Melissa Philley, Principal Madison Avenue K-2 1199 Madison Avenue 601-856-2951



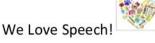
Online Practice

Moby Max: This is educational resource the kids can use to practice math and reading skills. **Moby Max school code MS528**

Raz-Kids.com : Students can continue to read on their reading level as well as work on comprehension skills by taking the short quiz.

Learning.com- This website is used in computer class and will allow them to continue to improve their keyboarding and computer literacy skills.

Your child's teacher can provide you with passwords if they have not already. Please email your teacher.



If your child attends speech with Mrs. Weeks or Mrs. Ables, please check their webpage for lessons and activities. They are located on our school webpage under the "Teachers" tab.



Skills for the week:

<u>Number Corner</u>- Calendar Cards <u>Math</u>- Arrays, Repeat Addition, One and Two Step Word Problems <u>Shared Reading</u>: States of Matter and The Snow Queen <u>Science</u>: Observing Solids, Liquids, and Gases <u>Phonics/Spelling</u>: "au" and "ight" vowel patterns

Language Arts- punctuation

Writer's Workshop- Opinion and Letter Writing

Specials (optional) - Art, P.E, Library, Music computer

Math Specials Studies Grammar Spelling/Phonics Reading OPTIONAL **Online Learning** Science/Social Writing Language/ Music Art practicing on Raz-kids and Spend time learning and Monday Computer **Physical Education** Moby Max Calendar Activity *Daily Number Corner week: Character Lesson for the Writing about a Character Spelling sort based on "States of Matter" sound pattern Oreo Music Art **Physical Education** practicing on Raz-kids and Spend time learning and **Punctuation Review:** Tuesday Computer Moby Max End Marks and Periods Word problems Calendar Activity *Daily Number Corner Art Music Wednesday and practicing on Raz-Spend time learning Commas Computer Physical Education kids and Moby Max **Punctuation Review:** Array/Repeat Addition **Calendar Activity** *Daily Number Corner Spin and write "Water Cycle" Letter about Character Array Activity Art Music and practicing on Thursday Max Spend time learning Punctuation Search *Daily Number Computer Physical Education Raz-kids and Moby Corner Calendar Art Music Computer Physical Education Moby Max practicing on Raz-kids and Spend time learning and Calendar Activity Friday *Daily Number Corner Getting Energy for Writing **Optional Enrichment** Rainbow Roll Snow Queen by Talking Activity

Library

Library

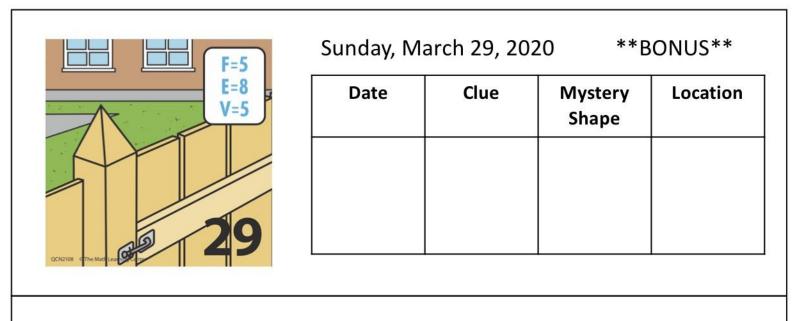
Library

Library

Library

2nd Grade Lesson Plans for Week of March 30

We are at the end of March already! For each day this week, take a look at the calendar picture that corresponds to the date. Use the clue in the top right corner to determine the mystery shape and object. Fill in the observation grid in the box.



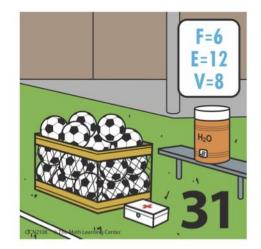


Monday, March 30, 2020

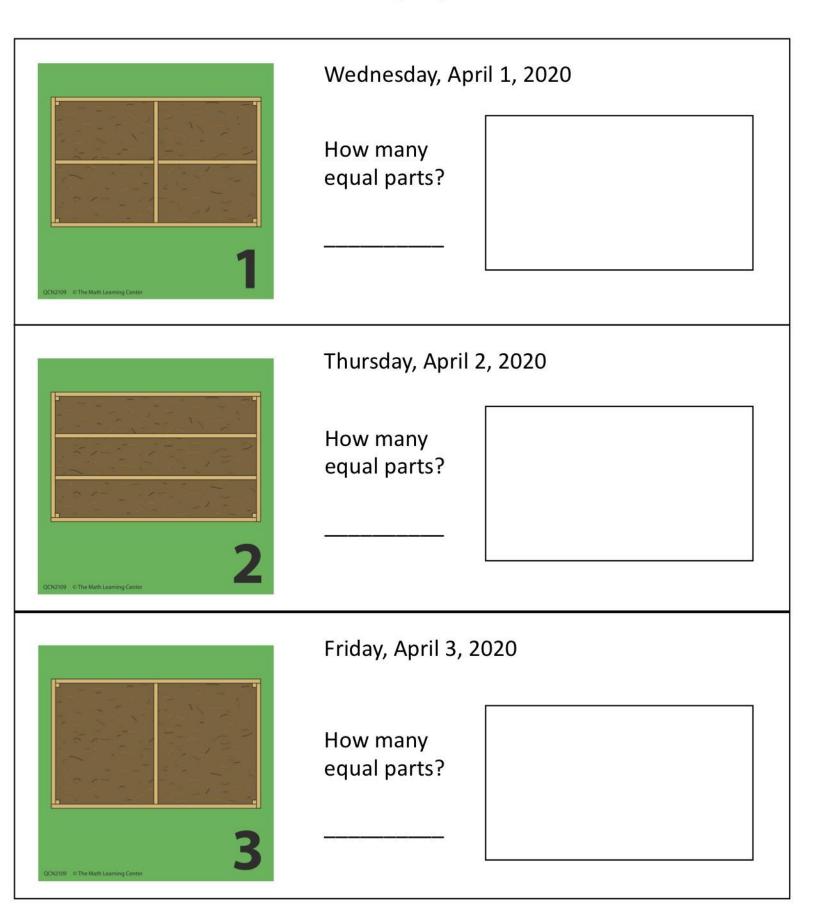
Date	Clue	Mystery Shape	Location



Date	Clue	Mystery Shape	Location



Welcome to April! For each day this week, take a look at the calendar picture that corresponds to the date. Determine how many equal parts the image is divided into. In the blank rectangle, draw a different way to divide it into the same number of equal parts.



