



**Department of  
Education**

# **Learn at Home Grade 2**

October 31, 2012

# Day 1 Schedule

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Subject	Assignments	What Did I Learn Today?
Reading and Writing	<input type="checkbox"/> Learn new vocabulary words from the Vocabulary List <input type="checkbox"/> Activity 1: Reading <input type="checkbox"/> Activity 2: Writing	<input type="checkbox"/>
Math	Complete at least one: <input type="checkbox"/> Fill it Up activity <input type="checkbox"/> Money's Worth activity	<input type="checkbox"/>
Science	<input type="checkbox"/> Volcanoes	<input type="checkbox"/>
Fitness and Health	<input type="checkbox"/> Exercise for 30 minutes. Choose from the Activity Calendars at the back of this packet	<input type="checkbox"/>
Arts	<input type="checkbox"/> Choose one or two activities from the Arts Activities at the back of this packet	<input type="checkbox"/>
Educational TV Shows	<input type="checkbox"/> Choose TV shows to further your learning at home	<input type="checkbox"/>

# Day 1 Reading and Writing

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## Vocabulary

Create your own picture dictionary. Each day this week, write new words you learn (from reading, listening, talking, or the Vocabulary List in the back of this packet) next to the appropriate letter. Draw a picture of each word. Review your dictionary every day to see how the list of words is growing! You can use the handout in the following pages to create your picture dictionary or you can use a notebook or separate sheets of paper.

## Activity 1: *Reading*

- Read a book with your family. Write the title and author below:

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

Author: \_\_\_\_\_

- Who is the main character in the story? (The main character is the person the story is about.)

\_\_\_\_\_

- What is the main problem of the story?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- What does the character do in response to the problem? For example, does the main character try to solve the problem? How does the main character try to solve the problem?

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\_\_\_\_\_

# Day 1 Reading and Writing (continued)

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## Activity 2: *Writing*

You are going to write a description of the kitchen in your house. (A kitchen is the room in your home where meals are cooked or prepared.)



As you look into your kitchen, think about the following:

- What do you see?
- Who is in the kitchen?
- What do you usually do in your kitchen?

In the first paragraph, f g u e t k d g " h o w the kitchen looks. Try to use words that will help your ' r e a d e r see what you see. Include words about the location of objects, the colors you see, the size of things.

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In the second paragraph, write some sentences that tell what you do in the kitchen. Try to use words that will help your reader visualize (see in their heads) what you do. Describe who is the kitchen.

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# **Day 1 Reading and Writing (continued)**

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In the third paragraph, write some sentences that describe how the kitchen smells. Include words that will allow your reader to know what smells you are describing.

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# Day 1 Mathematics

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## Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- Estimate** – When you estimate the answer to a problem, it means that you give a pretty good guess at what the answer will be.
- Savings** – The sum (amount) of money saved.

## Choose one of the following activities:

### Activity 1: *Fill It Up*

- Filling empty containers provides opportunities to explore comparisons, measurement, volume, estimation, and geometry. Complete the Activity on the following page.

### Activity 2: *Money's Worth Activity*

Coin games help children to learn the value of coins. They also teach counting, addition, subtraction, and multiplication. Coupons can help teach children money management, as well as subtraction and percentages.

This activity is available on page : .

Source: These activities are from math.com  
<http://www.math.com/parents/articles/mathhome.html>  
<http://www.math.com/parents/articles/funmath.html>

# Day 1 Mathematics (continued)

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## Fill It Up

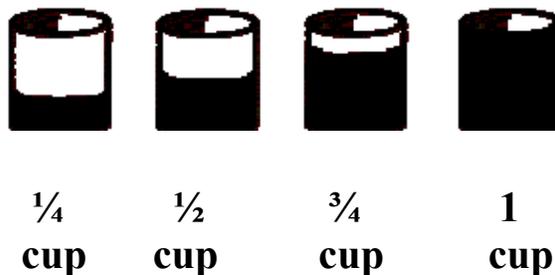
### What you'll need

A measuring cup, 4 glasses of equal size, and water



### What to do

1. Pour water at different levels ( $\frac{1}{3}$  cup,  $\frac{1}{2}$  cup,  $\frac{3}{4}$  cup and 1 cup) in each glass. Put the glasses next to each other. Ask your child: Are all the water levels the same or different?
2. Ask your child questions to encourage comparison, estimation, and thinking about measurement. Which glass has more water? Which one has less? How many glasses of water do you estimate it will take to fill the container?
3. Pour more water into one of the glasses to make it equal to the amount of water in another glass. Move the glasses around so that the glasses that have the same amount of water are not next to each other. Ask your child: Which glasses do you think have the same amount of water?
4. As your child begins to understand more, do activities using different-shaped containers that hold the same amount of a substance (water, rice, and popcorn kernels). This helps your child see comparisons, as well as the various capacities of different-sized and -shaped containers.



