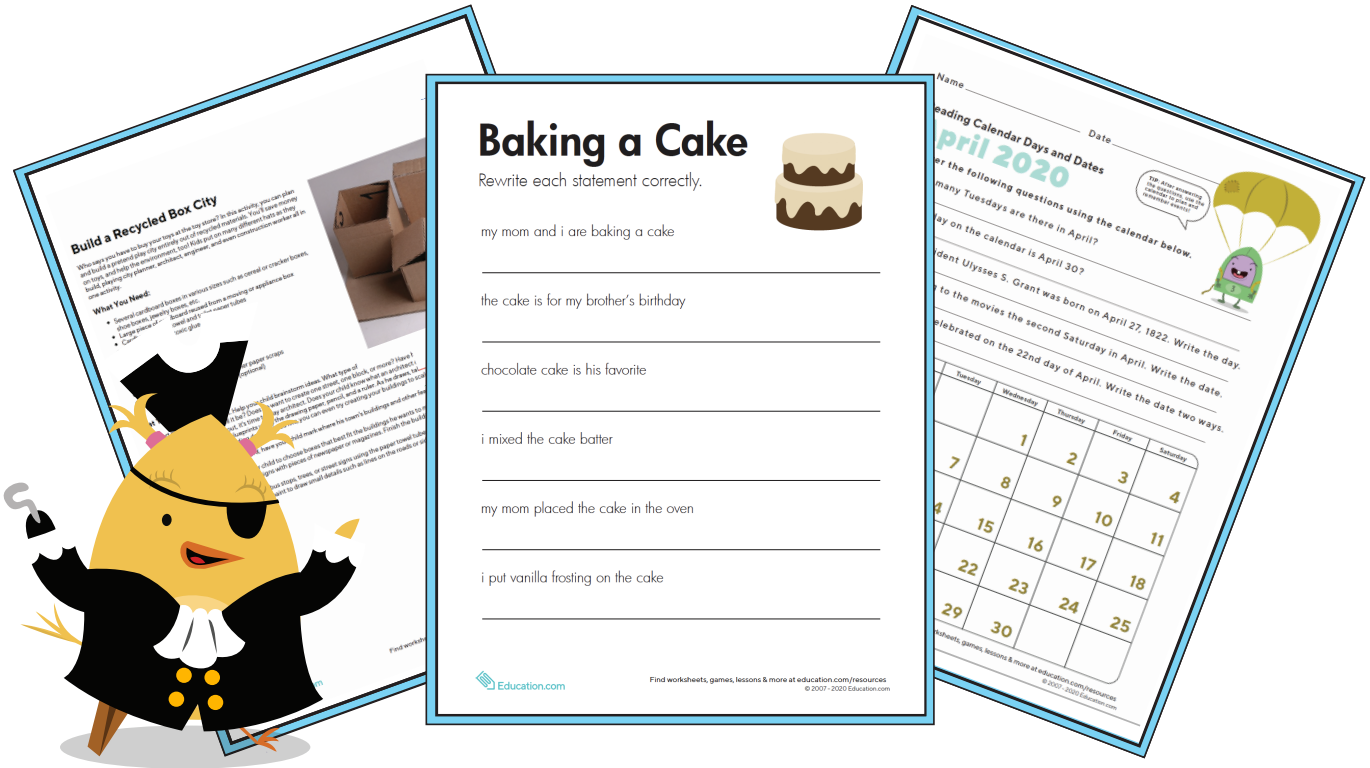
# Week 3

2nd Grade

# Independent Study Packet

Education.com




## 5 MORE Days of Independent Activities in Reading, Writing, Math, Science, and Social Studies

# Helpful Hints for Students and Families

## Materials You Will Need:

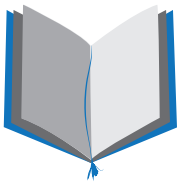
- Pencils
- Extra paper or a notebook/journal. You may put everything into one notebook if you like.
- Colored pencils, markers, or crayons for some of the activities
- Internet access for online research
- You will need extra "found" supplies for the Design Challenges
- Cards or slips of paper numbered 0-9

## Directions & Tips

- There is a schedule for each day. You may complete the activities in any order.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the activity menu.
- Make sure an adult signs the activity menu before you bring it back to school.


© 2007 - 2020 Education.com

# Activity Menu

| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|---|---|---|---|
| **Reading**  | Read for 20 minutes and answer three of the questions from the reading log on another piece of paper or in a journal. **Challenge:** Try not to repeat a question! | | | | |
| | Reading Comprehension: Map That Story! | Make Your Own Inferences | It's Time to Retell | Fact or Opinion: Howler Monkeys | All About Jane Goodall |
| **Writing** | Creative Writing Exercise | Comparing Communities | My Exciting Ending<br>Creative Writing Prompt: Restaurant | Community Compassion | Personal Narrative Organizer: Surprise! |
| **Grammar Practice** ? ; ! | Singular or Plural? | Find the Adjectives | Noun Sort | Fix the Sentences: Baking a Cake | Bigfoot: Punctuate the Story |
| **Math** | Mystery Shape Riddles | Greater Than, Less Than, Equal To Game: Two-Digit Numbers | Place Value Fill-In<br>Practice Place Value: Fill in the Blank I | Place Value Number Riddles<br>What Is the Place Value? | April 2020 Calendar: Days and Dates<br>Favorite Cities Bar Graph |
| **Social Studies** | What is a community? Learn about communities, cities, and neighborhoods. | Mapping Coordinates: Build a City<br>Build a Recycled Box City<br>Compare and Contrast: Rural and Urban<br>Grid Basics: Help The Mayor<br>Three Types of Communities<br>Community Mobile | | | |
| **Science** | Learn how plants grow. | Plant Life Cycle Flash Cards<br>Life Cycle of a Plant<br>Plant Resources<br>How Does It Grow? Apple Tree<br>Plants Form Water | | | |
| **Fun Stuff** | Here are some extra FUN things about cities you can do! | Your Community Map<br>Build a City: Building<br>Build a City: Store<br>Build a City: Police Car<br>Build a City: House | | | |

**Parent/Guardian Signature:** _____



© 2007 - 2020 Education.com

# Reading Log

1. Read a fiction or nonfiction book on your own or with a grown-up.

2. Put your name and the title of the book at the top of a new page.

3. Choose one of the prompts from the chart and write the letter at the top of the page in the title of the book.

4. Write 3–5 sentences about your book. Remember, not all of the questions make sense for every book!

| | | |
|---|---|---|
| a. What details in the text describe one of the characters? Draw a sketch of the character. | b. Which words in the book were tricky? What strategy did you use to help you understand them? | c. What lesson is the author trying to teach the reader? How do you know? |
| d. What is your favorite part of the text? Why? | e. What is the most important part of the story? Why? | f. What did the author want you to learn? How do you know? |
| g. How does the main character feel in this book? How do they change? | h. What is the most interesting part of the text? Why? | i. What are three facts you learned from reading this book? |
| j. How do the pictures in the text help you understand what you are reading? Give an example. | k. Where does the story take place (the setting)? How does the author describe it? | l. What information was surprising in the text? Why? |
| m. What is the character's main problem, and how did they solve it? How would you have solved it? | n. How is this book like another you have read? How is it different? | o. What was a major event in the story? Why was it important to the story? |


© 2007 - 2020 Education.com

# Day 1

| | |
|---|---|
| **Reading** | Pick a book and make a story map for it. |
| **Writing** | Build a story by choosing from different ideas. |
| **Grammar Practice** | Learn the difference between singular and plural nouns. |
| **Math** | Solve the riddles and reveal the mystery shapes. |

© 2007 - 2020 Education.com

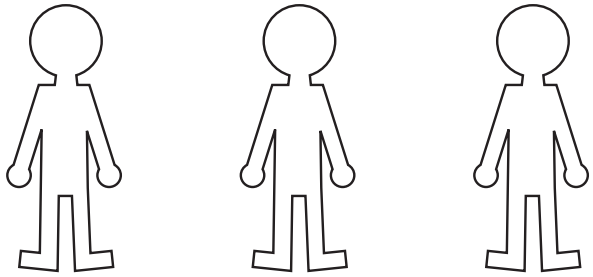
Name: _____ Date: _____

# Map That Story!

Let's think about the story you just read! Fill out each part of the map below.

Name of book: _____

Who are the Characters in the Book? Draw and label three of them.



Character's name: _____ _____ _____

| What happens at the beginning? | What happens in the middle? | What happens at the end? |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Draw your favorite part of the book.



© 2007 - 2020 Education.com

Name Date

# WRITE A CREATIVE STORY

A fantastic way of expressing or sharing your ideas with others is **creative writing**. Every day, writers communicate their feelings by using **characters** and interesting **settings**, exploring ideas that can be difficult to share. Use the **creative story exercise** below to share your own ideas on paper.

Write a number between 1 and 4 on each line below. Then make a new sentence. Match the numbers you chose with the numbers in the boxes.

**Example**

| Box 1 | | Box 2 | | Box 3 | | Sentence |
|---|---|---|---|---|---|---|
| 3 | + | 2 | + | 2 | = | A floppy teddy bear skipped into a rose bush. |

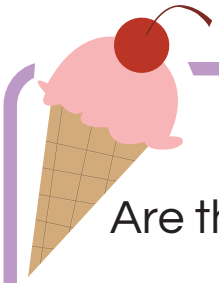
| Box 1 | Box 2 | Box 3 |
|---|---|---|
| **1.** A big brown dog | **1.** danced | **1.** over the rainbow. |
| **2.** A magical unicorn | **2.** skipped | **2.** into a rose bush. |
| **3.** A floppy teddy bear | **3.** pranced | **3.** across the chilly pond. |
| **4.** A girl with long hair | **4.** leapt | **4.** through the jungle. |

| Box 1 | | Box 2 | | Box 3 | | Sentence |
|---|---|---|---|---|---|---|
| | + | | + | | = | |

Write a short story, beginning with the sentence you just made.
If your story is long, use extra sheets of paper.


© 2007 - 2020 Education.com

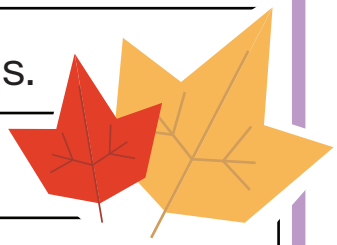
Name:_____ Date:_____

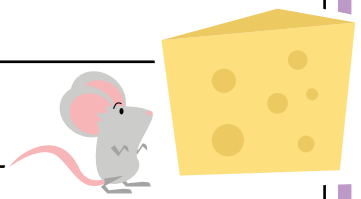


# Singular or Plural?

Look carefully at the nouns in the sentences below.
Are they **singular** (one) or **plural** (more than one)? Write **one** or **two** on each line.
The first one is done for you.

1. I put one cherry on top of my ice cream. Samson put two cherries on his.
2. I picked up _____ leaf. Sarah picked up _____ leaves.
3. _____ children walked by my house. _____ child stopped to tie his shoe.
4. The baby has _____ tooth. Her twin sister has _____ teeth.
5. I bought _____ scarves as presents and _____ scarf for myself.
6. I saw _____ goose in the grass and _____ geese in the water.
7. _____ blind mice ran outside, while _____ mouse sniffed for cheese.
8. _____ people were already at the party. _____ person was walking to the party.
9. _____ shelf contained books and the other _____ shelves contained toys.
10. My aunt baked _____ loaves of bread. We ate _____ whole loaf in only a day!

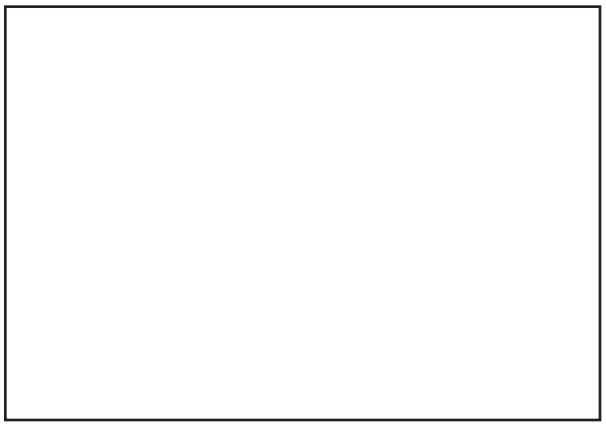




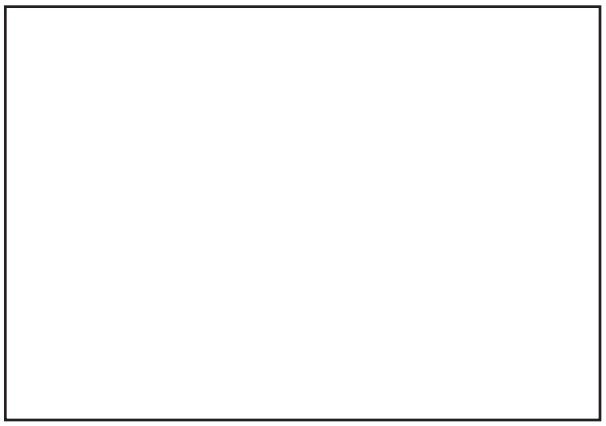

© 2007 - 2020 Education.com

# My Shape Riddles

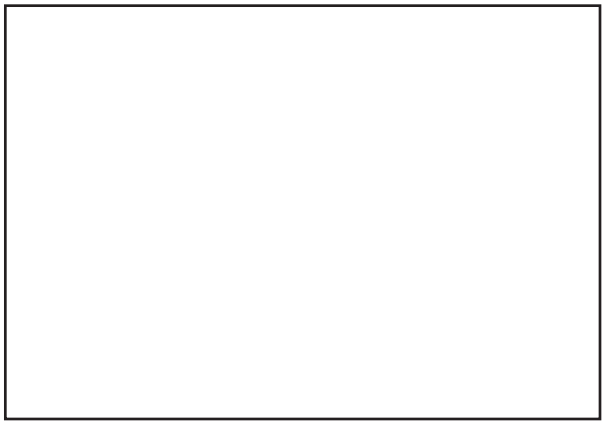
Use the clues to figure out the mystery shape, then draw each shape.