Day of the week	Lesson instructions	Materials	Standards
Monday	If you can, watch the BrainpopJr video called "States of Matter".	BrainpopJr "States of Matter" Reading passage with questions "States of Matter"	RI.2.2, RI.2.4. RI.2.5 RI.2.7, RI.2.8
	Write 3 examples of a solid, a liquid and a gas. Explain how the temperature causes changes in states of matter. (Flipgrid optional) Read the "States of Matter" passage and answer the questions that go with it.		P.2.5.1
Tuesday			
Wednesday	Read passage "The Water Cycle" and answer the response questions. Use text evidence to support your answers.	(Science) BrainpopJr –"Physical and Chemical Changes" "Water Cycle" Passage with Questions	RI.2.2, RI.2.4. RI.2.5 RI.2.7, RI.2.8 P.2.5.4
Thursday			
Friday	Read the passage "Snow Queen" and answer the questions.	Reading passage with questions "Snow queen" <u>https://www.youtube.com/watch?v=KgaTy0CKDQw</u>	RL.2.3, RL.2.5 RL.2.7, RI.2.9 CI.2.3

Lesson Plans for Distance Learning MAE 2nd Grade Shared Reading and Science Shared Reading Overview March 30

<u>March 30-April 3</u>

If you can, watch the video clip of "Frozen" to help compare the two stories.

Monday

3/23/20, 4:00 PM

"States of Matter"

- 1 Solids, liquids, and gases are states of matter. Matter is something that takes up space. Matter is made of tiny parts called atoms. Our whole world is filled with matter. Ice, water, and air are examples of matter. Matter can change from one state (or way of being) to another state. For example, ice can change into water.
- 2 Solids are objects that keep their shape. The atoms in a solid are packed tight. There is not much room for the atoms to move. Ice is a solid type of water. An apple and a chair are also solids.
- 3 The atoms in a liquid have more space. A liquid will take the shape of a container. Water is a liquid. Water in a glass takes the shape of the glass, and water in a bucket takes the form of the bucket. The atoms move back and forth within liquids. That is why liquids can flow and be poured. Milk and juice are also liquids.



4 Atoms in a gas are far apart. The atoms move around easily. Water vapor is an example of a gas found in clouds. Air is a gas. The atoms in a gas are always moving. When you walk through a room, you walk through many gas atoms that make up the air. The air inside a balloon is also a gas.

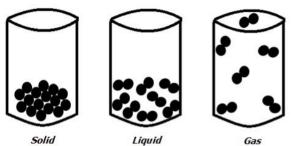


- 5 The different states of matter are special. States of matter can change into one another. It just takes energy. Heat is a kind of energy. When an ice cube gets warm, it melts. It turns into liquid water. Even more heat can change water into a gas.
- 6 Solids, liquids, and gases are important. The food we eat, the water we drink, and the air we breathe are all states of matter. Though atoms are too small for our eyes to see, we know they make up the world around us.

Monday

States of matter

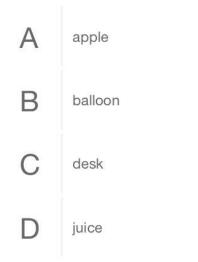
Glossary water vapor -water in the form of gas



Solid

Liquid

Question #1 Which item is a liquid?

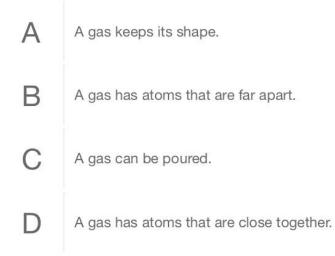


Which sentence from the passage states the main idea?

А	"Solids, liquids, and gases are states of matter."
В	"Solids are objects that keep their shape."
С	"That is why liquids can flow and be poured."
D	"Water vapor is an example of a gas found in clouds."

Question #3

Which choice describes a gas?



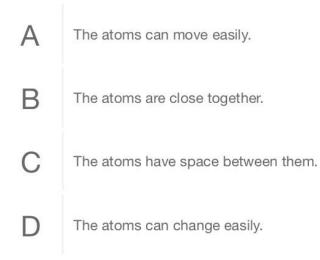
Monday

Question #4

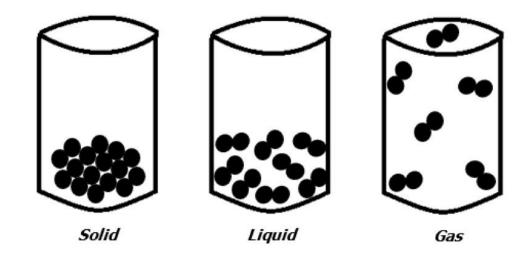
Read the sentence from paragraph 2.

The atoms in a solid are packed tight.

What does "packed tight" mean?



How does the image help the reader understand the passage?



A It helps the reader see how the world is made up of states of matter.
 B It helps the reader see the amounts of space between atoms in states of matter.
 C It helps the reader see how people eat, drink, and breathe states of matter.
 D It helps the reader see the effect that heat has on states of matter.

