

2nd Grade

Snow

Packet

Day 1

❄️ 2nd Grade ❄️

Reimagined Time Packet and Checklist

Use the following list to check off your assignments.

Each assignment will be recorded in the grade book.

If you have any questions, please contact your child's school.

Day 1

READING/LANGUAGE ARTS:

- _____ Silent reading for 30 minutes (student's choice of book).
- _____ Read the "Find the Evidence" article orally to practice fluency.
Then, answer the questions following the article.
- _____ Choose 5 words from the vocabulary list to make vocabulary maps.
- _____ Complete 1 of the activities on the Spelling Choice Sheet.
- _____ Practice reading the High Frequency & Story Words for this week.
- _____ Fill in the 5 Senses graphic organizer "Stuck in a Snow Globe".
Then, write a story using the provided graphic organizer containing transition words.

MATH:

- _____ Complete the math review worksheets.

SCIENCE:

- _____ Study the weather graph and answer the questions that follow.

SOCIAL STUDIES:

- _____ Read the article about a famous American. Answer the questions that follow.

ALSO COMPLETE:
• ___ ART
• ___ MUSIC
• ___ PHYSICAL EDUCATION

Parent's Signature (please sign to indicate completion of this packet):

My 2nd Grade Goals-ELA

<p>RF.2.3b</p>  <p>height</p> <p>I can read long vowel words!</p>	<p>RF.2.3c</p>  <p>spi*der</p> <p>I can read multi-syllable words!</p>	<p>RF.2.d</p>  <p>unzip</p> <p>I can read words with common prefixes and suffixes!</p>	<p>RF.2.3f</p> <p>would</p>  <p>made</p> <p>I can read and write all my sight words!</p>
<p>RF.2.4</p>  <p>I can read with fluency!</p>	<p>RI.2.1</p> <p>Who? When? Where? What Why?</p> <p>? can ask and answer questions about a text!</p>	<p>RI.2.2</p>  <p>I can identify the main idea of a nonfiction text!</p>	<p>RI.2.9</p>  <p>I can compare and contrast two nonfiction texts!</p>
<p>RL2.2</p>  <p>I can retell stories!</p>	<p>RL2.7</p>  <p>I can understand the characters, setting and plot in a story!</p>	<p>W.2.1</p>  <p>The best pet is....</p> <p>I can write an opinion piece!</p>	<p>W.2.3</p>  <p>I can write a detailed narrative!</p>
<p>L.2.2</p> <p>Did your friend go to New York?</p>  <p>I can write using correct capitalization, punctuation and spelling!</p>	<p>L.2.4b</p>  <p>unicycle</p> <p>unicorn</p> <p>I can use prefixes to determine the meaning of new words!</p>	<p>L.2.4d</p>  <p>water+fall= waterfall</p> <p>I can understand the meaning of compound words!</p>	<p>L.2.4e</p>  <p>Dictionary</p> <p>a dictionary to determine the meaning of a word.</p>



Sustained Silent Reading

Second grade students shall read for 30 minutes an hour per snow day. You may choose to read for 30 minutes at one time, or two 15-minute increments.

There are many choices for reading material:

- Reading text
- Leveled readers
- Books/magazines you have at home
- Books/magazines from the local library
- Tumblebooks
- <http://www.bristol-library.org/Childrens> click the children's tab and tumblebooks is listed on the left. Click on "jabberwock" link, "Log in to Tumble Books", "Click here" to enter.

*Please record what you read each day. Follow the attached Reading Journal as an example (use your own paper).

Sustained Silent Reading Journal for 2nd Grade

Date: _____

I read for _____ minutes.

This is what I read:

Name: _____

Date: _____

Find the Evidence

Can you find the PROOF for your answers? Use a crayon in the color shown to underline where you found each answer in the text.

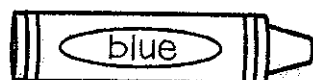
First Day of School

Gerry was so nervous, he was shaking a little! Today was the first day of school, and normally, Gerry loved getting to see his friends again. Today was different, though. Gerry had moved in July, and he didn't know anyone yet at his new school.

As Gerry stood at the bus stop on the corner, he wondered about his new school. Would the teacher be nice? Would his principal be scary? Would he still get to go to P.E., music, and art like at his old school? Most importantly... would he have any friends?

Just then, Gerry spotted the big yellow bus rounding the corner. The bus slowed to a stop, its brakes squeaking loudly, and the bus driver leaned out to open the door with a big smile. "Gerry Roberts?" she called.

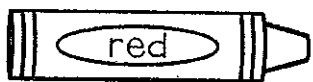
Gerry nodded, gulped, and took a step onto the bus. As Gerry walked slowly down the center aisle, he saw a sea of unfamiliar faces staring back at him. Finally, a boy smiled. "Hey, sit here," he said, scooting over to offer a seat. With a sigh of relief, Gerry sat down and smiled. "Hi, I'm Kevin. Nice to meet you!" Thank goodness- Gerry had made a friend.



Who is Gerry's new friend?



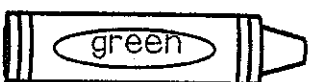
What was Gerry most worried about?



Where was Gerry's bus stop?



Why was this first day of school different?



How did Gerry feel about the first day?



When did Gerry move to his new house?

Spelling Work

For your spelling practice use your weekly spelling words for the following work. If you do not have your spelling words you may pick from a list at the bottom of the page.

Pick **ONE** of the following activities:

- Write each word in a sentence and underline the word
- Put words in ABC Order
- Write a story using your words
- Create a crossword puzzle with your words
- Rainbow write your words (use one color for vowels and one color for consonants)
- Do a practice test and write the missed words 3 times each
- Spelling City www.spellingcity.com

Set 1

January
February
March
April
May
June
July
August
September
October
November
December

Set 2

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
Fall
Spring
Summer
Winter

Set 3

Today
Yesterday
Tomorrow
Month
Year
Season
Calendar
Weather
Computer
Temperature

Parent Signature _____

VOCABULARY MAP

Definition or Synonym

Antonym

Vocabulary Word

Use the vocabulary word in a sentence.

Draw a picture of the vocabulary word.