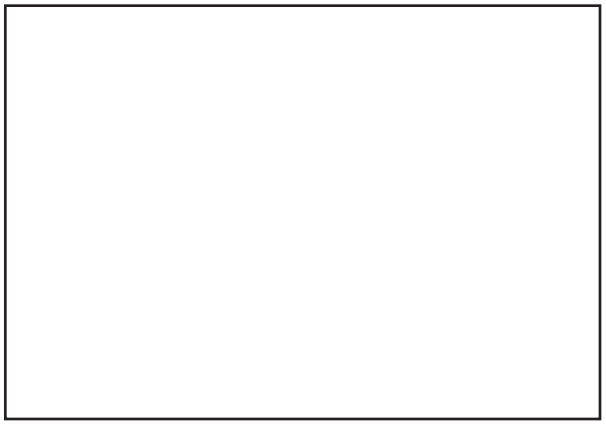
I have 3 sides and 3 angles. I am a polygon. What shape am I?



I have no corners and no sides. One half of me is exactly like the other.



I have 6 sides and 6 corners. What am I?



I have 4 sides and 4 corners, but I am not a square. 2 sides are short and 2 sides are long.

## Write your own!

I have _____ sides and _____ corners.

I am a _____.


© 2007 - 2020 Education.com

# Day 2

| | |
|---|---|
| **Reading** | Learn to make inferences from information. |
| **Writing** | Compare two different types of communities. |
| **Grammar Practice** | Can you find all the adjectives? |
| **Math** | Play this greater than and less than game. |

© 2007 - 2020 Education.com

Name: _____ Date: _____

# Make Your Own Inferences

Use each sentence below to make a reasonable inference.

| Sentence | Your Inference |
|---|---|
| Example: Min smiled when she received her graded math test. | Min got a good grade on the test. |
| 1. John glanced out the window, then grabbed his umbrella. | |
| 2. Paul felt the sand between his toes. | |
| 3. Ms. Lambert has a bike helmet on her desk. | |
| 4. Idera sneezed as she picked flowers. | |
| 5. Evan fell asleep during Read Aloud. | |


© 2007 - 2020 Education.com

Name Date

# COMPARING COMMUNITIES

People live in all sorts of different communities. Their lives depend on the people and environment that they call home.

Look at the pictures of the kids below in their communities. Write a story about what life is like for each kid.

City

Fishing Village

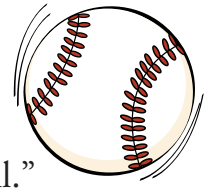


© 2007 - 2020 Education.com

# Home Run Adjectives

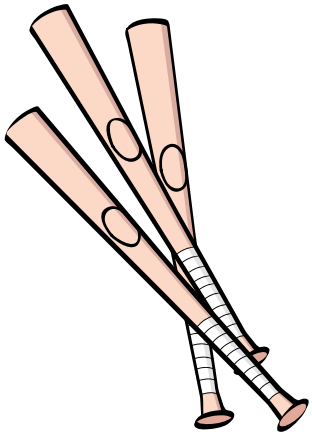
## DIRECTIONS:

Circle the adjective in each sentence. Underline the noun that it describes.



## EXAMPLE:

The white ball flew over the fence.
In this example, the word "white" is an adjective. It describes the noun, "ball."
Note: There may be more than one adjective in a sentence.



**1. We went to an exciting baseball game on Saturday.**

**2. The stadium was filled with happy fans.**

**3. The stadium was so large we had a hard time finding our seats.**

**4. Once we found our seats, we ordered delicious hot dogs.**

**5. The hot dogs were so hot they burned our mouths.**

**6. To cool our mouths down we ordered some ice-cold lemonade.**

**7. By the time we finished our tasty lemonade the game had started.**

**8. To the left and right of us, fans were eager for the first pitch of the game.**

**9. As the game went on the noisy fans never calmed down.**

**10. The players were just as happy about the game as the fans were.**

**11. I have never experienced such a lively game in my life.**

**12. My favorite part of the game was the foul ball that I caught with my old glove.**

**13. My dad bought me fluffy cotton candy to celebrate my great catch.**

**14. That game was one of the best baseball games I ever saw.**


© 2007 - 2020 Education.com

Name _____ Date _____

# Greater Than, Less Than, Equal To Game: Two-Digit Numbers

**Directions:** For each round, each player chooses 2 number cards and tries to make the biggest number possible. Remember what you know about place value! Hint: The bigger number should go in the tens place.

- Each player will record their number and compare it to their partner's number. Then, decide which symbol ( < , > , = ) to write in the middle.
- The winner is the player with the bigger number.
- Move on to the next round.

| Round | Player 1 | Symbol < > = | Player 2 | Winner |
|---|---|---|---|---|
| Example | 53 | < | 74 | Cuz-Cuz |
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |


© 2007 - 2020 Education.com

# Day 3

| | |
|---|---|
| **Reading** | Retell the main events of the story. |
| **Writing** | Write a story about if you owned a restaurant. Plan out your story and make sure something exciting happens at the end! |
| **Grammar Practice** | Cut out and sort these nouns. |
| **Math** | Practice place value with these two activities. |

© 2007 - 2020 Education.com

# It's Time to Retell

**Name:** _____ **Date:** _____

*Read the story. Then retell the story using your own words.*

For his 5th birthday, Ty wanted a bicycle more than anything in the world. He hoped and hoped for a bicycle, asking his mom for one nearly every day. Ty couldn't wait for his birthday party.

When it came time for his birthday party, Ty looked at all the presents. None of them looked big enough to be a bicycle. Ty was so sad. He thought that his mom didn't get him a bicycle after all.

When Ty opened all of his presents, he found toys, books, and clothes. But no bicycle. He was disappointed. But then he saw something hidden in the corner of the room. It was his bicycle! Ty was so happy that his dream had come true.

© 2007 - 2020 Education.com

# Creative Writing

Imagine you have your own restaurant! What food do you serve? What does it look like inside? And where is it located? Be creative!

© 2007 - 2020 Education.com

Name: _____ Date: _____

# My Exciting Ending

Think about how your characters would respond to the problem in your story. Fill in the boxes to organize your ending.

My story's title: _____

The **problem** in my story is...

What was the idea for the **solution**?

**Who** or **what** caused the problem?

Did the solution **work**?

**Who** tried to solve the problem?

**Why** or why not?

**Story ending:**



© 2007 - 2020 Education.com

Name: _____ Date: _____

# Noun Sort

Cut out the nouns below and paste into ***singular*** (one) or ***plural*** (more than one).

| Singular | Plural |
| --- | --- |
| | |

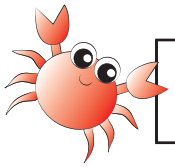
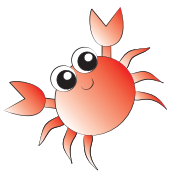
| | | | |
| --- | --- | --- | --- |
| birthdays | pizzas | people | babies |
| baby | man | berries | person |
| birthday | berry | pizza | men |



© 2007 - 2020 Education.com

# Fill in the missing number.

Read the place value in words and fill in the missing number.

| | | Thousand | Hundreds | Tens | Ones |
|---|---|---|---|---|---|
| One thousand, five hundreds, two tens, and three ones. | = | 1 | | 2 | |
| Five hundreds, three tens, and six ones. | = |  | | | 6 |
| One thousand, eight hundreds, and three ones. | = | | 8 | | |
| Nine hundreds, four tens, and two ones. | = | | | | 2 |
| One thousand, seven hundreds, five tens, and nine ones. | = | 1 | | 5 | |
| One thousand, nine hundreds, two tens, and six ones. | = | | 9 | | |
| Seven hundreds and five ones. | = | | | | 5 |
| One hundred, four tens, and three ones. | = | | | 4 | |
| One thousand, nine hundreds, nine tens, and nine ones. | = | 1 | | | |
| Eight hundreds, seven tens, and two ones. | = |  | | 7 | |


© 2007 - 2020 Education.com

# Practice Place Value: Fill in the Blank I

Write down the numbers in words using the place values in the table below.

| thousands | hundreds | tens | ones | |
|---|---|---|---|---|
| | 5 | 3 | 8 | = Five hundreds, three tens, and eight ones. |
| 7 | 0 | 6 | 4 | = _____ |
| 3 | 2 | 0 | 0 | = _____ |
| 4 | 7 | 2 | 5 | = _____ |
| | 9 | 3 | 6 | = _____ |
| 5 | 6 | 5 | 1 | = _____ |
| 2 | 4 | 8 | 3 | = _____ |
| 1 | 0 | 9 | 7 | = _____ |
| 8 | 1 | 4 | 9 | = _____ |


© 2007 - 2020 Education.com

# Day 4

| | |
|---|---|
| **Reading** | Decide between fact or opinion while learning about howler monkeys. |
| **Writing** | Brainstorm some ways you'd like to build compassion in your community. |
| **Grammar Practice** | Fix these yummy sentences. |
| **Math** | Solve some riddles about place value. |

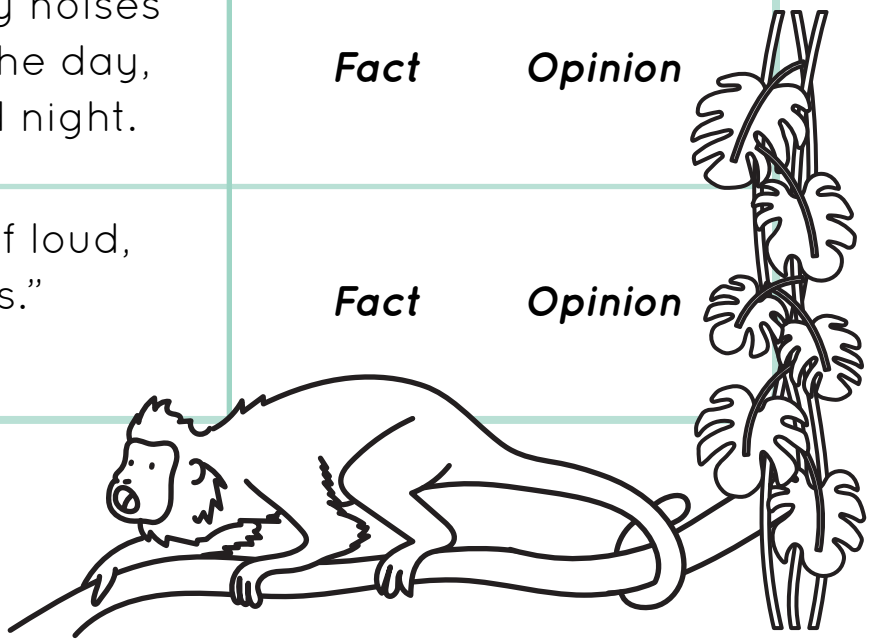
© 2007 - 2020 Education.com

Name: _____ Date: _____

# Fact or Opinion: Howler Monkeys

***Directions**: Read the sentences and circle **fact** or **opinion**.*

| | |
|---|---|
| Howler monkeys are among the largest monkeys in South and Central America. | ***Fact*** ***Opinion*** |
| These monkeys are known for their loud howls, which can travel 5 km through the rainforest. | ***Fact*** ***Opinion*** |
| Howler monkeys have extremely cute faces. | ***Fact*** ***Opinion*** |
| Group males howl to communicate with other groups. | ***Fact*** ***Opinion*** |
| The males make very funny noises several times throughout the day, especially at morning and night. | ***Fact*** ***Opinion*** |
| The main vocals consist of loud, deep growls or "howls." | ***Fact*** ***Opinion*** |





