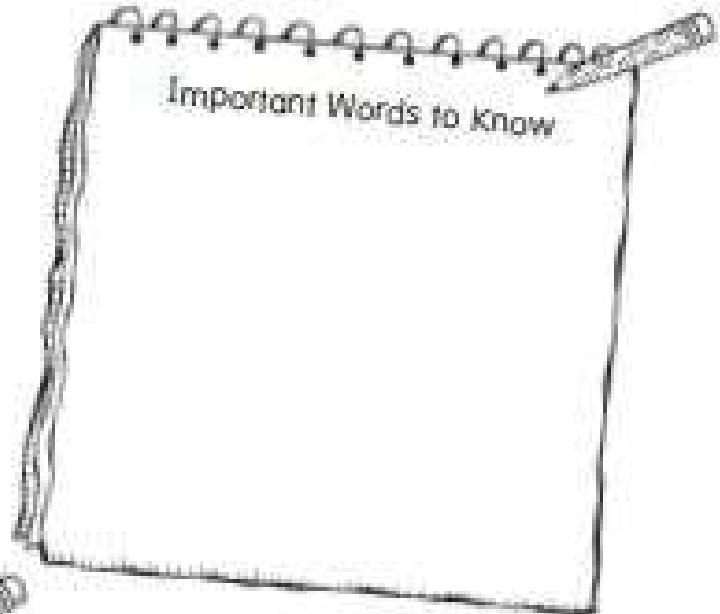
Directions: Taking notes can help you remember what you read.
Use the notepads to take notes about a nonfiction book you are reading.



A spiral-bound notepad with a pencil resting on the top right corner. The notepad has two sections for writing: "Title:" followed by two horizontal lines, and "Author:" followed by two horizontal lines.

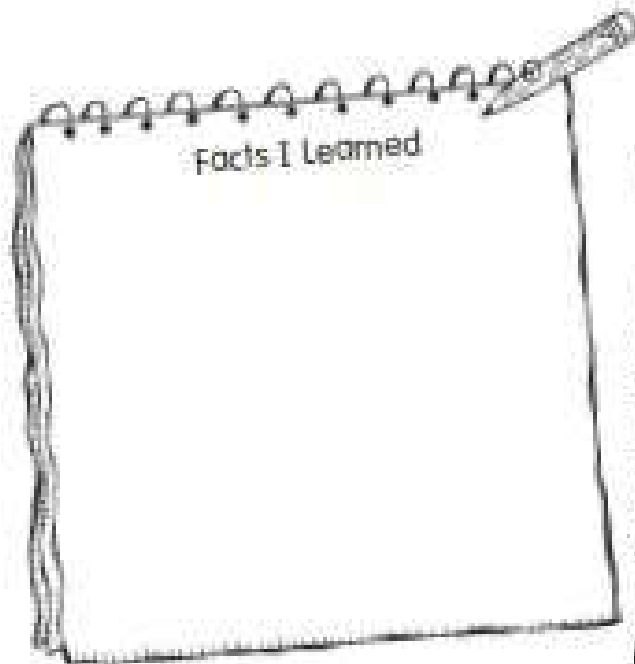
Title: _____

Author: _____



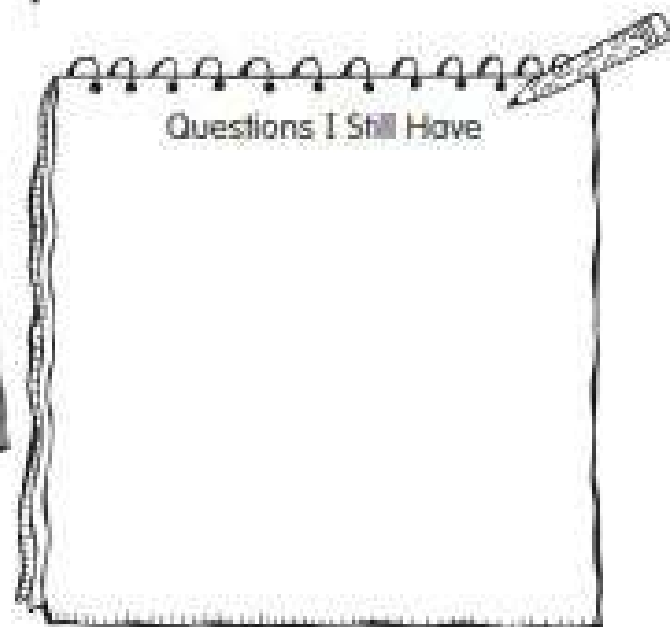
A spiral-bound notepad with a pencil resting on the top right corner. The notepad has a single section for writing: "Important Words to Know" followed by a large blank area for notes.