# Day 1 Mathematics (continued)

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## Money's Worth

### What you'll need

Coins, grocery store coupons, and a pencil

### What to do

1. **Coin clues.** Ask your child to gather some change in his or her hand without showing what it is. Start with amounts of 25 cents or less. Ask your child to tell you how much money and how many coins there are. Guess which coins are being held. For example, "I have 17 cents and 5 coins. What coins do I have?" (3 nickels and 2 pennies).
2. **Clip and save.** Cut out grocery store coupons and tell how much money is saved with coins. For example, if you save 20 cents on detergent, say 2 dimes. Ask your child what could be purchased using the savings from the coupon. A pack of gum? A pencil? How much money could be saved with 3, 4, or 5 coupons? How could that money be counted out in coins and bills? What could be purchased with those savings? A pack of notebook paper? A magazine? How much money could be saved with coupons for a week's worth of groceries? How would that money be counted out? What could be purchased with those savings? A book? A movie ticket? What percentage of the original price is the coupon worth?
3. **Count the ways.** How many ways can you make 10 cents, 25 cents, 30 cents, 40 cents, or 50 cents? You can help your child add the coins in various ways to get different answers.
4. Try playing the coin games with coins from another country.



# Day 1 Science

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## *Volcanoes*

### Vocabulary

Explore the new science vocabulary words below. You will use these vocabulary words in today's activity.

- acid rain** (noun): dirty air mixed with water in the air; it is bad for plants and people
- cough** (verb): to quickly push air out of the mouth
- protea** (noun): a plant that lives in Hawaii; it has hard leaves and colorful flowers
- sulfur dioxide** (noun): a gas; it is bad for people
- volcano** (noun): an opening in the earth through which gases come out

### Directions

- Read the article below and answer the questions that follow.

#### **Volcano Causing Problems for People, Plants**

HONOLULU, Hawaii (Achieve3000, May 6, 2008).

Kilauea is a volcano on Hawaii's "Big Island." For years, it has been blowing up. It sends sulfur dioxide into the air. The sulfur dioxide mixes with dust and sunlight. This makes something called "vog."

Vog is bad for some people. It can make them cough. It can give them headaches. People are careful to stay inside. Schools keep kids inside during playtime.

Vog is causing other problems, too. Some plants and flowers are dying. They might be dying from the sulfur dioxide. Or it might be something else. Vog mixes with water in the air. This makes acid rain. The acid rain might be killing the plants.

Protea is one of the flowers being killed. Protea are grown on many farms in Hawaii. Farmers sell these flowers. With this and other plants dying, farmers are losing money. Many are thinking about growing different crops.

Information for this story came from AP.

# Day 1 Science (continued)

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**Question 1:** According to the news story, why is it bad that plants and flowers are dying?

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**Question 2:** The news story says, "Schools keep kids inside during playtime." Can you give a word that is the opposite of "inside"?

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**Question 3:** The news story does not say:

1. Acid rain helps protea.
2. Vog is bad for some people.
3. Acid rain may kill plants.
4. Vog can cause problems.

**Question 4:** Let's say you are retelling this news story. What is the most important thing to tell your audience?

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**Question 5:** The news story says, "Vog is causing other problems, too. Some plants and flowers are dying." What other problems do you think vog could cause?

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# Day 1 Science (continued)

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**Question 6:** The news story says: For years, it has been blowing up. It sends sulfur dioxide into the air. The sulfur dioxide mixes with dust and sunlight.

These sentences help the reader to know:

1. What volcanoes look like
2. How vog is made
3. How big volcanoes are
4. Why Kilauea is blowing up

**Question 7:** Which of these is an opinion?

1. Acid rain might be killing the plants.
2. Kilauea is a volcano in Hawaii.
3. Protea are grown on many farms
4. Farmers should still grow protea.

**Question 8:** What is your opinion about the news article you read? Why?

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# Day 2 Schedule

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Subject	Assignments	What Did I Learn Today?
Reading and Writing	<input type="checkbox"/> Learn new vocabulary words from the Vocabulary List <input type="checkbox"/> Activity 1: Reading <input type="checkbox"/> Activity 2: Writing	<input type="checkbox"/>
Math	Complete at least one: <input type="checkbox"/> In the News activity <input type="checkbox"/> What are the Coins? activity	<input type="checkbox"/>
Science	<input type="checkbox"/> Hawaii Fire Show	<input type="checkbox"/>
Fitness and Health	<input type="checkbox"/> Exercise for 30 minutes. Choose from the Activity Calendars at the back of this packet	<input type="checkbox"/>
Arts	<input type="checkbox"/> Choose one or two activities from the Arts Activities at the back of this packet	<input type="checkbox"/>
Educational TV Shows	<input type="checkbox"/> Choose TV shows to further your learning at home	<input type="checkbox"/>

# Day 2 Reading and Writing (continued)

## Vocabulary

Learn new words (from reading, listening, talking or the Vocabulary List in the back of this packet) and add them to the picture dictionary you started on Day 1.

### Activity 1: *Reading*

- Visit the community library or your home book collection. Choose 2 different books you think are interesting. Write the title of the 2 books you chose.

Title of Book 1: \_\_\_\_\_

Title of Book 2: \_\_\_\_\_

- After you read the books, find one new word from each book you find interesting or challenging. List the 2 words you found.

Example: gigantic

1. \_\_\_\_\_ 2. \_\_\_\_\_

- What do you think each word means? (Example: I think the word gigantic means big or huge.)

1. \_\_\_\_\_

2. \_\_\_\_\_

- Write two sentences using the words. (Example: The very tall building next to my school is gigantic.)