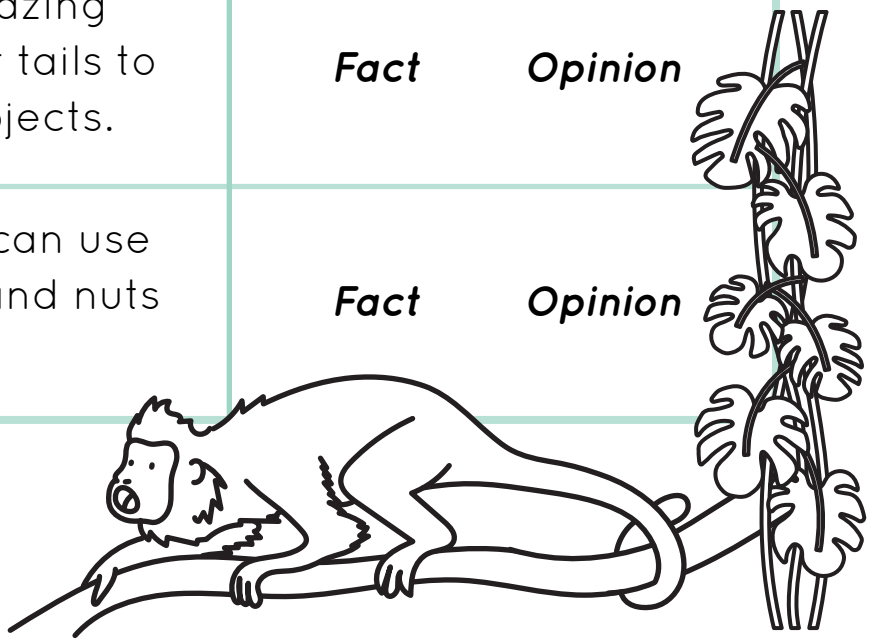
© 2007 - 2020 Education.com

Name: _____ Date: _____

# Fact or Opinion: Howler Monkeys

***Directions**: Read the sentences and circle **fact** or **opinion**.*

| | |
|---|---|
| Howlers have a yucky diet of mostly leaves. | ***Fact*** ***Opinion*** |
| Along with leaves, they eat fruit, flowers, nuts, and sometimes eggs. | ***Fact*** ***Opinion*** |
| Howler monkeys can smell fruit and nuts up to 2 km away. | ***Fact*** ***Opinion*** |
| Their tails can be equally as long or longer than the rest of their bodies. | ***Fact*** ***Opinion*** |
| Howler monkeys are amazing because they can use their tails to grasp trees and other objects. | ***Fact*** ***Opinion*** |
| Like many monkeys, they can use their tails for picking fruit and nuts from trees. | ***Fact*** ***Opinion*** |





© 2007 - 2020 Education.com

Name _____ Date _____

# Community Compassion

"We rise by lifting others." -Robert Ingersoll

**Directions:**

1: Brainstorm ways you would like to share care and compassion in your home or community:

★ _____

★ _____

★ _____

★ _____

★ _____

2. Choose one thing you would like to do this week to show compassion and write it below. Then make it happen!

_____

3. Write a reflection on what you did and how you felt sharing compassion for others:

_____

_____

_____

_____

_____

_____

_____

_____

_____



© 2007 - 2020 Education.com

# Baking a Cake

Rewrite each statement correctly.

my mom and i are baking a cake

_____

the cake is for my brother's birthday

_____

chocolate cake is his favorite

_____

i mixed the cake batter

_____

my mom placed the cake in the oven

_____

i put vanilla frosting on the cake

_____


© 2007 - 2020 Education.com

Place Value Math

# Number Riddles

Solve the riddle and circle the correct answer.

I have a 1 in my thousands place, 6 in my hundreds place, 4 in my tens place and 9 in the ones place. What number am I?

a. 1,729 b. 376

c. 23 d. 1,649

I have a 4 in my hundreds place, 9 in my tens place and 3 in the ones place. What number am I?

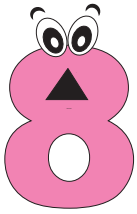
a. 493 b. 1,254

c. 899 d. 65

I have a 4 in my ones place. I am more than 22 but less than 30. What number am I?

a. 34 b. 98

c. 204 d. 24



I have a 2 in my hundreds place, 7 in my tens place and 5 in the ones place. What number am I?

a. 390 b. 1,230

c. 64 d. 275

I have a 6 in the tens place and 7 in the ones place. I am greater than 200 but less than 400. What number am I?

a. 115 b. 367

c. 920 d. 471

I have a 6 in my tens place. I am greater than 60 but less than 70. What number am I?

a. 78 b. 60

c. 67 d. 13



© 2007 - 2020 Education.com

# What is the Place Value?

Look at the value of each digit in the number 1,675:

| Thousands | Hundreds | Tens | Ones |
|---|---|---|---|
| 1 | 6 | 7 | 5 |
| 1000 | 600 | 70 | 5 |

What is the value of each underlined digit?

4<u>6</u>2 400

13<u>5</u>7 _____

<u>1</u>49 _____

<u>1</u>894 _____

<u>7</u>83 _____

6<u>2</u>3 _____

20<u>4</u> _____

<u>1</u>042 _____

5<u>4</u>1 _____

92<u>2</u> _____

What is the digit in the hundreds place?

735 _____

912 _____

515 _____

What is the digit in the ones place?

185 _____

857 _____

222 _____

What is the digit in the tens place?

610 _____

772 _____

358 _____



© 2007 - 2020 Education.com

# Day 5

| | |
|---|---|
| **Reading** | Read and learn about Jane Goodall. |
| **Writing** | Write about a time you were surprised. Use this sheet to help plan out your writing. |
| **Grammar Practice** | Put the right punctuation in the story. |
| **Math** | Interview the month of April and complete a bar graph about cities. |

© 2007 - 2020 Education.com

Name _____ Date _____

# All About Jane Goodall

Jane Goodall was born in London, England in 1934. As a child, she loved animals. She was curious about animals. She spent hours watching the animals in her backyard to learn about them. Jane dreamed of traveling to the continent of Africa. She wanted to learn all about animals. When Jane was 22 years old she traveled to Kenya. There she met and was hired by Dr. Louis Leakey, an archaeologist and paleontologist. She was sent to Gombe Stream National Park in Tanzania to learn about chimpanzees.

Dr. Louis Leakey asked Jane to observe a group of chimpanzees to learn about their behaviors. At first the chimpanzees were very shy, but later Jane was able to observe them closely. She learned that chimpanzees use tools, just like people! She made many other important discoveries about chimpanzees at Gombe. She wrote her first book called *The Chimpanzees of Gombe*: *Patterns of Behavior* to share what she learned. Jane wrote many books and became an animal conservationist. A conservationist is someone who works to preserve natural resources and environments. She helps to save chimpanzees around the world through research and education.


© 2007 - 2020 Education.com

Name _____ Date _____

# All About Jane Goodall

**Directions:** Answer the questions about the text.

1. What was Jane interested in as a child?

2. What does it mean to be a conservationist?

3. What is one thing that Jane learned about chimpanzees?

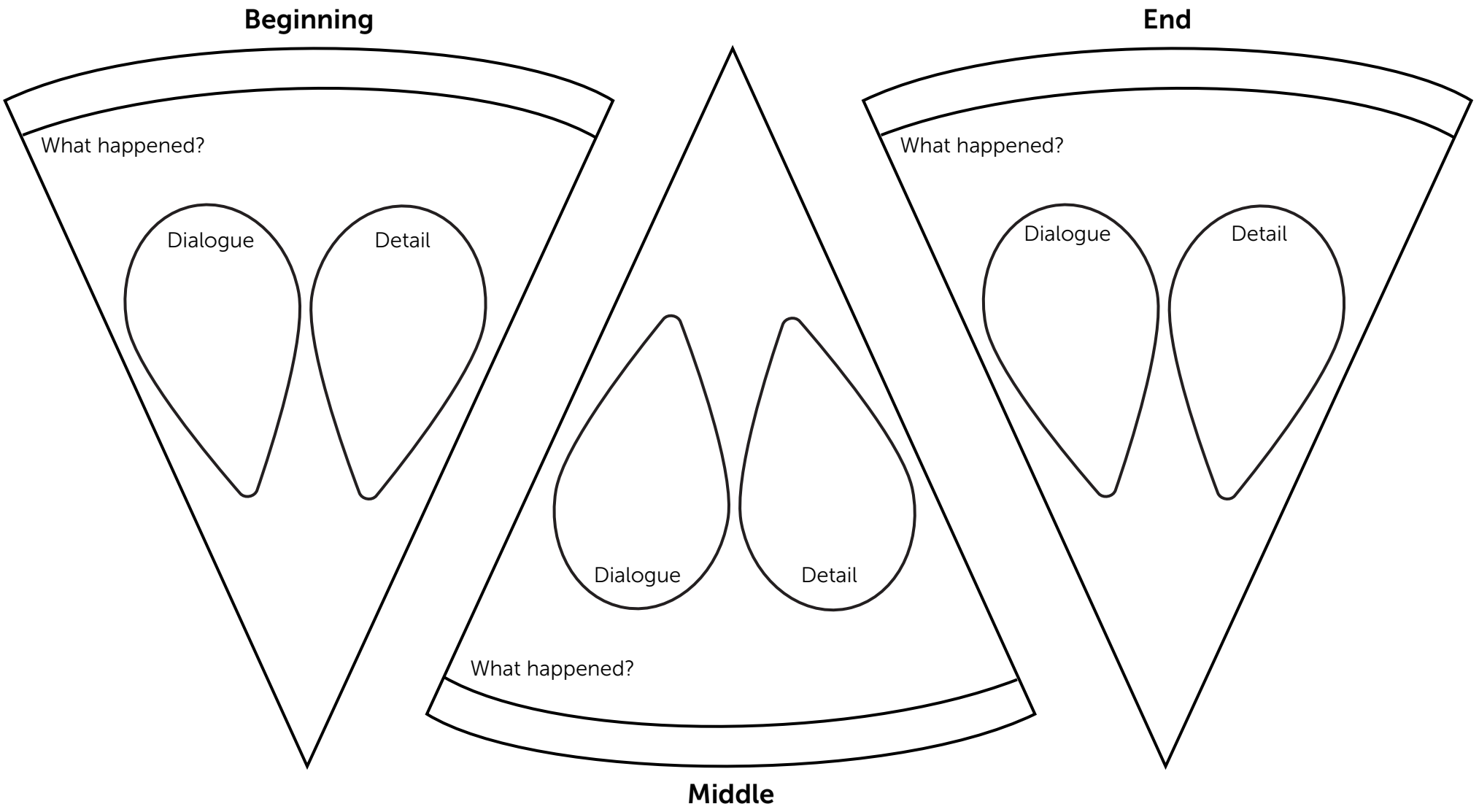
4. What else would you like to know about Jane Goodall? Share your ideas with a friend.


© 2007 - 2020 Education.com

# Personal Narrative: Surprise

Name: _____ Date: _____

*Think about a time you were surprised by someone or something. Think of the surprise as a watermelon cut into three slices: the beginning, middle, and end. Think of dialogue (what people say) and details to go into each seed.*





© 2007 - 2020 Education.com

Read the story and fill in the proper punctuation.

# Bigfoot

Matt and his brother David were going on a camping trip in the Sierra Mountains

You set up the tent said Matt and I will gather the firewood

Later that night they woke to the sound of foot steps What is that asked David

The sound grew louder Do you think it is a bear asked Matt

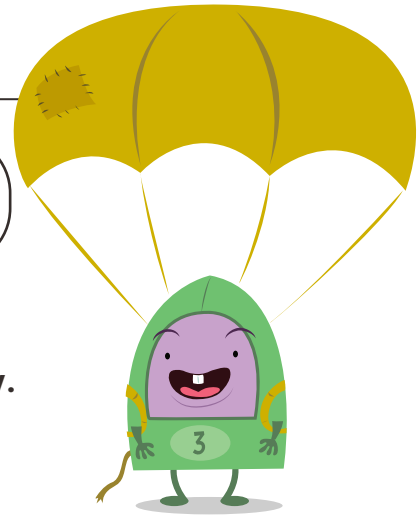
I think it is Bigfoot yelled David They got their flashlights and went outside to investigate Everything was quiet and still

The next morning when they left the tent they suddenly froze In the mud surrounding their tent were the most gigantic foot prints they had ever seen