Important Words to Know



A spiral-bound notepad with a pencil resting on the top right corner. The notepad has a single section for writing: "Facts I Learned" followed by a large blank area for notes.

Facts I Learned



A spiral-bound notepad with a pencil resting on the top right corner. The notepad has a single section for writing: "Questions I Still Have" followed by a large blank area for notes.

Questions I Still Have

2nd Grade Math Choice Board

April 20 - May 1

The activities below can be used by all students in grades K-5 in addition to the grade level work provided. Please note additional challenges for older students. The choice board is meant to be a fun way to explore math at home. Enjoy!

<p>Create a math board game. Make sure your game has directions, math questions, and all materials needed to play it. Try out your game with someone at home.</p>	<p>Go on a shape hunt. Look for shapes around you at home. Gather 10 objects and identify their shapes (can be 2D or 3D). Sort the shapes in some way. Share your thinking with someone at home.</p>	<p>Write a story problem to go along with your daily reading. Read a story or a chapter out of a book you've been reading. Write one math problem to go along with the story or chapter you read.</p>
<p>Measure a room at home. Use at least two different <i>creative</i> measuring tools. For example, how many shoes long is the room? How many pieces of paper long is it? Compare the lengths. For students in grades 4-5, calculate the perimeter and area of the room.</p>	<p>Write a math song. Write a math song to explain a math concept. Your song could be about shapes, fractions, graphing, addition, subtraction, multiplication, or division. Perform your song for your family. You may even choose to send your teacher a recording of your song.</p>	<p>Cook something with an adult. While you cook, think about all the math skills you are using. Write and solve one math story problem related to your experience.</p>
<p>Create a graph. Create a graph using items you find in your house. Your graph should have a title, a number scale, and at least two categories. Category examples: -Articles of clothing (# of t shirts and # of long sleeve shirts) - Types of books on your bookshelf</p>	<p>Create a daily schedule. Make sure your schedule has the start time and end time as well as what activity you are going to do at that time. For students in grade 3-5, find the elapsed time of the different activities in your schedule.</p>	<p>Write a word problem with an answer of 2. Use any operation and any problem type you want. Just make sure the answer to your problem's question is 2. Challenge: Can you write another problem using a different operation and/or a different problem type? Don't forget two-step & compare problems!</p>

2nd Grade Math Practice

Problem Solving

Fill in the missing numbers:

- 345, 350, _____, 360, 365, _____, _____, 380, 385, 390, _____
- _____, 109, 119, 129, _____, _____, 159, 169, 179, 189, _____, _____
- Blaire started counting at 123. She began skip-counting by hundreds. Write about what patterns Blaire will find in the numbers as she skip-counts.

Counting Coins

- Damien had the coins shown below in his piggy bank. How much money is in Damien's piggy bank?

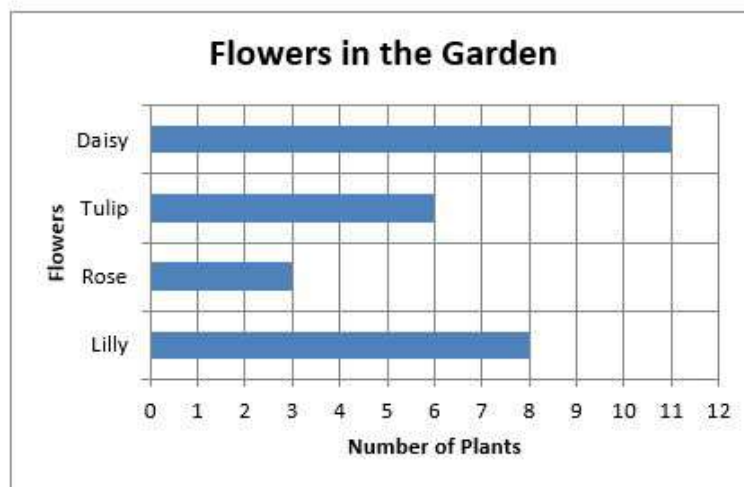


- Show 3 different ways can you make 56¢ using pennies, dimes, nickels, and quarters?