1. \_\_\_\_\_

2. \_\_\_\_\_

# Day 2 Reading and Writing (continued)

## Activity 2: *Writing*

- You are going to write a story about your favorite toy. Before you begin, make a list of words that describe your toy.

Example: My favorite toy is a stuffed bear.

My bear is brown and has soft fur. It is furry, fluffy, and huggable.

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Now write your story using your list. Be sure to:

- Write a good title
- Write a good beginning
- Write a beginning, middle, and end
- Include details about the setting, characters, and their problems
- Finish your story by telling how the problem was solved and how the story ends

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

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## **Day 2 Reading and Writing (continued)**

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- Read your story out loud to someone in your family.

# Day 2 Mathematics

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## Vocabulary

Learn the new math vocabulary words below. You will use these vocabulary words in the activities today.

- Counting Numbers** – The numbers used to count things. The set of counting numbers is (1, 2, 3, 4...)
- Quarter** – 25 cents; **Dime** – 10 cents; **Nickel** – 5 cents.

## Choose one of the following activities:

### Activity 1: *In the News*

- This newspaper activity helps children read and understand numbers and charts. Complete the Activity on the following pages.

### Activity 2: *What Are the Coins?*

- Use this activity to help your child develop an understanding of patterns and variables (the unknown) to solve a problem. This is critical to understanding algebra.

*Source: These activities are from math.com*

<http://www.math.com/parents/articles/mathhome.html>

<http://www.math.com/parents/articles/funmath.html>

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Learn at Home: Grade 2

New York City Department of Education

# Day 2 Mathematics (continued)

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## *In the News*

### What you'll need

Newspaper, scissors, pencil or crayon, glue, and graph paper

### What to do

1. **Newspaper numbers.** Help your child look for numbers 1 to 100 in the newspaper. Cut the numbers out and glue them in numerical order onto a large piece of paper. For children who cannot count to 100 or recognize numbers that large, only collect up to the number they do know. Have your child say the numbers to you and practice counting up to that number.

*Or*

2. Collect only numbers within a certain range, like the numbers between 20 and 30. Arrange the numbers on a chart, grouping all the numbers with 2s in them, all the numbers with 5s, and so on.
3. **Counting book.** Cut out pictures from the newspaper and use them to make a counting book. Page 1 will have one thing on it, page 2 will have 2 things that are alike, page 3 will have 3 things that are alike, and so on. All the things on the each page have to be the same. At the bottom of each page, write the number of items on the page and the word for the item. Have your child tell you a story about what is on the page.



# Day 2 Mathematics (continued)

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## *What Are the Coins?*

### **What you'll need**

Some coins

What to do

Ask your child the following questions:

1. I have three coins in my pocket. They are worth 7 cents. What do I have? (a nickel and 2 pennies)
2. I have three coins in my pocket. They are worth 16 cents. What do I have? (a dime, a nickel, a penny)
3. I have three coins in my pocket. They are worth 11 cents. What do I have? (2 nickels and 1 penny)
4. I have three coins in my pockets. They are worth 30 cents. What do I have? (3 dimes)
5. I have six coins in my pocket. They are worth 30 cents. What could I have? (1 quarter and 5 pennies or 6 nickels).  
This problem has more than one answer. It is challenging for children to experience problems like this.
6. I have coins in my pocket, which have a value of 11 cents. How many coins could I have?

You get the idea! Give your child a few coins to figure out the answers.

# Day 2 Science

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## *Hawaii Fire Show*

### Vocabulary

Learn the new science vocabulary words below. You will use these vocabulary words in today's activity.

- erupt** (verb): to burst out
- gas** (noun): something like air that can't be seen or touched
- lava** (noun): melted rock flowing from a volcano
- ocean** (noun): a very large body of water
- shield** volcano (noun): a kind of volcano that has lava coming out of the sides, not the top

### Directions

- Read the article below and answer the questions that follow.

#### **Hawaii's Fire Show**

KALAPANA, Hawaii (Achieve3000, March 28, 2008). Many people are visiting Hawaii. They are going to Volcanoes National Park. About 9,000 people visit every day. Why? They hope to see Kilauea erupt.

Kilauea is a shield volcano. That means that lava comes out of holes in its sides. The lava moves very slowly. People who live nearby have time to get away.

In March 2008, Kilauea erupted. Lava made a big path down to the ocean. It burned through homes. No one lived in the homes. About a week later, gas blew out of the volcano. Small rocks blew out, too. The last time this happened was 1924.

About 8,500 people live near the bottom of Kilauea. They were able to buy the land for very little money. Why? Few people want the land. Homes built there can be burned by moving lava. No one knows when the volcano will erupt next.

Information for this story came from AP.

# Day 2 Science (continued)

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**Since ...**

**Then ...**

Few people want land near Kilauea.



**Question 1:** Which fits best in the empty box above?

1. People nearby have time to get away.
2. People built homes closer to the ocean
3. People bought land for little money.
4. People visited Hawaii to see Kilauea.

**Question 2:** What is an opinion that is stated in the article?

Hint: An opinion tells what a person thinks or feels. Others may not think this is right.

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**Question 3:** Which word means almost the same as erupt?

1. Knock
2. Move
3. Push
4. Blow

**Question 4:** Which question is not answered by the news story?

1. Where is Volcanoes National Park?
2. Why are people visiting the park?
3. What kind of volcano is Kilauea?
4. When will Kilauea erupt next?