The End

© 2007 - 2020 Education.com

Name _____ Date _____




## Reading Calendar Days and Dates

# April 2020

**Answer the following questions using the calendar below.**

**1.** How many Tuesdays are there in April?

_____

**2.** What day on the calendar is April 30?

_____

**3.** U.S. President Ulysses S. Grant was born on April 27, 1822. Write the day.

_____

**4.** Ava is going to the movies the second Saturday in April. Write the date.

_____

**5.** Earth Day is celebrated on the 22nd day of April. Write the date two ways.

_____

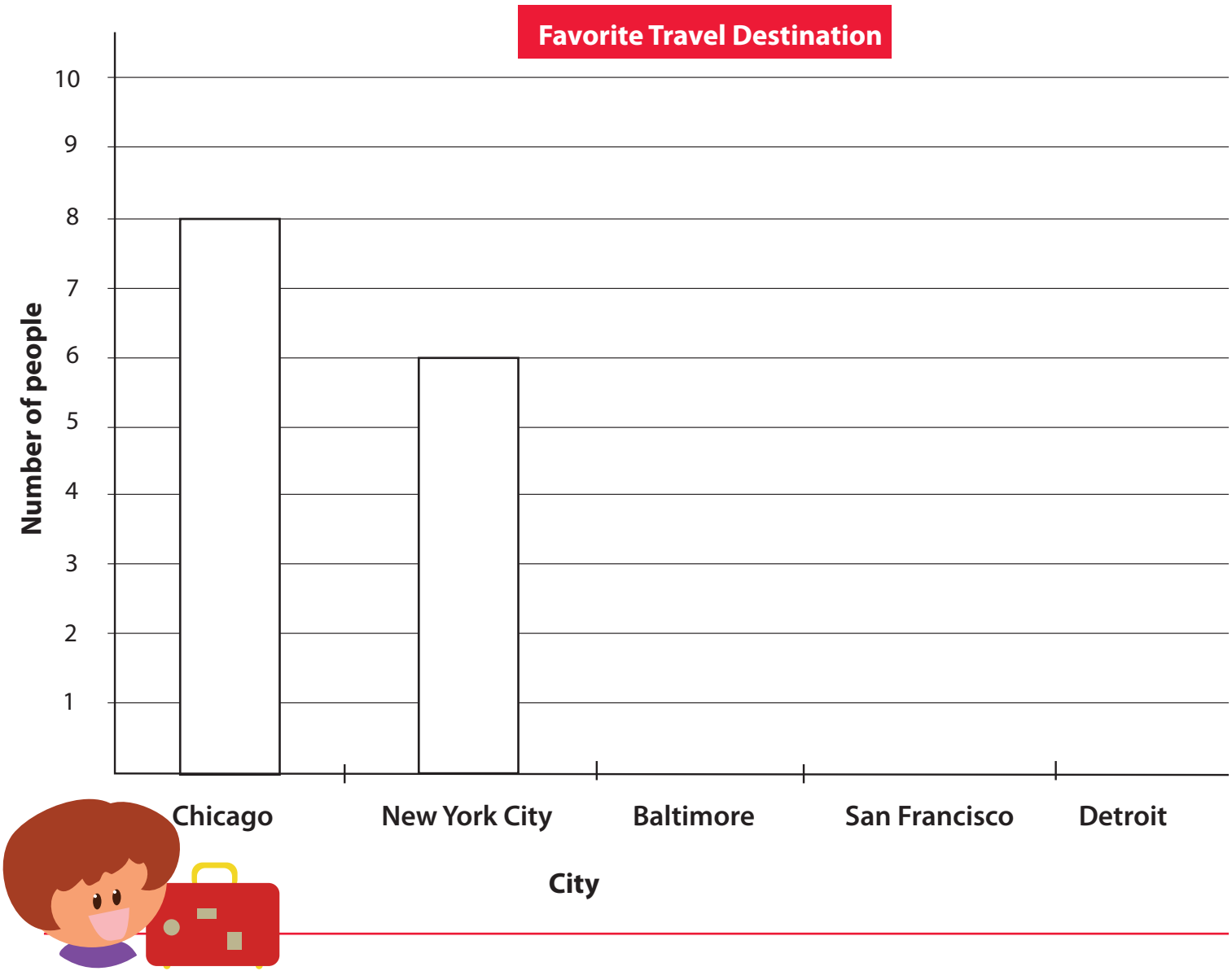
| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |


© 2007 - 2020 Education.com

Math
Probability & Data

# Complete A Bar Graph

Read the sentences below and complete the bar graph by drawing and coloring bars. Then answer the questions.






8 people like Chicago

6 people like New York City

7 people like Baltimore

10 people like San Francisco

7 people like Detroit

1. Color the two cities that received the same number of votes red.

2. Which city is the most popular?

3. Which city is the least popular?

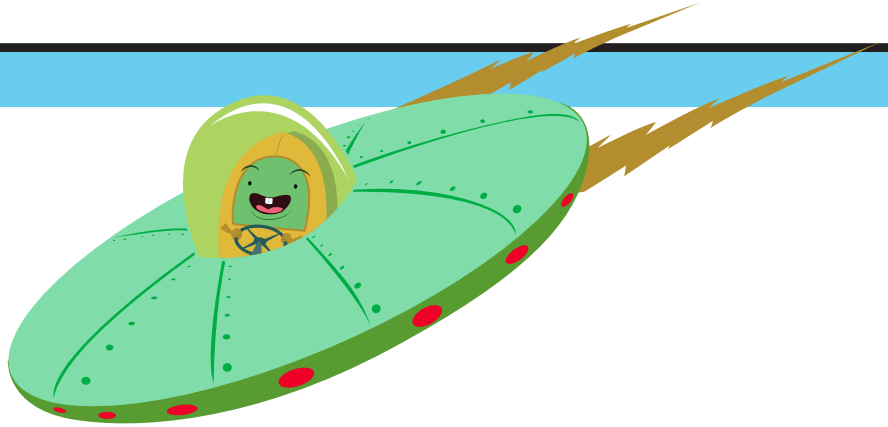
4. What is the difference in votes between San Francisco and New York City?



© 2007 - 2020 Education.com

# Social Studies

| |
|---|
| **What is a community? Learn about communities, cities, and neighborhoods.** |
| Mapping Coordinates: Build a City |
| Build a Recycled Box City |
| Compare and Contrast: Rural and Urban |
| Grid Basics: Help The Mayor |
| Three Types of Communities |
| Community Mobile |



1st Grade

Math

Geometry

# Build a City

**Practice Marking Location**

Help Cindy the city planner do her job by drawing pictures on the map according to the key below.

B4 = Central park

E3 = Housing

D1 = Bank

D2 = Train station

B1 = School

E4 = Pocket Park

| | A | B | C | D | E |
|---|---|---|---|---|---|
| 5 | | | | | |
| 4 | | | | | |
| 3 | | | | | |
| 2 | | | | | |
| 1 | | | | | |



© 2007 - 2020 Education.com

# Build a Recycled Box City

Who says you have to buy your toys at the toy store? In this activity, you can plan and build a pretend play city entirely out of recycled materials. You'll save money on toys, and help the environment, too! Kids put on many different hats as they build, playing city planner, architect, engineer, and even construction worker all in one activity.

### What You Need:

- Several cardboard boxes in various sizes such as cereal or cracker boxes, shoe boxes, jewelry boxes, etc.
- Large piece of cardboard reused from a moving or appliance box
- Cardboard paper towel and toilet paper tubes
- Clear drying, non-toxic glue
- Tape
- Scissors
- Ruler
- Pencil
- Markers
- Drawing paper
- Old newspapers, magazines, and other paper scraps
- Tempera paints and paint brushes (optional)

### What You Do:

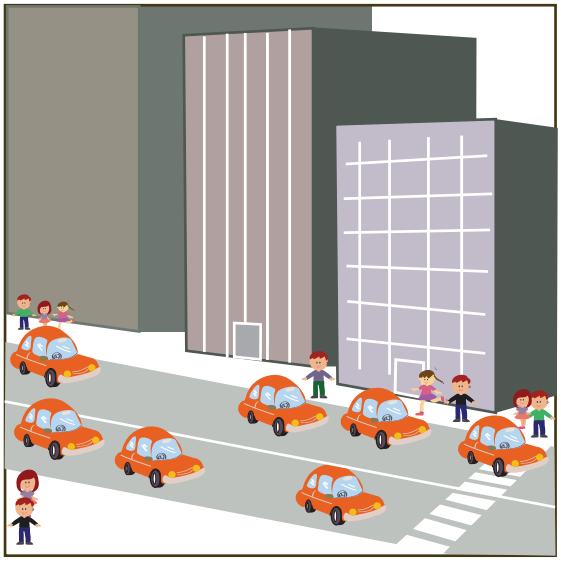
1. Start by creating a city plan. Help your child brainstorm ideas. What type of city is it, and how large will it be? Do they want to create one street, one block, or more? Have them sketch out their ideas.
2. Once their city is planned out, it's time to play architect. Does your child know what an architect does? Ask them to design their buildings by drawing up blueprints using the drawing paper, pencil, and a ruler. As they draw, talk about form and function and how math factors into building design. If you like, you can even try creating your buildings to scale using the ruler (1 inch could equal 1 foot, for example).
3. On the large sheet of cardboard, have your child mark where their town's buildings and other features (like streets, trees, parks, etc.) will go.
4. Now it's time to build. Ask your child to choose boxes that best fit the buildings they want to make. Have them cut out windows and doors and add decorations or signs with pieces of newspaper or magazines. Finish the buildings by painting them with tempera paint, if using.
5. Add other city features such as bus stops, trees, or street signs using the paper towel tubes and extra pieces of cardboard.
6. Have your child use markers or paint to draw small details such as lines on the roads or sidewalk seams and any other finishing touches.


© 2007 - 2020 Education.com

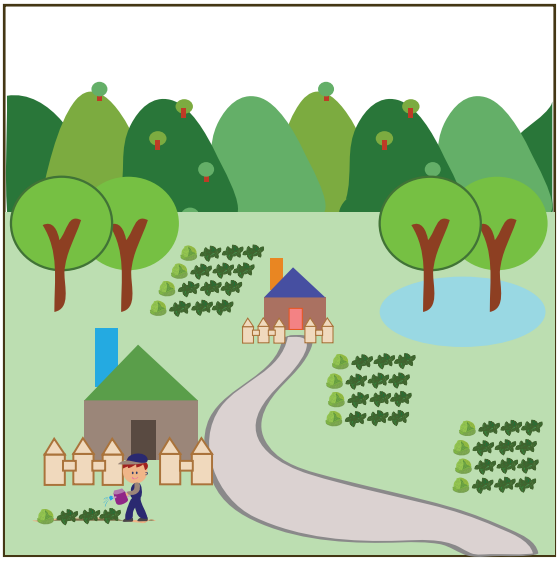
Social Studies
Civics & Government

# Urban & Rural

The picture on the left side shows an urban setting. The picture on the right shows a rural setting. Write two sentences comparing and contrasting these areas on the lines below.



Urban



Rural

**Differences**

**Similarities**


© 2007 - 2020 Education.com

Math Graphs

# Help The City Mayor

The city is finally built! But the mayor lost all the building's signs. Help him label the buildings with the correct names. Read the chart below.

| | A | B | C | D |
|---|---|---|---|---|
| 4 | | | | |
| 3 | Hoorayville | | | |
| 2 | | | | |
| 1 | | | | |

**A4: Sun Park**

**A1: Lake Morris**

**C2: Moorwood**

**B1: Lakeville**

**A3: Hoorayville**

**D4: The Villa**

**C3: Moon High School**

**D2: St. Murgatroyd's Hospital**



© 2007 - 2020 Education.com

Name: _____ Date: _____

# Three Types of Communities

***Directions***: *Use the word bank to complete the sentences.*

An _____

community is filled with people,

_____ , and

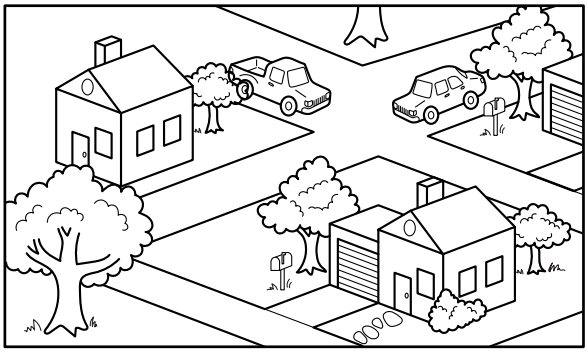
different types of transportation.

A _____

community is a smaller

town near a larger

_____ .

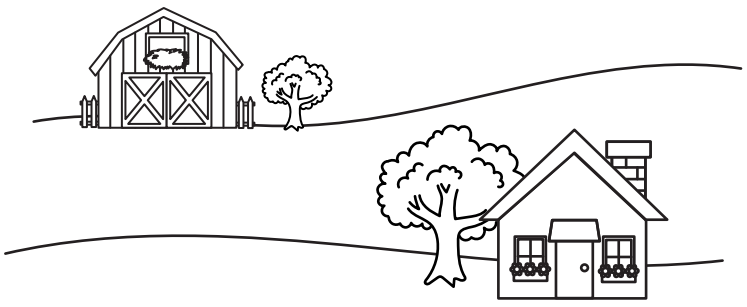


A _____

community has open space

and few homes in the

_____ .



## Word Bank

suburban city urban buildings rural country


© 2007 - 2020 Education.com

# Community Mobile

Sometimes we can feel lonely and isolated. At these times, we can remember the importance of being connected to others and living in a community. In this social emotional learning activity, you and your child will read a story and create a community mobile that describes aspects of healthy relationships (such as listening, gratitude, appreciation, teamwork, etc.) in order to explore with it means to live in a supportive community.

