Dear Families of Kindergarten through Second Graders,

Attached to this letter you will find a collection of learning handouts to be used by your student in the event of an extended school closure. These learning handouts include material in the following subjects areas:

- English Language Arts
- Math
- Science
- Social Studies
- Social and Emotional Learning/Health
- Special Areas: Art, Music, and PE (School Librarians will include resources starting on Day 3)

The attached handouts, in addition to independent reading, will be used for the first day of learning. A second packet of handouts will be provided for the second day. Some of the learning activities may require scissors, glue, or additional supplies. If these supplies are not readily available in your home, please modify the activity so that it works for your child. Starting on Day 3, learning handouts will be available for printing from your child’s homeroom teacher’s Canvas page, via email from your child’s teacher, or hard copies can be picked up from your child’s school. Assignments will be due two weeks after our return to school date. To log into Canvas, follow the steps below.

2. Click on Canvas.
3. Log into Canvas as your student using their MCCSC username and password. If you are unsure of your student’s username, you may find it on Skyward. The password is your child’s lunch number. For password assistance, please contact your child’s teacher.
4. In Canvas, click on your student’s homeroom course.
5. Click on the linked resources in the Day 3 module to print.

If you have any questions, please contact your child’s teacher via email or through the Canvas Inbox. Teachers will be available during regular school hours. If your child receives Special Education or English as a New Language (ENL) instructional services and you need additional support, please reach out to your child’s Special Education or ENL teacher. Please be sure to check the MCCSC website for the most up-to-date information regarding school closures and our Contingency Learning Plan.

Thank you,

The Monroe County Community School Corporation
Write the word that completes each sentence.

agree  clear  journal  skills  vacation  kilogram

Could you please ________ the table?

I'd like a _________ of sugar, please.

After lots of practice, her writing _________ have improved.

We cannot _________ with you on this point.

He is on _________ in Australia.

He writes a daily _________.
Parts of Speech: Nouns

Grade 2 Nouns Worksheet

Nouns are a person, a place or a thing.

Circle the nouns in each sentence.

The firemen rescued the cat from the tree.

My friends and I are going to the movies.

My friend likes to read books about fairies.

Mom and dad are going out for dinner.

Our teacher gave us homework.

My sock has a hole in it.

The book has a blue cover.
Going to the Library

The library is a great place to visit for help with schoolwork, and for fun. You can go to your library, and there will always be someone there to help you find what you want. That someone is a librarian.

You can ask your librarian to help you find books about any subject that interests you. Libraries have books about everything from airplanes to zebras. If you like to read fiction, your librarian can suggest adventure books, fantasy books, and much more.

If you are having a hard time finding an answer to a question, ask your librarian to help you find the answer. Your librarian can help you locate information in magazines and newspaper articles, and on the computer.

Libraries are also a great place to go if you want a quiet place to read or study. They have areas with cozy chairs where you can curl up and read a book. They also have tables and chairs where you can work on school reports.

Don't forget to visit your library, and remember to thank your librarian for her help.
Grade 2 Reading Comprehension Worksheet

Questions:

1. Who helps you find what you want at a library?

2. What types of fictional books do libraries have?

3. Where will your librarian help you locate information?

4. Where can you sit to read in a library?
COUNTING ON BY 1s, 2s, 5s, 10s and 100s SHEET 1

Each of these sequences goes up by 1s, 2s, 5s, 10s or 100s.

1) Count on by 2s.
   17  19  23  27  31

2) Count on by 5s
   0  10  25  30

3) Count on by 1s
   ___  78  81  83

4) Count on by 10s
   68  78  98  128

5) Count on by 100s
    200 400 700

6) Count on by 2s
   53  57  61  63

7) Count on by 10s
   66  76  96  126

8) Count on by 5s
   30  35  45  55

9) Count on by 100s
   150 350 650 750

10) Count on by 2s
    92  96  98  104
AFTERSCHOOL TRAINING TOOLKIT

Investigating Science Through Inquiry
Physical Science: Sink or Float?

Use the following graphic organizer and pictures to help students keep track of which objects float and which objects sink. You may want to create your own larger graphic organizer to include more items.

1. Using the page of pictures, ask students to predict whether each item will sink or float.

2. Ask students to cut out the pictures of the things they are testing. If you are using additional items, provide a similar sheet with pictures of those items or ask students to draw each item on the finished piece.

3. Once students have tested an item, they should glue or tape the picture of that item in the appropriate place above or below the water line. Some objects will float at the top of the water, some will be partially submerged, and some will sink to the bottom.