**Question 5:** What is the big idea of this news story?

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# Day 2 Science (continued)

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**Question 6:** Which word means almost the same as rocks?

1. Blocks
2. Stones
3. Glass
4. Piles

**Question 7:** Let's say you are retelling this news story. Which is most important to say?

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**Question 8:** The news story says: Many people are visiting Hawaii. They are going to Volcanoes National Park. About 9,000 people visit every day.

What does this show?

1. Why many houses get burned.
2. How many people like to watch Kilauea.
3. Why many people live in Hawaii.
4. How many volcanoes are found in Hawaii.

## Thought Question

Let's say you go to Hawaii. You see Kilauea. Write a story about it. Tell what you see, hear, and feel. Look at the news story for help. Make up your own ideas, too. Write your answer below.

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# **Day 2 Science (continued)**

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# Day 3 Schedule

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Subject	Assignments	What Did I Learn Today?
Reading and Writing	<input type="checkbox"/> Learn new vocabulary words from the Vocabulary List <input type="checkbox"/> Activity 1: Read a Poem <input type="checkbox"/> Activity 2: Write and Share a Poem	<input type="checkbox"/>
Math	Complete at least one: <input type="checkbox"/> Guess If You Can <input type="checkbox"/> Let's Play Store	<input type="checkbox"/>
Science	<input type="checkbox"/> Water Cops	<input type="checkbox"/>
Fitness and Health	<input type="checkbox"/> Exercise for 30 minutes. Choose from the Activity Calendars at the back of this packet	<input type="checkbox"/>
Arts	<input type="checkbox"/> Choose one or two activities from the Arts Activities at the back of this packet	<input type="checkbox"/>
Educational TV Shows	<input type="checkbox"/> Choose TV shows to further your learning at home	<input type="checkbox"/>

# Day 3 Reading and Writing

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## Vocabulary

Learn new words (from reading, listening, talking, or the Vocabulary List in the back of this packet) and add them to the picture dictionary you started on Day 1.

### Activity 1: *Read a Poem*

- Read the poem below.

#### **I'm the Single Most Wonderful Person I Know**, By Jack Prelutsky

I'm the single most wonderful person I know,  
I'm witty, I'm charming, I'm smart,  
I'm often so brilliant I actually glow,  
I'm a genius in music and art.

I'm super, I'm splendid, I'm stunning, I'm strong,  
I'm awesome, I'm dashing, I'm bold,  
I know all the answers, it's rare that I'm wrong,  
I am absolute joy to behold.

I'm strikingly handsome, I'm thoroughly grand,  
I'm uncategorically clever,  
There's only one thing that I can't understand --  
Why nobody likes me. . . not ever!

Circle all the words in the poem that are descriptive (or that tell about the person). Are there any words in the poem that also describe you? What are they?

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What happens in the poem at the end? Why do you think the person in the poem isn't liked?

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# **Day 3 Reading and Writing (continued)**

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## **Activity 2: *Write and Share a Poem***

- After reading the poem, write as many words as you can to describe yourself.
  
- Write an all about me poem using your list of describing words. Don't forget a title.
  
- Share your poem with your family

# Day 3 Mathematics

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## Vocabulary

Explore the new math vocabulary words below. You will use these vocabulary words in the activities today.

- Counting by...** - “Counting by” is to skip count.
- Estimate** - When you estimate the answer to a problem it means that you give a pretty good guess at what the answer will be.
- + is the symbol used for adding and – is the symbol used for subtracting.
- Symmetrical** - Having symmetry (or being symmetrical) means that something is a mirror image over a line in space.

## Activity 1: *Guess If You Can*

- It is important to help children develop an understanding of the characteristics and meanings of numbers. Complete the Activity on the following page.

## Activity 2: *Let’s Play Store*

- Learning to use the calculator will help your child understand and apply estimation and reasoning skills, as well as learn addition, subtraction, division, and multiplication. Complete the Activity on the following pages.

Source: These activities are from math.com  
<http://www.math.com/parents/articles/mathhome.html>  
<http://www.math.com/parents/articles/funmath.html>

# Day 3 Mathematics

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## Activity 1: *Guess If You Can*

- It is important to help children develop an understanding of the characteristics and meanings of numbers.

### What to do

1. Let your child think of a number between a stated range of numbers while you try to guess the number by asking questions. Here is a sample conversation.
2. **Child:** I am thinking of a number between 1 and 100.  
**Parent:** Is it more than 50?  
**Child:** No.  
**Parent:** Is it an even number?  
**Child:** No.  
**Parent:** Is it more than 20 but less than 40?  
**Child:** Yes.  
**Parent:** Can you reach it by starting at zero and counting by 3's?  
**Child:** Yes.  
*(At this stage, your child could be thinking of 21, 27, 33, or 39.)*
3. Figure out the answers to your own questions.
4. After you have guessed your child's number, let your child guess a number from you by asking similar questions.