### What You Need:

- Creating a Community Story & Mobile worksheet
- Pencils
- Crayons
- Scissors
- Markers
- String or ribbon
- Hanger
- Stapler or glue
- **OPTIONAL BOOK**: *Community Soup* by Alma Fullerton, or another book about communities

### What You Do:

1. Ask your child what the word "community" means to them.
2. Read the book *Community Soup*, and ask your child to notice the different aspects that make up this Kenyan community.
3. Ask, "How do the characters support each other when there is trouble?"
4. After reading the story, ask your child again what community means to them. Ask them to connect their response to themes from the story (togetherness, sharing talents, helping each other, belonging, care, listening to all, love, freedom, respect, mindfulness).
5. Ask your child, "How can mindfulness (paying careful attention to what is happening in the moment) be helpful in community? How does this help us?"
6. Work with your child to complete the Creating a Community Story & Mobile worksheet. Use this as a guide when creating your child's community mobile.
7. After creating the mobile, brainstorm with your child different ways they can bring these things into their home life and community.
8. Ask your child some reflection questions: "Why is it important to care for others? Speak kindly to others? Hear all voices?Respect and listen to others (friends, family, teachers)? How can this help us? Help others? Help our community?"
9. Find a place in your home with your child to hang the mobile as a reminder of the different parts of community.


© 2007 - 2020 Education.com

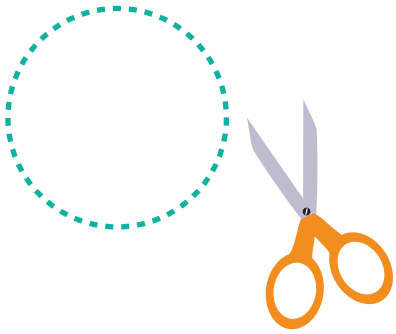
Name _____ Date _____

# Creating a Community Story and Mobile

**Instructions:** After reading through *Community Soup* by Alma Fullerton, think about words that remind you of community (support, listening, sharing gifts, mindfulness, love, etc.) Write down the words in the circles below. Then, follow the directions to create your Community Mobile.

## 1

**Write, draw, cut.** After you write the words on one side of each circle, illustrate each word by drawing a picture on the other side. Then, cut out each circle for your mobile.



## 2

**Cut lengths of string or ribbon for each shape.** You should have eight lengths of string, one for each shape, and each piece of string should be slightly different in size from the others.

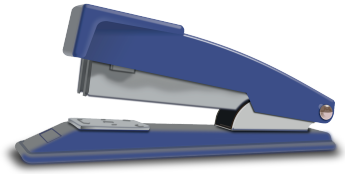
* As an estimate, make one piece of string 1 foot (30 cm) long and each additional piece 2 inches (5 cm) longer or shorter.

* You can use yarn, twine, fishing wire, ribbon, thread, or any other string for this step. Thicker options, like yarn and ribbon, might last longer.

## 3

**Staple your shapes to the string.** Center each piece of string on the top center of one shape. Staple in place.

* Alternatively, you can punch holes into each shape using a metal hole puncher. If using this approach, tie the string through the holes instead of stapling it on.

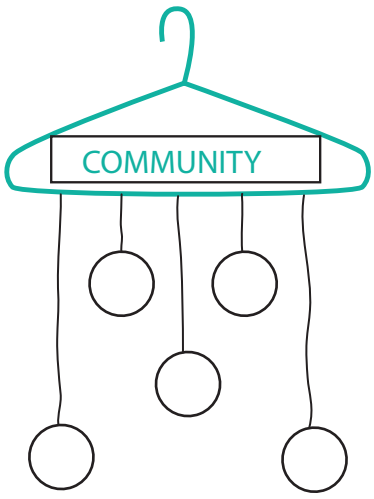


## 4

**On construction paper the size of your hanger, write the word "Community".** Glue and place the construction paper over the clothes hanger to title your mobile.

## 5

**Tie each ribbon from each circle onto the hanger,** so that your circles that display images of community hang freely.



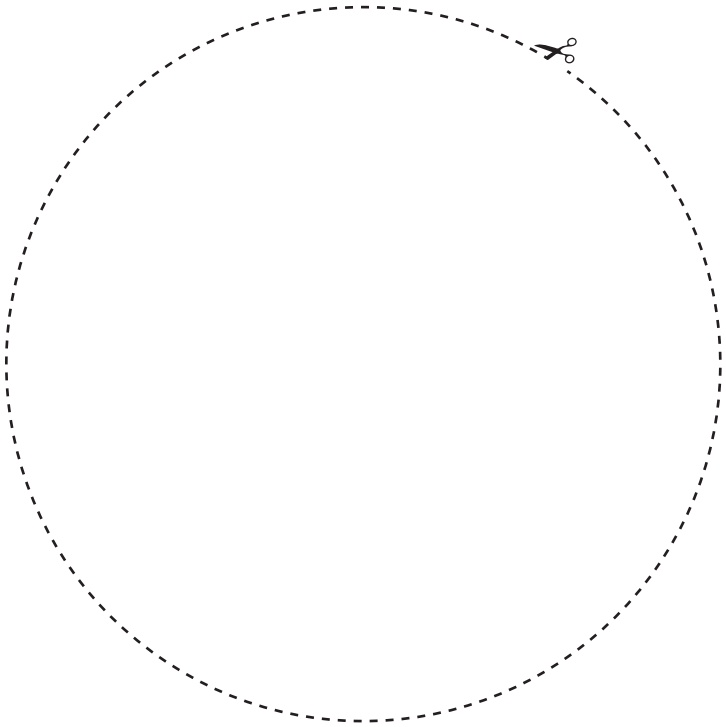

## 6

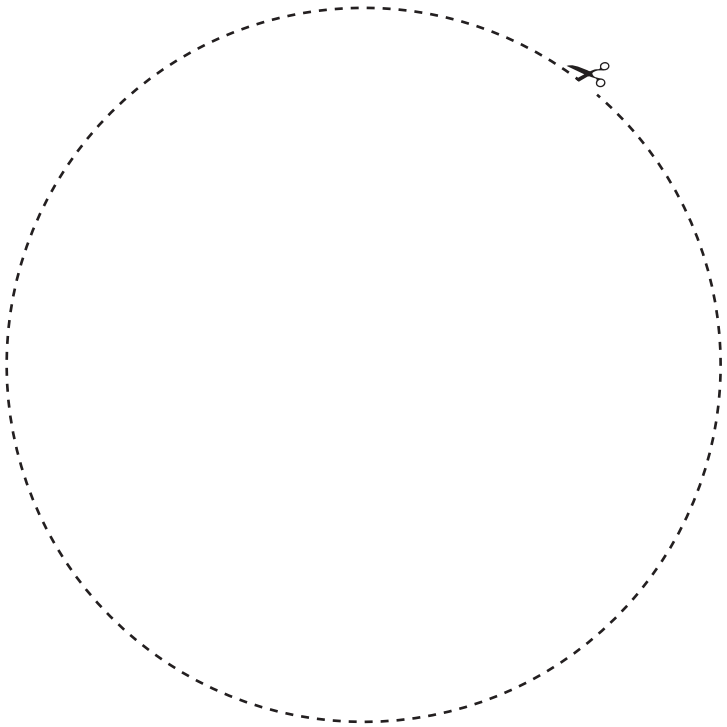
Hang your mobile!