Definition or Synonym

Antonym

Vocabulary Word

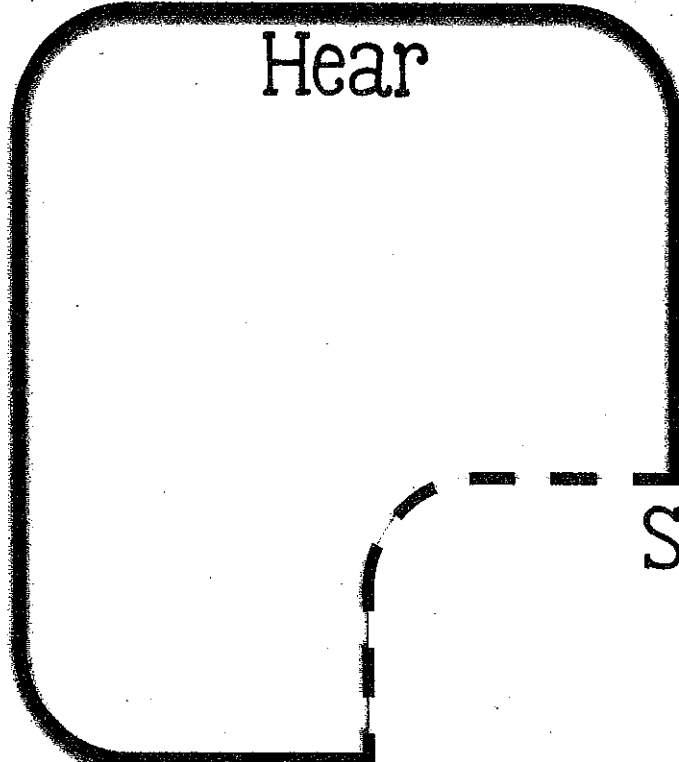
Use the vocabulary word in a sentence.

Draw a picture of the vocabulary word.

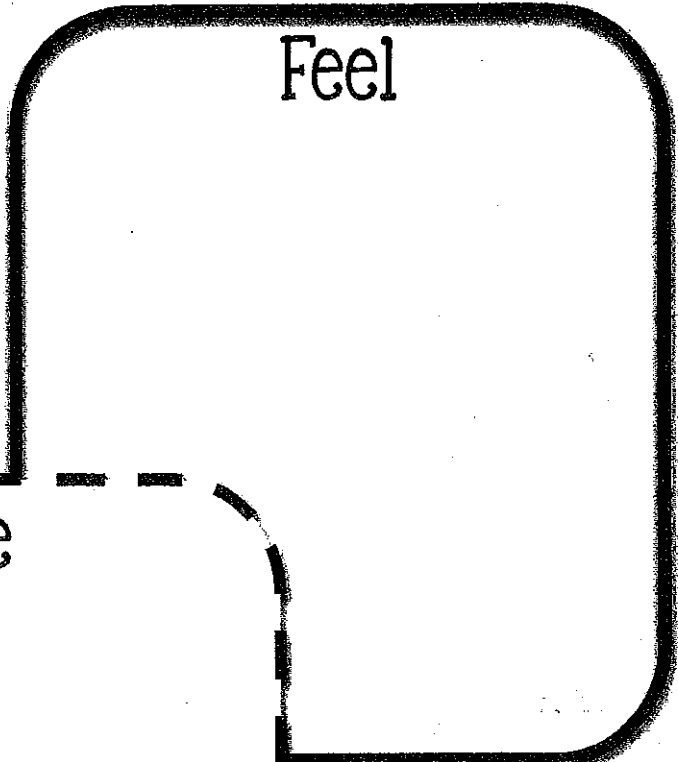
Name: _____

Stuck in a Snow Globe!

