

Emergency Learning Plan

Carolina Voyager Charter School

Teachers: Ms. Prusak and Ms. Day

Grade Level: Second

Please describe your plan for instructional delivery during the time of closure (e.g. paper and pencil packets, virtual instruction or materials, etc.)

We have provided paper and pencil packets with a choice board per subject full of activities, math worksheets to practice previously learned skills, and a list of activities that the students will be able to choose from for each subject to be completed daily. In addition to the previously stated, the students have been assigned a video and response each day on Google Classroom. All of the challenges, choice boards, and activity lists can be found in this document as well.

How do you plan to meet the requirements under Regulation 43-172, which stipulates that “a pupil shall maintain membership in a minimum of 200 minutes of daily instruction or its equivalency for an annual accumulation of 36,000 minutes?”

We are providing parents and students with an outline of allocated time and activities in order to meet the 200 required minutes by the state per day. We will also be posting all of the choice boards, activity lists and reading challenges electronically on Dojo or through email. All of the challenges, choice boards, and activity lists can be found in this document as well.

How will the grade level ensure that every student and parent/guardian has a clear understanding of the responsibility of students to complete assignments?

Our grade level has a very solid line of communication with all parents through email or Class Dojo. We have provided an outline of our expectations in this document for the students daily which will be provided electronically. We will be posting multiple messages to parents throughout the 12 days and will be available for communication through Dojo, as well as provide feedback to students through Google Classroom.

Daily Plan

Note: Each day has the instructions.

Day 1

- Students are expected to complete 20 minutes of Iready Math and 20 minutes of IReady Reading daily. Teachers will be monitoring Iready minutes to keep the students accountable.
- Students are also expected to read for 20 minutes daily and are encouraged to complete our Reading Challenge (page 11). They may read books at home or on Epic. Please initial the boxes that the student completes.
- Students are expected to pick an activity from the choice board for each given subject (outlined below) which should take approximately 30 minutes to complete each activity. (page 12-16). Please initial the box of the activity that the students complete.
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Tuesdays- Nonfiction and Math
Wednesdays- Science and Fiction
Thursdays-Nonfiction and Social Studies
Fridays- Math and Fiction
- Students are expected to complete 1 interactive activity per day in the assigned subject matter below (pages 17-19). Please initial next to the activity on the list or send a photo of the activity to the teacher if it applies (approximately 30 minutes). Please do not repeat activities.
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MARCH READING CHALLENGE

Readers read a variety of books!

Place a sticker in each box when you read a book that matches the genre/description. Write the titles and authors on the back.



I HAVE READ...

a book by an author new to me	a book about a family	a book that makes me laugh	a friend's favorite book
a nonfiction, animal book	my favorite book	a book with a kid on the cover	a realistic fiction book
a book with a school setting	a book of my choice	a biography	a book with a city setting
a book I've never read before	a book with talking animals	a book that takes place in the past	a rhyming book
a book about friendship	a book with an outdoor setting	a book with photographs	a book by my favorite author

MR. L'S CLASSROOM

NAME: _____

Your teacher will be releasing your child's epic account through your email in order to grant the children access to Epic at home.

2nd Grade Social Studies Choice Board

What Does Your Community Need?



Think about your community now. What is something you wish existed? Why do you feel it is a need for your community? Who would it benefit? Record your thinking in paragraph form.

Types of Communities Collage



Cut pictures from a magazine that represents each of the three community types (rural, urban, suburban). Create a collage of each. Label the community type and write a brief description of the features found in that community.

Long Ago Interview



Write interview questions that will help you summarize the changes that have occurred in the local community over time, including changes in the use of land and in the way people earn their living. If you can, identify someone to interview or research to find the answers

How We Use Land and Water Drawing



On a sheet of paper, draw all of the ways that people in our community use the land and water. Label each drawing.

Show Me the Money



Make a list of how people in our community work to earn a living. Place a star next to the jobs that are unique to our community because of our geographic characteristics. Write a paragraph to explain your thinking.

Long Ago Book



Make a book! Include a picture of our community in the past and another in the present. Summarize the changes that have occurred in our community over time. Include changes in the use of land, in people, jobs, transportation, and schools.

Mapping Your Town

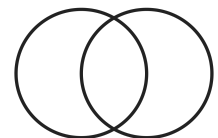
Make a map of your town with a legend and compass rose. Your maps should include landforms, bodies of water, and parks in your local community. Describe the location of places and geographic features in several sentences.

Writing Prompt



Does where I live affect the things I do? Consider the geography of our community. Write at least a paragraph to explain your thinking.