Which sentence from the passage supports the idea that states of matter are special?

a sink

А	"Solids, liquids, and gases are states of matter."
В	"Ice is a solid type of water."
С	"Water vapor is an example of a gas found in clouds."
D	"States of matter can change into one another."

Monday

Question #7

What does the word container mean in paragraph 3?

А	object used to hold items
В	machine used to heat water
С	machine used to keep items cold or frozen
D	object used to control the flow of water in a

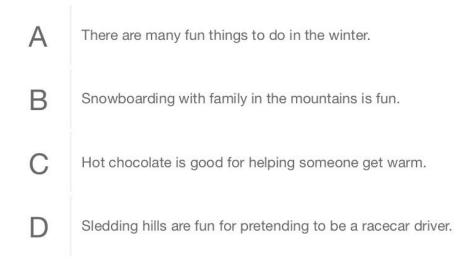
What does the word *form* mean as it is used in paragraph 3?

А	cup
В	drink
С	shape
D	spill

Winter Fun

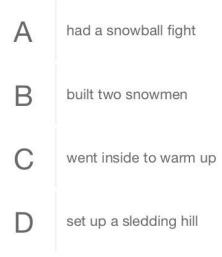
- Brrr! It feels good to come in from the cold. Steven and I spent all morning playing in the snow. We
 made snow angels. We built two snowmen and carved funny faces on their heads. Then we hid behind
 the snowmen and threw snowballs at each other. Our snowball fight ended when we knocked the
 heads off of our snowmen. Then we went inside to defrost. Now we are having big mugs of hot
 chocolate. My mom even put big marshmallows in the hot chocolate.
- 2. This was our sixth snow day this year. I love to play in the snow with Steven. We play in the soft, white snow until we are frozen. Then we run inside and warm up with hot chocolate. We play inside at each other's house until we are unfrozen. Then we bundle up and go play in the snow some more.
- 3. I love the winter. My Dad and I even went snowboarding in the mountains three times. All of the families in the neighborhood set up a sledding hill. We spent a few days gliding down and running back up the hills. Then we would speed down again like race car drivers.
- 4. I do not want spring to come. I love snow, ice, and winter fun. I hope that warm weather will stay away for a while.

What is the central message of the story?



Question #10

What did the children do after they made snow angels?



Read the sentence from the story.

"We play in the soft, white snow until we are *frozen*."

What does the word frozen mean in this sentence above?

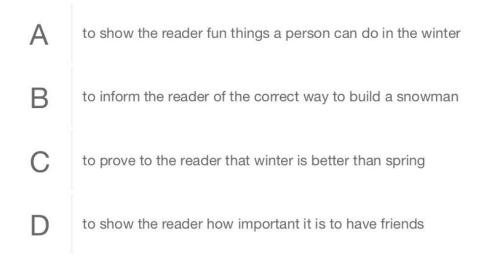


Question #12

Who is telling the story?

А	a child who likes playing in the snow
В	a friend of a child who likes playing in the snow
С	the mom of a child who likes playing in the snow
D	the dad of a child who likes playing in the snow

Why did the author write the story?



Question #14

What is the meaning of the word defrost in paragraph 1?



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---	-----	----	-----	----	----	-----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

My Weekly Spelling Practice Packet

This Week's Words:

bright	vault	
: flight	haul	
delight	brightness :	
: night	saunter	
fault	highway 🗄	
launch	fraud	
: auto		
insight	:	
often		
spotlight	:	
Name: Date:		

0 000000

Monday

Directions: Divide Spelling Words into the correct column based on the "au" and "igh" sounds. Then say the words out loud.

"au"	"igh"

Writing Lessons Week of March 30th

Monday Writing Lesson 1- Writing About a Character- Sharing an Opinion (W2.1, L2.2)

Materials-Notebook or plain piece of paper to be used for brainstorming. OREO graphic organizer

1- Watch the demonstration video. Writing Lesson 1-<u>https://drive.google.com/file/d/1naUXDojdAD6KpFp2zUR1ieX_bZLvVUOA/view</u>

2- Make a list of characters you know a lot about.

Choose one character to describe. Create a list of at least 5 adjectives that describe that character's personality. Try to make those adjectives STRONG.

3- Choose one of those adjectives and write an opinion statement on the OREO graphic organizer.

4- Complete the graphic organizer by providing a reason and list evidence to support that reason. Then restate your opinion.

Name	Opinion Writing Graphic Organizer
0	Give your opinion.
R	Give reasons for your opinion. How did you come up with your opinion? (choose one: because/and/also) •

	What is your evidence to support your opinion? Write at least 3 facts.
	•
Ε	•
	•

	Restate your opinion.
0	
-	

Word Problems

Solve the following problems using the UPSA method. Remember you can use a variety of methods. (number line, place value models, expanded form, traditional adding/ subtraction, drawing out, etc.) If your teacher does not use the UPSA method, work your porblems and answers on a separate sheet of paper.

1. Sandy picked 125 apples and Jason picked 134 apples. How many apples were picked in all?

U (Understanding)	P (Plan)
A (Answer)	S (Solve)

2. Jessica has 836 violet marbles. She gave 382 of her marbles to her best friend Avarie. How many marbles does Jessica have now?

U (Understanding)	P (Plan)
A (Answer)	S (Solve)

Tuesday's Lesson Punctuation Review

End Marks:

• A statement is a sentence that tells something. It ends with a **period (.)**.

We have a bird feeder in our backyard.

• A command is a sentence that tells or asks someone to do something. It ends with a **period (.)**.

Buy some seeds for the birds.

- A question is a sentence that asks something. It ends with a **question mark (?)**. Do they like sunflower seeds?
- An exclamation is a sentence that shows strong feeling. It ends with an exclamation mark (!).