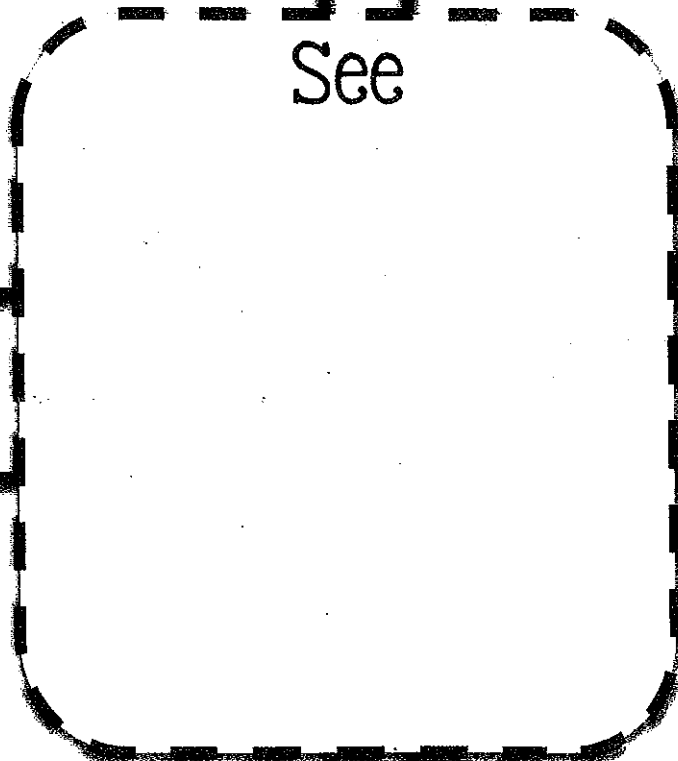
Hear



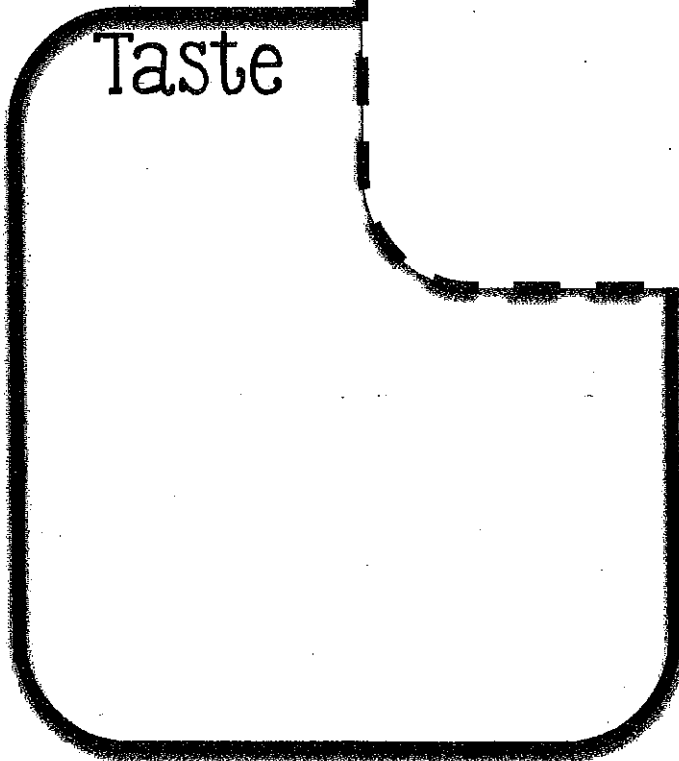
Feel



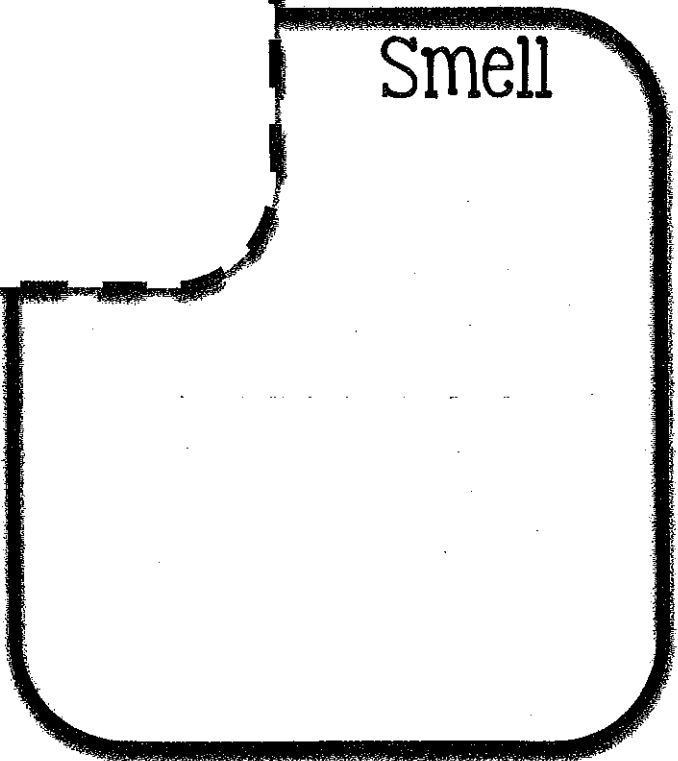
See



Taste



Smell



Name _____

The Day I Was Stuck in a Snow Globe!

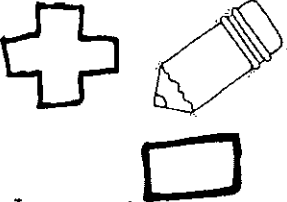
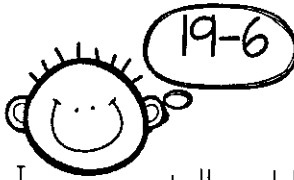
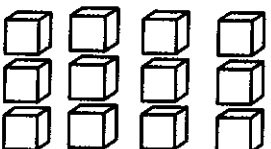

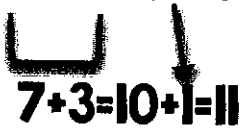

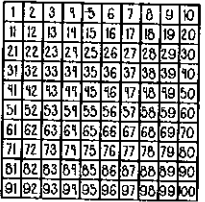
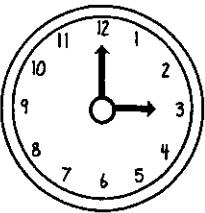
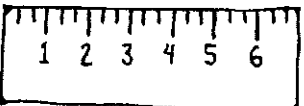
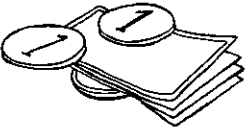
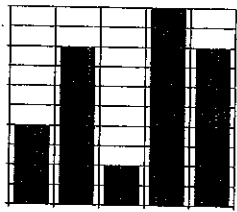
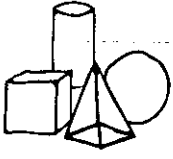
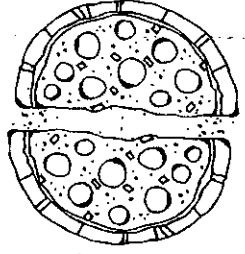
First, _____

Next, _____

Then, _____

Last, _____

My 2nd Grade Goals- Math

<p>2.OA.1</p>  <p>I can solve addition and subtraction story problems within 100!</p>	<p>2.OA.2</p>  <p>I can mentally add and subtract within 20!</p>	<p>2.OA.3</p> <table border="1" data-bbox="868 325 1177 556"> <thead> <tr> <th>odd</th> <th>even</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> </tr> <tr> <td>3</td> <td>4</td> </tr> <tr> <td>5</td> <td>6</td> </tr> </tbody> </table> <p>I can identify odd and even numbers!</p>	odd	even	1	2	3	4	5	6	<p>2.OA.4</p>  <p>$3 + 3 + 3 + 3 = 12$</p> <p>I can write an equation to match an array!</p>
odd	even										
1	2										
3	4										
5	6										
<p>2.NBT.2</p>  <p>I can count to 1000 by 5s, 10s and 100s!</p>	<p>2.NBT.3</p> <p>$537 = 500 + 30 + 7$</p> <p>I can read and write numbers to 1000 using numbers, number names and expanded form!</p>	<p>2.NBT.4</p> <p>$325 < 539$</p> <p>I can compare three digit numbers!</p>	<p>2.NBT.6</p> <p>$27 + 33 + 41 = ?$</p>  <p>I can add two-digit numbers based on place value!</p>								
<p>2.NBT.7</p> <p>$245 + 372$</p>  <p>I can add and subtract within 1000 using models, drawings or addition and subtraction strategies!</p>	<p>2.NBT.8</p>  <p>I can mentally add and subtract 10 or 100 to a number!</p>	<p>1.MD.7</p>  <p>I can tell time to the nearest five minutes!</p>	<p>2.MD.4</p>  <p>I can measure and compare objects!</p>								
<p>2.MD.8</p>  <p>I can solve money word problems!</p>	<p>2.MD.10</p>  <p>I can read and interpret graphs!</p>	<p>2.G.1</p>  <p>I can identify, recognize and draw shapes!</p>	<p>2.G.3</p>  <p>I can identify $\frac{1}{2}$, $\frac{1}{3}$ and $\frac{1}{4}$ of shapes!</p>								