*Source: These activities are from math.com*  
<http://www.math.com/parents/articles/mathhome.html>  
<http://www.math.com/parents/articles/funmath.html>

# Day 3 Mathematics (continued)

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## Activity 2: *Let's Play Store*

### What you'll need

Empty containers (cartons or boxes), old magazines, books, newspapers, calculator, pencil or crayon, and paper

### What to do

1. Help your child collect empty containers so that you can play as if you were shopping at the grocery store. Gather the items and put them on a table.
2. Help your child think of a price for each item. Mark the prices on the containers. You can even mark some items on sale.
3. Pretend to be the customer while your child is the cashier.
4. Teach your child the difference between the math symbols (+, -,  $\div$ , x, and =) and how they are used when using the calculator. Help your child add the prices of each item on the calculator and total the amount using the (=) symbol. Have your child write the total on a piece of paper which will be your receipt.
5. While you and your child play store, you can ask questions like how much would it cost to buy three cartons of eggs? How much does 1 box of soap cost, if they are 2 for \$5.00? How much is my bill, if I don't buy the cereal? How much more will it cost if I buy this magazine? Have your child estimate the amounts of the items you are buying. Check to see if the estimation is correct on the calculator.

# Day 3 Science

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## Activity 1: *The Water Cops*

### Directions

- Read the article below and answer the questions that follow.

### The Water Cops

LOS ANGELES, California (Achieve3000, February 20, 2009). There's a new group of police officers in Los Angeles, California. They're called "water cops." And they're looking for careless gardeners. The water police make sure that people don't waste water. California is struggling with a drought. Therefore, conserving water is more important than ever.

Water is precious everywhere. But this is very true where there is a not enough of it. In June 2008, California Governor Arnold Schwarzenegger declared a statewide drought. Why? The state has had little rain or snow over the past two years.

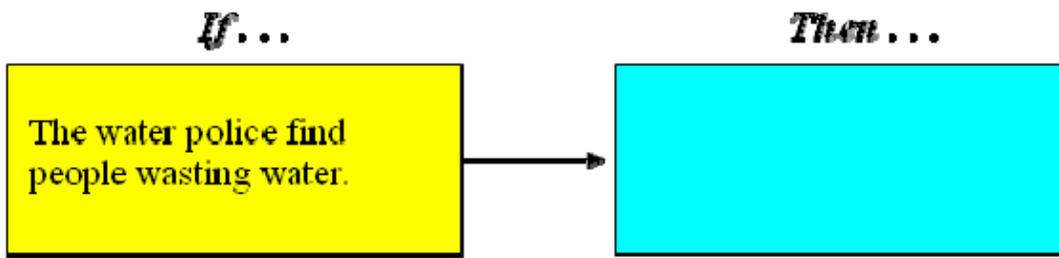
Los Angeles is California's largest city. With so many people, Los Angeles must look for ways to conserve water. The city has 15 water police officers. They travel around the city's neighborhoods looking for people who are wasting water. How do people waste water? Some people water their yards. Others wash their driveways. Some people even empty and fill their swimming pools.

What happens to those who are caught wasting water? They can be given a warning. Or they can be made to pay fines. These fines show up on water bills. The fines start at \$100.

Information for this story came from AP.

# Day 3 Science (continued)

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**Question 1:** Think about the news story. Which fits best in the empty box above?

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**Question 2:** What is the big idea in this news story?

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**Question 3:** The news story says: How do people waste water? They water their yards. They wash their driveways. Some people even empty and fill their swimming pools.

What does this show?

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**Question 4:** Which two words from the news story have opposite meanings?

1. Empty and fill
2. Wash and travel
3. Give and waste
4. Find and conserve

# Day 3 Science (continued)

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**Question 5:** Which is not talked about in the news story?

1. Some people are putting in bird baths.
2. Some people water their yards.
3. Some people wash their driveways.
4. Some people fill their swimming pools.

**Question 6:** Let's say you are retelling this news story. What is the most important thing to make sure people know?

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**Question 7:** Which means almost the same as conserving?

1. Saving
2. Running
3. Filling
4. Buying

## Thought Question

Let's say you are a water cop in Los Angeles. How do you feel about your job? Use facts from the news story in your answer. Use your own ideas, too. Write your answer below.

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# Day 4 Schedule

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<b>Subject</b>	<b>Assignments</b>	<b>What Did I Learn Today?</b>
Reading and Writing	<input type="checkbox"/> Learn new vocabulary words from the Vocabulary List <input type="checkbox"/> Activity 1: Reading <input type="checkbox"/> Activity 2: Write Your Own Story	<input type="checkbox"/>
Science	<input type="checkbox"/> Living with Volcanoes	<input type="checkbox"/>
Fitness and Health	<input type="checkbox"/> Exercise for 30 minutes. Choose from the Activity Calendars at the back of this packet	<input type="checkbox"/>
Arts	<input type="checkbox"/> Choose one or two activities from the Arts Activities at the back of this packet	<input type="checkbox"/>
Educational TV Shows	<input type="checkbox"/> Choose TV shows to further your learning at home	<input type="checkbox"/>

# Day 4 Reading and Writing

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## Vocabulary

Name that picture! Cut out 10 interesting pictures from magazines or newspapers and name what the pictures are with your parent or caregiver. Keep the pictures in a picture file and sort them into categories (e.g., people, foods, animals, places where people live, etc.) Write any new words you learn in your picture dictionary. Describe or paste your pictures into the chart below.