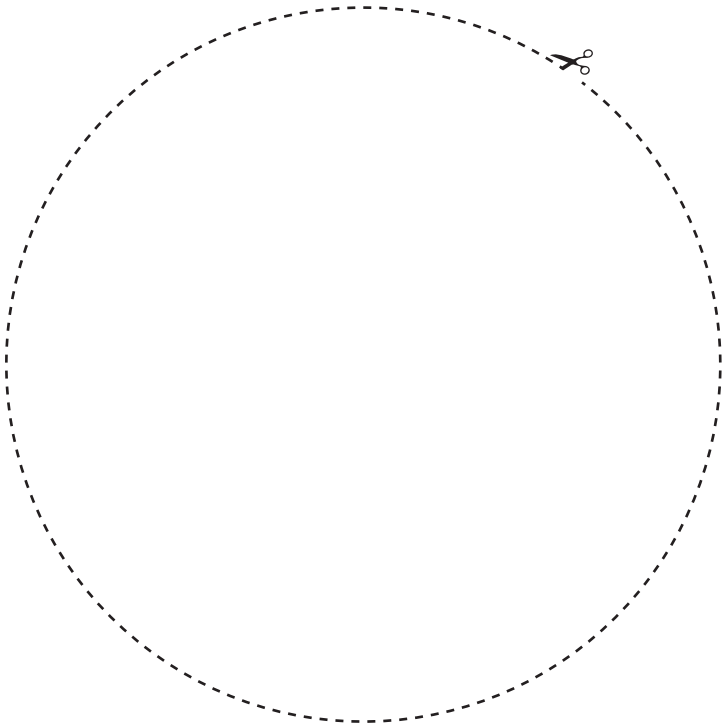

© 2007 - 2020 Education.com

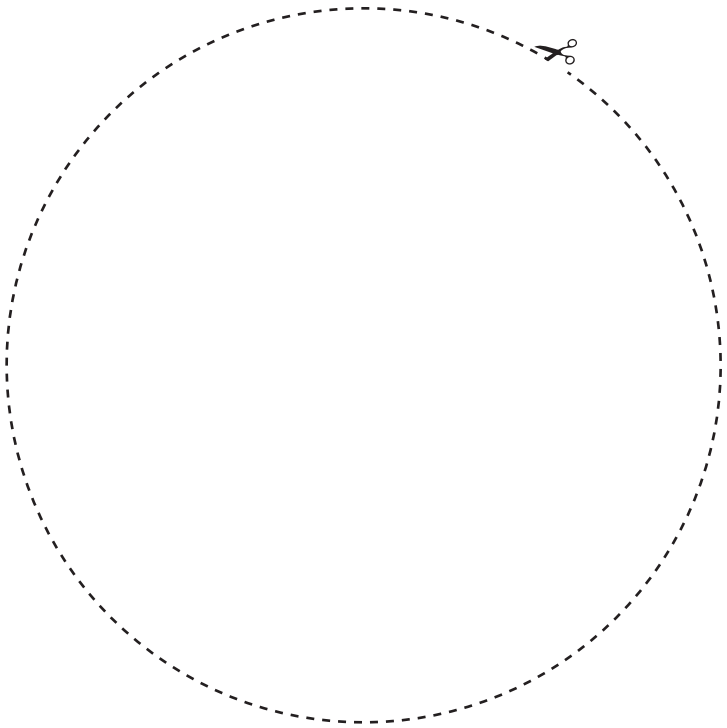
Name _____ Date _____

# Creating a Community Story and Mobile





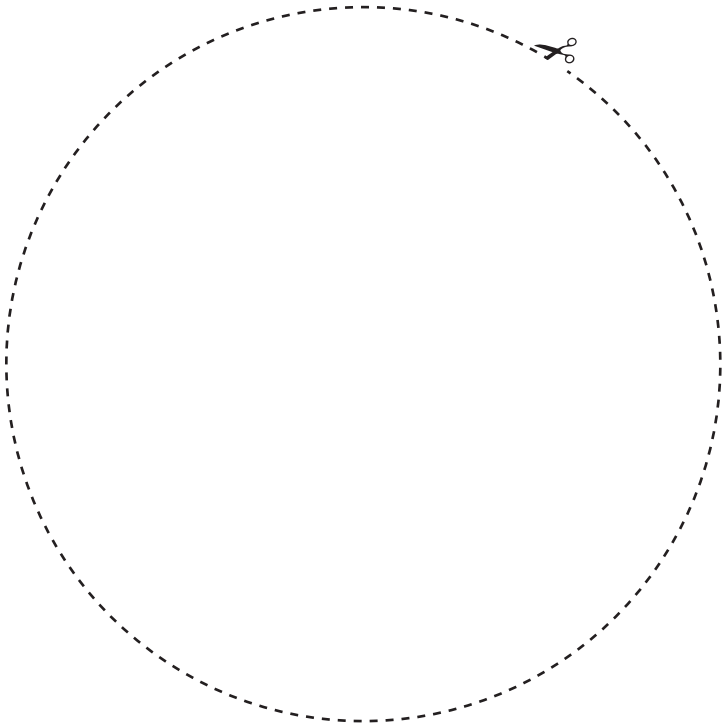


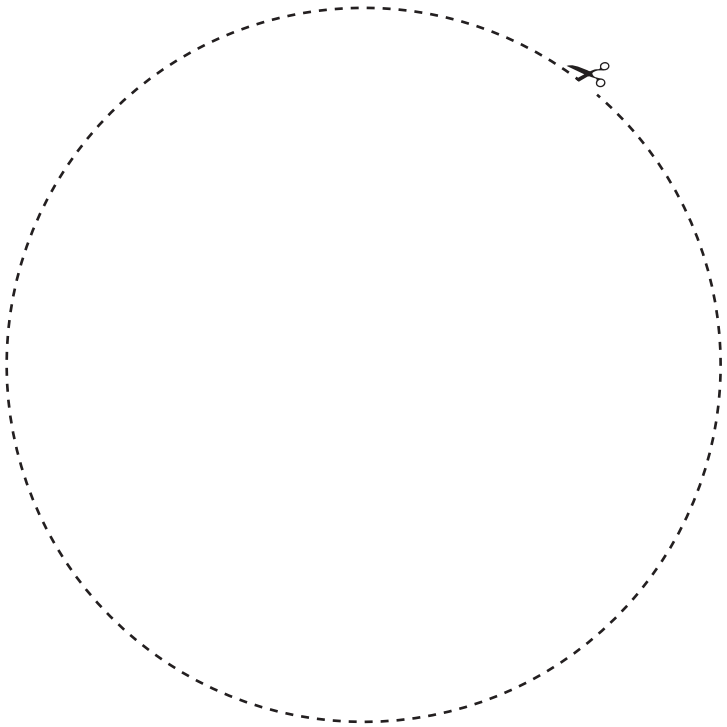


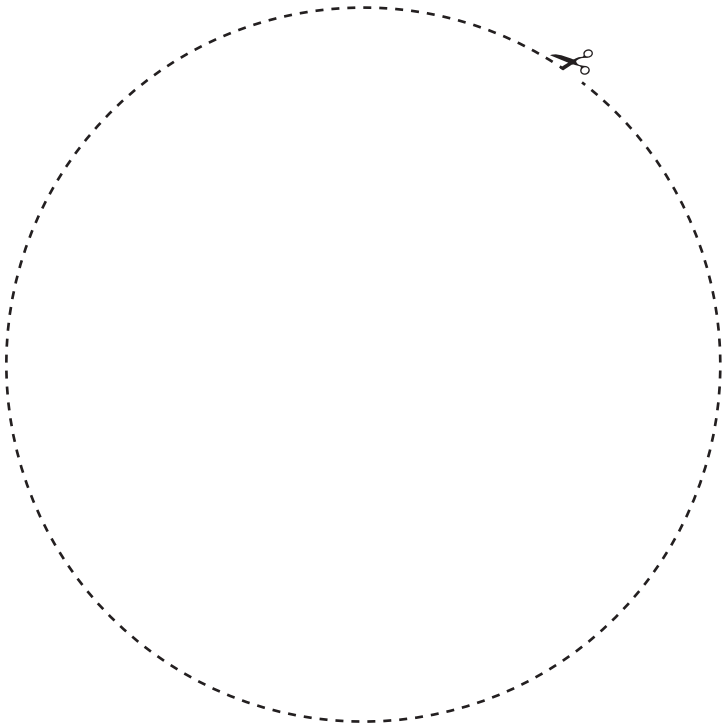

© 2007 - 2020 Education.com

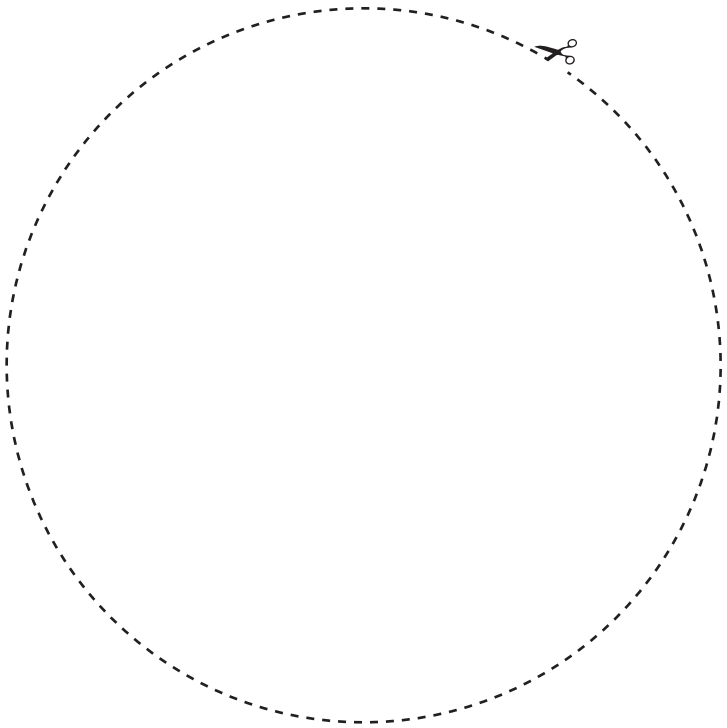
Name _____ Date _____

# Creating a Community Story and Mobile










© 2007 - 2020 Education.com

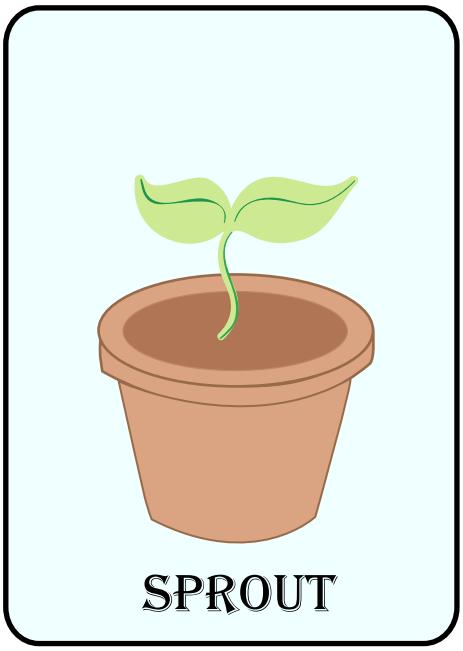
# Science

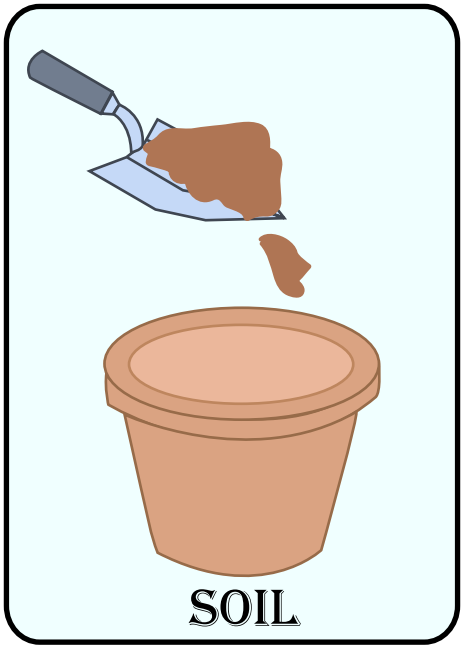
| |
|---|
| **Learn how plants grow.** |
| Plant Life Cycle Flash Cards |
| Life Cycle of a Plant |
| Plant Resources |
| How Does It Grow? Apple Tree |
| Plants Form Water |

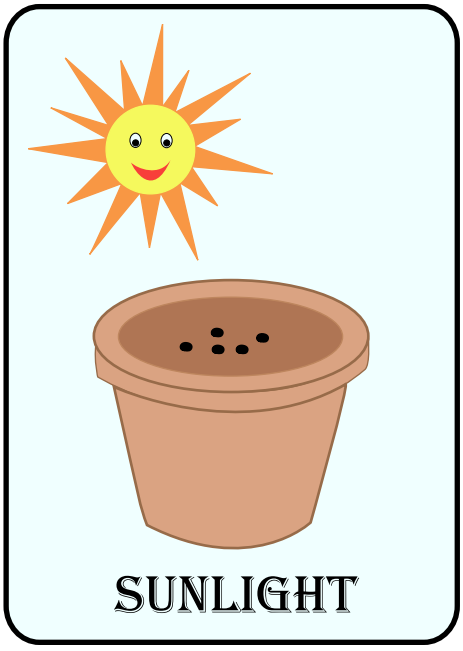
# PLANT LIFE CYCLE

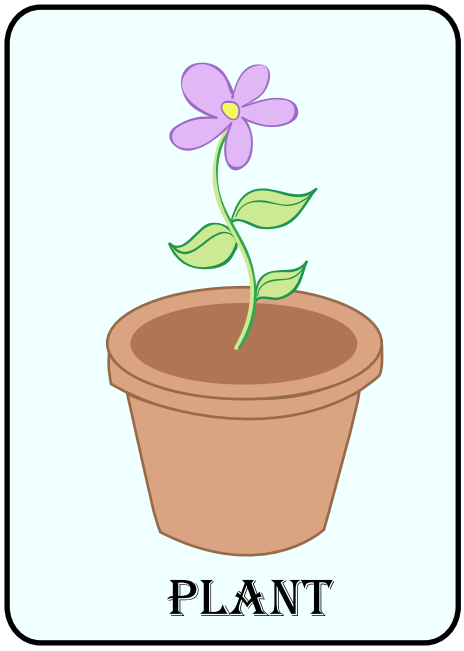
## HOW DO PLANTS GROW ?

Cut out the flash cards with the help of a parent. Then, paste them in the correct sequence on the next page.





© 2007 - 2020 Education.com

# PLANT LIFE CYCLE

## HOW DO PLANTS GROW ?

Paste the cut flash cards in these boxes in the correct sequence.

| | | |
|---|---|---|
| 1 | 2 | 3 |
| 4 | 5 | 6 |


© 2007 - 2020 Education.com

# Life cycle of a Plant

***Plants*** are living organisms. They use light from the sun to make their own food in the form of a sugar called *glucose*. This process is called *photosynthesis*. Plants also get nutrients from the soil through their roots. They breathe in carbon dioxide and they breathe out oxygen.

1.

2.

3.

4.

5.

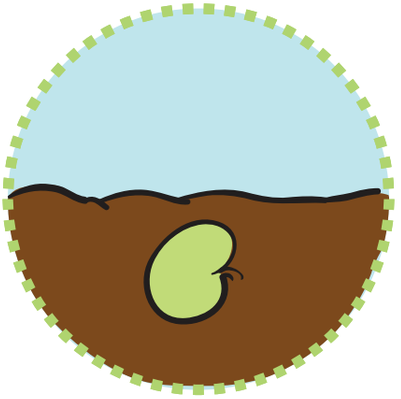
Cut out the pictures on page 2 and paste them in the correct order in the life cycle.

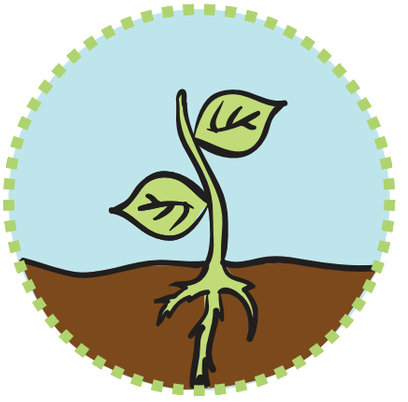


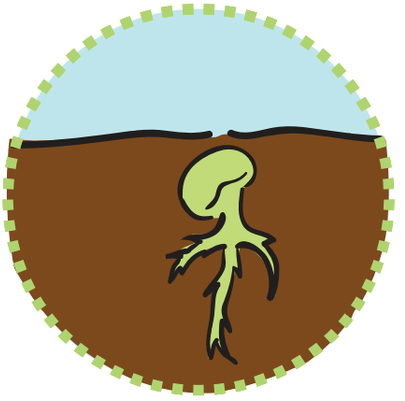
© 2007 - 2020 Education.com

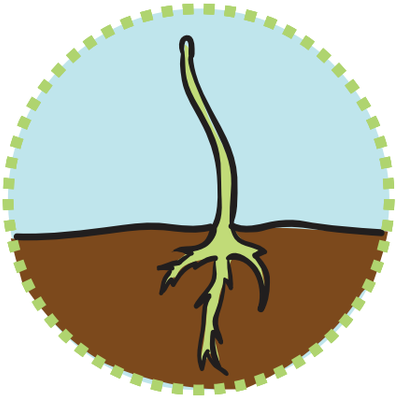
# Life Cycle of a Plant

A plant starts out as a ***seed*** buried in the ground. As water falls on the seed and the sun warms it, its hard shell opens and it starts to grow out its ***roots***. As the plant grows, its ***stem*** bursts through the soil. Then, ***leaves*** start to grow out of the stem. As the plant gets bigger it will begin to grow buds, which later sprout into ***flowers***, and sometimes those flowers turn into fruit! As bees feed on the nectar, they *pollinate* the plants, allowing more seeds to be made and scattered to grow again.










© 2007 - 2020 Education.com

# WHAT GROWS AROUND US! PLANT RESOURCES

Plants are natural resources that people and animals use. Below are examples. Write down more examples and draw a picture of your favorite one.

Cotton plants provide material for clothing.

Bamboo provides flooring material for houses.