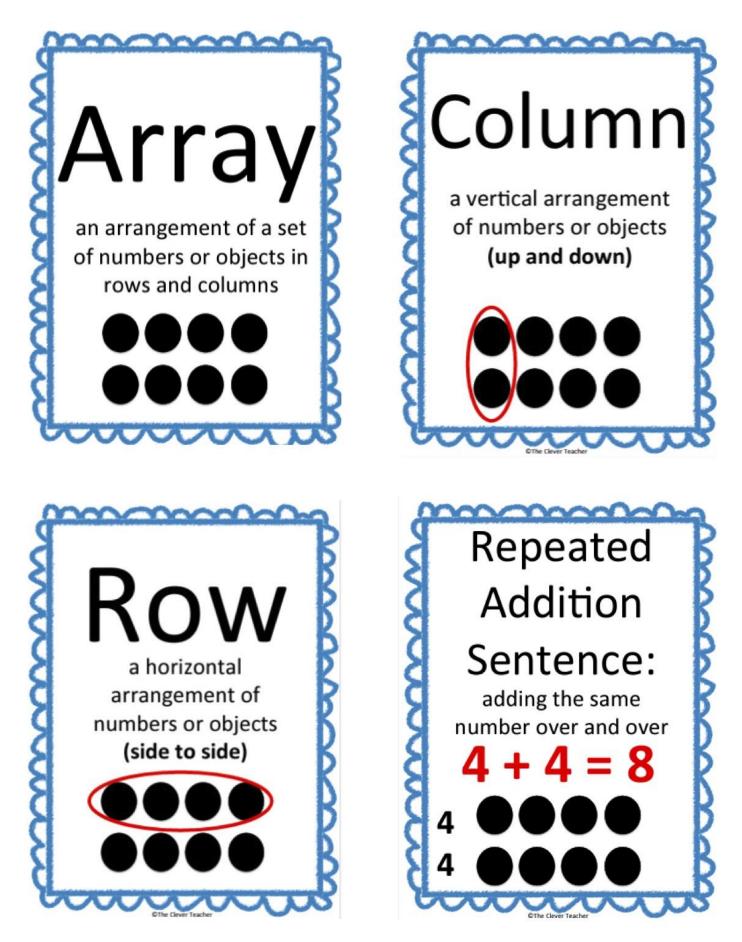
That bag of seeds is much too big!

Periods:

- Use a period to show the end of an abbreviation. An abbreviation is the short form of a word.
 - Mr. Mister Dr. - Doctor Ave. - Avenue Mar. - March
- Use a period with initials. Initials are capital letters that stand for a person's name.
 - J. P. Morgan C.S. Lewis C. J. Thomas

Practice: Add end marks to the sentences.

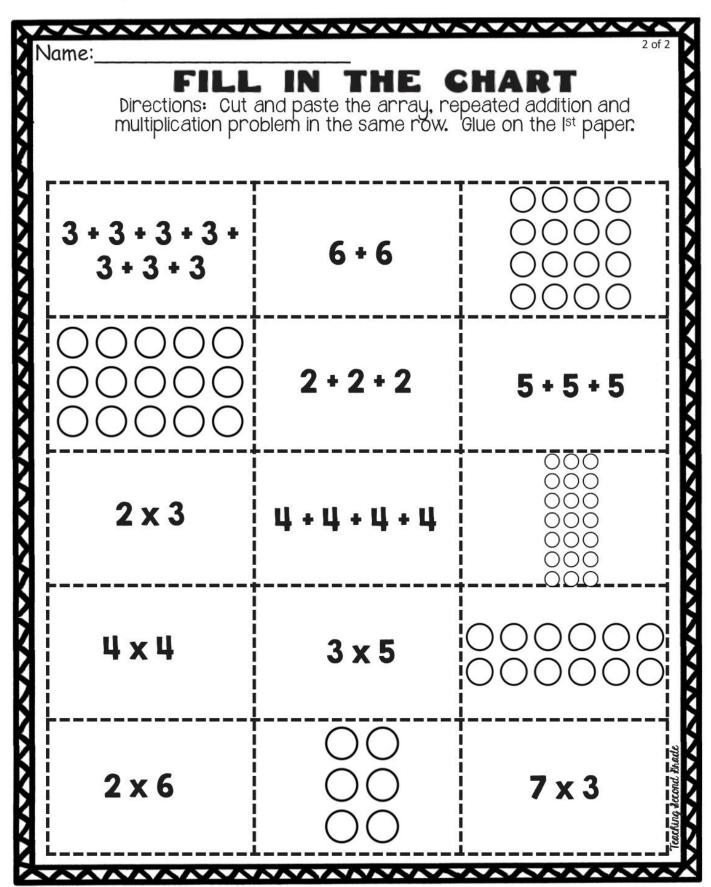
- 1. Lots of sparrows come to our birdfeeder
- 2. Don't make loud noises near the birdfeeder
- 3. How many birds do you count
- 4. What a lot of birds



Wednesday

Jame: Directions	S: Cut ar multiplic	IN THE nd paste the arra	y, re	CHART Deated addition and ame row.
ARRAY		ADDITION		MULTIPLICATION
	-+			
	-+			

Wednesday



NAME:

Wednesday

.....

E

The Water Cycle

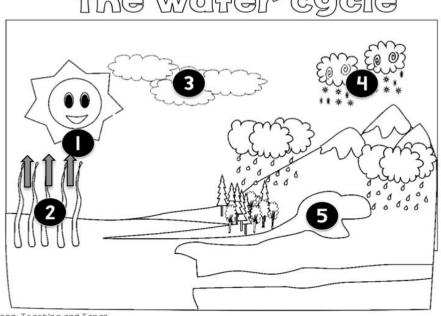
..... Have you ever wondered where rain comes from? It is water from the A sky! How does the water get there? The answer is the sun. The sun heats up the ocean and rivers and lakes and then the water on top turns into vapor. Vapor is mini droplets of water that can float in the air. The vapor then rises up and becomes clouds. Just like air, you normally can't see water vapor, unless there is a whole lot of it. When there is a lot of vapor it is called "steam." Have you ever taken a hot shower and seen the steam rising up? That is water vapor.