<b>People</b>	<b>Animals</b>	<b>Foods</b>	<b>Places Where People Live</b>

# Day 4 Reading and Writing (continued)

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## Activity 1: *Reading*

- Read a book with your family. Write the title (the name of the book) and author (the person who wrote the book) below:

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

Author: \_\_\_\_\_

- Where does the story take place?

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- How do you know? What words does the writer use that help you figure it out?

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- When does the story take place?

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- How do you know? What words does the writer use that help you know?

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# **Day 4 Reading and Writing (continued)**

## **Activity 2: *Write Your Own Story***

- You are going to write a story about your favorite place to play. Before you begin to write, answer these questions:

1. Where will your story take place?

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2. What would be a good way to start your story?

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3. What would be a good way to end your story?

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4. What details will be in the middle of your story?

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# Day 4 Science

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## Activity 1: *Living with Volcanoes*

### Vocabulary

Learn the new science vocabulary words below. You will use these vocabulary words in today's activity.

- ash** (noun): tiny pieces of dust that come out of a volcano
- destroy** (verb): to wipe out
- explode** (verb): to blow out with great force
- volcano** (noun): an opening in the earth through which gases and rocks come out

### Directions

- Read the article below and answer the questions that follow.
- Para Español, prime aquí:  
<http://schools.nyc.gov/Documents/teachandlearn/LearnatHome/ELL/2day5sp.pdf>

#### Living with Volcanoes

BILBAO, Ecuador (Achieve3000, October 3, 2006). More than one-fourth of Ecuador's 12 million people live near active volcanoes. The nation has 55 volcanoes and seventeen of those are active. This means that they could explode at any time.

The Pululahua is a volcano. Many people would be hurt if it exploded. This is because there are farms very close to it. The volcano is active. Still, it has not exploded in 2,300 years. However, sometimes it trembles and roars "like a jet plane."

Tungurahua is another volcano. It means "throat of fire." It was the last volcano to explode. It wiped out 10 villages and left 5,000 people without homes. It destroyed the villagers' crops.

Many things can be hurt by volcanoes. Ecuador's two oil pipelines are only one mile apart. They pass by many volcanoes. An explosion could hurt both of them. In addition, explosions hurt roads. They stop airplanes from flying. Ash gets dumped on runways. It fills the air and makes it hard to see. It keeps people from visiting to see the volcanoes.

Some people in Ecuador are upset. They say that leaders in this country let people build schools and businesses near volcanoes. They want Ecuador's leaders to do more to keep people safe. Still, many people say that volcanoes are just a part of their way of life.

Information for this story came from AP.

# Day 4 Science (continued)



**Question 1:** Look at the map above. Where are many volcanoes found?

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**Question 2:** What is the big idea in the news story?

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**Question 3:** From the news story, the reader can tell that .

1. It might not be safe to live near volcanoes.
2. Volcanoes only hurt villages.
3. It might not be safe to read about Ecuador.
4. Volcanoes only hurt cities.

# Day 4 Science (continued)

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**Question 4:** Some people in the news story had nowhere to live. Why?

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**Question 5:** The news story says: Ten villages were wiped out. When a village is wiped out, it is \_\_\_\_\_.

1. Gone
2. Being built
3. Waiting
4. Far away

**Question 6:** Think about the news story. Why are some people in Ecuador upset?

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**Question 7:** The news story says: It has not exploded in 2,300 years. When something explodes, it \_\_\_\_\_.

1. Crawls
2. Blows up
3. Sleeps
4. Turns over

**Question 8:** The news story does not tell \_\_\_\_\_.

1. The name of the country where the people lived
2. What happened to people's crops
3. The names of the volcanoes that exploded
4. What can be hurt by volcanoes



## Vocabulary List: Grade 2

ELA	Math	Science	Social Studies
adjective	cardinal number	behavior pattern	area
composition	chance	characteristics	authority
conversation	decreasing pattern	circular motion/ straight line motion	barrier
dictionary	difference	/ zigzag movement	chronological
discussion	distance	dissolving	climate
everyday language	foot (measurement)	distance	custom
fiction	fraction	diversity of life	distance
folktale	geometric	earth resources	duty
glossary	shapes/figures	gas habitat	goods
group discussion	height	individual	government
guest speaker	increasing pattern	differences	heritage
main character	length	liquid	justice
main idea	model	magnification	landmark
margin	numeric pattern	magnifier	privilege
mental image	ordinal number	observation	qualifications
message	outcome	parent/offspring	rural
nonfiction	pattern extension	similarity	services
noun	quarter-hour	pebble	settlement
predictable book	regroup	prehistoric	symbol
prewriting	second (time)	properties	tradition
pronoun	set	reasoning	urban
publish	standard	scientist	vegetation
purpose	measurement	similarities & differences	volunteer
reread	symmetry	solid	
spelling pattern	table	sound	
table of contents	time interval	universe	
textbooks	whole number	vibration	
theater	width	weight	
verb (action word)			

# Fitness Guide

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## Fitness Activity Guide

**Parents:** Help your child get **30 or more minutes** of daily physical activity by **choosing from the activities below**. We have included lots of choices, so that there is something for everyone -- from activities that increase heart rate, improve flexibility, and build muscle strength! Many of these activities can be done indoors and do not require much extra equipment or materials.