Compare Two Communities



Create a Venn diagram and compare the community where you live to another community in a different area or read

Travel Brochure



What features of our community are unique (geographic or cultural)? Design a travel brochure to entice visitors to our area. Be sure to add illustrations and also words.

Features of a Community

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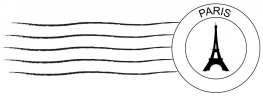

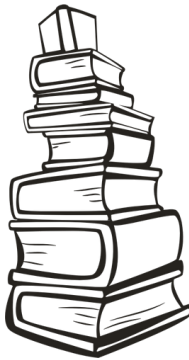
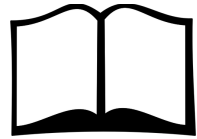



Create a three-column chart with one column for urban, one for suburban, and one for rural. Illustrate the three community types and label the features in each community.

Writing Prompt



Do you think you live the same today as your grandparents did when they were your age? Write two paragraphs to explain what might be the same and what might have been different?

2nd Grade Fiction Choice Board

 <p>The Sequel Pretend the author wrote a second book using the same characters. What would the book cover look like? Draw it. What would the story be about?</p>	<p>Postcard Summary</p>  <p>Write a postcard letter to a friend convincing them to read this book. Give the friend specific examples of why they should read the text.</p>	<p>Setting</p>  <p>Using specific evidence from the text, describe in-depth the setting of the story where most of the events take place. How would the story change if the story took place in your city?</p>						
<p>Cause and Effect</p>  <p>Using specific evidence from the text, describe 3 cause and effect relationships from the story.</p>	<p>Vocabulary Pick 4 vocabulary words that you don't know the meaning of or are important to understanding the text. Complete a Frayer model (see below) for each word.</p> <p>Frayer Model</p> <table border="1" data-bbox="690 913 1120 1165"> <tr> <td>Definition in your own words</td> <td>Facts/characteristics</td> </tr> <tr> <td>Examples</td> <td>Nonexamples</td> </tr> <tr> <td colspan="2" style="text-align: center;">Word</td> </tr> </table>	Definition in your own words	Facts/characteristics	Examples	Nonexamples	Word		<p>Theme</p>  <p>In your opinion, what is the theme of the story or message the author is trying to convey? Use 3 pieces of evidence from the text to support your opinion.</p>
Definition in your own words	Facts/characteristics							
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<p>Point of View</p>  <p>Who is telling the story? What evidence from the text supports your answer? How would the story have changed if it was told from a different character's point of view?</p>	<p>Movie Poster</p>  <p>Imagine your story was turned into a movie! What would the movie poster look like? Design a movie poster to entice people to want to read your book.</p>	<p>Summary</p>  <p>Write 5 questions you would like to ask the author. What are you still wondering? What would you like to learn more about?</p>						

2nd Grade Nonfiction Choice Board

Interesting Fact



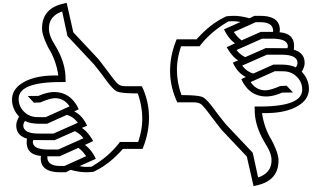
Explain the most interesting thing you learned from reading and why it stood out to you. Be specific and reference the text.

What I Learned



What are two new pieces of information that you learned from your reading? What else would you still like to learn about the topic?

Opinion



What is your opinion on the topic you read about? How do you feel about the issue? Are there any morals or lessons learned?

Main Idea



What is the main idea of the text? In other words, what is the passage mostly about? Draw a picture to show your thinking.

Vocabulary

Pick 4 vocabulary words that you don't know the meaning of or are important to understanding the text. Complete a Frayer model (see below) for each word.

Frayer Model			
Definition in your own words	Facts/characteristics		
Examples		Word	Nonexamples

Key Details



What are 3 key details from the text that support the main idea? How do these details contribute to the plot (beginning, middle, and end)?

Questions



After reading the article or selection, what are 3 questions you have that you could research to find out more about?

Visual Images



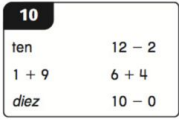




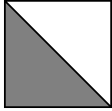

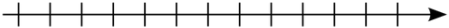

Choose a diagram, map, chart, graph or image that is important to the text. Draw the image and explain its significance to the text.

Summary

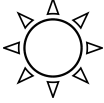













Use who, what, when, where, and why to summarize what you read.