Problem Solving Involving Money

- Ruth has 4 dimes, 2 pennies, 1 quarter, and 3 nickels in her pocket. Samuel has 5 dimes, 1 penny, and 5 nickels in his pocket. Who has the most money?
- Lance wants to buy a toy from Wal-Mart that costs \$15. He has 3 one dollar bills, 2 five dollar bills, and 1 ten dollar bill in his wallet. Does Lance have enough money to buy the toy?
- Will Lance have any money left over after he buys the toy? If so, How much?

Place Value to 1,000	<p>Fill in the blanks:</p> <ul style="list-style-type: none"> • 467 = _____ tens + _____ ones • 11 tens + 1 hundred + 6 ones = _____ <p>Circle the number shown below that is made up of 5 hundreds, 9 ones, and 12 tens.</p> <p style="text-align: center;">592 629 512 591</p> <p>Write the number shown below using the number name.</p> <p style="text-align: center;">909</p>
Problem Solving	<ul style="list-style-type: none"> • Write a story problem for the equation shown below. Then, solve your story problem. <div style="text-align: center;">_____ + 47 = 82</div> • Kaneia made some friendship bracelets. She made 4 red bracelets and 5 blue bracelets. She gave some of them away to her friends. She has 3 bracelets left. How many did she give away to friends? • Mrs. Lucky picked some vegetables from her garden. She picked 28 more green beans than cucumbers. She picked 8 cucumbers. How many green beans did Mrs. Lucky pick?
Graphing	<p>Use the graph on the next page to answer these questions.</p> <ul style="list-style-type: none"> • How many more daisies were found in the garden than Roses? • Which two types of flower have a combined total of 11? • How many fewer tulips are in the garden than lilies? • There are 5 more orchid flowers in the garden than daisies. How many orchids are in the garden?



Odd vs. Even

- Is the number 9 even or odd? Prove your thinking by making a sketch.
- Is the number 14 even or odd? Prove your thinking by writing an equation.
- Write an even number that is less than 20. Prove using drawings or equations that the number is even.
- Write an odd number that is less than 20. Prove using drawings or equations that the number is odd.

Problem Solving

- Write a story problem for the equation below. Then solve your story problem.

$$48 + \underline{\hspace{2cm}} = 72$$

- A bakery baked 4 chocolate cakes. They also baked 5 vanilla cakes. They sold 6 of the cakes today. How many cakes does the bakery have left? Write a number sentence to represent this problem and then solve it.
- The UCPS Mobile Book Bus had some new books to give away. On Tuesday, 38 books were given away. There are still 42 books left on the bus. How many books did the Book Bus have in the beginning? Write a number sentence to represent this problem and then solve it.

**Place Value to
1,000**

Write a number that completes the comparison.

- 4 ones + 12 tens $>$ _____

- 3 + 200 $<$ _____

Use the symbols $>$ $<$ or $=$ to complete each number comparison.

- 30 + 400 + 8 _____ 4 tens + 3 hundreds + 9 ones

- 8 tens + 2 hundreds + 12 ones _____ 382

**Skip Counting
by 5, 10, and
100**

Fill in the missing numbers:

- 8, _____, 28, 38, _____, _____, 68, _____

- _____, 174, 274, 374, _____, _____, _____

- Begin counting at 499. Count by tens to find the next 5 numbers. Write the numbers you counted.