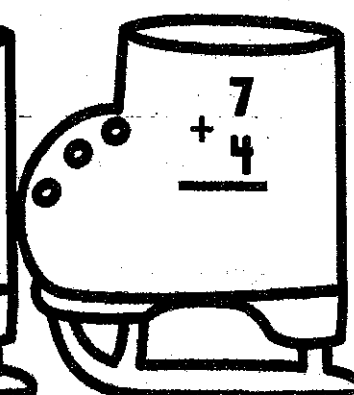
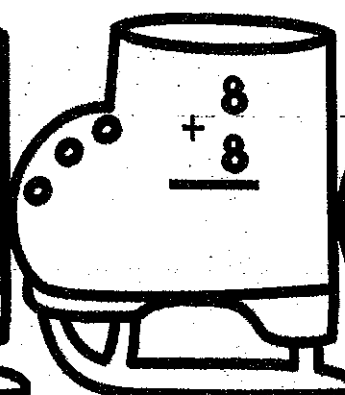
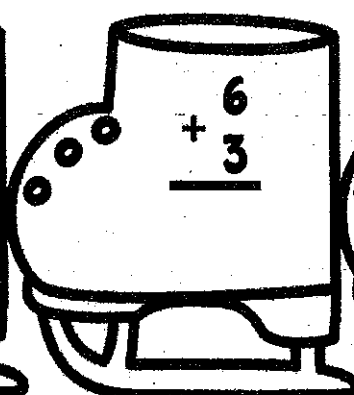
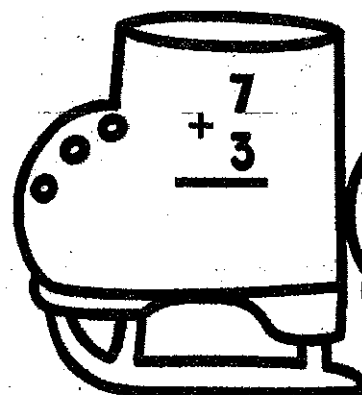
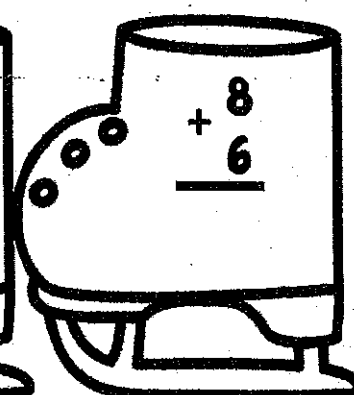
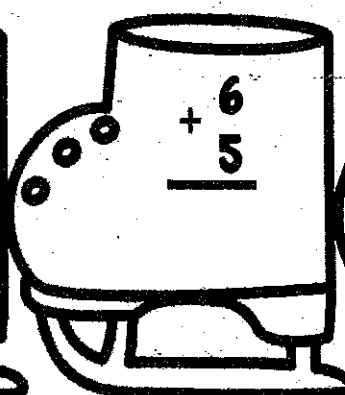
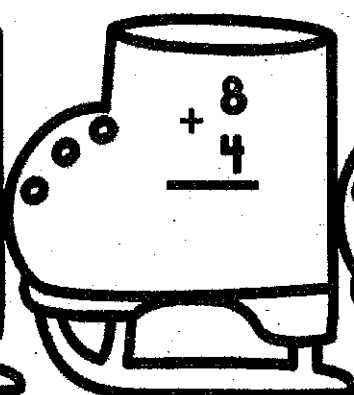
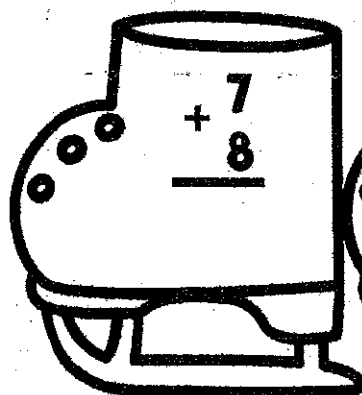
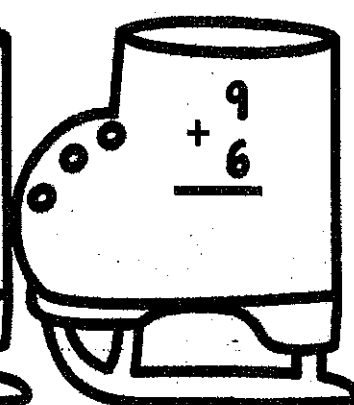
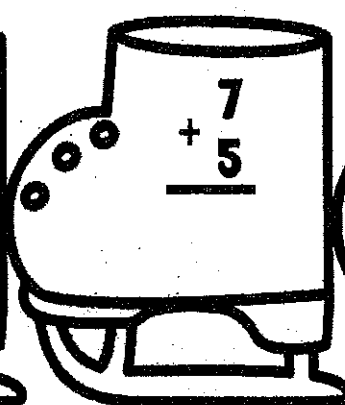
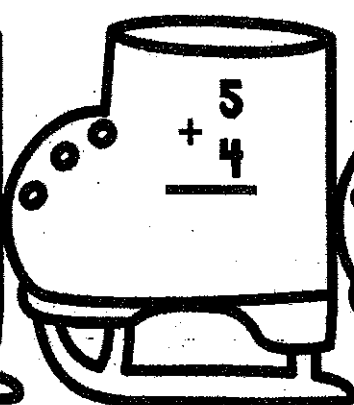
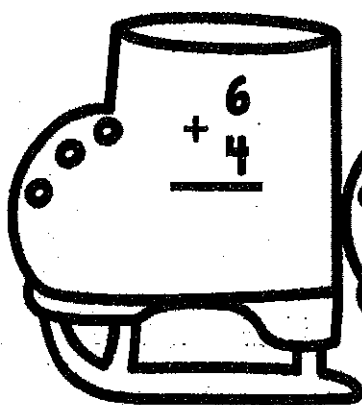
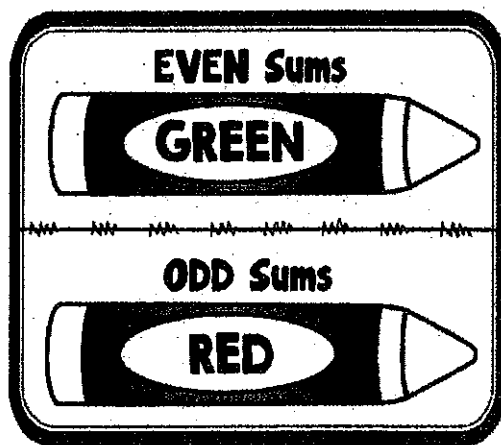
Name: _____