2nd Grade Math Choice Board

<p>Ways to Show Numbers</p>  <p>Choose numbers 1-20. Use an index card or paper. Write the target number in as many ways as you can. See the image above.</p>	<p>Loose Change</p> <p>Put a handful of coins (less than \$2.00) in a cup. Spill part of the cup. Count the total amount of change. Record your total. Repeat.</p> 	<p>Odds and Evens</p>  <p>Create a poster showing what it means for a number to be odd and a number to be even. Explain it to your family.</p>
<p>Counting Steps</p>  <p>Count the number of steps from different rooms in your house (for example the kitchen to the bathroom). Count by 1s, 2s, 5s, 10s. Record.</p>	<p>Dream Bedroom</p>  <p>Draw your dream bedroom using only triangles, quadrilaterals, hexagons, and cubes.</p>	<p>Folding Paper</p> <p>Fold a rectangle (use paper) into half, unfold the paper, draw the lines, and number the squares. Repeat by folding in half more times to make more squares. These are of arrays. How many squares are on each paper. Can you create an equation to show the equal groups?</p>
<p>Fractional Parts</p>  <p>Draw a picture of squares, rectangles, and circles in two equal parts. Label each part as half or $\frac{1}{2}$. Draw a picture of squares, rectangles, and circles in four equal parts. Label each part as a fourth or $\frac{1}{4}$.</p>	<p>Collection Array</p> <p>Grab a collection of objects (coins, stickers, beans, noodles, etc). Count them. Sort the objects into equal groups. Write the equation to represent repeated addition. Move the objects to form an array. Draw a picture to show the equal groups and array. Label.</p>	<p>Card Addition</p>  <p>Write the numbers 1-9 on a small piece of paper. Shuffle the cards. Lay them out two at the top and two on the bottom to create two double-digit numbers. Add the numbers together. Use any strategy to solve. Record the problem. Repeat 10 times.</p>
<p>Number Line</p>  <p>Write each of the numbers 1-9 on a small piece of paper. Shuffle. Make a two-digit or three-digit number. Practice counting up from the number or down from the number by 1s. Challenge: Count by or 2s, 5s, 10s.</p>	<p>Tell Time</p>  <p>Choose 5 events from your day. Put them in order from AM to PM. Draw the clock for each of these events.</p>	<p>Flash Attack</p> <p>Make a set of ten flashcards on small pieces of paper. Shuffle the cards. Practice these facts with a family member.</p>

2nd Grade Science Choice Board

<p>Weather Journal</p>  <p>Keep a weather journal for each day you are home. Write the temperature, if it is sunny, cloudy, or partly cloudy, or forms of precipitation. Draw what you see!</p>	<p>Cloud Observation</p>  <p>Look outside or lay outside in the grass. What do the cloud shapes look like? Draw 3 different pictures of the clouds you saw and create a fictional story.</p>	<p>Writing Prompt</p>  <p>Are all clouds the same? What kinds of weather do different clouds bring? Record your thinking.</p>
<p>Where the Wind Blows</p>  <p>Choose a collection of small items, some heavy and some light (for example, cotton ball, pebble, button, feather). Take a straw and blow. What do you notice? Record.</p>	<p>Make a List</p>  <p>Make a list of different weather tools. Describe each tool and how it is used to predict or measure the weather.</p>	<p>Rainbow Connection</p>  <p>Make a rainbow! You will need a white piece of paper with a clear cup. Fill the cup with water and place it in a sunny space or shine a flashlight through the water. Do you see a rainbow?</p>
<p>Comic Book</p>  <p>Choose a form of precipitation. Create a comic book with at least 5 "frames" or boxes. Tell what kinds of conditions occur during this form of precipitation. Be sure to illustrate your thinking.</p>	<p>Opinion</p>  <p>In your opinion, what is the worst type of weather? Why? What is the best? Why? Write at least two paragraphs stating your opinion and persuading others to agree with you.</p>	<p>Weather Watch</p>  <p>Watch a weather broadcast on TV. What did you notice? Write a script for your daily weather today. What would your new's report say if you were the meteorologist? If you can, film your broadcast!</p>
<p>Rain Catcher</p>  <p>How can we measure the amount of rain that falls? Take a small cup and place it uncovered outside. Allow it to stay outside for several days. Each day, take a ruler outside and measure how much rain your cup has collected. Did it rain? If so, how many inches or centimeters? Record.</p>	<p>Safety Plan</p>  <p>Create a safety plan for your home during severe weather (for example tornado, hurricane, etc.). Where could you take shelter? What materials might you keep near your safe place? Talk with your family to share your ideas and record your thinking.</p>	<p>Windsock</p>  <p>Roll paper to create a cylinder. Tape or glue it in place. Add long streamers to the bottom. Be creative, you may use ribbon, crepe paper, or long strips of paper. Tie a string at the top. Take your windsock outside. What do you notice about how your windsock moves?</p>

Activity Lists for Each Subject

Reading Activities

Readers Theater

- <http://www.thebestclass.org/rtscripts.html>
- Choose a reader's theatre script. Film yourself reading the parts. Practice using different voices OR perform with members of your family.
 - For the Parent:
 - Did your child read with appropriate expression?
 - Did they change the tone of their voice for different characters?
 - Did they sound out the words they did not know?