2nd Grade Math Answer Key

Problem Solving	<ul style="list-style-type: none"> • 345, 350, 355, 360, 365, 370, 375, 380, 385, 390, 395 • 99, 109, 119, 129, 139, 149, 159, 169, 179, 189, 199, 209 • The hundreds digit increases with each count. The tens and ones remain the same.
Counting Coins	<ul style="list-style-type: none"> • 82¢ • Possible Answers: 2 quarters, 6 pennies OR 1 quarter, 2 dimes, 1 nickel, 6 pennies OR 4 dimes, 3 nickels, 1 penny
Problem Solving Involving Money	<ul style="list-style-type: none"> • Ruth has more money. • Yes • Yes, \$8 left
Place Value to 1,000	<ul style="list-style-type: none"> • $467 = 46 \text{ tens} + 7 \text{ ones}$ • $11 \text{ tens} + 1 \text{ hundred} + 6 \text{ ones} = 216$ • 592 629 512 591 • 909 - nine hundred nine
Problem Solving	<ul style="list-style-type: none"> • Possible Story Problem: Mrs. Smith had some books in her classroom library. She bought 47 more books at the book fair. She has 82 books in her library now. How many did she have to begin with? • 6 • 36
Graphing	<ul style="list-style-type: none"> • 8 • Which two types of flower have a combined total of 11? Lilly and Roses • 2 fewer Tulips • 16
Odd vs. Even	<ul style="list-style-type: none"> • Odd- Sketch should show two groups. One group with 4 and the other with 5. The sketch could also show 4 pairs and one by itself. • Even- $7 + 7 = 14$ OR $2 + 2 + 2 + 2 + 2 + 2 + 2 = 14$ • Answers could include: 2, 4, 6, 8, 10, 12, 14, 16, or 18. Equations will vary. • Answers could include: 3, 5, 7, 9, 11, 13, 15, 17, 19. Equations will vary.
Problem Solving	<ul style="list-style-type: none"> • Possible story problem: Mrs. Smith had 48 books in her classroom library. She bought some more books at the book fair. She has 72 books in her library now. How many more did she buy? • $4 + 5 - 6 = 3$ • 80 - $38 = 42$
Place Value to 1,000	<ul style="list-style-type: none"> • $4 \text{ ones} + 12 \text{ tens} > \text{Any number less than } 124$ • $3 + 200 < \text{Any number greater than } 203$ • $30 + 400 + 8 > 4 \text{ tens} + 3 \text{ hundreds} + 9 \text{ ones}$ • $8 \text{ tens} + 2 \text{ hundreds} + 12 \text{ ones} < 382$
Skip Counting by 5, 10, and 100	<ul style="list-style-type: none"> • 8, 18, 28, 38, 48, 58, 68, 78 • 74, 174, 274, 374, 474, 574, 674 • 499, 509, 519, 529, 539, 549

2nd Grade Science Choice Board

April 20-May 1

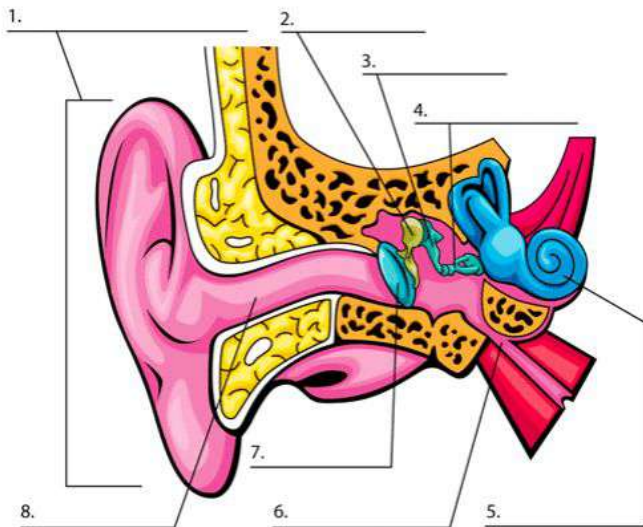
Choose **1-2 of the activities per week** from the activity board below to review your Science knowledge.