4. When students have finished, they should have a piece of paper with pictures of things that float at the top of the water line, things that are partially submerged, and things that sink to the bottom. The graphic organizer should reflect where each item falls along the water line.

5. Ask students to think about why some things float and other things sink.
   - What do the items that float have in common?
   - What do the items that sink have in common?
   - What did they learn about things that sink and things that float?
Things That Float
<table>
<thead>
<tr>
<th>Rubber Band</th>
<th>Shampoo</th>
<th>Conditioner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange</td>
<td>Lava Rock</td>
<td>Marble</td>
</tr>
<tr>
<td>Nail</td>
<td>Paperclip</td>
<td>Pencil</td>
</tr>
<tr>
<td>Carrot</td>
<td>Leaf</td>
<td>Soap</td>
</tr>
<tr>
<td>Sponge</td>
<td>Rock</td>
<td>Stick or Twig</td>
</tr>
<tr>
<td>Sinker</td>
<td>Rubber Ducky</td>
<td>Boat</td>
</tr>
<tr>
<td>Apple</td>
<td>Penny</td>
<td>Crayon</td>
</tr>
</tbody>
</table>
Second Grade: Sink or Float Extension

What did you learn about items that sink and float?

What prediction could you make about other items that may sink or float?

Find five more items that sink and five more items that float in your house. Draw or write the names of them below.

<table>
<thead>
<tr>
<th>Sink</th>
<th>Float</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The presidential election is determined by electoral votes. Each state's population determines its number of electoral votes. When a candidate wins the vote in a state, he wins all of the electoral votes for that state. The candidate with the most electoral votes wins.

Using the map, solve the equations:

Example: North Carolina + Missouri: 15 + 10 = 25

Virginia + Ohio

Minnesota + Utah

Florida + Georgia + Alabama

Maine + Hawaii + New Mexico

Washington + Michigan + Maryland

Pennsylvania + New Hampshire + Iowa
DRAWING A TREE

All plants have patterns to how they grow. A tree does too and it is a simple one. The rule is every new branch is thinner than the one it came from.

The branches from this tree always split into two smaller branches. We can draw it using the letter Y.

Try drawing a tree from your imagination using this rule.
DRAWING A TREE

Real trees always look different from the one we drew before, but they keep the same rule. The bigger branch always splits into thinner ones.

This is a tree that has had some branches chopped off.

Go outside and find a tree to draw. Does the tree follow the rule?
Name

Beat Match

Directions: Color. Draw a line from the notes to the matching number of beats.

8
5
7
6
Name

WORD RHYTHM

Directions: Draw a line from the picture word to its correct rhythm. Trace the words.

1. Kite
   -

2. Watermelon
   -

3. Apple
   -

4. Octopus
   -
Name ____________________________

Weather Beats

Directions: Count the number of beats in each cloud. Draw that many lightening bolts.
Music Math

Directions: Add the total number of beats. Circle the correct total from the box.
Trace the numbers.

\[ \text{\textbf{Note}} + \text{\textbf{Note}} = \text{3 5 4} \]
\[ \text{\textbf{Notes}} + \text{\textbf{Note}} = \text{5 4 3} \]
\[ \text{\textbf{Notes}} + \text{\textbf{Notes}} + \text{\textbf{Note}} = \text{4 5 3} \]
\[ \text{\textbf{Notes}} + \text{\textbf{Notes}} + \text{\textbf{Note}} = \text{3 4 5} \]
PE DAY 1

10  Jumping Jacks
9   Lunges
8   Crab Walks
7   Frog Jumps
6   Push Ups
5   Tuck Jumps
4   Toe Touches
3   Sets of 10 Arm Circles
2   Laps of High Knees
1   Deep Breath
## Grade 2, Unit 1
Lesson 1: Being Respectful

### What Is My Child Learning?
Your child is learning how to be respectful at school.

### Why Is It Important?
Being respectful helps children be better learners.

### Ask your child: How do you behave respectfully at school?

#### Read Together
There are many ways to be respectful at school. You can:
- Be kind and polite
- Take turns
- Pay attention and listen to the speaker
- Raise your hand to speak

When you’re being respectful, you’re thinking about how others want to be treated and treating them that way. Thinking about how you would like to be treated will help you decide how to treat others.

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#### Practice Together: Record of Respect
1. Discuss with your child ways he or she showed you or others respect today.
2. Write examples of the respectful behavior below.
3. If you want, you can use the back of this paper to add more.

Today I showed respect by:

- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________

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Second Step: Skills for Social and Academic Success

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