Animal Research Project

- Visit the website National Geographic Kids
- Choose animals and have students choose which animal they want to read about.
 - For example: Animals-Reptiles-American Alligator
- Have students read (they may need some support) and identify the main idea and details. If they are ready for more, have them summarize based on the main idea and details they identified.
- For the Parent: What animal did you choose? What did you learn about the animal? What questions do you still have?

Sight Word Quizlet

- Practice your sight words using this Quizlet
- For the Parent : Which word(s) provided difficulty for your students? How can they continue to practice these words? If these are too easy, have them spell them!

Florida Center for Reading Research

Student centered activities and games

Adjectives and Adverbs

Brainpop

- Adjectives and Adverbs

Tenses

- Take the hard quiz.

Videos

Videos to Watch

- Schoolhouse Rock-Verbs
- Schoolhouse Rock-Adverbs
- Schoolhouse Rock-Adjectives

For the Parent: What is an adjective?

What is an adverb? Can you use each in a sentence?

Science/ S.S Activities

Soup Can Experiment

- Design a structure that will support the weight of a can of soup. You must use at least 3 different materials found in your home or yard.
 - Describe the materials used, the size of the structure in inches and centimeters.
 - Take a picture of your structure and share with your teacher.
- For the Parent: What might you do to strengthen your structure? If your structure was unsuccessful, what might you change?

Insect Creation

- Design a new insect. Describe its physical characteristics, habitat, prey/predator, and adaptations.
 - Create a 3D model of your insect using items from around the house.
- For the Parent: Have your child work through what the student will need to survive? What special adaptations does it have?

Communities Project

- For the Parent: Your student has learned about the features of rural, urban, and suburban areas. Have them draw a picture of each area, describe each area, and write what they might experience in each area.

Math Activities

Create a City

Ask your student about the tools they are using and why they choose each tool. Have your student tell in detail the measurement of each structure in inches and centimeters. How do centimeters and inches vary? Which is bigger? When would it be more appropriate to use centimeters instead of inches?

For the Parent: What are some of the key attributes of your city? How do you know if you measured correctly?

Parts of a Clock

On a piece of paper, draw four clocks.

On one of the clocks, label each part of the clock.

On the other three clocks, record the times of day you do certain tasks.

For the Parent: Help your child record the time of day they do tasks, for example: wake up, eat breakfast, eat, lunch, have dinner, bedtime.

Skip Counting Riddles

On index cards, create 10 skip counting riddles. You must write 5 riddles for skip counting by 10s and 5

riddles for skip counting by 100s. Write the riddle on the front and the answer on the back. See if a friend can solve your riddles.

Examples:

o Start at 53. Skip count by 10s. What number is the last number before 1000?

o I am skip counting by 100s. One number in my pattern is 245. What is the number before and the number after 245?

For the Parent: Take turns solving the riddles as a family.

Loose Change

Locate loose change in the house and make a prediction about how much handfuls may be worth.

Count the change and write an equation to match. Write a word problem to match.

For the Parent: Ask students to group coins by type and then write an equation to solve for the total. Ask students to write a word problem to match the coin combination. Ask how much they would have left if they spent ____ amount or how much they would now have if they found ____ more.

How To Add & Subtract

Create a "How To" book to teach a friend how to add fluently through 99 using knowledge of place value and properties of operations.

For the Parent: Ask your child to explain to you how to add/subtract. Guide them to use as many details as possible.

Comparing Groups

Pick up two handfuls of objects (beans, bears, pennies) and determine whether the number of objects in one group is more than, less than, or equal to the other group. Record the numbers in each group and write $>$, $<$, or $=$ to compare the two numbers.

For the Parent: Which is more? Which is less? How do you know?

Greetings parents,

To help you access Google classroom I have provided steps to make this easier for you.

Step 1: Find the Google Classroom app on your students Ipad.

Step 2: Your child's Ipad should automatically be logged in into their Google Classroom.

Step 3: If by any chance there is a welcome message, please read it and click accept.

Step 4: Click on 2B or Ms. Day's Class.

Step 5: Once you have entered the classroom look at the top or bottom of the page for the Classwork tab.

Step 6: Click on that tab. This is the section where you will have access to viewing the assignments assigned to your child. All of the assignments will be released at once but please know that the students are only required to do one per day.

Should you have any questions, please do not hesitate to email me at aday@carolinavoyager.org or rprusak@carolinavoyager.org. We are happy to help you.

Best,

Rylee Prusak and April Day