After the sun heats the water and the vapor rises into the air, the B vapor can get cold and becomes liquid water again. This is called condensation. Have you ever looked at a warm window on a cold day and seen water droplets on it? The cold temperature causes the gas vapor to turn into water again by condensation.

••••• When the water vapor gets cold, it condenses into clouds. The wind then blows the clouds around the sky. When a lot of water condenses, it is too much for the clouds. The water falls back to earth as rain. С

..... When the rain falls on land it usually goes into the ground. But the ground D: can only hold a little water at one time. When a lot of rain falls, there is too much for the ground and the water goes back to the ocean. This is what makes streams and rivers. Rivers are rain water that can't fit into the ground so it goes back to the ocean. Rivers flow down hill to the ocean.

Then the water cycle starts again. The sun heats up the water to make vapor. The vapor rises into the air. The vapor_gets cold and becomes clouds. The clouds get even colder and become rain. The rain falls on the land and becomes rivers. The rivers flow into the ocean. It happens again and again! That is why we call it a cycle. TIDG WOITOP CYCIG



Steps

- I. The sun heats up the ocean.
- 2. Ocean water evaporates and rises into the air.
- 3. The water vapor cools and condenses to become droplets, which form clouds.
- 4. If enough water condenses, the drops become heavy enough to fall to the ground as rain and snow.
- 5. Some water collects in the ground. The rest flows through rivers back into the ocean.

@2013 Alussha Supanson: Toaching and Tanas

RI	. 2.7 •RESI #4 Ihe Wa	POND• iter Cycle	NAME: Wednesday				
RI.2.7	L	Color a sentence rises into the air	in the <u>text</u> that tells about how water vapor to form clouds.				
	III Creiton	Now color a part rising into the air	of the <u>diagram</u> that tells or shows water vapor to make clouds.				
	2.	Color a sentence water and it star	in the <u>text</u> that tells about how clouds get full of ts to rain.				
	III Blue		of the <u>diagram</u> that tells or shows how clouds and it starts to rain.				
	3.		in the <u>text</u> that tells about how water collects in ows through rivers to the ocean.				
	III Orons		of the <u>diagram</u> that tells or shows how water ound or flows through rivers to the ocean.				
	4. How does the diagram help the reader understand the text?						
	5. What is one fact the	e diagram shows or e	xplains that is <u>not</u> explained in the text?				
2.10	6. Write one WORD to	summarize the follow	ing paragraphs:				
RI	В	8-5-8-6-8-9-6-0-8-0-8-00	D				
	7. Summarize what yo	Complete	Cite the Evidence Question				

R	.2.7
	#4

•RESPOND• Ihe Water Cycle

:	
-	
	9. Write one WORD that describes the main idea of the text:
	10. Write ONE sentence that tells the main idea of the text. Complete Cite the Restate the Sentences Evidence Question
	II. Find the underlined word, <u>vapor</u> in the text. Use the context clues to explain what this wor means Circle the words in the text that are a clue to the meaning of the word.
	I2. Do you think the author wrote this text mostly to: (choose one) EXPLAIN something DESCRIBE something ANSWER a question
	Explain WHAT the author is trying to EXPLAIN, DESCRIBE, or ANSWER:

Wednesday

	Spin	and	Write	
Name: <u>Directions</u> : Use a it in the way sho fli9h+ dCli9h+ hi9h+ bri9h+nCSS faul+ iaunch au+o	a paper clip and a pe own on the spinner. S SPO+II9h+ VauI+ hauI Of+CN saun+cr hi9hWay	ncil to spin the spi Spin a new way of fraud insight	Date: nner. Choose a word from t writing each word. Bubblers Bubblers Letters Letters	he box and write
	bri9ht]].		
2 3 낙.		2. 3. 4.		-
6		15. 16.		
8		18.		-

Wednesday's Lesson

Punctuation Review - Commas

• Use a **comma(,)** between the names of cities and states.

Seattle, Washington Detroit, Michigan Madison, Mississippi

• Use a **comma** between the day and the year in dates.

December 25, 2019 July 4, 1776 January 1, 2020

• Use a **comma** after the greeting and closing in a letter. Dear Grandpa, Sincerely, Your friend,

Practice: Add a comma where it is needed.

- 1. Orlando Florida
- 2. April 1 2002
- 3. Your best friend
- 4. Dear Aunt Betty

More Comma Rules:

- Use a **comma** to separate words in a series. Danny plays soccer, baseball, and hockey.
- Use a comma after the words yes and no or the name of a person being spoken to. Jim, would you like to play with us? Yes, I'd like to play soccer with you. No, it is too late to go now.

Practice: Add commas to the sentences.

- 1. Marcia do you have a snack for the game?
- 2. Yes I have oranges apples and juice.
- 3. Bill do you want to come to the game?
- 4. No I'm going to my cousin's house.

Writing Lessons Week of March 30th

Wednesday Writing Lesson 2- Writing About a Character- Letter Writing (W2.1, L2.2)

Materials-The OREO graphic organizer from the previous lesson Letter template or plain piece of paper (lined or unlined)

1- Watch the demonstration video. Writing Lesson 2-<u>https://drive.google.com/file/d/1K56xoTuu2SKb_9zZTTzOnb-oqGCfj7aX/view</u>

2- Draft a letter about a character. Use your OREO graphic organizer to help you. Remember to include all 5 parts of the letter.