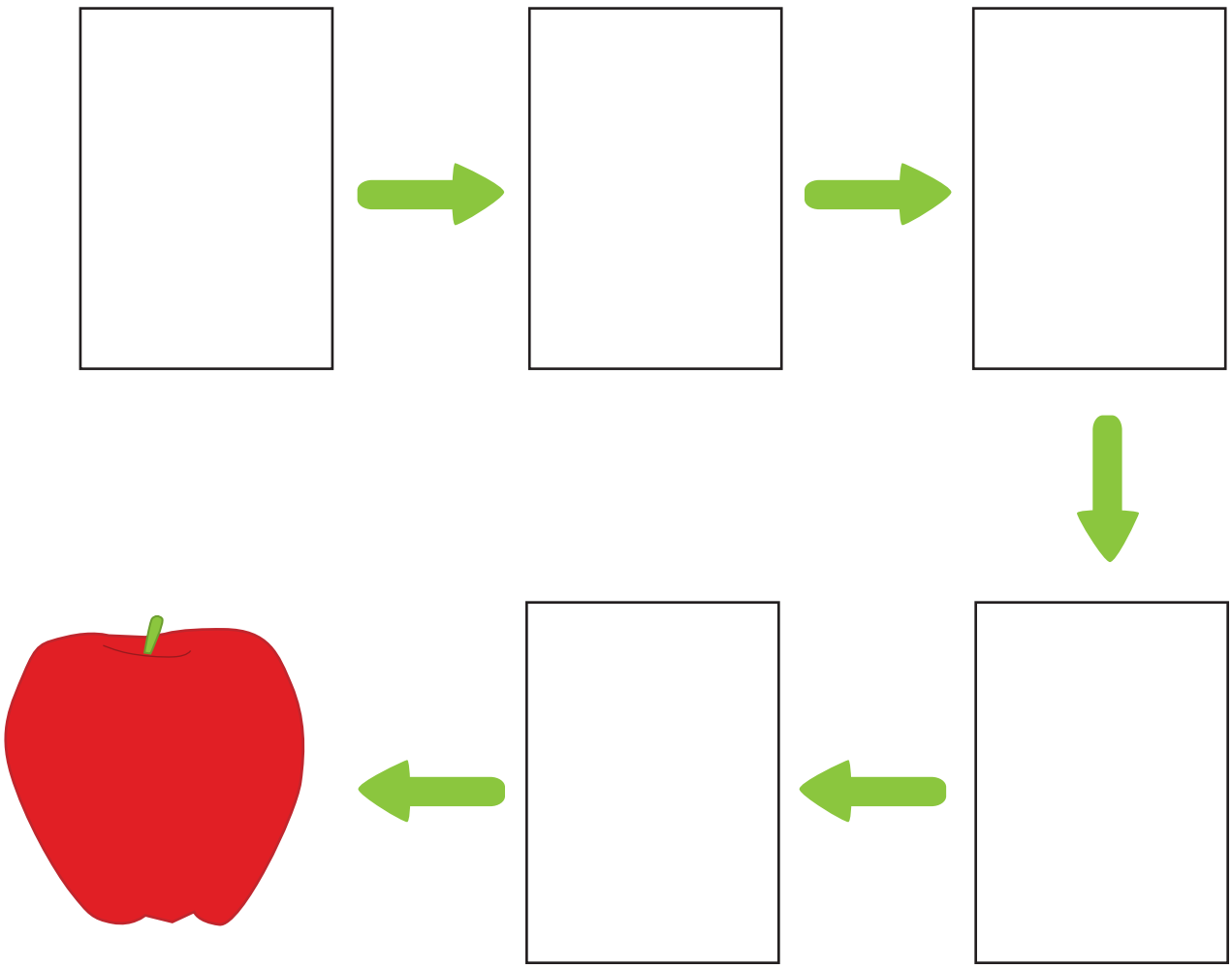
Flowers provide bees with nectar that they make into honey and we use honey to sweeten our food.

Trees are ground into pulp to make paper.

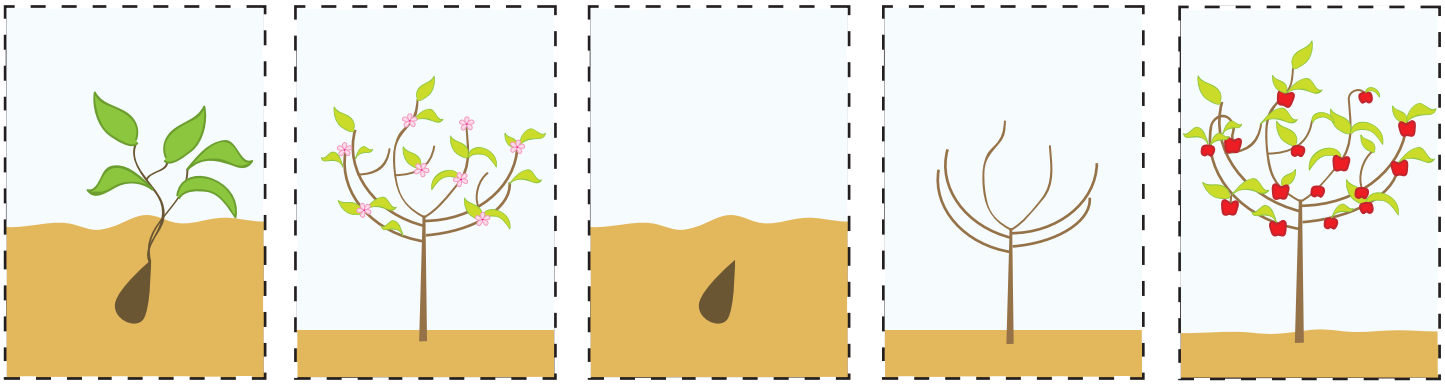

© 2007 - 2020 Education.com

# How Do Apples Grow?

Some apple trees will grow over 40 feet high and live over 100 years!



CUT OUT THE PIECES AND PASTE THEM IN ORDER OF GROWTH





© 2007 - 2020 Education.com

# Plants Form Water

**Grade Level:** 1st - 3rd; **Type:** Botany

## Objective:

To demonstrate that plants give off water.

## Research Questions

- Do plants produce water that can be consumed by people?
- How do plants produce water?

The leaves of plants contain small pores called stomates. During the process of photosynthesis, plants give off water through the stomates in their leaves. This water can be collected and consumed in a survival situation.

## Materials:

- potted plant
- sandwich-size plastic bag
- string

## Experimental Procedure:

1. Gather the necessary materials.
2. Carefully cover a leaf of the plant with the small plastic bag. Secure the bag with the string being careful to not close too tightly.
3. Be sure the soil of the plant is moist. Place the plant in a partly sunny window. Wait one hour.
4. After one hour, check the plastic bag on the leaf. Record the results.
5. Continue checking the plastic bag on the leaf every hour for five hours. Record the results.
6. At the end of the 5 hours, sample the water. Record your conclusion.

**Terms/Concepts:**

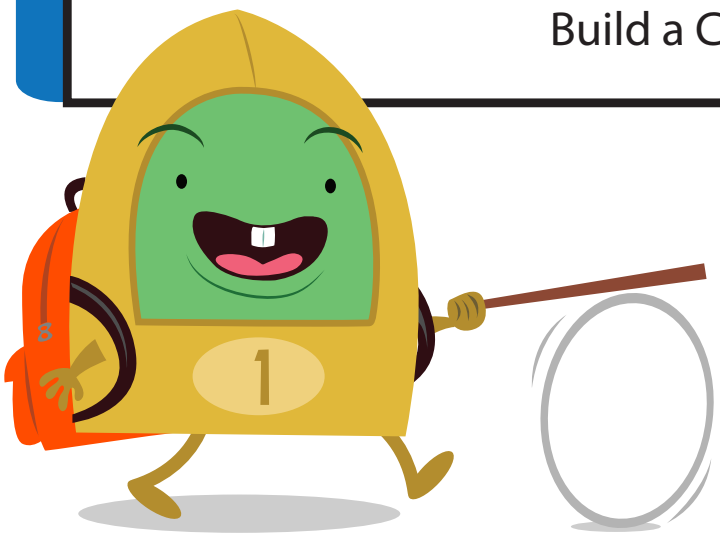
**Transpiration:** the process by which plants produce water through their leaves

**Photosynthesis:** the process of plants using carbon dioxide and water and light absorbed by chlorophyll; a plant uses sunlight and carbon dioxide from the air to produce food. It also produces water.


© 2007 - 2020 Education.com

# FUN Stuff

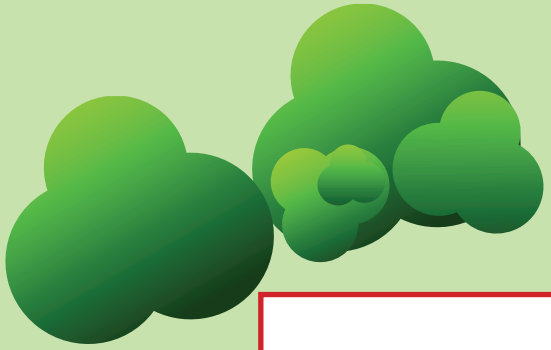
| Here are some extra FUN things about cities you can do! |
| --- |
| Your Community Map |
| Build a City: Building |
| Build a City: Store |
| Build a City: Police Car |
| Build a City: House |