If you have access to the Internet, you can help your child track her or his physical activity by going to [http://www.bam.gov/sub\\_physicalactivity/cal\\_index.asp](http://www.bam.gov/sub_physicalactivity/cal_index.asp), where your child can create a customized physical activity calendar.

### **Get moving in a small space!**

Small Space Energizers are available online at: [http://www.ecu.edu/cs-hhp/exss/upload/Energizers\\_for\\_Grades\\_K\\_2.pdf](http://www.ecu.edu/cs-hhp/exss/upload/Energizers_for_Grades_K_2.pdf)

*\*Note: Activities start on page 6.*

### **Create a fitness routine at home!**

Home fitness routine help available online at: <http://www.sparkpe.org/spark-create-a-fitness-routine-resources/>  
Or follow the link by clicking on “\* SPARK "Create a Fitness Routine" Home Play”

### **Increase physical activity!**

Some ideas from choosemyplate.gov: <http://www.choosemyplate.gov/physical-activity/increase-physical-activity.html>

### **Keep it up through November and the rest of the year!**

Fitness ideas for every day of the month:

<http://www.aahperd.org/headstartbodystart/activityresources/activityCalendar/upload/November-2012.pdf>

En español: <http://www.aahperd.org/headstartbodystart/activityresources/activityCalendar/upload/November-2012-Spanish.pdf>

Calendars for every month available online at:

<http://www.aahperd.org/headstartbodystart/activityresources/activityCalendar/index.cfm>

Please exercise extreme caution and use your judgment when going outside. Be safe!

# Arts Activities for Grades PreK-2

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*A number of the activities listed reference specific works of art. If you are not familiar with them you may find them on the internet (even the performances). However, these are provided as examples, and you can substitute similar works of art with which you are familiar or to which you have access.*

All Arts Activities taken from the *Blueprints for Teaching and Learning in the Arts: Grades PreK-12*.

## DANCE

- Practice structured warm-ups learned at school.
- Explore and repeat movement.
- Improvise with props (e.g., balls, hoops, scarves).
- Explore images that suggest a beginning, middle and end; compose a short dance phrase—a movement sentence—with a beginning, middle and end.

## MUSIC

- Visit public library and select a variety of recorded music selections for children.
- Perform music with repetitive or contrasting patterns.
- Perform music with a variety of dynamic levels.
- Sing songs in English and other languages with attention to feeling and musical interpretation.
- Play instruments with attention to feeling and musical interpretation.
- Narrate a story and create musical accompaniment using rhythm instruments. Perform the story and assign each student a role, such as: narrator, actor, musician, conductor, set/costume designer, tech/lighting/sound, composer, audience member, poster designer, usher, ticket maker and seller, etc.
- Draw a picture representing a person in the arts professions. Create a book with pictures and text that describes a particular career path.
- Sing songs about people's jobs, such as "I've Been Working on the Railroad," "Whistle While You Work," or "Working Together" by Carmino Ravosa. Make up original verses to reflect jobs students can identify in their lives.
- List places in the community where music is performed. Identify the function and role of music in their daily lives (school, home, place of worship, shopping mall, etc.). Describe or compare ways music is used at home and at school for holidays, celebrations, and traditions.
- Create a list of expected behaviors before attending a concert in the school or community. Discuss and model expectations.
- Listen to a CD containing soothing environmental sounds (e.g., the ocean, a rainforest, birds, the wind). Simulate the sounds orally using breath, long-sustained vowels, or short percussive sounds made at the front of the mouth.

# Arts Activities for Grades PreK-2

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## THEATER

- Pantomime simple daily activities, including healthful practices in eating and hygiene.
- Demonstrate the sound and movements of animals and/or people in a story.
- Dramatize storytelling through use of body, voice, and gesture.
- Listen to a story and create improvised dialogue to play a scene from the story.
- Use gesture and voice with a prop, mask, or puppet to express character.
- Create or re-create a story using tableaux (frozen body pictures) with beginning-middle-end and who-what-where evidence.
- Create a five-panel storyboard or cartoon for an original story or improvisation, with notes describing the main action in each segment.  
Use a photograph as a prompt for asking and answering the “5 Ws” (who, what when, where, and why?) about the characters in an imagined story.
- Draw a scene or design a costume from a story read in class.
- Use a children’s story such as *Goodnight Moon* or *Tar Beach* to generate drawings and a 3-D set model based on the illustrations in the book.
- Using a drawing of a character as a basis, create a stick puppet that demonstrates the characteristics of the puppet through costume.

## VISUAL ARTS

- Create a painting that demonstrates:
  - personal observations about a place
  - control of paint media and various brushes
  - basic organization of space
  - experimentation with mixing colors
- Demonstrate the various ways that paints and brushes can be used:
  - paint – thick, thin
  - strokes – long, short, curved
  - colors – light, dark, dull, bright
  - shapes – big, small, layered
- Create a drawing that demonstrates:
  - experimentation with various drawing tools such as, oil pastels, pencils, colored pencils, crayons
  - use of varied lines and colors to convey expression
- Discuss how artists express themselves; note the use of different mediums, and the effects of black and white, and color.
- Create a collage that demonstrates experimentation with:
  - placement of shapes
  - color
  - pre-cut and torn paper
  - composition
  - textured materials
  - layering
- Discuss the role of color and placement of shapes in creating a sense of depth and balance.