				(Heading)	
	(greeting)	 				
(·	 		_
,,		 	 	 		_
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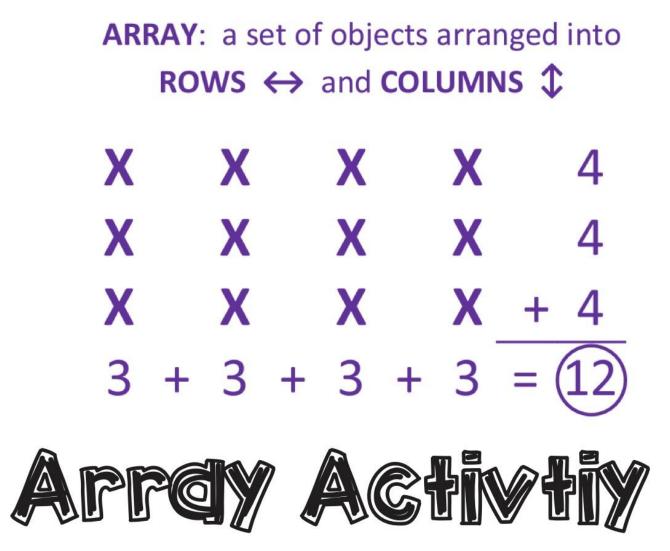
(signature)

ELA Thursday:

Now that we have reviewed and practiced punctuation, look back at our shared reading from the week ("States of Matter", "Water Cycle", and "The Snow Queen"). Try to find four (4) sentences that use periods and four (4) sentences where commas are used.

Talk with your parent about why these punctuations are used.





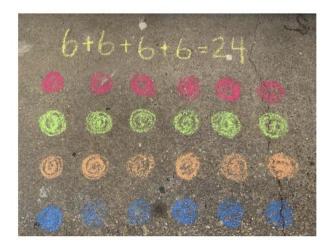
Create arrays for each of the equations using items you can find at home. You can use paint, M&Ms, Skittles, dry cereal, crayons, markers, chalk on the sidewalk, play-doh, rocks - (painted rocks - arts integration), etc. The options are endless - whatever you can find! Examples are pictured below.

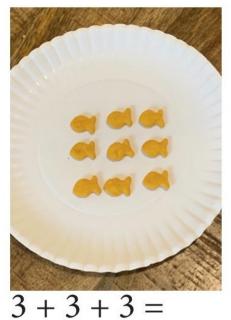
1. 4 + 4 + 4 =	What item did you use?
2. 5 + 5 + 5 + 5 =	What item did you use?
3. 2 + 2 + 2 + 2 + 2 =	_ What item did you use?
4. 3 + 3 + 3 + 3 =	What item did you use?

Extra practice (optional) Candy Shop Arrays Game

https://www.education.com/game/candy-shop/

Thursday

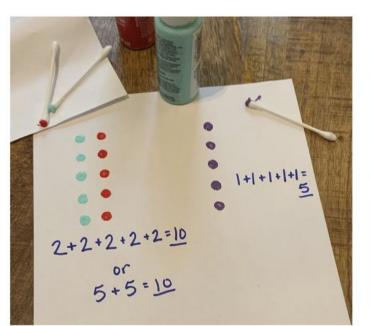






4 + 4 + 4 =





3 + 3 + 3 =



3 + 3 + 3 + 3 =

Friday

The Snow Queen

By Hans Christian Andersen Retold by Oakley Graham Pictures by Rosie Butcher ©2016 Summary by A. Bacon



Once upon a time there lived a wicked troll king who built a magical mirror out of ice. Anything that was beautiful and good was reflected in it as ugly and bad. The troll king travelled around the world and used the mirror to make people see and believe the worst about everyone.

One day, the Troll King wanted to tease the angels, so he carried the mirror high it the sky. The sun started to melt the ice mirror and it slipped from his hands, dropped on the top of a mountain, and shattered into tiny pieces. The wind blew the pieces all over the Earth.

In a small town near the mountain, there lived two friends, Kai and Gerda. They did everything together and loved to play outside. One frosty morning, a strong gust of wind blew sharp splinters of the broken mirror into the air. One piece flew into Kai's eye and another piece pierced his heart. Suddenly, everything changed. Kai destroyed nice things, teased Gerda about everything she did, and argued and fought with all his friends. Soon he was alone most of the time.

One day while Kai was playing alone, the grand carriage of the Snow Queen came beside him. When Kai looked at the driver, he could not look away from her icy blue eyes. The Snow Queen had cast a spell on him! The Snow Queen was bored in her ice palace all alone, so she took him away to live with her. As they rode through the ice and snow, Kai became afraid. The Snow Queen kissed him on his forehead and erased all his memories.



When Kai did not return home, the people in the village thought he had drowned in the river, but Gerda felt in her heart that he was still alive. She searched and searched until she came to the Enchanted Garden of Summer. There a lonely fairy cast a spell to make her stay. And so, the friends were both trapped. Kai trapped forever in winter and Gerda in summer.

Soon the flowers in the garden felt bad for Gerda and whispered to her that Kai was not dead. Suddenly, the fairy's spell was broken, and Gerda went back to her search for Kai.

Next, she met a raven. She told him all about Kai. The raven said he may have married a beautiful princess in a nearby kingdom. Gerda raced to the palace. When she arrived, she saw someone who looked like Kai, but he was older. It was not him. The Prince and Princess felt bad for Gerda and gave her a carriage and warm clothes so she could keep searching.

As she traveled, a group of robbers saw her. Thinking she was rich; they took her back to their hideout to get her money and her carriage. A little robber girl looked after her. That night, the



raven came to help her. He learned from the robber girl's pigeons that Kai was in the Snow Queen's Palace in Lapland. The raven told the news to Gerda and the robber girl. The little robber girl wanted to help Gerda, so she gave her a reindeer so she could escape. She rode as fast as she could to Lapland, but when she got there, they told her the Snow Queen had gone farther north. Gerda rode north.