Date: _____

Let's Skate!

Directions

Solve each equation. Then use the code to color the skates.



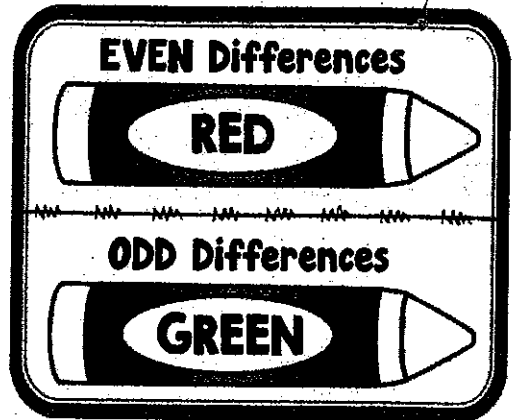
Name: _____

Date: _____

Winter Facts

Directions

Solve each subtraction equation.
Then use the code to color the tags.



$5 - 3 = \square$

$7 - 3 = \square$

$8 - 5 = \square$

$6 - 3 = \square$

$8 - 2 = \square$

$6 - 5 = \square$

$7 - 5 = \square$

$4 - 4 = \square$

$7 - 6 = \square$

$9 - 4 = \square$

$8 - 3 = \square$

$9 - 2 = \square$

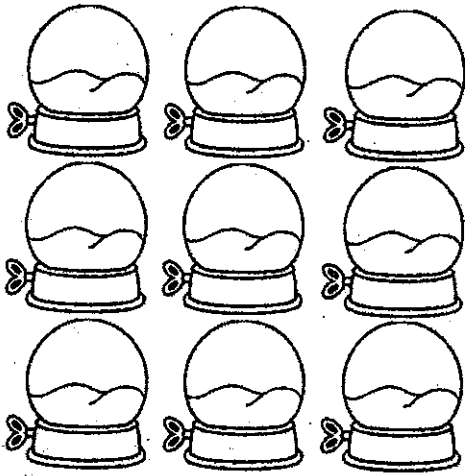
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Date: _____

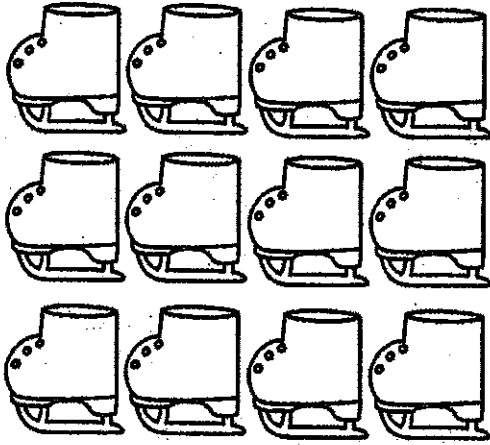
Winter Arrays

Directions

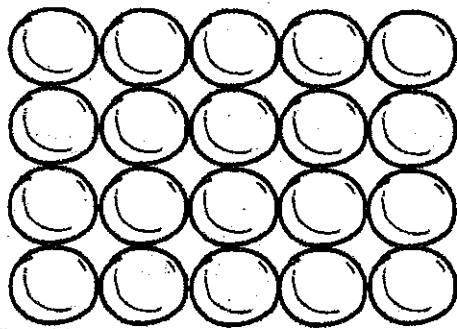
Write the number of rows and columns under each array.



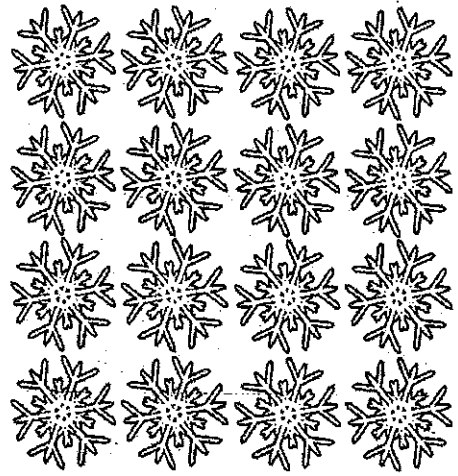
Rows: Columns:



Rows: Columns:



Rows: Columns:



Rows: Columns:

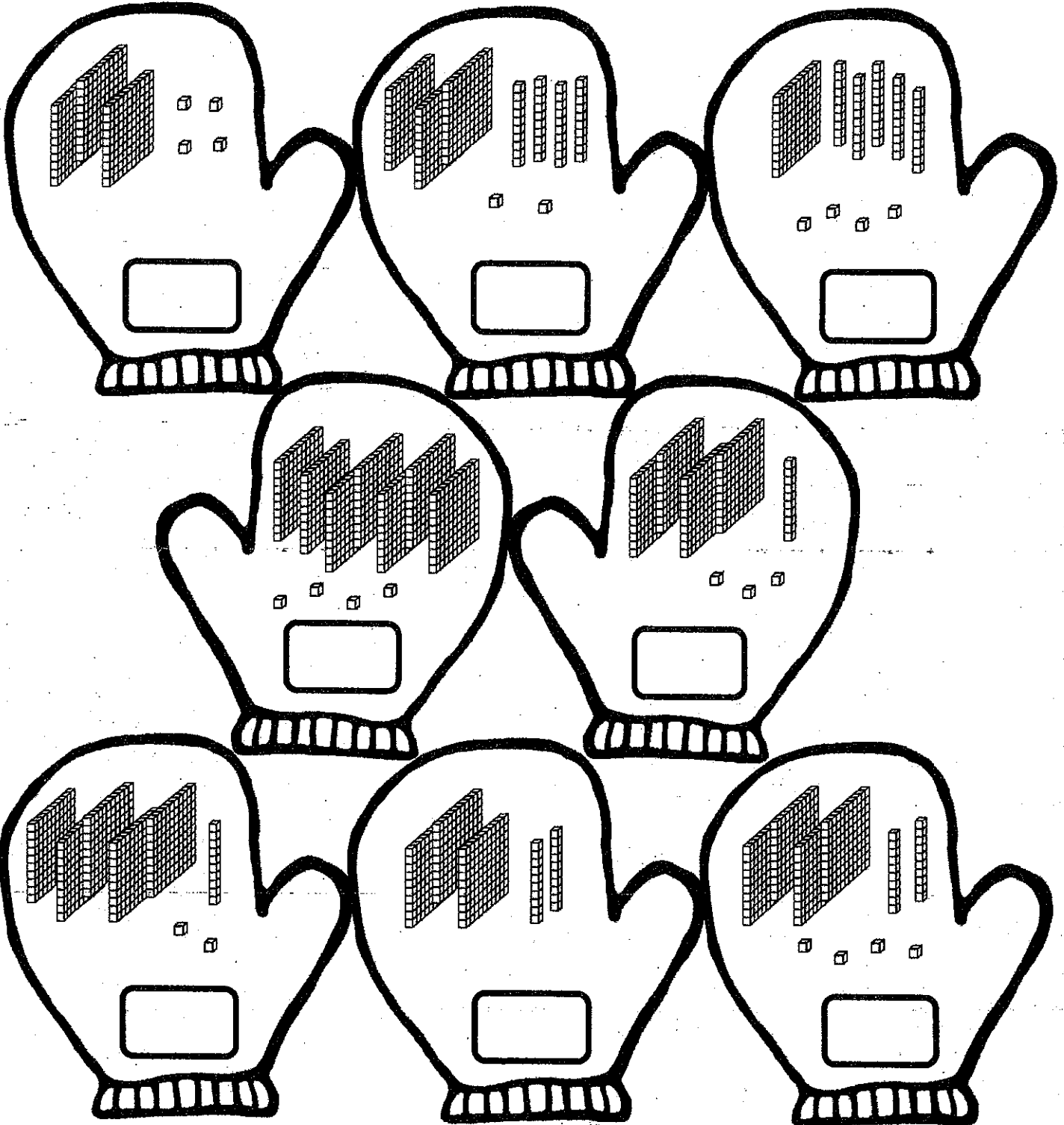
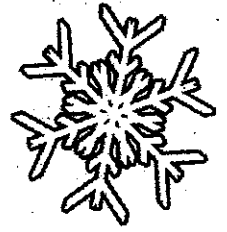
2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and 5 columns.

Name: _____

Date: _____

Place Value Mittens

Directions
Write the number that is shown by the place value blocks in each mitten.



The mittens contain the following place value block arrangements:

- Mitten 1 (top left): 2 flats (200), 2 rods (20), 2 ones (2). Total: 222.
- Mitten 2 (top middle): 2 flats (200), 4 rods (40), 2 ones (2). Total: 242.
- Mitten 3 (top right): 1 flat (100), 3 rods (30), 4 ones (4). Total: 134.
- Mitten 4 (middle left): 4 flats (400), 3 rods (30), 3 ones (3). Total: 433.
- Mitten 5 (middle right): 3 flats (300), 1 rod (10), 3 ones (3). Total: 313.
- Mitten 6 (bottom left): 3 flats (300), 1 rod (10), 2 ones (2). Total: 312.
- Mitten 7 (bottom middle): 2 flats (200), 2 rods (20), 2 ones (2). Total: 222.
- Mitten 8 (bottom right): 2 flats (200), 2 rods (20), 4 ones (4). Total: 224.

2.NBT.1 Understand that the 3 digits of a three-digit number represent amounts of hundreds, tens, and ones.

Practice 1



Solve each problem.

$$\begin{array}{r} 1. \quad 3 \\ \quad 4 \\ \quad 3 \\ + \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 2 \\ \quad 1 \\ \quad 3 \\ + \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 7 \\ \quad 2 \\ \quad 3 \\ \quad 1 \\ + \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 8 \\ \quad 3 \\ \quad 2 \\ \quad 3 \\ + \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 4 \\ \quad 3 \\ \quad 2 \\ + \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 3 \\ \quad 2 \\ \quad 1 \\ + \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 3 \\ \quad 5 \\ + \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 17. \quad 9 \\ \quad 1 \\ \quad 4 \\ + \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 2 \\ \quad 5 \\ \quad 2 \\ + \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 2 \\ \quad 4 \\ + \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 6 \\ \quad 2 \\ + \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 18. \quad 8 \\ \quad 2 \\ \quad 4 \\ \quad 5 \\ + \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 4 \\ \quad 1 \\ \quad 2 \\ + \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 7 \\ \quad 2 \\ + \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 9 \\ \quad 2 \\ \quad 1 \\ + \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 6 \\ \quad 3 \\ \quad 2 \\ + \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 1 \\ \quad 3 \\ \quad 1 \\ + \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 7 \\ \quad 4 \\ + \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 3 \\ \quad 4 \\ \quad 3 \\ + \quad 2 \\ \hline \end{array}$$










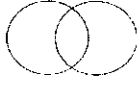



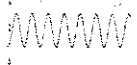





$$\begin{array}{r} 20. \quad 5 \\ \quad 2 \\ \quad 7 \\ \quad 9 \\ + \quad 1 \\ \hline \end{array}$$

Practice 17

Find the sums.