<p><u>Make an Instrument</u></p> <p>Using recycled household materials (cardboard boxes, tissue paper roll, rubber bands, soda bottles, straws, etc.), make an instrument. Be sure your instrument can demonstrate the follow sound terms:</p> <ul style="list-style-type: none">• Vibrations- movement back and forth that creates sound waves• Pitch- high and low sounds• Volume- loud and soft sounds	<p><u>Write a Song</u></p> <p>Write a song about how sound travels or how we hear sound with our ears. If you want, get really creative and put your song to music!</p>	<p><u>Creative Writing</u></p> <p>Write a story as if you are an echo or a sound wave. Be sure to use descriptive detail to tell about your journey and what you experience!</p>										
<p><u>Be The Teacher</u></p> <p>Create a lesson about sound as if you are a teacher. Create a poster or chart that will help your “students” understand how sound is made and how the ear hears sound. You can use the vocabulary and diagrams from the other activities to help you. Then, teach your lesson to your stuffed animals, toys or family members!</p>	<p><u>Speed Label a Diagram</u></p> <p>Study the attached ear diagram and learn the names of the parts of the ear. Then, quiz yourself by labeling the parts. Try to get all the parts in the correct spot! Got it right? Now, try again but see how fast you can do it! Have a family member time you to see how quickly you can name the parts of the ear correctly!</p>	<p><u>Write an ABC Book</u></p> <p>Create your own ABC book on the topic of weather. Use a weather vocabulary word for each letter of the alphabet. You may use the vocabulary list attached to get you started.</p> <p>For example: A is for air. B is for barometer. C is for clouds</p>										
<p><u>Track Weather Patterns</u></p> <p>Make a chart with 5 columns. Track the type of weather that you see for 5 days in a Weather Log. Be sure to include:</p> <ul style="list-style-type: none">• Type of weather: Sunny, Rainy, Cloudy, Partly Cloudy, Windy• Temperature: Hot, Warm, Cool, Cold• Any other descriptive words: muggy, breezy, dry, gloomy, drizzly, etc.• A drawing of what it looks like outside <p>Optional: Continue tracking the weather after 1 week.</p> <table><tr><td>Monday</td><td>Tuesday</td><td>Wednesday</td><td>Thursday</td><td>Friday</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Monday	Tuesday	Wednesday	Thursday	Friday						<p><u>Make a Memory Game</u></p> <p>To Make: Use index cards or cut squares of paper to act as playing cards. On each card, write the name of a weather instrument. Draw a picture of the instrument as well on the card. On another card, write its definition or what the instrument is used for. Be sure every weather instrument has a matching card with its definition.</p> <p><i>Use the attached weather instrument guide to help!</i></p> <p>To Play: Place all of your cards face down so that you don’t see any writing. With a family member, take turns flipping over two cards. If you flip a weather instrument name and its matching definition, keep the pair. The person with the most matches at the end, wins!</p>	<p><u>Hands On Experiment: Water Cycle in a Bag</u></p> <p>Materials you will need:</p> <ul style="list-style-type: none">• a zippered plastic bag• Water• permanent marker• masking tape• Optional: blue food coloring <p>Follow the attached instructions for showing the Water Cycle in a Bag.</p>
Monday	Tuesday	Wednesday	Thursday	Friday								

HOW THE BODY WORKS

The Ear

Directions: Print out and label the parts of the ear.

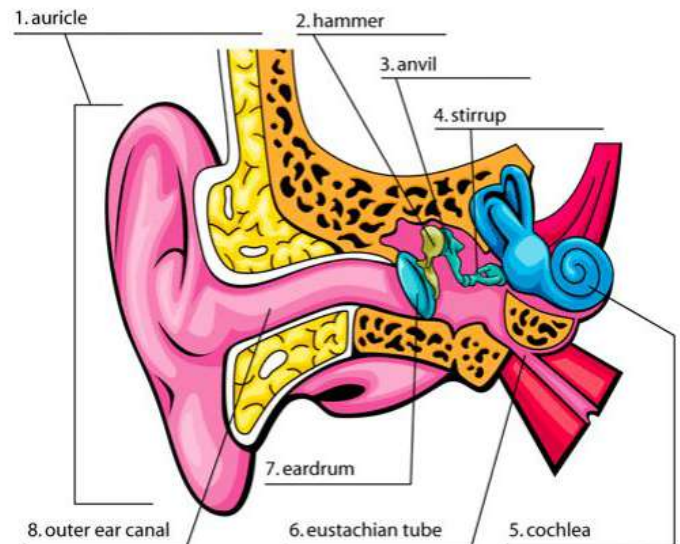


WORD BANK

eardrum	eustachian tube	outer ear canal
cochlea	stirrup	hammer
anvil	auricle	

HOW THE BODY WORKS

The Ear Solution



WORD BANK

eardrum	eustachian tube	outer ear canal
cochlea	stirrup	hammer
anvil	auricle	

Source: <https://kidshealth.org/en/kids/bfs-earsactivity.html>

Water Cycle in a Bag Experiment

Materials: a zippered plastic bag, water, permanent marker (blue food coloring optional), masking tape

Directions:

1. With the permanent marker, draw water “waves” at the bottom of the bag and clouds at the top of the bag. Include a sun at the top too!
2. Pour water into the bag (enough to reach the top of your “waves” you drew.) Optional: Drop a few drops of blue food coloring to dye the water.
3. Zip the bag and tape it to a window that gets lots of sunlight.
4. Observe what happens after a few sunny days.