Finally, she got to the palace, but it was blocked by ice and snow. She fell to her knees and whispered Kai's name as a single tear rolled down her face. Her words melted the snow just enough for her to reach the door.

Once inside, she saw Kai sitting alone, trying to solve a puzzle that Snow Queen had given him. It amused her wicked heart to watch him struggle. She gave him a set of ice letters and told him that if he could arrange them to spell the word "Eternity", he would be set free.

Gerda ran to Kai and gave him a big hug. She was crying tears of happiness. When the warm tears fell on him, they melted the ice in his heart. Suddenly, everything changed. Kai began to

feel happy again! He was so happy that he cried, and his tears washed away the ice splinter from his eye. He recognized his best friend and they danced joyfully on the ice, kicking the letters all around as the spun and twirled. On her last twirl Gerda kicked one of the letters. It slid across the icy floor to where the other letters had slid and landed in just the right place to spell "eternity". At that moment, the Snow queen's spell was lifted, and they were both free to go and they lived happily ever after!



Name : ______ Date: ______ Date: ______

Snow Queen Reader's Response

Use the passage to answer the questions.

1. How does the character Kai change in the story and why? Answer in complete sentence or two.

- 2. How does the fourth paragraph help the reader understand the story?
 - A. It tells how the problem was solved.
 - B. It tells how Gerda feels about Kai.
 - C. It introduces the main characters and the setting.
 - D. It introduces the problem in the story.
- 3. Find an example of a change in a state of matter from the story and copy it on the lines below. Tell which paragraph it was in.

4. Which character from the story did you like the best and why?

5. The idea for the movie "**Frozen**" came from the story "The Snow Queen". How are the movie and the story the same? Give at least two examples. How are they different? Give at least two examples.



Rainbow Roll & Spell					
Name:					
orange • red	: violet : brown				
l green	blue				
bright	vault				
flight	haul				
delight	brightness				
night	saunter				
fault	highway				
launch 🖇	fraud)				
auto 🔊					
insight)					
often 🔊					
spotlight					

Friday Writing Lesson 3- Getting Energy for Writing by Talking (RL2.3 RI2.6, W2.1, L2.3)

Materials-A favorite book A family member

1- Watch the demonstration/instruction video. Writing Lesson 3-

https://drive.google.com/file/d/1B0FzXEg7swo5RmFg5hlxatkS7CLg1JNs/view

2- Talk to your family member about the book. SHOW your excitement! Talk about your favorite character and/or parts.

3- Be ready to share your excitement with others! Write or digitally create a book review MODEL AFTER READING RAINBOW BOOK SHARES, if you are familiar with those.

Observing Solids, Liquids, and Gases

Week of March 30 thru April 3, 2020 ***Parent Help***

Materials:

- Vinegar
- Baking Soda
- Balloon
- Bottle
- Funnel
- Towel
- sunglasses/goggles

Instructions:

- 1. Fill $\frac{1}{4}$ of the bottle with the vinegar.
 - a. Describe how vinegar is a LIQUID that is taking the form of its container.
- 2. Use the funnel to fill the balloon with 2 tablespoons of Baking Soda.
 - a. <u>Describe how the Baking Soda is a SOLID. It maintains its shape even though it</u> is in the balloon.
 - b. Make sure both the balloon and the funnel are dry to prevent caking.
- 3. Careful not to get any Baking Soda in the bottle, put the mouth of the balloon on the rim of the bottle.

IMPORTANT!

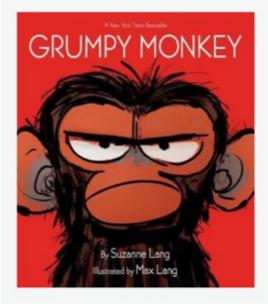
Before holding the balloon up right, ask your child to predict (hypothesis) how the two forms of matter will react with each other. After they discuss what might happen, have your child:

- 1. Place one hand on the bottle.
- 2. Use the other hand to lift the balloon, dumping the Baking Soda into the Vinegar.
- 3. Guide them to observe how the balloon is physically changed from the gas (CO2) that was created and how the bottle feels cold. That is the heat moving from their hands into the reaction (from hot to cold).

Possible discussion:

- 1. What happened to the balloon after you dumped the Baking Soda into the Vinegar?
- 2. How would the reaction change if you added more Vinegar or more Baking Soda?
- 3. What was produced by the reaction?

Second Grade Grumpy Monkey Project 3-30-20 to 4-3-20



Parents can begin this lesson with a quick read aloud of the book Grumpy Monkey by Suzanne Lang and Max Lang. This can be found on You Tube. This is a great story about feelings that will help inspire your students to create their own version of a monkey with the facial expression of their choice. Students can draw the monkey on copy paper or whatever they have, they can start drawing with a pencil

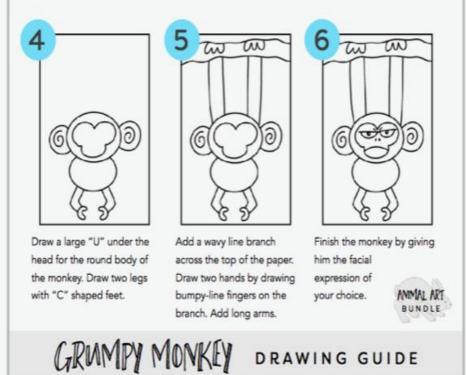




Start the monkey by drawing a sideways "3" in the center of your paper. Connect the opening of the "3" with a "U." This creates the monkey's face.



Draw an oval around the face to create the head. Add big, round ears on each side of the head.