1. $\begin{array}{r} 21 \\ + 33 \\ \hline \end{array}$	7. $\begin{array}{r} 39 \\ + 72 \\ \hline \end{array}$	13. $\begin{array}{r} 25 \\ + 81 \\ \hline \end{array}$	19. $\begin{array}{r} 37 \\ + 69 \\ \hline \end{array}$
2. $\begin{array}{r} 75 \\ + 42 \\ \hline \end{array}$	8. $\begin{array}{r} 51 \\ + 57 \\ \hline \end{array}$	14. $\begin{array}{r} 51 \\ + 20 \\ \hline \end{array}$	20. $\begin{array}{r} 38 \\ + 94 \\ \hline \end{array}$
3. $\begin{array}{r} 24 \\ + 53 \\ \hline \end{array}$	9. $\begin{array}{r} 48 \\ + 84 \\ \hline \end{array}$	15. $\begin{array}{r} 12 \\ + 48 \\ \hline \end{array}$	21. $\begin{array}{r} 28 \\ + 87 \\ \hline \end{array}$
4. $\begin{array}{r} 42 \\ + 26 \\ \hline \end{array}$	10. $\begin{array}{r} 23 \\ + 64 \\ \hline \end{array}$	16. $\begin{array}{r} 51 \\ + 76 \\ \hline \end{array}$	22. $\begin{array}{r} 69 \\ + 43 \\ \hline \end{array}$
5. $\begin{array}{r} 68 \\ + 82 \\ \hline \end{array}$	11. $\begin{array}{r} 14 \\ + 86 \\ \hline \end{array}$	17. $\begin{array}{r} 32 \\ + 36 \\ \hline \end{array}$	23. $\begin{array}{r} 41 \\ + 46 \\ \hline \end{array}$
6. $\begin{array}{r} 61 \\ + 33 \\ \hline \end{array}$	12. $\begin{array}{r} 33 \\ + 52 \\ \hline \end{array}$	18. $\begin{array}{r} 97 \\ + 60 \\ \hline \end{array}$	24. $\begin{array}{r} 77 \\ + 63 \\ \hline \end{array}$

My 2nd Grade Goals – Science

<p>SC.O.2.1.01</p>  <p>I can ask questions about myself and the world.</p>	<p>SC.O.2.1.02</p>  <p>I can compare lives & discoveries of scientists of different cultures and backgrounds.</p>	<p>SC.O.2.1.03</p>  <p>I can identify & discuss science careers.</p>	<p>SC.O.2.1.04</p>  <p>I can observe, classify, compare, & analyze natural objects.</p>
<p>SC.O.2.1.05.07</p>  <p>I can manipulate scientific instruments & use safe and proper techniques for handling them.</p>	<p>SC.O.2.1.06</p>  <p>I can measure length & width using standard and nonstandard units.</p>	<p>SC.O.2.1.08</p>  <p>I can design & conduct simple experiments.</p>	<p>SC.O.2.2.01,02</p>  <p>I can identify structures of living things, and explain their functions.</p>
<p>SC.O.2.2.03,04</p>  <p>I can illustrate changes in life cycles of plants and animals.</p>	<p>SC.O.2.2.05</p>  <p>I can compare & contrast different types of habitats.</p>	<p>SC.O.2.2.06</p>  <p>I can identify materials as a solid, liquid, or gas.</p>	<p>SC.O.2.2.07</p>  <p>I can demonstrate that a magnet can attract or repel objects.</p>
<p>SC.O.2.2.08,09</p>  <p>I can identify which materials & colors conduct heat better, and what happens when an object blocks light.</p>	<p>SC.O.2.2.11</p>  <p>I can explore how sound can change in pitch & volume.</p>	<p>SC.O.2.2.13,14,15</p>  <p>I can describe seasonal & daily weather changes, types of precipitation, & effects of wind movement.</p>	<p>SC.O.2.2.16,17</p>  <p>I can explain how the Earth's rotation causes day & night, and understand the moon has phases.</p>
<p>SC.O.2.2.18</p>  <p>I can describe how fossils are formed.</p>	<p>SC.O.2.3.01,02</p>  <p>I can use models as representations of real things</p>	<p>SC.O.2.3.03,04</p> <p>I can recognize that changes occur within the environment, and that common objects & events incorporate science</p>	<p>SC.O.2.3.06</p>  <p>I can develop respect & responsibility for the environment.</p>

Name _____

Date _____




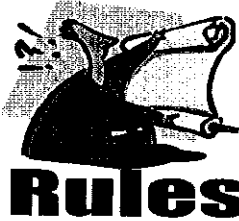


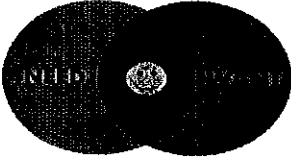
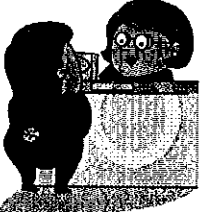


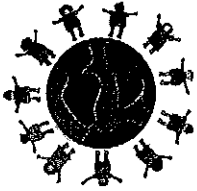


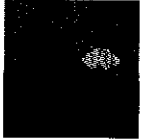


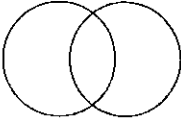
PICTURE GRAPHS 2A - WEATHER SURVEY

Children in a school wrote down weather symbols for each day in March.

Sunny										
Cloudy										
Rainy										
Snowy										
Stormy										

- Which weather was the most common? _____
- Which weather was the least common? _____
- How many days was it snowy? _____
- How many days was it either rainy or stormy? _____
- How many more days was it sunny than rainy? _____
- How many more days was it cloudy than snowy? _____
- Joel takes his dog for a walk in the morning when it is not wet, snowy or stormy.
How many days in March would he walk his dog? _____
- Sophia says 'There are more cloudy days than snowy and stormy days put together.' Is she right? _____
- How many days are there in March? _____