# Educational TV Shows

Channel	Show	Subject	Day	Time	Recommended Grades	Description
PBS-13	Multiple Educational Shows	All Subject Areas	All Week		Pre-K, K-1	<i>For more information online, go to:</i> <a href="http://kids.thirteen.org/">http://kids.thirteen.org/</a>
PBS-13	Super WHY!	ELA	Weekdays	9:30 AM	Pre-K, K-1	Animated television series helps children learn key reading skills, including alphabet and rhyming <i>For more information online, go to:</i> <a href="http://pbskids.org/superwhy/">http://pbskids.org/superwhy/</a>
PBS-13	WordGirl	ELA, Vocabulary	Weekdays	4:30PM	K-1, 2-3	Each episode introduces up to four new vocabulary words in an engaging, humorous way. WordGirl is a superhero spoof so the storylines are funny and clever takes on familiar stories from that genre. <i>For more information online, go to:</i> <a href="http://pbskids.org/wordgirl/">http://pbskids.org/wordgirl/</a>
PBS-13	Sesame Street	General	Weekdays	7:00 AM	Pre-K, K-1	This is a landmark series set in an ethnically diverse urban neighborhood where every day is a sunny one. It features songs, skits, animation and, of course, Muppets to teach preschoolers basic educational and social concepts. <i>For more information online, go to:</i> <a href="http://pbskids.org/sesame/">http://pbskids.org/sesame/</a>

Disney Junior	Handy Manny	ELA, Spanish	Weekdays	12:30 PM	Pre-K, K-1	<p>In the town of Sheetrock Hills everyone gets help from handyman Manny Garcia and his seven talking tools like Turner the screwdriver and Dusty the saw. The series teaches basic Spanish words and phrases and exposes kids to Latin culture. Other lessons focus on working together and problem solving as a team.</p> <p><i>For more information online, go to:</i>  <a href="http://disney.go.com/disneyjunior/handy-manny">http://disney.go.com/disneyjunior/handy-manny</a></p>
Disney Junior	Imagination Movers	Science	Weekdays	9:00 AM	Pre-K, K-1	<p>The popular New Orleans band introduces preschoolers to high-energy rock music while emphasizing creative problem-solving skills.</p> <p><i>For more information online, go to:</i>  <a href="http://disney.go.com/disneyjunior/imagination-movers">http://disney.go.com/disneyjunior/imagination-movers</a></p>
Nickelodeon	Go Diego, Go	ELA	Weekdays	1:30 PM	K-1, 2-3	<p>Diego's mission is to help rescue an animal in trouble. Using observation skills and scientific tools like computers, a field journal, and cameras--and with help from young viewers at home--Diego succeeds in his goal while introducing kids to information about each animal's sound, movement, habitat, diet, family, and physical characteristics.</p> <p><i>For more information online, go to:</i>  <a href="http://www.nickjr.com/go-diego-go/">http://www.nickjr.com/go-diego-go/</a></p>
NBC	Zula Patrol	Science	Saturdays	10:30 AM	Pre-K, K-1	<p>Delivers astronomy-based science education and character-building lessons in an entertaining format.</p> <p><i>For more information online, go to:</i>  <a href="http://www.zula.com/">http://www.zula.com/</a></p>

Nickelodeon / Nick Jr.	Dora the Explorer	ELA, Spanish	Weekdays/ Weekend (Nick Jr.)	9:30 AM 10:00 AM 1:00 PM (Nick) 9:00 PM 9:30 PM (Nick Jr)	K-1, 2-3	<p>Dora the Explorer teaches children how to observe situations and solve problems as they explore Dora's world with her. Along the way, kids learn basic Spanish words and phrases, as well as math skills, music, and physical coordination. The show is highly interactive, and Dora's young viewers are encouraged throughout the show to respond to Dora and to actively participate in the adventure through physical movement.</p> <p><i>For more information online, go to:</i>  <a href="http://www.nickjr.com/go-diego-go/">http://www.nickjr.com/go-diego-go/</a></p>
Nick Jr.	Ni Hao Kai-lan	ELA, Chinese	Weekdays	7:30 AM (Weekdays) 2:30 PM (Weekend)	Pre-K, K-1	<p>“Ni hao!” That means "hi" in Chinese--and that's how Kai-lan greets you every day! Kai-lan Chow is an exuberant Chinese-American preschooler, almost 6, who wants you to come play with her and her best friends. Kai-lan's world is infused with Chinese culture and is brimming with magical sights and sounds, and everywhere you turn there's something amazing and beautiful to see. Along the way, she and her bilingual buddies speak in English and Chinese, but they always need kids' help to find creative solutions to the daily dilemmas that come their way!</p> <p><i>For more information online, go to:</i>  <a href="http://www.nickjr.com/ni-hao-kai-lan/">http://www.nickjr.com/ni-hao-kai-lan/</a></p>

V-me	Plaza Sesamo	Spanish, General	Weekdays	Time varies	Pre-K, K-1	<p>This is a landmark series set in an ethnically diverse urban neighborhood where every day is a sunny one. It features songs, skits, animation and, of course, Muppets to teach preschoolers basic educational and social concepts in Spanish.</p> <p><i>For more information online, go to:</i>  <a href="http://www.plazasesamo.com/">http://www.plazasesamo.com/</a></p>
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