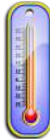







What is happening?

You should notice the water from the bag forming droplets of water at the top. This is *condensation*. The heat from the sun has made the water *evaporate* up, then *condense* near the “clouds”. In a real water cycle, the condensed vapor would then drop from the clouds as *precipitation* (rain, snow, sleet, hail). And the water cycle would begin all over again.

Source: <https://www.mobileedproductions.com/blog/how-to-make-a-water-cycle-in-a-bag>


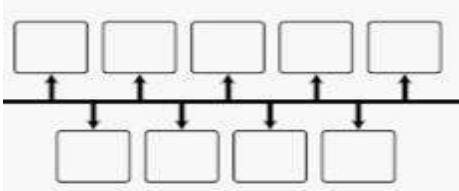

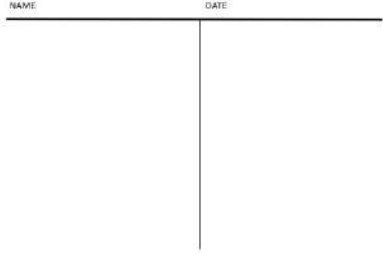
Weather Instrument Guide

Thermometer Measures the temperature (how hot or cold it is)		Rain Gauge Measures how much rain is collected (in inches or centimeters)	
Barometer Measures the air pressure (how high or low)		Wind Sock Measures wind direction and speed, usually found at airports	
Anemometer Measures the wind speed		Wind Vane Measures the wind direction (North, East, South, West)	

2nd Grade Social Studies Choice Board

April 20 - May 1

Choose 1-2 activities to complete each week to review your Social Studies knowledge.

<p><u>Community Service Workers</u></p> <p>Make a card for a firefighter, hospital worker, police officer, or service provider and thank them for helping to keep us safe.</p>	<p><u>Good Citizens</u></p> <p>Make a plan for what you can do to help your family or a neighbor this weekend.</p> 	<p><u>Rules</u></p> <p>What are some new rules in your house? Create a list of new rules in your house and your community. Why do you have new rules? Why are these rules helpful? Talk with an adult about these new rules.</p>
<p><u>Timeline</u></p> <p>Create a timeline of the different activities you did in your classroom this year. Draw a picture to match each activity. Share with an adult.</p> 	<p><u>Long Ago vs. Today</u></p> <p>Talk with an adult about a time when they were little that things changed. What caused the change? What was the outcome? How did they feel during the change?</p>	<p><u>Culture</u></p> <p>Read about the "Chinese New Year". Use the Venn Diagram to compare and contrast how you celebrate the New Year.</p> 
<p><u>Wants and Needs</u></p> <p>Create a list of wants and needs during this time. Have these changed since you have been out of school? What stayed the same?</p>	<p><u>Goods and Services</u></p> <p>Create a "T-Chart" of the goods and services in your community. Reflect on how these have been impacted recently.</p> 	<p><u>Consumers and Producers</u></p> <p>Draw pictures of or write about three goods and/or services you like to consume and three goods and/or services you like to produce.</p>

Chinese New Year

The Chinese New Year is an important holiday celebrated by Chinese people all around the world. During this time, Chinese families get together to spend time with one another. Together, they celebrate the past year. They also wish each other good luck for the New Year.

The date of the Chinese New Year changes every year. However, it always falls some time between January 20 and February 21. This is because the Chinese culture used to follow a calendar called the Chinese Lunar Calendar. This calendar is different from the calendar used in the United States of America. This calendar is called the Gregorian calendar.

Like many holidays, there are traditions people have to celebrate the Chinese New Year. For this holiday, many people wear red. They even put up red decorations. In Chinese culture, the color red stands for good luck. Another important tradition is the gift of a red envelope called 'hongbao.' The elderly put money inside the 'hongbao' and give it to children to wish them good fortune.