My 2nd Grade Goals – Social Studies

<p>SS.2.C.1</p>  <p>I can learn about and volunteer for service projects!</p>	<p>SS.2.C.2</p>  <p>I can analyze rules & laws & evaluate their consequences!</p>	<p>SS.2.C.3,4,5</p>  <p>I can illustrate levels of government & characteristics of leadership and give examples of American symbols!</p>	<p>SS.2.E.1</p>  <p>I can investigate various occupations & careers!</p>
<p>SS.2.E.2,3</p>  <p>twitter : strategyarch</p> <p>I can categorize needs and wants and understand the exchange of goods and services!</p>	<p>SS.2.E.4</p>  <p>I can explain the role of banks in saving money!</p>	<p>SS.2.G.1,2</p>  <p>I can read a map and identify continents and oceans!</p>	<p>SS.2.G.3,4,5</p>  <p>I can classify examples of natural resources!</p>
<p>SS.2.H.CL1.2,3</p>  <p>I can identify cultural contributions & differences by people from regions!</p>	<p>SS.2.H.CL1.1</p>  <p>I can create timelines using documents & oral accounts to investigate change!</p>	<p>SS.2.WV.1</p>  <p>I can identify state symbols, celebrations, holidays, famous WV's & the governor!</p>	<p>SS.2.WV.2</p>  <p>I can locate & give examples of WV natural resources & geographic features!</p>
<p>SS.2.WV.3</p>  <p>I can locate the state capital city, WV bordering states, and my county seat!</p>	<p>SS.2.WV.4</p>  <p>I can examine cultural life of WV's through storytelling & various art forms!</p>	<p>SS.2.WV.05</p>  <p>I can compare & contrast past & present lifestyles of West Virginians!</p>	

Name _____

Date _____

Eleanor Roosevelt

Directions: Read the passage on the left 3 times to practice fluency. Color a book each time you read. Then, complete the comprehension tasks on the right.

Eleanor Roosevelt

Eleanor Roosevelt was the longest serving First Lady in the country. A First Lady is the wife of the President of the United States of America. Her husband, Franklin D. Roosevelt, served four terms as President.

Most First Ladies hosted parties and events at the White House. However, Eleanor Roosevelt wanted to do more. While she was the First Lady, she helped many people.

Eleanor traveled across the country and helped the poor. She supported artists and writers. She also worked to help women. Eleanor Roosevelt changed the role of a First Lady. She showed the country that a First Lady could make a difference in our country. She is a very respected woman.



Read and Look Back:

Use a red crayon to highlight the sentence that explains what a First Lady is.

Use a yellow crayon to highlight three kinds of people Eleanor helped while she was a First-Lady.

Use a blue crayon to highlight the name of Eleanor's husband.

Read and Respond:

How did Eleanor Roosevelt change the role of a First Lady?

2nd Grade Art: Reimagined Time

Name: _____ Date _____ Homeroom Teacher _____

Day 1

I can create a self-portrait. (VA.O.2.3.0.4)

Activity:

1. The student will draw a self-portrait. _____ Parent/guardian initial

Music Reimagined time - Music

Day 1 - Grade 2nd

Name _____ Homeroom _____

Body Percussion and Composition

CSO MU.O.GMK-2.1.07 MU.O.GMK-2.1.05 MU.O.GMK-2.1.01

I can create music using my body and found sound objects.

I can notate music.

I can move to music

I can participate in singing a variety of songs

Choose One Activity, or activities that equal 15 minutes. Have a parent or guardian sign and date your completed activity.

Use your body to make music. Try clapping, snapping, stomping and other sounds. Keep the beat with these sounds or make rhythm patterns that you can play along with a favorite song on your music player.

_____ date _____

Parent/guardian signature

Find sounds around the house. *Example:* Boxes, plastic bowls, spoons, pots & pans. Do not choose anything breakable. Organize these sounds into different rhythm patterns. Keep a steady beat and try to play different patterns.

_____ date _____

Parent/guardian signature

Turn on some music and listen then sing along.

_____ date _____

Parent/guardian signature

Clay County Physical Education Reimagined Time (Snow Packet) For Elementary Students (2nd)

Clay County Schools Elementary Physical Education teachers have compiled a list of activities that your child can complete while at home. The list consist of exercises, stretches and cardio activities. It is suggested that children have 60 minutes of physical education a day. However, our goal is for children to get 30 minutes of exercise a day and we want to keep that going during snow days.

I can actively engage in physical activities

I can engage in moderate to multiple activities in a variety of settings.

I can work independently on my fitness level.

Stretches (Pick three) (minimum of 1 minutes per stretch)

Make sure to stretch before getting started so our body is prepared for the activity. (Do 20 of each stretch)

Arm circles Butterflies Toe touches Shoulder stretch Trunk lift Hurdler stretch Calf raises
V stretch

Exercises (Pick two) (minimum of 2 minutes per exercise)

We want to keep our body strength up and these will help us. (Do 20 of exercises)

Push-ups Set-up Windmills Jumping jacks One legged jumps leg raises

Cardio (Pick one) (minimum of 2 minutes per cardio activity)

These will keep us in shape. (Do three one minute periods with breaks in between)

Skipping Galloping Hopping Side to side hops lunges Running in place

Activities (Pick two) (minimum of 10 minutes per activity)

Make and obstacle course and run through it.	Turn on some music and dance.	Make a snowman.
Jump rope.	Use a hula hoop.	Make a snow angel.
Find three object's that can be used for juggling and juggle.	Find a balloon and see how long you can keep it in the air.	Website gonoodle.com
Practicing balancing on one foot then try the other one.	Shovel the drive way.	Cup stacking
Have a snowball distance throw	Go sledding	Other

Signature _____

Date: _____

List Stretches: _____

List exercises: _____

List Activities: _____

Options:

- You may choose to complete one of the following optional assignments. Please have your parent check and initial any optional assignments you have completed.

Reading:

Initials/Date

www.starfall.com

* Explore website for different phonics activities.

www.pearsonrealize.com

* Work on any assignments your teacher has assigned for you.

www.readworks.org

* Print off grade level passages to practice fluency and comprehension.

www.mobymax.com

* Work on various reading skills.

www.spellingcity.com

* Play games with your weekly word lists.

Math:

Initials/Date

www.thatquizzmath.com

* Work on various math strategies.

www.rmcity.org

* Only work on Wall of Mastery or in Review Mode.

www.abcya.com

* Play various math games to practice skills.

www.ixl.com

* Practice math skills.

www.funbrain.com

* Practice math skills.

Social Studies:

www.kids.gov

www.brainpop.com/socialstudies/

Science:

<http://www.sciencekids.co.nz/>

<http://www.sciencefun.org/kidszone/>