© 2007 - 2020 Education.com

# BUILD A CITY



TAPE
BUILDING
HERE

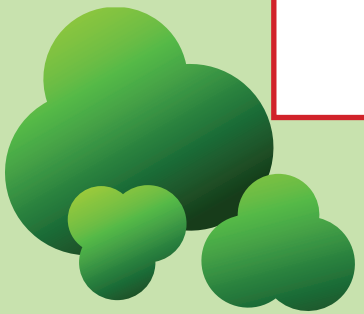
**OFFICE BUILDING**

Street_____

City _____

State _____

Zip Code _____



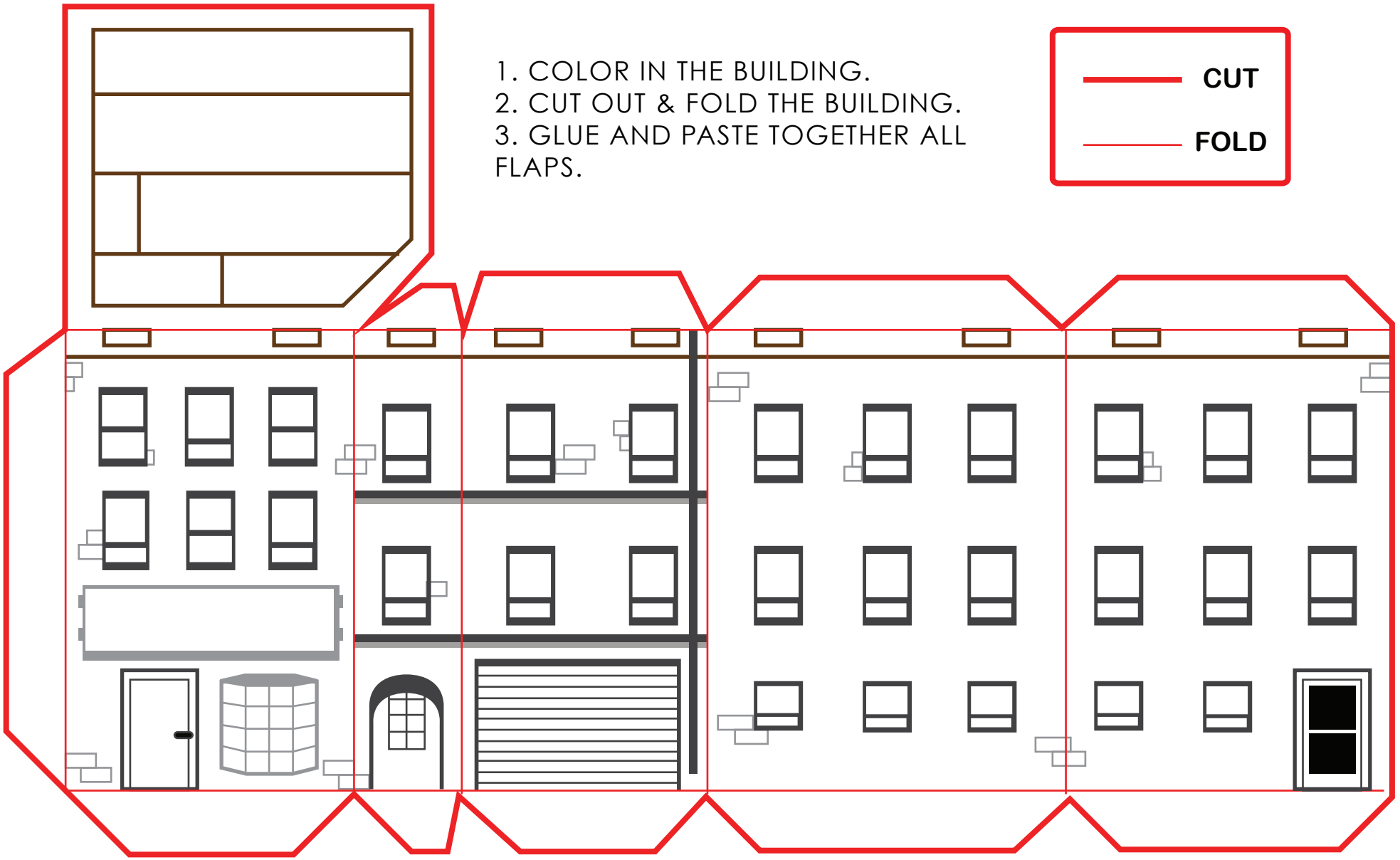
© 2007 - 2020 Education.com

# BUILD A CITY BUILDING

1. COLOR IN THE BUILDING.
2. CUT OUT & FOLD THE BUILDING.
3. GLUE AND PASTE TOGETHER ALL FLAPS.

CUT

FOLD

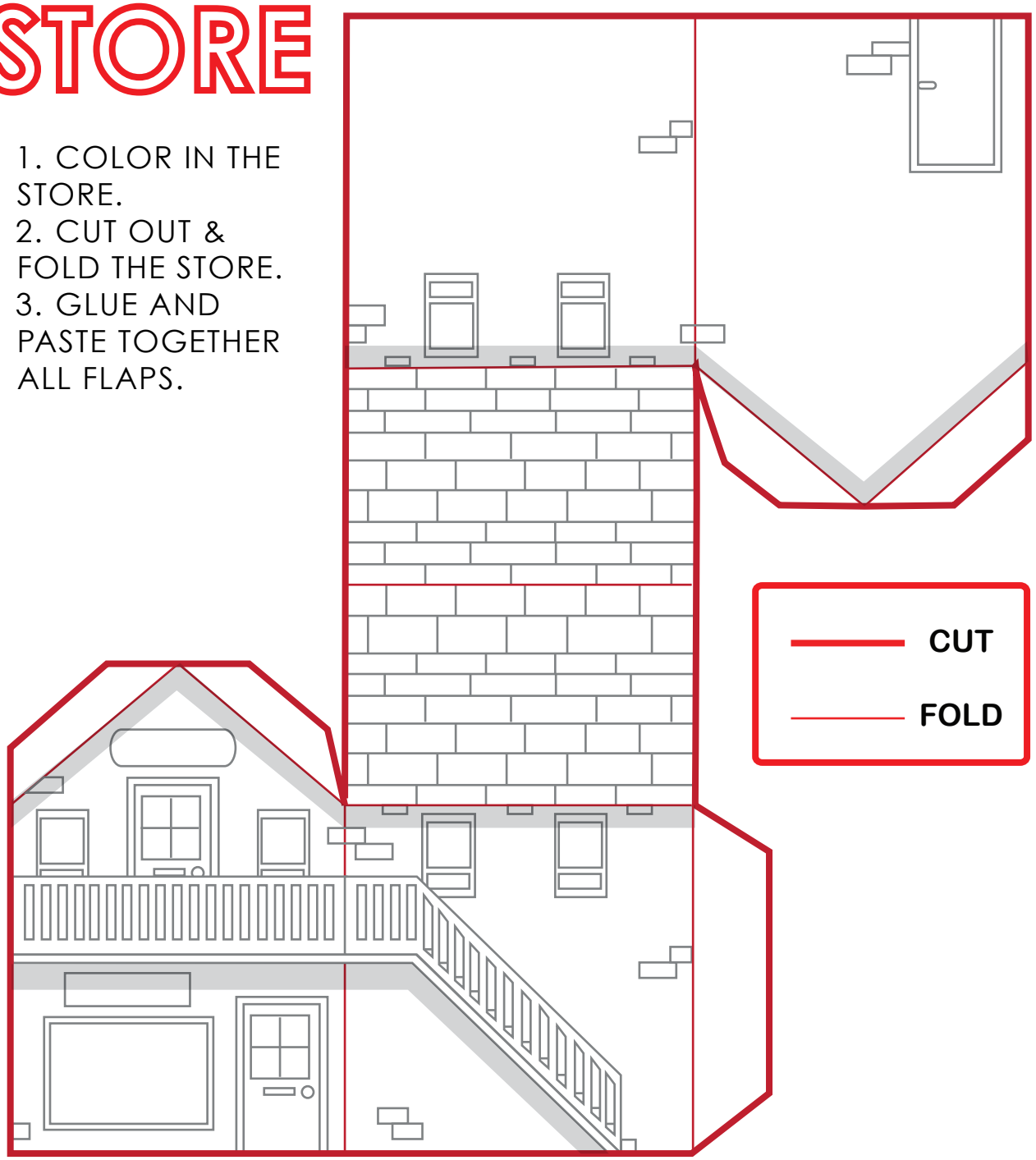



© 2007 - 2020 Education.com

# BUILD A CITY

## STORE

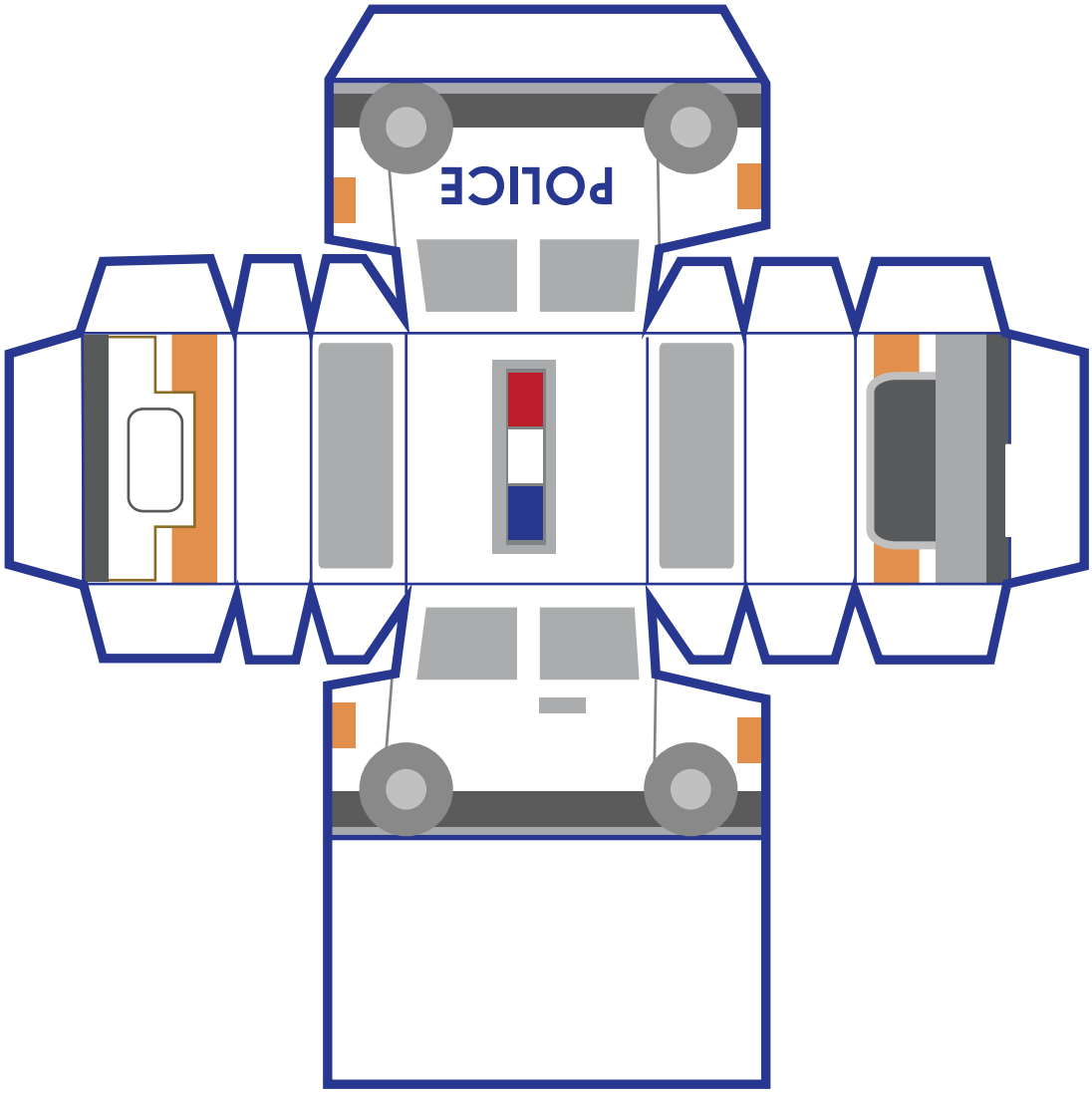
1. COLOR IN THE STORE.
2. CUT OUT & FOLD THE STORE.
3. GLUE AND PASTE TOGETHER ALL FLAPS.





© 2007 - 2020 Education.com

# BUILD A CITY




# POLICE CAR

1. COLOR IN THE POLICE CAR.
2. CUT OUT & FOLD THE POLICE CAR.
3. GLUE AND PASTE TOGETHER ALL FLAPS.

CUT

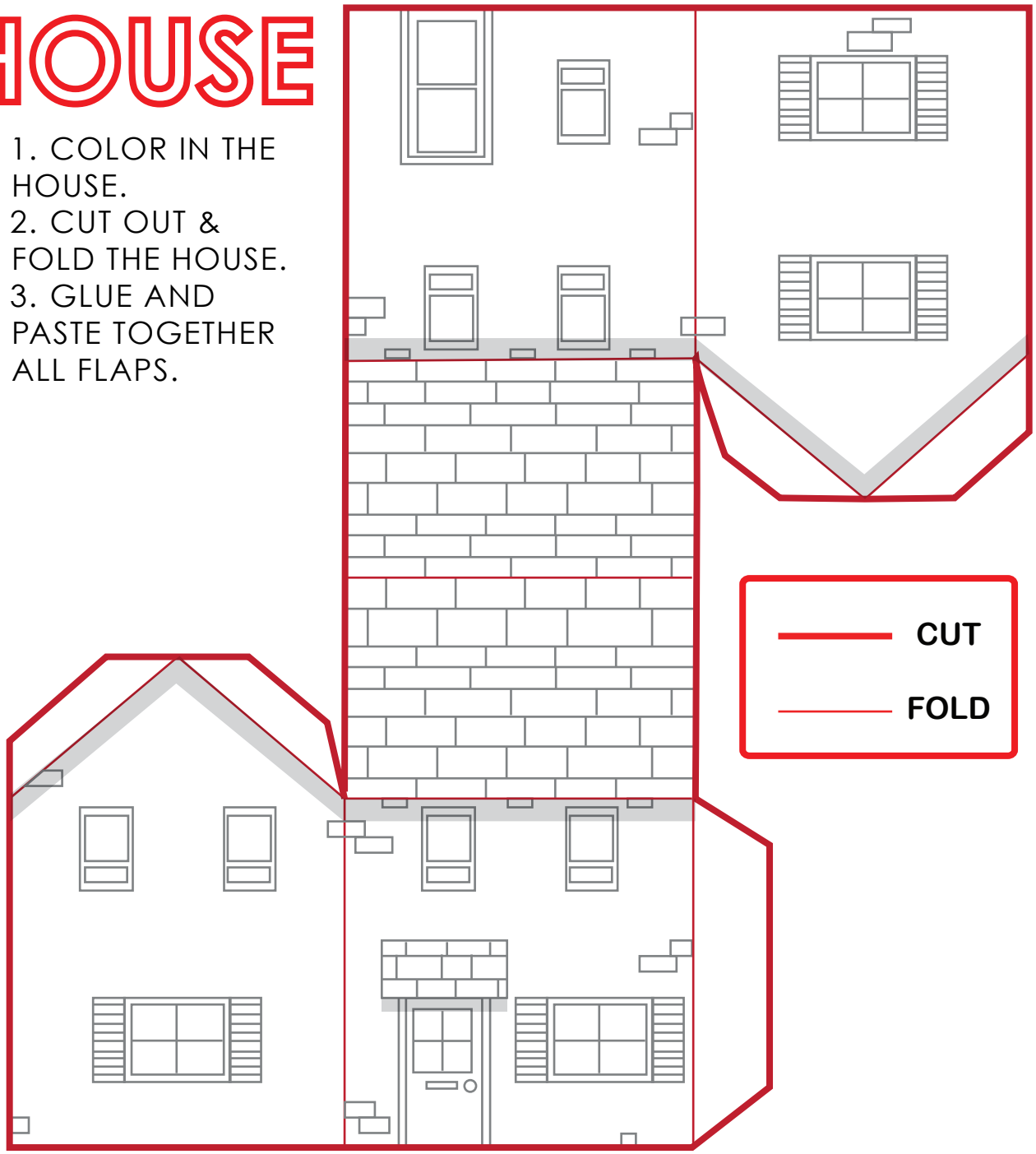
FOLD


© 2007 - 2020 Education.com

# BUILD A CITY

## HOUSE

1. COLOR IN THE HOUSE.
2. CUT OUT & FOLD THE HOUSE.
3. GLUE AND PASTE TOGETHER ALL FLAPS.





© 2007 - 2020 Education.com