DEEP SPACE SPARKLE & THE SPARKLERS CLUB 6

then trace with a crayon or sharpie, or even just draw with a crayon. Please ask your student to add texture by adding small lines of fur on their monkey. They can finish coloring the monkey with crayons, markers or even watercolors if they have them. Please also have students fill in the background with some leaves to give their picture a jungle like theme. If you can, post them to facebook or send me an email at aramsey@madison-schools.com. I can't wait to see how they look!!

At Home PE Lessons March 29th- April 3rd

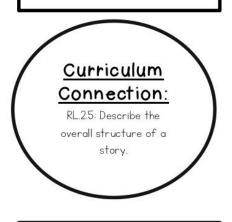
Make sure that you stay active for at least 30 Minutes each day. Along with the lesson provided, you can also access <u>www.gonoodle.com</u> for additional video activities.

Fitness Fun! My Goal: Complete each exercise every day.							
	-	-	Wed		1		Sun
15 Jumping Jacks	_	_			_	_	_
15 Sit Ups	_	_				_	_
15 Squats	_	_	_	_	_	_	_
15 Lunges	_				<u></u>		_
15 Push Ups		_		_	_	_	_
15 Toe Touches 15 Leg Raises	_	_	_	_	_	_	_
15 Arm Circles 15 Knee Raises	_	_	_	_	=	_	_
Play Outside 30 min	n	_	_	_	_	_	_
Www.realadvicegal.com							

Library@Home March 30th -April 3rd 2NP gRape

<u>Library Skill</u>

LV.3.1 Watching a story then answer questions about characters, plot, setting, etc.







Lesson

1.) Visit the site storylineonline.net or scan the QR code below.

2.) Search for the story <u>Catching the</u>

Moon.

3.) After listening to the story, complete the story elements organizer on the next

page. If needed, go back to the story to

help you find the answers.

4.) When finished, choose one (or more) of the extension activities.

Extension Activities

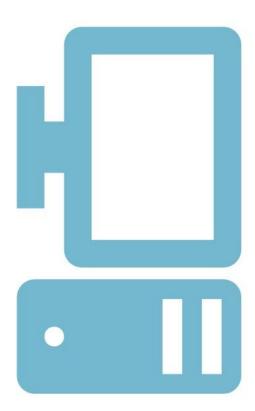
<u>Construct</u>	<u>Create</u>	<u>Write & Illustrate</u>
Marcenia was a baseball player.	Marcenia wanted to go to	Marcenia loved baseball more than
Construct a baseball field using	baseball camp more than	anything, even though it was mostly
Legos, Play Doh, or any other	anything. Create a list of	played by boys. Research a famous
materials you have around the house.	exercises Marcenia should do to	baseball player and write at least 5
Challenge points: include all bases in	get prepared. Then, complete	facts. Draw a picture to go along
the correct position.	those exercises on your own.	with your writing.

Elements of a Story						
What happens in	PL					
CHARACTERS Name and Describe	THE STORY Title: Author:		SETTING Where and When?			
PROBLEM Describe the problem in the story.			SOLUTION Describe how the problem is solved.			





Distance Learning for 3/30/20 - 4/3/20



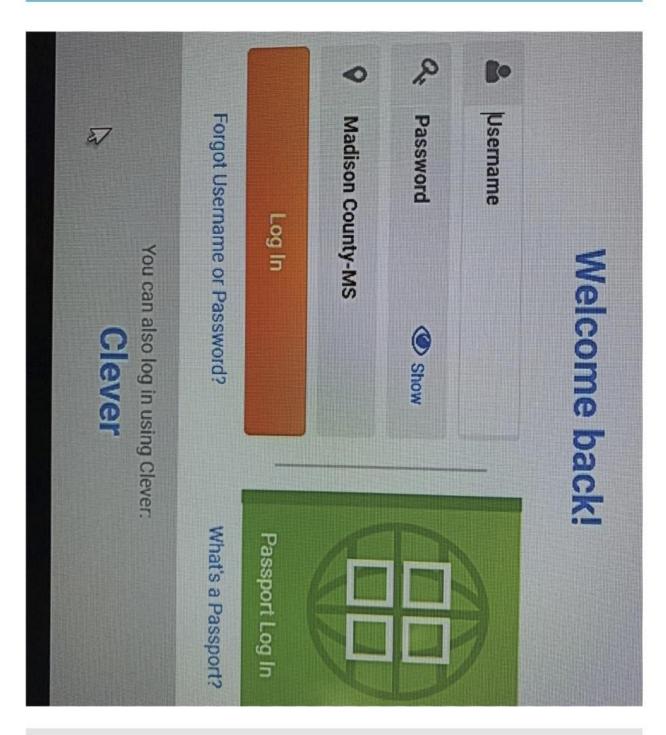
COMPUTER LAB

Just a few reminders:

Students can access www.Learning.com or the "The Computer Lab" page which has kidfriendly sites for keyboarding as well as other resources for mouse practice: <u>https://www.m</u> <u>adison-</u> <u>schools.com/domain/516</u>

When accessing your Learning.com account, check that you have typed these accurately: *Username *Password

*District Name which is: Madison County— MS (See side photo)



Assignment: Complete "Browsing and 3/30 - 4/03 2nd Grade

URLs" in <u>www.Learning.com</u>



Standards covered perform a variety of tasks, and recognize that users have MS.L.2 Language MS.SL.2 Speaking and Listening CS.1A.1 Select and operate appropriate software to

different preferences for the technology they use

URLs" address for a website! You'll learn Students, this is a URL—it's an more in your lesson "Browsing &

row skills through "Typing Jets" For additional keyboarding OR students can practice home practice, students can go to "Dancemat for letters B and N"



evel-3-stage-8_3e9f7242b.htm https://www.kidztype.com/dance-mat-typing-



https://www.kidztype.com/jets-home-

row_fscd1se1c.html